

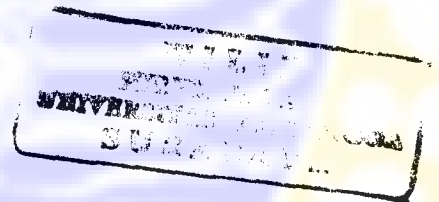
**TURN TAKING ORGANIZATION IN THE THEORY
OF ENGLISH LITERATURE CLASS
(A CONVERSATION ANALYSIS APPROACH)**

A THESIS



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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
AIRLANGGA UNIVERSITY
2006**

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**Submitted as partial fulfillment of the requirements
for the Sarjana degree Of the English Department, Faculty of Letters,
Airlangga University Surabaya**

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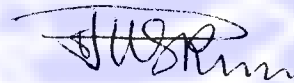
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2006**


DECLARATION

This thesis contains no material, which has been accepted for the award of any other degree or diploma in any university. And to the best of this candidate's knowledge and belief, it contains no material previously published or written by another person except where due reference is made in the text of the thesis

Signed,



Rr. Tanti Puspitorini



*THIS THESIS IS DEDICATED TO:
MY BELOVED FATHER, MOTHER
DIK DHEWI, & DIK TITO*

Approved to be examined

Surabaya, 2nd of January 2006

Thesis Advisor



Lusvita Fitri Nuzuliyanti, S.S, M.A

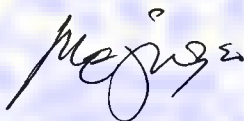
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This thesis has been approved to be examined and accepted by the board of examiners of the English Department, Faculty of Letters, Airlangga University on 16th of January 2006.

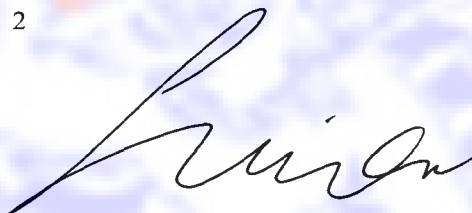
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Surabaya, January 2nd, 2006

The writer

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ABSTRACT

Puspitorini, Rr. Tanti. Turn Taking Organization in the Theory of English Literature class (A Conversation Analysis Approach). A thesis submitted as partial fulfillment of the requirements for the Sarjana Degree of the English Department, Faculty of Letters, Airlangga University, 2006.

This study is about the turn taking organization in the theory of English literature class. The aim of this study is to find out the differences between the modified turn taking rules in the classroom setting and the general turn taking rules proposed by Sacks et al. and the significant features of those modified turn taking rules.

The data of this study is analyzed by the grounded theory in the form of modified turn taking rules in terms of adjacency pairs, minimal acknowledgement responses, pauses, and overlaps. This study uses Conversation Analysis (CA) as the methodology because it analyses, among other interaction, institutional talks like classroom talks. The respondents of this study are the students and the lecturer who are interacting in theory of English literature class. The use of this class is due to the consideration that this class provides the relevance data of this study that is the occurrence of turn taking rules in a kind of open discussion class. The procedures of data collection are taking the data recording from the theory of English literature class interaction and making the transcription from the data recording by using transcription proposed by Gail Jefferson. Then, the steps in technique of data analysis are finding the modified turn taking rules based on the data transcription, comparing the modified turn taking rules with the general turn taking rules proposed by Sacks et al to find the differences and the significant features of the modified rules, analyzing the significant features by using the modified turn taking rules in terms of adjacency pairs, minimal acknowledgement responses, pauses, and overlaps.

Based on the data analysis, the findings that have been found are the difference between the general turn taking rules and the modified turn taking rules concerning the different participants and settings. In the classroom talks there is an unequal power speech exchange among participants. This is because the lecturer has a privileged role in controlling the turn taking. The significant features are mostly found in the lecturer's turns because she has high permutability of turn taking. While in the students' turns, they have no right to permutate the turn taking, they mostly use self-selection to respond the lecturer's turns. The unique cases mostly found in the lecturer's turns are the occurrence of the overlaps.

Keywords: Turn Taking Organization, Conversation Analysis, Adjacency Pairs, Minimal Acknowledgement Response, and Overlaps.

CHAPTER I

INTRODUCTION

A. Background of the study

As we reflect on our experiences as teacher educators and students, who involve in the classroom interaction, we can not avoid remembering what has happened during the teaching and learning process. In the classroom, conversation between the teacher and the students mostly occur in the formal way. This occurs because classroom is an institutional talk setting in which talk or formal conversations take place. As Gardner (1995, p. 99) mentions, classroom teaching is a kind of institutional talk.

During conversation, the language used by teachers and students determines what is learned and describes how the learning process takes place. Besides, classroom spoken language is the medium by which much teaching process takes place and in which students demonstrate to teachers much of what they have learned (Cazdens, 1988, p.432). It means that the teacher uses the language for delivering knowledge to the students. On the other hand, the students use the language to respond what they get from the teacher. The use of classroom language by the classroom participants can create unique phenomenon to be analyzed, such as how the teacher distributes the turns, how the teacher gives tasks to the students, how the students answer the teacher's question, how the students respond to the teacher's statement etc, which is different from the other languages in different setting.



A classroom talk is a form of 'talk-in-interaction', which is derived from ordinary conversation which requires speakers to take turns, and this requirement is managed in particular way (Cameron, 2000, p. 89). According to Sacks (1974) the basic unit of the conversation is the "turn" that is a shift in the direction of the speaking "flow" which shows the characteristic of normal conversation (As cited in Yule, 1996). Turn taking in the classroom interaction functions as an attempt to get control and as a part of participants to take the turn in conversation. In this setting, there is one participant who has a privileged position where turn-assignment is controlled by him or her at the conventionally determined transition points. He or she has, for example, an authority as teacher (Edmonson, 1981, p. 38). The teacher has to control the turns whether the students have to take their turn or not; whether the students must end their turn or continue their turn. Nuzuliyanti (2004, p. 27) states that as the sole turn distributor, lecturer (teacher) is allowed to change the order of conversational arrangement in all possible ways. This control and management of turn taking, which is done by teacher, is mark of classroom interaction.

The turn taking in the classroom interaction can be analyzed by Conversation Analysis (CA). At its heart, CA is concerned with the nature of turn taking in talk-in-interaction: how it is organized, how participants accomplish orderly (or even apparently disorderly) turn taking and what systematic resources are used in this accomplishment (Hutchby & Wooffit, 1998, p. 38). Then, in the classroom talks we can analyze how the

organization of turn taking is modified by the interaction, how the teacher and the students accomplish the turn taking and what techniques are used by participants in their accomplishment.

Furthermore, Burns (2001, p. 134) states that the strength of the analytical tools of conversation analysis is that they have research, based on carefully recorded and transcribed samples of natural data. Conversation Analysis rejects simulated or set up interaction from experimental situations. CA is a very helpful analytical tool in classroom language for exploring the features of authentic talk that is turn taking organization and sequencing, such as the modified turn taking rules both in the lecturer's turn and the students' turn, the occurrences of overlaps, pauses, and the minimal acknowledgement responses.

Conversation Analysis is developed from work carried out by Harvey Sacks, Gail Jefferson and Emanuel Schegloff in the early 1960s at the University of California. CA originated in the field of sociology and started with the examination of the telephone calls made to the Los Angeles Suicide Prevention Center (Paltridge, 2000). In its first development, it inspired many studies in different social settings, one of them in the classroom setting. For examples McHoul's study on the organization of the turn taking in the formal classroom (1978) and his other study on repair organization in the classroom (1990). Then, in 2000, Markee's study on how understanding and learning are prompted by comprehended input, in which CA is used to identify the conversational structure of spoken definitions and Nuzuliyanti's study on turn

taking organization in postgraduate classes (2004). Since there have been many researches on classroom interaction regarding the organization of turn taking, I try to hold a study on the organization of turn taking rules that is modified in the classroom interaction at Airlangga University, in which I can simultaneously act as the participant and researcher who is involved in that setting.

In doing the research of the organization of the turn taking rules, I am interested in recording the classroom interaction in the Theory of English Literature class in the English Department of Airlangga University. I consider that the class is a good source of data for the research. This is because the classroom setting is a kind of open discussion, where there are many possibilities of the occurrence of turn taking signals.

B. Statement of the Problems.

In reference to the background of the study that I would like to hold a study on the organization of turn taking rules in the classroom interaction at Airlangga University, I try to formulate the problems as follows:

1. What are the technical differences between the modified turn taking rules in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University and the general turn taking rules as proposed by Sacks et. al?

2. What are the significant features from the modified turn taking rules in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University?
3. What are the unique cases in the lecturer's turns in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University?

C. Objective of the Study

The objectives of the study are as follows:

1. To find out the technical differences between the modified turn taking rules in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University and the general turn taking rules as proposed by Sacks et. al by using conversation analysis concerning with turn taking system.
2. To find out the significant features which are found from the modified turn taking rules in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University by using conversation analysis with turn taking system in terms of adjacency pairs, minimal acknowledgement responses, pauses, and overlaps.
3. To find out the unique cases in the lecturer's turns in a lecture session in the Theory of English Literature class, Faculty of Letters of Airlangga University by using conversation analysis with turn taking

system in terms of adjacency pairs, minimal acknowledgement responses, pauses, and overlaps.

D. Significance of the Study

The result of this study can be used to enrich the view of the readers how conversation analysis approach can be applied as an analytical tool in the classroom interaction through the use of turn taking organization in terms of adjacency pairs, minimal acknowledgement responses, pauses, and overlapping talks. I hope the readers, especially the students of Faculty of Letters, Airlangga University Surabaya, can take inspiration from the results of this study to hold more specific study. I also hope that I can give contribution to the improvement of Teaching - Learning process in the English Department, Faculty of Letters, Airlangga University Surabaya, so that the language teachers and educators can create better techniques of Teaching - Learning process by using the findings from this study on how to make learner-centered role system more actively.

E. Definition of the Key Terms

The definition of the key terms in this study is intended to give a clear definition of some terms to avoid misinterpretation. The terms are:

- **Conversational Analysis:** is a 'microanalytic' approach, which takes apparently mundane and unremarkable spoken interactions and finds intricate patterning in the way they are organized (Cameron, 2001)

- **Turn:** is a shift in the direction of the speaking 'flow' which is as characteristic of normal conversation (Sacks, 1974)
- **Turn taking:** is concerned with two main elements that speakers are aware that a turn consists of one or more TCU and aware the end of turn TCU that is potentially a turn of TRP to occur. (Sacks et.al, 1974)
- **Turn Constructional Units (TCU):** is defined as a grammatically complete unit of language such as a sentence, clause or phrase, the end of which represents to the interactants a point at which it is possible for the speakers to transfer turns (Sacks et.al, 1974)
- **Transition Relevance Places (TRP):** is the technically points of natural transition or a relay of the right to speak to the next speaker may occur. (Sacks et.al, 1974)
- **Adjacency pairs:** are utterances produced by two successive speakers in such a way that the second utterance is identified as related to the first one as an expected follow-up (Richards and Schmidt, as cited in Paltridge, 2000)
- **Overlap:** is considered as an evidence of an incoming speaker's failure to take notice of whether the current speaker has or has not finished (Hutchby,1998)
- **Minimal acknowledgement (feedback) response:** is the way that listeners show they are attending to what is being said (Paltridge, 2000)

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. The Outline of Conversation Analysis as an Approach

a. The Foundation of Conversation Analysis

Conversation Analysis is an approach to spoken discourse (Cameron, 2001, p. 87) which gives particular attention to everyday spoken interaction such as casual conversation, chat, and ordinary narratives (Paltridge, 2000, p. 83). Psathas (1995, p.1) also states that CA is the study that concerns with ordinary social interactions in which it has developed systematic procedures as a tool for studying those interactions.

Cameron (2001, p. 87) states that despite of its name, Conversation Analysis (CA) deals not only with everyday conversation but this approach has also been applied to talk in professional and workplace settings (Drew and Heritage, 1992), and to political speeches (Hutchby, 1996) as well. Many practitioners label their object of study not 'conversation' but 'talk-in-interaction'. This label is used because CA was developed to analyze talk (rather than written text) and more specifically the kind of talk that is thoroughly interactive.

Every conversation or talk-in-interaction both ordinary and institutional follows systematic rules of turn taking. The participants must be aware of the rules, in order for the conversation to go smoothly.

The awareness of the turn taking rules may occur consciously or unconsciously. For example, when we talk to someone, we are usually aware of our turns; which mean that participants in a conversation take turn to speak. This is congruent with Sacks', Schegloff's, and Jefferson's works (1974). They state that speakers take turns in speaking at one time and that the speaker change recurs.

With talk as the main point, the highlight of CA is concerned on how meaning and context in conversation are related to the idea of sequence. Sequence and action are part of context. Then, sequence of conversation, which emerges from previous conversational turn, shapes the meaning of a conversation action. Sequential organization of interaction in turn is the medium for creating dynamic social context (Heritage, as cited in Nuzuliyanti, 2004)

At heart, CA is connected with the nature of turn-taking and the systematic resources which are used in its accomplishment, referring to the sequential order of turn-taking since there are describable ways in which turns are linked together into definite sequences (Hutchby, 1998, p. 38).

Hutchby (1998, p. 38) states that CA is used to reveal two things in treating the transition between turns during talk in interaction. The first is the 'next turn', which is the place where speakers display their understanding of the prior turn's completion. It concerns with next speaker's understanding of the type of utterance produced by prior speaker. The second important of CA is concerned with the next speaker's

understanding of the prior turn's content. In short, CA is not only concerned with how the turn-taking is accomplished but also with what participants' understanding of what they are actually doing in their talk.

CA is markedly 'data centered' form of discourse analysis in 'pure' versions. The analyst is not supposed to appeal to any evidence that comes from outside the talk itself and is not required to gain detailed knowledge of participants' identities, their daily routines or their beliefs, so that their talk itself is treated as containing everything relevant for analysis (Cameron, 2001, p. 88). As ten Have (1999) states that profound CA is as a research methodology that is 'unconventional but intense' and at the same respect with intellectual interest in the details of the actual practices of people in interaction.

Moreover, Schegloff et. al (as cited in Nuzuliyanti, 2004) states that CA as a methodology which was originated by Sacks is not intended to answer research questions that are theoretically motivated, not either the sort of questions that are typical in applied linguistics, education, and many other fields of study .

b. Institutional Talk and Conversation Analysis

As having been stated in the previous chapter, institutional talk is different from ordinary conversation. The basic set of rules of ordinary conversation is modified or transformed to prove another set rules of the

institutional talk. (Gardner, 1995, p. 98). The modified rules must be different from the basic rules of ordinary conversation.

Edmonson (1981, p. 38) states that the different turn taking conventions hold for different institutional settings. In the institutional talk settings such as classroom, news interview, courtroom, the formal debate, and the public lecture, the participants have an unequal power of speech exchange. This is due to the presence of one participant who has privileged role position in controlling turn-assignment at the conventionally determined transition points. The participants who have such the role are teachers, interviewers, judges, etc.

Regarding the significant differences, from the late 1970s onwards, a large number of CA inspired investigators have taken the challenge to study a variety of institution based on interactional forms, implicitly or explicitly comparing these to those found in ordinary conversation (ten Have, 1999, p. 164). He also states that working with the institutional data tends to view these institutional interaction as ways in which institutional participants 'talk the institution into being' to use an expression by John Heritage.

Similar to the ordinary conversation, in institutional conversation, participants build their context during their talk. According to Drew & Heritage (1992) there are three main features in the study of institutional talk. The first feature is that participants are involved in a specific institutional goal related with their institutional identity. The second is that

there are institutional specific constraints on what is considered as contribution to the talk in order to achieve this purpose. The third feature is concerned with inferential frameworks, rules, and procedures that are special to institutional context. As the result of these three features, Heritage argues that they create a unique “fingerprint” for each kind of institutional interaction (Heritage, 1997, p. 64)

The examples of studies on formal institutional settings in Drew and Heritage (1992), includes the study of interaction in news interview (Greatbach, 1988) and the study of McHoul (1978) on interaction in classroom. Those studies show how the institutional character of interaction is markedly different from the way turn taking is managed in ordinary conversation. They further states that those studies are considered influential. This is due to the recurrently usage of turn taking features throughout the interaction so that the turn taking can be said as a fundamental of interactional organization. It can also be proposed that participants orient to the institutional of setting, if they can manage their manner of turn taking different from the ordinary conversation.

B. Review of Previous Studies

1. Previous Research of Conversation Analysis (CA) on Classroom Interaction

Conversation analysts have understood classroom talk as a type of institutional talk that is empirically distinctive from the default speech

exchange system of ordinary conversation (Sacks, Schegloff & Jefferson, 1974). This is because teacher-fronted classroom talk has an unequal power of speech exchange system. Gardner (1995, p. 99) states that in classroom teaching, the modification of the basic rules of turn taking inspires certain roles with greater power in terms of the control of turn taking. It is done by the teacher who takes greater power as long as he is or she is in that role and interaction continues.

Concerning the phenomena above, CA provides a set of tools to describe talk in interaction that happens in the classroom setting. It can be proved that many researchers held their researches by using CA approach.

The use of CA in the classroom interaction studies has to be differentiated into two streams namely 'pure CA approach' and 'applied CA approach'. ten Have (2001) argues that the pure CA approach is focused more on how to provide formulation for talk interaction. Moreover, these kinds of studies of pure CA approach have purpose to get better understanding of the nature of human interaction and to improve CA as a methodology (Mori, 2002). The examples of studies of classroom interaction that includes the category of pure CA among others: The study of McHoul (1978) on the organization of turn-taking in the formal classroom, and his other study in 1990 on repair in the classroom, the study of Nuzuliyanti (2004) on the organization of turn taking in postgraduate classes.

ten Have (1999, p.161-2) states that studies in Applied CA are carried out within a framework which guided by wider concerns of various scientific disciplines like sociology, anthropology, (social) psychology and sociolinguistics. The expression of 'applied CA' can also be used to denote the implicit or even explicit use of CA inspired studies to support efforts to provide data based analytic suggestions, critiques, for the ways in which social life can be organized. The examples of classroom studies that can be categorized in the applied CA stream, namely Markee's study (2000) using CA to identify the conversational structure on how understanding and learning are prompted by comprehended input. Mori's study (2002) on the influence of instruction on the development of talk in small group activity in Japanese language classroom. Then, Liebscher and Daily-O'Chain's study (2003) on study of conversational repair as a mechanism to define roles in classroom interaction (As cited in Nuzuliyanti, 2004).

2. The previous studies on classroom interaction as the references of this study

In referring back to the previous studies, which used pure CA and applied CA, I am interested in the studies, which use pure CA. This is because I want to get better understanding of the function of pure CA that is to formulate the talk interaction into the modified turn taking rules and reveal a phenomenon of the natural classroom conversation in which participants oriented to. The two researches, which I have read a lot, are

McHoul's study (1978) on the organization of turn-taking in the formal classroom, and the study of Nuzuliyanti (2004) on the organization of turn taking in postgraduate classes.

Reviewing the result of McHoul's study and Nuzuliyanti's study, there is a similarity in the first feature of the technical differences that is all the students' turns are oriented to the teacher. It has been stated in the previous section that the teacher in the classroom interaction had privilege role to control the turn. This happened in these studies. That all the students' turns were oriented to the teacher and the students did not have the role to select another student as the teacher did so. It can be said that in this classroom talk it was different from the ordinary conversation since teacher-fronted classroom talk had the difference of distribution level of participant in which there was an unequal power speech exchange system between the teacher and the students. In other words, the teacher has the right to direct speakership in any way. The teacher's turns are highly permutable, while the students' turns are non-permutable.

In spite of the fact that those studies have similarity, they also have differences. In McHoul's study, since the participants were the elementary students, it could be observed that the potential of overlap was minimized. The minimization of overlap is due to the failure in using the opportunity for teacher/ students to design the ability of self selection and it is impossible for students to use Current Speaker Select Next (CSSN) technique to select another student.

Meanwhile on Nuzuliyanti's study, the differences of this study from McHoul's study are the potentiality of overlap is maximized and the gap and pause is minimized. The maximization of overlap happens as the result of students' self-selection since the teacher applies CSSN turn not addressed to single student. The phenomenon of self-selection shows that there is an equal chance for any speaker to become the next speaker and any speaker can start speaking in the same time so that the overlap occurs.

The last feature of Nuzuliyanti's findings is that the gap and pause are minimized. Similar to the maximization of overlap, the minimization of gap and pause is also the result of the self-selection operation. As it has been mentioned above, self selection gives an equal opportunity for the speakers to take the right to speak that is spontaneously and simultaneously in the same time, and it also gives the speakers an opportunity not to take the right to speak or the speakers undoubtedly take the right. In result, the gap and pause occur. However, the teacher in this study tries to minimize it, by using her or his authority to permutate the turns so that the interaction between the teacher and students in the process of teaching - learning goes smoothly.

Related with McHoul's study and Nuzuliyanti's study above, I would like to explain my own research. My research problem tends to have similarity with Nuzuliyanti's study since the research setting is classroom interaction in college. However, my research problems have two differences in terms of participants and settings.

Talking about participants and settings, they can be linked to the sociolinguistics study. Participants and settings are included in the social factors proposed by Holmes (2001, p. 8). She states that there are certain social factors, relevant in accounting for the particular variety use, for an example, the variety of language use. There are four factors, among others: the participants, the settings or the social context of interaction, the topic, and the function. These factors can influence such institutional interaction so that they create a different phenomenon for each kind.

The setting in Nuzuliyanti's study was in Australia, in the postgraduate classes of Melbourne University. The participants were postgraduate students of around 25 years of age. They came from different countries so that it created multilingual community: they spoke English with different accents. On the other hand, my research setting was in Indonesia, in the undergraduate class of Airlangga University. The participants were undergraduate students of 21 to 23 years of age. All of them were Indonesian so that they created monolingual community in the classroom interaction. They used English for tertiary education in the process of teaching and learning based on their ability to transfer their knowledge from their mother tongue, Indonesian language, to English language, although they sometimes still used Indonesian language. This is because this classroom is a part of English Department in which the students and the lecturers have to speak English. Those two different factors above can create different findings. The possible findings which

are different from those two studies above, may concern the lecturer's ways in permutating the turn taking, how the students' responses to the lecturer's turns and the occurrence of overlaps. So, my research problem might reveal these different significant features from the phenomenon that occurred in the classroom interaction. Then, it can also reveal what is called by 'the unique case' of a participant's turn.

CHAPTER III

METHOD OF THE STUDY

A. Research Approach

In this study, I used Conversation Analysis approach, since I wanted to analyze institutional talk that is classroom talks in the verbal aspects of interaction of turn taking, overlapping talks, and pauses. As Pomerantz & Fehr (1997, p. 65) state that Conversation Analysis interest is not only the verbal aspect of interaction talk but also the paralinguistics features of talk (sounds quality, pauses, gaps, restarts, etc) and expand into the features of conduct such as appropriate orientation, hand-arm gestures, postures, etc (Schegloff, as cited in Pomerantz & Fehr, 1997).

CA, moreover, can be differentiated from qualitative research in some ways. Pomerantz & Fehr, (1997, p. 66) differentiate it into three ways. First, it rejects the use of researcher's theory and concept in the form of research question, since CA does not prove theory or concept. Instead, it is focused on the participants' contribution in building their understanding through the context of interaction. In other words, the researcher who uses CA as his or her approach must not establish theories and concept in the form of research question or hypothesis before he or she gets the data. Conversation analyst attempts to develop theory and make interpretation from what are relevant from the data. It seems that CA rejects using available 'theories' of human conduct to ground or organize its arguments or even to construct a 'theory' of

its own. However, the researcher can not avoid having such a priori assumption of what will happen in the data, but CA does not allow him/her to theorize his/her assumption. Concerning that statement, ten Have (1999, p. 28) answered that CA is not 'a-theoretical' but it has different conception of how to theorize about social life. Meanwhile, the qualitative mode inquiry is characterized by a hypothesis-free orientation and an implicit acceptance of the natural scheme of things (Burns, 2000, p. 13).

Second, CA focuses on the changeable temporal organization of talk, which is simultaneously created through the talk in interaction, namely what participants themselves orient to during their talk and the participants' awareness about the turn taking rules applied in the interaction.

Third, CA takes perspectives that lead to a different understanding about the rules concept from the one that is held by other research approach. CA's rules concept, emphasizing the first differences, does not create prior assumption about conversation. It sees approach of conversation as derivation of social action. That conversation is organized and managed locally which means that parties in the conversation are responsible in building the conversation itself. In short, CA seeks to understand the conversation that occurs around a locally managed situation (Pomerantz & Fehr, 1997)

They further state that Conversation analysts strongly prefer to work from recordings of conduct, since the data are in the form of talk. They also argue for some reasons. The reasons are, certain features of details of action interaction are not recoverable in any other way, a recording makes it possible

to play and replay interaction for the sake of transcribing and developing analysis, also to check a particular analysis against the material. In other words, in CA, data gathering technique mainly uses recording of live interaction.

On the contrary, the qualitative research generally uses participant observation and unstructured interviewing which permit access to individual meaning on the context of ongoing daily life (Burns, 2000, p. 388). In the participant observation, the researcher lives closely related with the individuals' life being investigated as much as possible (Burns, 2000, p. 405). Then, in the unstructured interviewing or open-ended interviewing focuses in an unstructured way of the informants' perception about themselves and their experience. There is no standard list of question so that it can be said as free flowing conversation, which relies on the quality of the social interaction between the researcher and the informants (Burns, 2000, p. 425).

Different from participant observation and unstructured interviewing above, CA does not require gaining detailed knowledge of participants' identities, their daily routines or their beliefs, instead of their talk itself that is treated as containing everything relevant for analysis (Cameron, 2001, p. 88).

The last is about sampling. CA sees sampling more in a specimen perspective. Alasuutari (As cited in ten Have, 1999) states that a specimen can be defined as a form of a research material, which is seen as a part of the reality being studied. Specimen here is a part of the whole data that can be analyzed by the researcher. The researcher does not need to analyze the whole

data since the specimen includes the same conversation that occurs repeatedly in the whole data. Concerning specimen perspective, ten Have (1999, p. 28) has another argument. He states that the reality or phenomenon to be studied in specimen perspective's view is regarded as something that can be observed with the specimen at hand. He further states, the specimen perspective does not consider the data as representations of an unobservable phenomenon, which has a set of valid determining factors of the population

By contrast, qualitative approach employs especially snowball sampling and theoretical sampling (Burns, 2000, p. 389). In snowball sampling, a person who is identified as a valid member of a specified group to be interviewed, can be asked to give recommendation about the names of others who may be fit with the requirements needed by the researcher. In theoretical sampling, data collection is controlled by developing theory. As information is gathered from the first few cases the underlying theory becomes extended, modified, etc (Burns, 2000, p. 389).

B. Population and Sample

The data of this study is the transcription from the interaction recorded in Theory of English Literature class. It was taken on May 11th 2005 at 13.25-13.55 in the room of 312A, faculty of letters of Airlangga University.

The population of this study is the students of English Department of Airlangga University. Dealing with the sampling, as it has been stated in the previous point, CA sees sampling more in a specimen perspective. The reality or phenomena to be studied in specimen perspective's view are regarded as

something that can be observed with the specimen at hand. (ten Have, 1999, p. 28).

So, when there is a researcher who is interested in looking at a turn taking pattern, theoretically it does not matter where the specimen of the interaction is taken from, since the participant involved in that setting will orient back to the turn taking rules. As Sacks (1984) states that the orderly way of people in organizing the interaction means that it does not matter what setting people are in, they will refer back to that interaction order.

a. Participants

In this study, the participants are 9 students and one Indonesian lecturer who previously studied in an Indonesian university. Referring back to the above statements about sampling CA these chosen participants should pose no problems since the aim of the study is basically to see what is happening in the interaction between lecturer and students in the classroom setting.

As ten Have (1999) affirms, in terms of sampling, if a researcher is interested in a class of interactional phenomena that is expected to happen in some specific setting, then the data collection should be done in that setting while anticipating the finding of some variation in that setting. The main aim of this study is to see the pattern interaction between lecturer and students, in terms of turn taking and overlapping pattern. The variation is expected to arise, not only because of the specific setting and goal to which participants' orient (classroom and

teaching-learning process), but also because of the composition of the participants. Both the lecturer and the students are non-native speaker of English. So, they tried to speak English based on their understanding on what English language is and their ability to speak English. They might mix Indonesian and English language during the conversation. They also might bring their accents and manners in transferring utterances from Indonesian into English language. These participants' characteristics may create interesting phenomena of the classroom interaction.

b. Setting

The recording was done on May 11th 2005 at 13.25 - 13.55 pm, in the room 312A in the faculty of letters of Airlangga University. Concerning with the setting, I have three considerations before deciding this particular setting. The first consideration is about the nearest place where I could get the data. I need not to look for another institutional setting for getting my data instead of my own faculty. Secondly, I got permission more easily from the department for access to the class, since I am one of the students of this faculty. The last one is about how to get the most natural institution interaction. The class is chosen because the teaching-learning process is conducted during the lecturing session and its content is a kind of an open discussion. Thus, I assumed that I could get the adequate data of the most natural classroom talk in the teaching and learning process for the purpose of fulfilling the naturalism in institutional interaction or non-experimental data.

C. Technique of Data Collection

1. Data collection

In collecting the data, first, I recorded the lecturing session in Theory of English Literature class from May 11th 2005 at 13.25 –13.55 pm. To record the classroom interaction I only used one walkman-sized audio recorder with the internal microphone. I have four reasons for using only one walkman-sized recorder. The first is, the size of the classroom is small, so that I need not to use more than one recorder. Secondly, the class is a kind of soundproof room. Thirdly, there were only ten participants in the classroom with the seating position relatively close to one another and to the lecturer's desk. The last is, the recording was taken after the midday in which the faculty was neither very crowded nor noisy. For the setting of the equipment scheme and the lecturer- students' positions in the classroom see Appendix 1.

2. Data Transcription

The transcription of data involved the following issues:

a. Quality of recording

In spite of the fact that the recording process in the technique of data collection used simple equipment, that is a walkman-sized audio recorder in the technique of data collection; the recording is proven to be the best quality. This is because the recording caught every word spoken during the classroom talk. It also produced the clear sound of the classroom interaction among participants.

b. Quality of the transcription

Transcription is so important and difficult for a research tradition like Conversation Analysis (CA). ten Have (1999) argues that a good quality of transcription has to be able to capture and preserve the interactional phenomena. The transcriptions should not be taken as a substitute for the recordings. They are selective renderings of certain aspects of what the tape has preserved of the original interaction, produced with a particular purpose in mind, by this particular transcriptionist, with his or her special abilities and limitation. Therefore, it is generally recommended that an analyst make his or her own transcription (Heritage & Atkinson, as cited in ten Have, 1999). Due to the recommendation, I made my own transcription to get greater insights into the data, the process of capturing, preserving, and rendering the phenomena from the recording into the written form is inevitably concerned with my abilities and limitation. In transcribing the recording transcription, I feel I did not have any difficulties because the language used by participants is the mixture of English and Indonesian. Besides, the choices of the English words are understandable. In spite of the fact that I did not have difficulties, in ensuring the reliability of my transcription, I asked several students to double-check with the listening. I did this in order to get justification of the utterances from the students who produced them.

c. Transcription convention

In conversation analysis, the transcription system is specifically designed to reveal the sequential features of talks (ten Have, 1999). The conversation analyst generally transcribes with his or her tape recordings using transcript convention developed and elaborated by Gail Jefferson. These conventions cannot reproduce what is on the audio-tape or video-tape but are meant to remind the reader of the details of the conduct that can be heard or seen on tape (Pomerantz & Fehr, 1997, p. 70). Therefore, this transcript convention is also used in this study (refer to Appendix 2).

d. Notes on the elements of transcription

Notes on the elements of transcription of this study (ten Have, 1999):

1) Time, date, place of the recordings

These features are included at the beginning of the transcription.

2) Identification of participants.

Participants are identified in the left column by a letter code, so that in this study, participants are identified by a letter code (A, B, C, etc) especially for the students. While, if the speaker is the lecturer I used the letter code (Lt). This is due to my position as the participant and simultaneously as the researcher, so that I knew for certain all participants' names and respective positions.

3) Words as spoken

Psathas and Anderson state that a first effort is directed toward capturing (in written form) the actual words as spoken. They continue to state that the assumption here is that the interactants are engaged in the use of conventional linguistic forms grounded in a common language with semantic and syntactic conventions (Psathas & Anderson, as cited in ten Have, 1999). So that the transcription was made by using standard orthography with modification to mark significant deviations (ten Have, 1999). However, in this study, I did not use the standard orthography because it can not capture pauses, loud voices, stress, increased pitch and tone. In capturing the words spoken, I tried to listen and transcribe of what being talked with the transcription convention proposed by Gail Jefferson, so I could complete my transcription with the features of pauses, stresses, and increased pitches.

4) Sounds as uttered

Apart from the vocal sounds that can be interpreted as words, all other sounds that might play a role in interaction are to be noted as well, of course, if it is possible within the transcription convention. However, there are several sounds, which mainly are non-vocal sounds that untranscribable but they can be described by putting them between double brackets.

5) Inaudible or incomprehensible sounds or words

It is quite common that some vocal sounds are not comprehensible to the transcriptionists. In such cases, I tried to guess from the context and put in between brackets with that (XXX) sign.

6) Spaces / silences.

Due to the significance of spaces/ pauses/ silences in the analysis, it is important to be precise enough about the length of silence. Mumbling a four-syllable phrase with one syllable representing 0.25 second approximates the length of pauses/ silences.

7) Overlapped speech / sounds

Overlapped speech and sounds are marked by using square brackets with closing bracket used to show the end of overlapping speech.

8) Intonation / stress

Similar to the reason for transcribing words, marking intonation / stress can be considered rather problematic. What is done in the transcription is to mark every distinctive intonation / stress although this practice is heavily relied upon my perception and interpretation of such intonation / stress.

D. Technique of Data Analysis

After collecting the data I did some steps to analyze the data. First, I tried to find the modified turn taking rules based on the data transcription. Second, I compared the modified turn taking rules with the general turn taking rules proposed by Sacks *et.al* to find the differences and the significant features of the turn taking from the interaction. Finally, I analyzed the findings by the modified turn taking rules in terms of adjacency pairs, minimal acknowledgement responses, pauses, and the overlapping talks. The procedures of the analyzing the data were:

1. Finding the modified turn taking rules based on the data transcription
2. Comparing the modified turn taking rules with the general turn taking rules proposed by Sacks *et.al.*, to find the differences and the significant features of turn taking from the interaction
3. Analyzing the findings by the modified turn taking rules in terms of adjacency pairs, minimal acknowledgement responses, pauses, and the overlaps.

CHAPTER IV

DISCUSSION

A. Research Findings

1. Technical differences from the general turn taking rules

In the first part of this chapter, I compare the technical differences between the general turn taking rules and the modified turn taking rules of the classroom interaction.

The general turn taking rules proposed by Sacks, et al.(1974):

1. For any turn, at the Transition Relevance Position (TRP) of an initial Turn Constructional Unit (TCU):
 - a. If the turn so far is constructed as Current Speaker Selects Next, then the party selected has the right and is obliged to take the turn to speak; no others have such rights or obligations.
 - b. If the turn so far is constructed as Non Current Speaker Selects Next, then self selection for the speakership may (but need not) be instituted. First starter has the rights to a turn, transfer occurs at that place.
 - c. If the current speaker is constructed as Non Current Speaker Selects Next, then the current speaker may (but need not) continue, unless another self-selects.
2. If, at the initial TRP of an initial TCU, neither 1(a) nor 1(b) has operated, and the speaker uses rule 1(c), which means current speaker has continued, then the rule set 1(a-c) reapplies at the next TRP, until transfer is effected.

In their study on the simplest turn taking rules, Sacks *et al* (1974) state that the basic turn taking system in conversation does not provide any individual with power over any other within the structural constraints of conversational interaction. The rules are derived from the analysis of ordinary or informal conversation in which the participants design and modify their utterances in natural conversation environment. The conventions of regulating turn taking which occur in informal conversational settings have no overt 'rules' that might be said to exist such that participants made aware of these rules. Then, to establish how far the structure of a spoken discourse is determined by the turn taking procedures having proven it. Sacks *et al* (1974) propose system for the organization of turn taking in conversation (Edmonson, 1981, p. 39)

Based on Sacks' turn taking rules, current speaker may select next speaker, if He or She does not, then the second rule applies: any other speaker may self-select, and the first to do so has the right to the floor. But any other participant in the conversation, either prior speaker or a third party, may of course break the rules and come in and talk without rights (Gardner, 1995, p. 98)

Furthermore, Sacks, Schegloff and Jefferson (As cited in Fairclough, 1992, p. 17) argue that these rules account for many observed features of informal conversation: that overlaps between speakers occur but are generally short, that a great many transition between turns occur with no gap and no

overlap, and so forth. Despite of the generality of the rules, they allow for considerable variation in such features as the order and length of turns.

Compared to the general turn taking rules, which is based on ordinary or informal conversation, turn taking rules which occur in institutional setting, that takes place in Theory of English Literature class shows some technical differences. The differences are due to the different setting and participants. The modified turn taking rules derived from the analysis of classroom interaction in which the lecturer and the students who act as the participants having different roles. Classroom, as one of institutional settings, has different turn taking rules, because there is one participant, the teacher, who has a privileged role position to control the turn taking rules. So, the teacher has the authority to modify the turn taking rules for the class.

The technical differences are, then, analyzed to demonstrate how participants show their orientation to the institutionalized setting.

The modified turn taking rules of the theory of English literature class

1. Lecturer's turn – any lecturer's turn at the initial TRP of an initial TCU:
 - a. If the lecturer's turn is designed to be 'current speaker selects next,' right and obligation are given to a single student, no others have such right or obligation.
 - b. If the lecturer's turn is designed to be 'current speaker selects next' but it does not address a single student, students have to self-select.
 - c. If the lecturer's turn is not 'current speaker selects next,' students self select.

- d. If the lecturer's turn is not 'current speaker selects next,' then teacher may continue until another self-select.
2. Student's turn – any student's turn at the initial TRP or an initial TCU for any lecturer's turn (1a – 1d):
 - a. If a student's turn is 'current speaker selects next', the right and obligation to speak is given to the lecturer.
 - b. If a student's turn is not 'current speaker selects next', self selection may (but need not) be instituted with the lecturer as first starter and transfer occurs at that TRP.
 - c. If a student's turn is 'current speaker selects next', the student may (but need not) continue unless lecturer self selects.
 3. For any lecturer's turn: if, at the initial TRP or an initial TCU, 1 (a) or (b) or (c) has not been operated, the lecturer continues to speak the rule set, the rule set 1(a – c) reapplies at the next TRP and recursively at each TRP until transfer to a student is effected.
 4. For any student's turn: if, at the initial TRP or an initial TCU 2 (a) and (b) have not been operated and following 2 (c), the current speaker (student) continues to speak, then rules 2 (a – c) reapply at the next TRP and recursively at each TRP until transfer to lecturer is effected.

2. Significant features of the turns

Based on the modified of the turn taking rules above, generate some significant features both in lecturer's turns and the students' turns:

1. In the lecturer's turns

a. Higher possibility in lecturer 's turn is realized to permutate the turn taking by using some ways, namely:

- (1) Utilizing the words “yang lain – yang lain” and “apa lagi” as the “elicitation” tokens to allow self selection by other students
- (2) Restating the statement of previous students to invite other students to self select for the sake of giving opinion.
- (3) Utilizing minimal acknowledgement response (right, okay) to signal the end of the sequence and shifting to return to the lecturer's turn in order to move to the next topic.
- (4) Utilizing the CSSN turn addressed to a single student.

b. The lecturer uses the non CSSN turn and mostly use a CSSN turn not addressed to a single student.

c. The lecturer tries to minimize the gaps and pauses

2. In the Students' turn

a. The students mostly use self selection response to the lecturer's turn

b. The students have no rights to permutate the turn taking.

3. Unique cases in the lecturer's turns

a. The effect of the lecturer in utilizing CSSN turn not addressed to a single student.

- (1) Maximizing the overlapping talk between students.

- b. The effect of the lecturer in utilizing a CSSN turn addressed to a single student
 - (1) There is violation of rule number 1(a) by a student.
- c. The occurrence of overlapping talk between lecturer and students
 - (1) Due to the unclarity of the students' explanation
 - (2) Due to the lecturer's curiosity about the words spoken by the students

B. Data Analysis

In the data analysis I describe and analyze the samples from the tape recordings based on the rules of turn taking in the research findings. All the analysis is shown below:

1. In the lecturer's turns

- a. Higher possibility in lecturer's turn to permutate the turn taking.

In the classroom setting, it involves multiparty conversation that applies the turn taking, such as turn taking between the lecturer and the students and between the students. In this setting there is a possibility that a student dominates the conversation for example he or she extends her or his turn, so that the turn is not distributed properly. Since the lecturer has an important role in the classroom, she needs to remind the student. It makes clear that the lecturer is a sole turn distributor and has the rights to permutate the turn taking system. It means that the lecturer has the rights to arrange the turn taking in a different sequence as she wishes. As the turn distributor lecturer is allowed to change the order of conversational arrangement in any possible

ways. There are four techniques employed by the lecturer to show the permutability of her turns

- (1) Utilizing the word “yang lain – yang lain” and “apa lagi” as the “elicitation tokens” to allow self selection by other students.

Sample 1

304 D : we have already have food and we still want to add some
 305 other food It is called ego (.) and a (0.3) and then for super
 306 ego, I think it is ego development (1.2).< I.. I> I am not
 307 Lt : hh
 308 D : so clear.
 309→ Lt : hh.hh hmm.. yang lain, yang lain. yap
 310→ E : ya kalau saya nggak salah, id itu kemauan yang ada pada
 311 diri kita sendiri, yang bener-bener apa ya. bener-bener (.) e
 312 seenak-enaknya kita. jadi misalnya e kalau kita marah,
 313 pinginnya kita kan kita teriak keras-keras sedangkan e
 314 Lt : hh

Analysis:

In line 304, D gives explanation about the current topic that is about the sigmund Freud theory. Then, in line 309, the lecturer gives the minimal acknowledgement response (hh.hh hmm) to respond D’s explanation. Still in the same line the lecturer utilizes the word “yang lain, yang lain”. It means that the lecturer allows other students to self select to give different opinion. In result of the lecturer’s turn, in line 310, E self selects to give her opinion.

Sample 2

325 C : he tried to interprete the dr[eam]
 326 Lt : [sorry]
 327 C : the interpretation of dream
 328 Lt : yes okay menginter ya okay the interpretation of dream,
 329→ apa lagi?
 330→F : about relationship between mother and (.) daughter, and

331 father and son.

Analysis:

The same as the previous analysis, in line 325 C gives her answer about one of Sigmund Freud thoughts. Then in line 328, the lecturer gives minimal acknowledgement response (yes okay) and restates C 's response to respond C's answer, she directly continues saying the word "apa lagi" (in line 329). The lecturer wants the other students to self select and give different answer. Finally, in line 330, F gives her opinion.

Sample 3

383 Lt : ha..ha <kenapa kenapa> kenapa?(1.0) ya penis
 384 and v konsepnya apa itu?(.)
 385 G : ya(1.25)
 386→ Lt : apalagi-apalagi?
 387→ E : kalau nggak salah lagi
 388 Lt : ya bener berarti

Analysis:

In line 385, G responds the lecturer's question by saying "ya". However she can not give further explanation, then she produces one and a quarter second pauses. Realizing the fact that G can not continue her answer, in line 386, the lecturer changes her turn from a CSSN turn addressed to a single student into a CSSN turn not addressed to a single student by saying the word "apalagi-apalagi" to invite other students to become next self-selectee.

(2) Restating the statement of previous students to invite other students to self select for the sake of giving opinion by changing a CSSN

addressed to a single student into a CSSN not addressed to a single student.

Sample 4

47 Lt : is it something torturing?
 48 B : [No]
 49 D : [n(H)o, no °actually°]
 50 C : ha .ha not torturing, just (.) too:: much
 51→ Lt : ↑Too Much (.)↑ is it too much with that↓ six questions?
 52 B : uh [I don't think so]
 53 D : [not really,(not really)] [not the question]
 54 C : [(xxx) the question]

Analysis:

In Line 47 the lecturer asks question about the students' opinion and this turn is oriented to all the students. The lecturer turn is a CSSN but it does not address to a single student. In this case the students have to self-select. From the sample above there are three students answering the question that are oriented to the lecturer. However, in line 51, the lecturer uses a CSSN to respond C by restating the word "too much", also turn it to CSSN not addressed to a single student, in order to give the turn to other students. It is shown by the higher pitch which occurs when the lecturer says, "↑ is it too much with that↓ six questions?" shows an invitation to the other students to self-select and that turn is no longer a CSSN (to C) turn.

- (3) Utilizing minimal acknowledgement response (right, okay) to signal the end of the sequence and shifting to return to the lecturer's turn in order to move to the next topic.

Sample 5

27 Lt : ↑Why Not?↑ Right? or ↓PDA
 28 C : ha..ha
 29→ B : well:: I think its (xxx)
 30 Class : ha..ha..ha
 31 → Lt : ↑Deal, okay yes, ↑So how about the items in the let's
 32 say the middle term ↓(.)can you ahh:: ah, can you
 33 what? ↑ Can you answer it all?

Analysis:

In line 27 the lecturer asks the students about bringing PDA. The lecturer's turn is CSSN one, but it does not address to a single student. Here, B self-selects and his turn is clearly a CSSN turn that is oriented to the lecturer. So, in line 31 the lecturer continues B's answer by saying, "↑Deal". Then, to signal the end of the sequences and move to another topic, the lecturer gives a minimal acknowledgement response "okay yes."

Sample 6

35 Lt : eventhough I only give you six questions, you only to
 36 choose six questions [and] there are eight
 37 C : [no] =I chose six,
 38 I did six, eh seven.
 39 → Lt : seven questions okay

Analysis:

In line 35, the lecturer gives the statement about the question in the midterm-test. Since her turn is a non CSSN turn, the students have to self-select. Then, C self selects. In responding to C's opinion and making an end to the sequence, in line 39 the lecturer gives minimal acknowledgement response "okay."

Sample 7

61 Lt : apply
 62 B : to apply the theory
 63 → Lt : okay:: so so far e(.) you can answer all the ques..?
 64 C : =yeah
 65 → Lt : okay good
 66 B : I don't know whether [(it is true or false)]
 67 → Lt : [°okey yah°]

Analysis:

In line 63, 65, and 67 the lecturer gives minimal acknowledgement response by saying “okay”. In line 63, she gives her agreement on B’s statement and ends the sequence by saying “okay”, because she wants to ask another question whether the students can answer all the question or not. In responding the lecturer’s question, in line 64, C answers yes. As the result, in line 65, the lecturer praises the C’s answer by saying “okay good.” Her statement marks the end of sequence concerning with the midterm test, however B still gives his opinion. So, in line 67 the lecture reapplies minimal acknowledgement response “okay yah” in soft voice to get her turn back.

Sample 8

107 B : and also with the uh drugs addiction, with the (0.2) the
 108 mir[as] (xxx)
 109 Lt : [sorry]
 110 B :drunk (addiction)
 111 → Lt : okay
 112 ((someone is opening the door))

Analysis:

Since B’s explanation is a CSSN turn oriented to the lecturer, in line 111, the lecture gives a minimal acknowledgement

response “okay” in responding B’s explanation. By saying the word “okay” the lecturer wants to get back her turn. However, her turn can not be continued because there is someone opening the door.

Sample 9

144 B : ↑You use fail as ↓disguise, the ↑fail is only ↓disguise
 145 Lt : ↑No, this is the new, the new trend right?
 146 Class : ha..ha
 147 → Lt : ↑ Okay... let’s say suppose that I am the agent between
 148 quotation wants to uh develop uh ↓my business, once
 149 again it’s between two quotation.

Analysis:

In line 147, the lecturer gives minimal acknowledgement response “okay”. In this case, the lecturer wants to get her turn back after making a joke with the students. She wants to continue her explanations, which are interrupted by B’s comment as shown in line 144.

Sample 10

187 D :too hm (.) ya vulgar, [it`s] not, it`s not critical any..
 188 Lt : vulgar? [↑vulgar]
 189 D : just like(.)uh exploit woman
 190 Lt : hh..hh hh. Slapstick, it’s called SLAPSTICK, we called
 191 → SLAPSTICK right? well:: ↑yes that`s one of the ↓problem,
 192 I think one of the speaker yesterday talked much about
 193 <that>that well all the e(.) ↑how we can say that?
 194 hm..hm(0.3) art people, uh.. apa sih? seni rakyat something
 like that yah uh..

Analysis:

In line 187 and 189, D’s turn is CSSN oriented to the lecturer. She explains about *ludruk*, continuing her previous explanation. Since D’s turn is CSSN turn that is oriented to the

lecturer, the lecturer gives additional information about D's explanation, In line 190, then in line 191 she also gives minimal acknowledgement response "yes" to end the sequence and change to another topic.

Sample 11

259 Lt : ibu, bapak-bapak sampai jam dua belas malam nonton
 260 kan susah. Tapi for that saya akan mengatakan
 261 C : (°xxx°)
 262 Lt : okay this is lajang day ini pesta lajang nonton ludruk ya.
 263 Class: ha..ha
 264→ Lt : ↑Yes, okay anything else? (1.0) ↓no. okay..so.(coughing)
 265 so the topic that I want to discuss today is psychoanalysis

Analysis:

In line 259 and 262 the lecturer gives explanation to the students. Her turn is a non-CSSN one. Then in line 264 the lecturer gives a minimal acknowledgement response "yes okay" to distribute the turn to the students. There is also one-second pause that shows that the lecturer gives opportunity to the students, because the lecturer's turn is a CSSN turn, which does not address to a single student. In the next sequence the lecturer gives minimal acknowledgement response "okay" after the word "no", it means that the lecturer takes her turn back and she wants to move to another topic.

Sample 12

356 E : trus kata freud itu e.. hidup itu tidak mudah karena diberi
 357 beban terus jalan satu-satunya untuk melepaskan be-
 358 Lt : hh..
 359 E : ban itu kematian(0.2)
 360 Lt : oh ngeri sekali
 361 C : (°kalau mati ya udah mati nggak ada lagi°)

362 E :ya, kan kematian (jalan satu-satunya (xxx))
 363→ Lt : okay, apalagi-apalagi. tapi nanti kita akan tahu lho e..,
 364 karena punya naluri terhadap naluri kematian itu penting,
 365 orang menjadi survive pada sesuatu, agresif pada sesuatu
 366 kematian, (xxx) kita menyebutnya tanathos ya, lawannya
 367→ adalah eros, cinta kasih (.) okay apalagi-apalagi yang anda
 368 tahu?

Analysis:

In line 356, E gives explanation to the lecturer about the previous topic, since E's turn is a CSSN turn oriented to the lecturer.

In line 358 and 360 the lecturer gives her response to E. Then, In line 363 the lecturer utilizes minimal acknowledgement response "okay" to get back her turn and explains another topic. It also happens in line 367. After she explains about new topic, the lecturer utilizes the word "okay" to distribute the turn to the students. In this case her turn is a CSSN turn not addressed to single students.

- (4) Utilizing the turn taking rules 1(a) that is 'current speaker selects next', that is given to a single student.

As the sole turn distributor, the lecturer has authority to spread the students' turn. One of the ways is by utilizing the turn taking rules 1(a) that is 'current speaker selects next', that is given to single student. In this case the lecturer has a right to choose one student to answer her question, gives opinion of the lecturer statement or gives additional information about the current topic issued by the lecturer. Thus, other students have no right to respond the lecturer's CSSN turn.

Sample 13

363 Lt : okay, apalagi-apalagi. tapi nanti kita akan tahu lho e..
 364 karena punya naluri terhadap naluri kematian itu penting,
 365 orang menjadi survive pada sesuatu, agresif pada sesuatu
 366 kematian, (xxx) kita menyebutnya tanathos ya, lawannya
 367 adalah eros, cinta kasih (.) okay apalagi-apalagi yang anda
 368 → tahu?(1.0) kamu-kamu, kamu sudah baca apa gitu? pernah
 369 denger-denger apa gitu
 370 (xx) : ha..ha
 371 G : ha..ha apa ya?
 372 Lt : have you read? have you read? or let's say apa gitu,
 373 temenmu apa gitu?

Analysis:

In line 363, the lecturer ends the sequence of the previous topic by saying "okay" then she explains new topic about *naluri kematian*. In line 368, as the sole turn distributor, the lecturer utilizes a CSSN turn addressed to single student By saying "kamu-kamu". In this case the chosen student is G, so she must give response to the lecturer's a CSSN turn because she has the right and obligation to answer the lecturer's question.

- b. The lecturer more frequently uses the turn taking rules 1(b), CSSN turn not addressed to single students and sometimes the rule 1 (c)

A quick scan through the transcribed data from the class interaction, I find that, in distributing the turn, the lecturer more frequently uses the turn taking rules number 1(b), "Current Speaker Select Next" turn not addressed to single student. The lecturer to do so because the class situation is a kind of open discussion. She gives all the students a right to be self-selectee in responding her statements, opinions, and questions. So

that the students should aware whether each of them has such chance to become the next speaker after the lecturer's turn. However, she also uses rule number 1(c) to let the students self- select. This is because when the rule number 1(b) and number 1(c) are operated, the student self-select. The sample is shown below.

Sample 14

- 31 Lt : ↑Deal okay yes, ↑So how about the items in the let's say
 32→ the middle term ↓(.)can you ah:: ah, can you what? Can
 33 you answer it all?
 34→ B : yes
 35→ Lt : eventhough I only give you six questions, you only to
 36 choose six questions [and] there are eight
 37→ C : [no] =I chose six, I
 38 did six eh seven.
 39 Lt : seven questions okay
 40 C : because like somad said it's very tiring ha. ha

Analysis:

In line 32, the lecturer's turn is a CSSN not addressed to specific student. Her turn is the first part of adjacency pair. In line 34, student B self selects. He responds the lecturer's answer by saying "yes", as the second part of adjacency pair. In line 35 the lecturer changes her turn into a non-CSSN turn to gives statements in order to invite another student to respond her statement. Her turn is a kind of non-CSSN one. Since a CSSN and a non-CSSN turn of the lecturer give an opportunity to all the students to become self-selectee, in line 37, C takes her turn to respond the lecturer's statement.

In this segment, it can be seen that the CSSN turn is not to be directed to specific students (rule number 1b) and the non-CSSN turn (rule

number 1c) shapes the adjacency pairs, so that the turns are allocated for students to be able to self select.

Sample 15

- 78 Lt : ↑yes uh so far I have to concentrate on ↓the bulan sastra,
 79 so any time I have to confirm with the committee at togamas
 80 back and forth between this campus to togamas, and then we
 81 also have to contact uh the (present) speaker, the moderator,
 82 other (.) uh committee bla bla bla, such <ve very> technical
 83→ but it wastes time(.) it's really ↑So uh what's your impression
 84 toward our Ludruk
 85→B : yeah
 86→C : =toward the ludruk or toward the (.)
 87→Lt : ↑okay what the way ↓you may you may e talk freely about
 88 that
 89→B : I think from the, from the statement from the man with white
 hair

Analysis:

In line 83, the lecturer's turn is a CSSN not addressed to a single student. Her turn is first part of adjacency pair. Since all the students have the opportunity to respond the lecturer, B self selects. In line 85, B responds the lecturer by saying minimal acknowledgement response "yeah" as the second part of adjacency pairs. Then in line 86, it also can be said as the second part of adjacency pair, although C does not answer the lecturer's question but asks for reassurance about the question. The third part of adjacency pair (lecturer's turn in line 87) shows that the lecturer gives the right to C to answer her previous question. However in line 89, B self selects to answer and gives her opinion about the lecturer's question about our *ludruk*.

In this segment (in line 89) this is not a kind of violation of the rules since the lecturer gives wide opportunity to all the students to give opinion about the current topic, although she answers the C's question. It does not mean that C is the chosen student to answer the lecturer's question

c. The lecturer tries to minimize the gaps and pauses

In the classroom interaction, pause mostly happens when the lecture utilizes the rule number 1(b), the students do not directly respond it, because none of the students self-selects. It also happens when the lecture utilizes the rule number 1(a) that gives obligation to single student, but the chosen student can not respond the lecturer answer or the speaking student can not continue her or his explanation. The sample is below:

Sample 16

88 Lt : ↑okay what the way ↓you may(.) you may e talk freely about
89 that
90 → B : I think from the, uh:: from the statement from the man with
91 white hair(.)
92 Lt : oh [Pak Yu]
93 C : [Pak (wah)yu]
94 B : pak yu

Analysis:

In line 90, B tries to explain about his opinion on *ludruk* by restating the opinion by the man with white hair. Due to his forgetfulness about the man's name, he produces micro pause after the word "white hair." In this case B's turn is A CSSN one so that his turn is oriented to the

lecturer. In minimizing the pause, the lecturer directly gives the answer, in line 92 the lecturer responds B by mentioning the name (Pak Yu).

Sample 17

119 B : I am not surprised with that, with what happen to our Ludruk
 120 right know because (.) u:m as far as I know Surabaya born from
 121 → u::m (1.0)
 122 → Lt : <the culture>, THE CULTURE between quotation
 123 B : from that culture, surabaya born from that culture sometimes
 124 people say that ludruk comes from the uh pesisir uh what's the
 125 so called pesisir? (.) from the beaches area. surabaya also born
 126 from the beaches area, they are rough not... not look like
 127 the..the middle java, yoyga,solo, they are rough also and little
 128 bit hmm pleasure especially woman, and also about(.) the
 129 Lt : hh
 130 B : gambling

Analysis:

In line 119, B tries to explain about his opinion on what happens to ludruk right now. The same phenomena as the previous sample, B can not finish his statement because there is a second pause after the word “from u::m” in line 121. B’s turn is A CSSN one that his is oriented to the lecturer. In minimizing the pause, the lecturer directly continues his statement, in line 122 the lecturer responds B by mentioning the word “the culture” in high pitch.

Sample 18

383 Lt :ha..ha <kenapa kenapa> kenapa?(1.0) ya penis and v
 384 konsepnya apa itu?(.)
 385 → G : ya(1.25)
 386 → Lt : apalagi-apalagi?
 387 D : kalau nggak salah lagi

Analysis:

In line 383, the lecturer asks further question (after her previous question in line 375, see appendices) to G, this turn is a CSSN turn addressed to G, but there is a second pause after the word “kenapa” because G does not directly answers, then she gives further question. Then, in line 385 G answers it with minimal acknowledgement response “ya” However, She can not continue her answer, it is shown by one and a quarter second pause. The lecturer realizes that G is not able to continue her answer. In avoiding longer pause, in line 386, the lecturer changes her turn from a CSSN turn addressed to a single students into a CSSN turn not addressed to single students to invite other students to become next self-selectee.

2. In the students' turns

a. The students mostly use self selection response to the lecturer's turn.

Since the classroom interaction is a kind of open discussion, the students have the equal right to take each of her or his turn to respond the lecturer's statements or questions. Moreover, because the lecturer's turn taking rules 1(b) that is “Current Speaker Select Next” not addressed to single students, all the students should pay attention when they have to take their turn after the lecturer's turn

b. The students have no rights to permutate the turn taking.

In the classroom setting, the lecturer has a right to control the class situation, including the turn distribution. The lecturer is a sole turn

distributor, so that the students have no rights to do it, then there is minimization of the permutability of turn taking in the students' turn. Moreover, rules (a), (b), and (c) show how all students' turns – regardless the designs – are oriented to the lecturer. This means that the possibility for a student to use a CSSN technique to select another student is technically not accounted for.

Based on the data transcription, all dialogues between the lecturer and students, there is no student who tries to distribute his or her turn to another student. Most of the students' arguments, opinions, questions, and answers are oriented to the lecturer. It can be analyzed from the sample below.

Sample 19

87 Lt : ↑okay what the way ↓you may you may e talk freely about
88 that
89 B : I think from the, from the statement from (.) the man with white
90 hair(.)
91→ Lt : oh [Pak Yu]
92→ C : [Pak (wah)yu]

Analysis:

In line 89, B tries to explain about his opinion on *ludruk* by restating the opinion of the man with white hair. Due to his forgetfulness about the man's name, he asks the class whether one of the students or lecturer still remembers the name. In this case B's turn is A CSSN that is oriented to the lecturer. So, in line 91 the lecturer responds B by mentioning the name (Pak Yu). In line 92, although C also gives an answer it is not accounted.

3. Unique cases in the lecturer's turns.

I find unique cases in lecturer's turn that is interesting to be analyzed since these happen frequently in the classroom interaction. The unique cases are below:

- a. The effect of the lecturer utilizes CSSN turn not addressed to a single student.

Based on the data transcription, I find that the turn taking rules that mostly used by the lecturer is the rule number 1(b) "Current Speaker Select Next" not addressed to single student. This due to the model of open discussion in the classroom, the lecturer gives the same opportunity and freedom to all students to speak without being pointed. This also means that students can take the initiative to self-select themselves when there is a chance for them to do so, instead of just waiting for the lecturer to distribute the turns. So, it is possible for students to self-select themselves immediately after another student's turn or after the lecturer's turn. There is opportunity for all students to become self-selectee. However, students' self-selection due to the operation of rule number (1b) opens the potentiality for overlaps to occur.

(1) Maximizing the overlaps between students.

When the students of the classroom were all aware of the opportunity to self-select, then there are two or more students decide to take their turn together so there is a chance of overlaps happens.

Overlaps between the students indicate strong students' orientation to the lecturer's turn and the overlapping talk between the students.

Sample 20

- 14 B : e cause hmm (.) [when] I am answering something I, my
 15 (xx) : [(xxx)]
 16 B : answer is like (.) a hmm ... it's very tiring(.)
 17 Lt : hmm hmm (.) it's very tiring? Why?
 18 →B : cau[se e(.)]
 19 →C : [the way you write..(how) you wrote is different]
 20 B : because the way I wrote, I have to write something

Analysis:

In line 14-16, B gives explanation to the lecturer about the way he answers the questions. Since his turn is a CSSN oriented to the lecturer, in line 17, the lecturer responds it by asking the reason of B's statement. However, in the line 18 and 19 overlaps occur. These overlaps occur because C does not pay any attention to the lecturer's turn which is a CSSN turn addressed to B. In this case, C's self-selection is not in the right time.

Sample 21

- 47 Lt : is it something torturing?
 48→B : [No]
 49→D : [n(H)o, no °actually°]

Analysis:

In line 47, the lecturer asks question to the students about the mid-term test whether it was torturing or not - as the first part of adjacency pair. The lecturer's turn is a CSSN not addressed to single student so that all the students have equal right to respond it. Since each student takes his or her opportunity to answer, the overlap occurs in line

48 and 49. In these lines, as second part of adjacency pair B and D answer the lecturer's question by saying "no" in the same time.

Sample 22

- 50 C : ha..ha not torturing, just (.) too:: much
 51 Lt : ↑Too Much (.) is it too much with that six questions?
 52 C : ha..ha
 53→ B : uh [I don't think so]
 54→ D : [not really,(not really)] [not the question]
 55→ C : [(xxx) the question]
 56 Lt : ↑Then?
 57→ C : [(xxx) the theory]
 58→ B : [we just e (.) desc]ribe about the theory e (.) not to e how
 59→ D : [(xxx) depends-]
 60 B : to (0.2) about how to (0.3)
 61 Lt : apply
 62 B : to apply the theory

Analysis:

In line 51, the lecturer responds C's statement and asks question to the other students whether six questions is too much. She changes her turn from a CSSN addressed to C into a non-CSSN not addressed to single student. It causes overlap between students occur. In line 53, 54, and 55 – B, D, and C take their opportunity to self-select in the same time. Furthermore, the same overlap occurs in line 57, 58, and 59; once again C, B, and D repeat the overlap to respond the lecturer's question.

Sample 23

- 422 so psychoanalit.. analisis sendiri itu apa? (0.3) jadi itu
 423 jadi sebenarnya itu berasal dari e(0.2) e (.) apa e terapi yang
 424 dikembangkan oleh si freud itu yaitu yang bertujuan (.) a
 425 form of therapy which aims to cure mental disorders ya itu
 426 adalah suatu terapi yang berguna untuk menyembuhkan
 427 mental disorders ya. what is mental disorders?
 428 → C : ke [lainan mental]
 429 → (xx) : [(° kelainan mental°)]

Analysis:

In line 427, the lecturer asks the students about mental disorders- as the first part of adjacency pair. The lecturer's turn here is a CSSN turn not addressed to single student. Thus, it causes the overlap between the students occurs. In line 428 and 429, C and (xx) answer the question nearly in the same time. The C and (xx)'s answer is second part of adjacency pair.

b. The effect of the lecturer utilizes a CSSN turn addressed to single student.

(1) There is violation of rule number 1(a) by a student

When the rule number 1(a) is operated, only the chosen student has the rights to become the next speaker, in responding the lecturer's turn. However, from the data transcription, I find that there is violation of the rule.

Sample 24

96 B : setyo yuwono, from Mr. setyo yuwono, he said that ludruk is
 97→ small people (.) a small people [(excitement)].
 98→ Lt : [↑What do you ↓mean by the
 99 small people?]
 100→B :[it's people from any group, °a group of lower class°]
 101→C :[shortly economic class]
 102 Lt : (our group) of lower class then(.)

Analysis:

In line 96, B explains about the statement from Mr. Setyo yuwono that *ludruk* is small people excitement. Before he finishes his statement, the lecturer directly takes her turn. So that in line 97 and 98 the overlapping talk happens, the lecturer asks about what the small

people is. Since the lecturer's turn is a CSSN addressed to C and that is the first part of adjacency pairs in line 100, B responds the lecturer as the second part of adjacency pairs. However, there is a violation in the next line, line 101. In this case C violates the turn taking rules number 1(a). The lecturer's turn is a CSSN addressed to B, so, only B who has obligation to take the turn. The C's turn is not accounted for.

c . The occurrence of overlaps between the lecturer and the students due to the unclarity of the students' explanation and the lecturer's curiosity about the words spoken by the students.

(1) Overlaps between the lecturer and the students, which indicates unclarity of student's explanation.

In giving explanation and opinion, the student ever creates unclarity for the lecturer. This is due to the unclear voice and not detail explanation about words or phrases. So that the overlaps between the lecturer and the students occur.

Sample 25

95 B : setyo yuwono, from Mr. setyo yuwono, he said that
 96→ ludruk is small people, a small people [(excitement)].
 97→ Lt : [↑What do you
 98 ↓mean by the small people?]

Analysis:

In line 96 and 97 the overlap talk between the lecturer and the students occurs. In line 96, B explains about small people. B does not give detailed explanation about it. So it triggers the occurrence of overlap in the next word (excitement). In line 97, the lecturer directly

asks B about the meaning of the small people without waiting until B finishes his sentence.

Sample 26

102 B : and then I know that ludruk in especially in surabaya
 103 is always, sometimes if I am not mistaken (.) they are
 104 related with the (.) the prostitution, with (.) the
 105 Lt : hh
 106 B : gambling (xxxx) and also with the uh drugs
 107→ addiction, with the (0.2) the °mir[as°] (xxx)
 108→ Lt : [sorry]
 109 B :drunk (addiction)
 110 Lt : okay

Analysis:

In line 107 and 108, the overlap between B and the lecturer occurs. In line 107, B explains about the relationship between *ludruk* and *Surabaya* society. Since his voice is not clear in mentioning (miras), in line 108, the lecturer says “sorry”. Then the overlap occurs.

Sample 27

322 Lt : hh ya benar kalau tidak salah
 323 ya yang lain, yang lain. ↑okey apapun yang pernah
 324 anda dengar tentang e freud, ya tentang teori
 325 psikoanalisis tidak hanya terbatas pada id,
 326 ego, superego. apapun-apa pun (1.8) have you
 327 ever heard? ya
 328→ C : he tried to interpret the dr[eam]
 329→ Lt : [sorry]

Analysis:

Similar to the previous sample (sample 19), in this sample, especially in line 328 and 329, the overlap between C and the lecturer occurs. In line 328, C answers the lecturer’s question. However, in

mentioning the word *dream* is not clear enough for the lecturer, so that in the next line (line 329) the lecturer says “sorry”, overlap occurs.

(2) Overlaps between the lecturer and the students, which indicate that the lecturer decides the length of the students’ turn.

As the sole turn distributor, the lecturer has a right to control the students’ turn whether the students may continue or stop his or her turn. The overlap cases between the lecturer and the students indicate that the lecturer wants to end his or her turn. As in the sample below

Sample 28

63 Lt : okay:: so so far e(.) you can answer all the questions?
 64 C : =yeah
 65 Lt : okay good
 66→ B : I don` t know whether [(° it is true or false°)]
 67→ Lt : [(°okey yah°)]
 68→ C : †so u:h have ↓you [mark our work [and: how is the:]]
 69 (xx) : [(°yeah°)]
 70→ Lt : [no of course]

Analysis:

In line 63, the lecturer asks the students whether they can answer all the questions in the mid-term test. Since the lecturer’s turn in that line is not a CSSN addressed to a single student, it gives equal right to the students to answer. In the next line C responds the lecturer by saying “yeah.” However in line 66 B gives his opinion. In this case B’s opinion is not in the right time since the lecturer does not ask about it further and she wants to change to another topic.

So, the lecturer tries to end the B's turn by saying "okay yah" although in soft voice that leads the overlap to occur.

Furthermore, in line 68, C asks the lecturer whether she has marked the students' works. However, since the lecturer is interrupted twice, she directly answers the question in order to end C's turn then, the overlap occurs.

CHAPTER V

CONCLUSION

Conversation Analysis has its attention to analyze the institutional talk since the late 1970s. The aim of researching institutional talk is to reveal the different features between ordinary conversation and institutional talk. It is said that the set rules in the institutional talk are derived from the transformation and the modification of ordinary conversation. Classroom talk is an example of institutional talk in which there is an unequal power speech exchange between participants that are the teacher and the students. This feature creates rules or grounded theory, which are different from those of ordinary conversation. Then, these rules can be used to analyze the phenomena happen in the interaction.

In this study, I examine about how classroom interaction is different from the ordinary conversation. I take recording of the classroom interaction from the theory of English literature class on May 11th, 2005. From the data recordings, I create the modified turn taking rules, then compare it with the general turn taking rules proposed by Sacks *et al.* By comparing the two rules, I find that the setting and participants become the main differentiating causes. In the classroom talk, the teacher has a privileged role to control turn taking rules, so that all the students' turns are oriented to the teacher.

From the comparison, I find significant features in both the lecturer's and the students' turns. In the lecturer's turns there are three features. The first is, the

lecturer has high permutability in turn taking. In permutating the turns she uses four ways that are: utilizing the words “yang lain – yang lain” and “apa lagi” as the “elicitation” tokens, restating the statement of previous students, utilizing minimal acknowledgement responses (right, okay), and utilizing the CSSN turn addressed to a single student. Secondly, the lecturer mostly uses a CSSN turn not addressed to a single student. The last, she tries to minimize the gap and pauses.

Meanwhile, in the students’ turns there are two features. The students mostly use self-selection in giving response to the lecturer’s turn and they have no rights to permute the turns.

In addition to those turns above, I also find three unique cases in the lecturer’s turns. The first is the maximization of overlapping talk due to the operation of CSSN turn not addressed to a single student. The second is the occurrence of overlapping talk between the lecturer and students due to the unclearness of students’ explanation and the lecturer’s curiosity about the words spoken produced by the students. And the third, there is violation on the rule number 1 (a) as the effect in using a CSSN turn addressed to a single student.

From the facts above, my conclusion is as follows:

1. Classroom talk interaction is different from the ordinary one due to an unequal power exchange system among participants, so that it is only the lecturer who has the privileged role to control turn taking rules.
2. The permutability of turn taking only happens in the lecturer’s turns, while the students have no such the right.

3. The use of CSSN turn not addressed to a single student by the lecturer causes the students to do self-selection.
4. Unique case in the lecturer's turns happens due to the operation of rule number 1(a) resulting violation done by a student and to the rule number 1(b) maximizing the occurrence of overlapping talk between students.
5. Overlapping talk among the students and between the lecturer and the students create the most unique phenomena that happen in the interaction.

In this last point, I suggest the readers who are interested in analyzing and researching about classroom talk to use Conversation Analysis to analyze other features in terms of repair and adjacency pairs. Besides, the classroom interaction can be analyzed by the combination of CA and other disciplines such as psycholinguistics, sociolinguistics, anthropology, and sociology. Hopefully, the readers of this thesis can get better understanding about CA approach that can be used to analyze classroom talks in terms of the turn taking rules. I also hope that I can give contribution to the improvement of teaching-learning process in this department by giving the inspiration from this thesis' findings so that the lecturers can create the better techniques in teaching - learning process.

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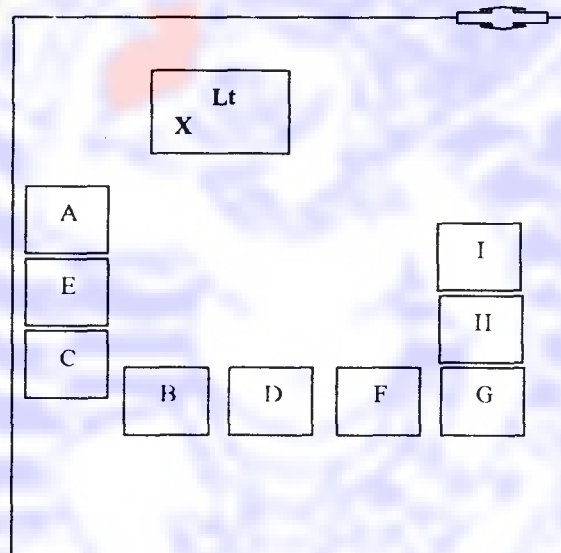
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APPENDICES

APPENDIX 1

Seating Plan

X is the walkman-audio recorder, the letter code A, B, C, etc, and (Lt) are the participants' position in the classroom.



APPENIDIX 2

Transcription Convention

[word]	Overlapping talk
=	Latched utterance
(0.0)	Elapsed time in silence by tenth of seconds
(.)	Micro pause
Word	Stressed word (via pitch or amplitude)
::	Prolongation of prior sound, multiple colons indicate a more prolonged sound.
.	Stopping fall in tone
,	Continuing intonation
?	Rising intonation
↑↓	Marked shifts into higher or lower pitch in the utterance part following the arrow.
WORD	Loud sounds
o	Quieter sound compared to surrounding talk
<>	speeding up to talk
.hhh	In-breath
Hhh	Out-breath
W(h)ord	Breathiness in the utterance
(xxx)	Trancriber unable to hear what was said or unable to identify the speaker
(word)	Dubious hearing or speaker identification
(())	Trancriber's description of what was happening.

APPENDIX 3

Transcription

Date : May, 5th, 2005
 Time : 13.25 – 13.55 pm
 Place : Room 312A Faculty of Letter

1 Lt : have you read?
 2 A : hayo:
 3 B : just uh (little)
 4 C : ha..ha
 5 (xx) : (°xxx°)
 6 Class : ha..ha
 7 Lt : well (.) e yes ya yah I know < I I still > owe you e (.) the
 8 schedule of e the lecture ya. e actually after we finish with
 9 sub, okay < be be before > I I am going to (.) into the
 10 topic, how about your middle term? (1.0) Have a trouble in
 11 (.) understanding first and then answering some question..?
 12 B : I I have trouble like (°in writing°)
 13 Class : ha..ha..
 14 Lt : ↑what?
 15 B : e cause hmm (.) when I am answering something I, my
 16 (xx) : (xxx)
 17 B : answer is like (.) a hmm ... it's very tiring(.)
 18 Lt : hmm hmm (.) it's very tiring? Why?
 19 B : cau[se e(.)]
 20 C : [the way you write..(how) you wrote is different]
 21 B : because the way I wrote, I have to write something
 22 Lt : oh I see
 23 B : and hm(.) I had to e (.) explained a lot about (.) the questio
 24 Lt : ↑So may be <for> for the next[term, ↑for the next test you
 25 (xx) [(xxx)]
 26 Lt : may bring laptop or ↓something] (.)
 27 Class : oh:: ha..ha
 28 Lt : ↑Why Not?↑ Right? or ↓PDA
 29 C :ya ha..ha
 30 B :well:: I think its (xxx)
 31 Class : ha..ha..ha
 32 Lt : ↑Deal okay yes, ↑So how about the items in the(.)let`s say
 33 the middle term ↓(.).can you ahh:: ah, can you what?(.)Can
 34 you answer it all?
 35 B : yes
 36 Lt : eventhough I only give you six questions, you only to

- 37 choose six questions [and] there are eight
 38 C : [no] =I chose six, I did
 39 six eh seven.
 40 Lt : seven questions okay
 41 C : because like somad said it's very tiring ha. ha
 42 Lt : ↑very tiring
 43 C : we have to write a lot of things
 44 Lt : ↑ But even that ck well if I can say (.) ↑fun right?to
 45 explain↓ everything
 46 C : =you:: not to m(H)e ha. ha
 47 Class : ha. ha
 48 Lt : is it something torturing?
 49 B : [No]
 50 D : [n(H)o, no °actually°]
 51 C : ha. ha not torturing, just (.) too:: much
 52 Lt : ↑Too Much (.) is it too much with that six questions?
 53 C : ha. ha
 54 B : uh [I don't think so]
 55 D : [not really,(not really)] [not the question]
 56 C : [(xxx) the question]
 57 Lt : ↑Then?
 58 C : [(xxx) the theory]
 59 B : [we just e (.) desc]ribe about the theory e (.) not to e how
 60 D : [(xxx) depends-]
 61 B : to (0.2) about how to hm (0.3)
 62 Lt : apply
 63 B : to apply the theory
 64 Lt : okay:: so so far e(.) you can answer all the questions?
 65 C : =yeah
 66 Lt : okay good
 67 B : I don't know whether [(° it is true or false°)]
 68 Lt : [(°okey yah°)]
 69 C : ↑so u::h have ↓you [mark our work [and how is the::]
 70 (xx) : [°yeah°]
 71 Lt : [no of course]
 72 C : [(xxxx)]
 73 B : [no of course ha. ha]
 74 Class : ha. ha
 75 Lt : (not yet) of course
 76 B : (°no, thank you°)
 77 C : tolong dong ya (no thanks apan)
 78 Class : ha. ha(0.5)
 79 Lt : ↑yes uh so far I have to concentrate on ↓the bulan sastra,
 80 so (.) any time I have to confirm with the committee at toga
 81 back and forth between this campus to togamas uh, and
 82 then we also have to (.) contact uh the (present) speaker, th

- 83 moderator, other (.) uh committee bla bla bla, such <ve
 84 very>technical but it waste time(.) it's really ↑So uh what's
 85 your impression (.) toward our Ludruk?(1.0)
 86 B : yeah
 87 C : toward the ludruk or toward the (.)
 88 Lt :↑okay what the way ↓you may(.) you may e talk freely
 89 about that
 90 B : I think from the, uh:: from the statement from the man
 91 with white hair(.)
 92 Lt : oh [Pak Yu]
 93 C : [Pak (wah)yu]
 94 B : pak yu
 95 Lt : setyo yuwono ya
 96 B : setyo yuwono, from Mr. setyo yuwono, he said that ludruk
 97 is small people (.) a small people [(excitement)].
 98 Lt : [↑What do you ↓mean by
 99 the small people?]
 100 B :[it's people from any group, °a group of lower class°]
 101 C :[shortly economic class]
 102 Lt : (our group) of lower class then(.)
 103 B : and then I know that ludruk in especially in surabaya is
 104 always, sometimes if I am not mistaken (.) they are related
 105 with the (.) the prostitution, with (.) the (.) gambling (xxxx)
 106 Lt : hh
 107 B : and also with the uh the drugs (addiction), with the (0.2)
 108 the mir[as] (xxx)
 109 Lt : [sorry]
 110 B :drunk (addiction)
 111 Lt : okay
 112 ((Someone is opening the door))
 113 Lt : ↑yes you may ↓join the class please(.) ↑how about the
 114 others?(.)↑Where are they?(0.6)
 115 E : I d(h)on't know (.)
 116 Lt : yah may be the rest of you still need long-long rest
 117 Class : ha..ha
 118 Lt : okay go on
 119 B : I am not surprised with that, with what happen to our
 120 Ludruk right know because (.) u:m as far as I know Suraba
 121 baya born from u::m (1.0)
 122 Lt :<the culture>, THE CULTURE between quotation
 123 B : from that culture, surabaya born from that culture
 124 people say that ludruk comes from the uh pesisir uh what's
 125 the so called pesisir? (.) from the beaches area. surabaya
 126 also from the beaches area, they are rough not... not look
 127 like the..the middle java, yoyga,solo, they are rough also
 and

- 128 and little bit hmm pleasure especially woman, and also
 129 Lt : hh
 130 B about the gambling
 131 Lt : hh and you know what <Pak Achudiat>Pak Achudiatmo
 132 ya↑Okay I am show you ↓in another way. he is a great artist
 133 in surabaya ya, uh Today he made research ya, that wants
 134 to track the development (.) of the history of prostitution in
 135 surabaya. And you know (0.2) what one of the(.) ee.. Let's
 136 say hypothesis he made is uh(.)↑He conclude that all the
 137 campongs in Surabaya (.) actually or originally ya born
 138 from the ↓prostitution..↑So all the campongs you can
 139 imagine that ↓so after..e.okay I I'll make that simpler.
 140 Suppose that I am the mucikari for example and then (.)aml
 141 Class : ha..ha
 142 Lt : am I like that?
 143 Class : ha..ha
 144 Lt : and..and.. a(h)nd and you are my baby
 145 Class : ha.. ha
 146 B : ↑You use fail as ↓disguise, the ↑fail is only ↓disguise(.)
 147 Lt : ↑No, this is the new, ↑the new trend right?
 148 Class : ha..ha
 149 Lt :↑ Okay... let's say suppose that I am the agent between
 150 quotation wants to uh develop uh ↓my bussiness, once agai
 151 it's between two quotation. ↑So I have to choose a place ya
 152 that ge geographically far away from ↓the crowded, from
 153 crowded..from the crowd of people right? it must be far
 154 away from. uh..the established campongs, because if ↑I put
 155 it there if I choose, if I locate uh:: my bussiness yah uh in
 156 the middle of it, it will raise, emerge protest. ↓so I have to
 157 put it outside yah(.) then we know that the oldest bussiness
 158 in the world is prostitution, many people come there yah.
 159 and then economically it uh then (.) economically it uh
 160 raises the prostitution and with all the prostitution and with
 161 all the infrastruktur, infrastructure of the uh..prostitution (.)
 162 and then e..the place is develop yah and then it becomes
 163 another center, so I have move to other place (.) something
 164 like that and then yah that's <it..it> goes like that, that's the
 165 hypothesis of Pak Achudiat. It's very interesting because
 166 it's talking about the (.)yah.. another side of a Surabaya
 167 history (.) It's very interesting yap okay what else
 168 <wh>.what your(.)what's your opinion about ludruk? are
 169 you interested with the topic, with uh..concern(.) with uh
 170 the issue?(0.2) would you sometimes to see:: the
 performance?are you interested it too?
 171 C&(xx) : (°I... thanks°)
 172 C : I am, but first of all, sometimes I don't really understand

173 the language, because if we, on JTV there is ludruk also
 174 Lt : hh
 175 C :right? my brothers and my father and the rest of my
 176 Lt : hh
 177 C : family watch ludruk together and they start laughing
 178 Lt : hh
 179 C : and then I said ↑“what”, they had explain to me ↓first a
 180 Lt : hh
 181 C : then okay I understand, I understand and I laugh too
 182 Lt : hh
 183 Class : ha..ha
 184 Lt : hmhm yes how about you want to
 185 D : =I have watched ludruk when I have took maskes and
 186 Lt : ohh..hh
 187 D : the teacher asked me to watch ludruk in SAC and then I
 188 think the.. it is fun uh..because of banyolan jokes but I
 189 Lt : hh.h
 190 D :think its too hm (.) ya vulgar, it's not, it's not
 191 Lt : vulgar? =↑vulgar
 192 D : critical anymore, just like(.)uh exploit woman
 193 Lt : hh..hh hh. Slapstick, it's called SLAPSTICK, we called
 194 SLAPSTICK right? well.: ↑yes that's one of the ↓problem,
 195 I think one of the speaker yesterday uh talked much about
 196 <that> that well all the e(.) ↑how we can say that? (0.2)
 197 hm..hm(1.0) art people, uh.. apa sih? seni rakyat something
 198 like that yah uh..have to create and createuh.. innovation
 199 ↑right?for example you know that uh. because of the lack
 200 uh..(0.2) economically so not many people are interested to
 201 uh..(2.1) let's say <to live with that>, to live with that
 202 ludruk. and then most of the players, most of the artists (.)
 203 come from the lower classes, with the lower education etc,
 204 <wh> when you said sometimes the way they joke is very
 205 vulgar yah.. that's unavoidable yah. and that's why uh. as a
 206 consequence uh (.) it is a work hard for ludruk if to let's say
 207 accepted.. to be accepted by e.. the middle class. if I you..
 208 <if..if> I can say simply (.) uh that students for example are
 209 part of uh .. middle class ya. ↑But the problem is (0.2) uh
 210 we are dealing the bigger structure, when you want to
 211 uh.make the more(.) uh empowered, lebih berdaya itu
 212 persoalan yang besar sekali, berhubungan dengan apa
 213 ya?...policy yah, government policy etc.etc. one of the
 214 speaker said, we compare with ↑Kabuki for ↓example, over
 215 there all e.. the traditional tradition yah. the traditional art
 216 for example are really preserved by the government and it
 217 should be like that. °okay°, were you such (.) uh.
 218 C : =I mean like, so what is the

- 219 Lt : =yes
 220 C : follow up after you held that kind of seminar or
 221 Lt : hh.. hh.. hh
 222 C : something?
 223 Lt : well
 224 C : =because one of the speaker told that kartolo is,.. doesn't
 225 Lt : hh
 226 C : want to attend the kind of seminar again, because it is
 227 about the talking, there is no action, there is no follow up
 228 after that (0.5)
 229 Lt : uh:: honestly speaking, it is not easy uh for us also to
 230 answer that kind of question yah. ↑But I believe in one
 231 thing that many times we impose the idea that there is a
 232 problem in certain ↓issue yah. so people will be (.) ↑okay it
 233 will be something how is say that, self imposed. ↑So,
 234 People Anytime Will be Reminded, yah WILL BE
 235 REMINDED that<th> there is a problem, we have that the
 236 problem, don't forget the ↓problem. so that, so that kind of
 237 Seminar(.) okay may be some people think in a very
 238 pessimistic way, but not with me, for me my self uh for me
 239 seminar or the kind of activities are still needed to remind
 240 many uh. let's say for institution. ↑Hey:: Come On, you
 241 have to remember that we still have the homework (.) and
 242 any time we have to remind yah. yah.. if uh:: back to the
 243 question, what can we do ↓then? yes, ↑what can we do? we
 244 don't have the power to do uh.. let's say (1.25)uh::(2.0) to
 245 create a certain policy to support that, something like that.
 246 but I believe that ↑we as uh yah as a university, as a faculty
 247 of ↓art, have to sound back, HAVE TO SOUND BACK,
 248 have to remind every institution have to remind every
 249 institution that we still have the homework, °that's the
 250 point°. yah may be people with yah,menuntutlah ya... ya
 251 seminar melulu nggak ada apa-apa. yah yang bisa kita
 252 lakukan cuman itu sementara ini. paling, nanti kayak kamu
 diajak nonton ludruk... something like
 253 (xx) : (°ya°)
 254 Lt :that. ma..mau nonton?
 255 (xx) : yah::
 256 Lt :kapan-kapan kalau mau gak pa-pa rame-rame. tapi
 257 mulainya jam setengah sembilan selesainya jam dua belas
 258 Class : malem ya ((°laugther and mumbling°))
 259 Lt : ya kalo' rame-rame nggak apa-apa kan?. Nanti kami mau
 260 adakan lajang day, gitu ya sama beberapa teman yang
 261 disana maksudnya lajang itu nggak mungkin gitu lho
 262 D : =lajang day
 263 Class : ((collective mumbling))

- 264 Lt : ibu ibu, bapak-bapak sampai jam dua belas malam nonton
 265 kan susah. Tapi for that saya akan mengatakan okay
 266 C : (°xxx°)
 267 Lt : this is lajang day ini pesta lajang nonton ludruk ya
 268 Class : ha..ha
 269 Lt : ↑Yes, okay anything else? (0.2) ↓no. okay..so.(coughing)
 270 uh so the topic that I want to discuss today is
 271 psychoanalysis (1.2)uh. ya..(3.0) one of..not one of but I
 272 can say the pioneer of the psychoanalysis is sigmund freud
 273 ya. ↑Actually uh it has developed, has developed. uh you
 274 may copy from this,ya modul pelatihan psychoanalisa, uh.
 275 from this uh, a module,we know that here are some other
 276 scientists, some other theories that uh. develop uh..the
 277 theory of psychonalysis by Freud. Was that uh. for example
 278 (.) (Jung), Lakang,Lakang, (Lakong), ya ..uh (Abler) etc,
 279 etc, and then I think I've ever mentioned it, uh.. mentioned
 280 it to you that for example when we are dealing with the
 281 issue in feminism, e(.)many of feminist ideas ↑Against the
 282 idea of Penis and V ↓convinced by uh sigmund freud. ya
 283 jadi (.) uh sigmunf freud itu adalah tokoh yang uh. paling
 284 penting dia adalah seorang pemula bukan pemula ya, ahli
 285 yang pertama kali menggagas (1.0) ide tentang
 286 psikoanalisis berikutnya ya. ya banyak yang mengatakan
 287 sudah out of date ya, sudah old fashion nggak dipakai. tapi
 288 menurut saya uh. dia penting sekali dalam melihat
 289 perkembangan psikoanalisis berikutnya yah. uh mungkin
 290 dalam kuliah ini saya nggak akan sempat nerangkan
 291 semua.jadi saya hanya akan memberikan dasar-dasarnya
 292 saja kepada anda. yap..so what's your(.) ↑have you read
 293 something deals with the psychoanalysis issue ya?
 293 D : I have read about sigmund freud theory and uh freud
 294 Lt : hh..hh
 295 D : said that e human right is divided into three, first is id
 296 Lt : hh..hh
 297 D : and then ego and super ego (0.2) but I think I can't.. I can
 298 not (be) differentiate between three of them . so I just
 299 understand that id is the basic thing that human want, I
 300 think and u:h.. to human wants to eat and then it's called
 301 id, that is the function of id, may.. might move to get some
 302 food. and then after id, and then (0.2) for ego, I think (.) if
 303 Lt : hh
 304 D we have already have food and we still want to add some
 305 other food It is called ego (.) and a (0.3) and then for super
 306 Lt : hh
 307 D : ego, Ithink it is ego development (1.2).< I.. I> I am not so
 clear

- 308 Lt : hh..hh hmm.. yang lain, yang lain. yap
- 309 E : ya kalau saya nggak salah, id itu kemauan yang ada pada
- 310 diri kita sendiri, yang bener-bener apa ya..bener-bener (.) e
- 311 seenak-enaknya kita. jadi misalnya e kalau kita marah,
- 312 pinginnya kita kan kita teriak keras-keras sedangkan e
- 313 Lt : hh
- 314 E : superego ya? superego itu norma-norma yang ada diluar
- 315 diri kita, yang membentuk kita. jadi kayak apa ya? yang
- 316 membatasi perilaku kita. sedangkan hasil e..kerjasama
- 317 antara id, dari apa ya.jadi kemauan e keinginan kita yang
- 318 semena mena dengan norma-norma, batasan yang
- 319 membatasi perilaku kita hasilnya adalah ego. jadi seperti
- 320 itu, (me-nurut saya) kalau tidak salah
- 321 Lt : hh ya benar kalau tidak salah
- 321 yang lain, yang lain. †okey apapun yang pernah anda
- 322 dengar tentang e freud, ya tentang teori psikoanalisis tidak
- 323 hanya terbatas pada id, ego,superego. apapun-apa pun (1.8)
- 324 have you ever heard? ya
- 325 C : he tried to interprete the dr[eam]
- 326 Lt : [sorry]
- 327 C : the interpretation of dream
- 328 Lt : yes okay menginter ya okay the interpretation of dream,
- 329 apa lagi?
- 330 F : about relationship between mother and (.) daughter,and
- 331 father and son
- 332 Lt : hh okay ya (.)
- 333 D : kenangan-kenangan masa lalu biasanya, kalau nggak salah
- 334 tahapnya denial ya apa hm.(.) ya, itu biasanya mempunyai
- 335 kenangan masa buruk masa lalu akhirnya sampai sekarang
- 336 itu takut terhadap laba-laba, karena dulu,selalu pernah
- 337 Lt : =ada phobia ya
- 338 D : ya phobia
- 339 Lt : okay, kalau takut sama laba-laba, masa lalu ngapain ya?
- 340 A :ha..ha (dicokot)
- 341 Class : ha..ha
- 342 D : saya tahunya e.. waktu kecil dia dimarahi ibunya, akhirnya
- 343 dikunci digudang, terus digudang itu ternyata ada yang
- 344 bergerak-gerak itu ternyata laba-laba besar dia itu sampai
- 345 Lt : oh::
- 346 D : pingsan trus sekarang, sejak sampai besar itu katanya
- 347 Lt : hh
- 348 D : takut sama laba-laba contohnya gitu mam
- 349 Lt : nggak ada yang takut sama duit gitu, nggak ada ya?
- 350 Class : ha..ha(0.3)
- 351 Lt : phobia sama uang gitu nggak ada ya?
- 352 D : trus kata freud itu e.. hidup itu tidak mudah karena diberi

- 353 beban terus jalan satu-satunya untuk melepaskan be-
- 354 Lt : hh..
- 355 D : ban itu kematian(.)
- 356 Lt : oh ngeri sekali
- 357 C : (°kalau mati ya udah mati nggak ada lagi°)
- 358 D :ya, kan kematian (jalan satu-satunya (xxx))
- 359 Lt : okay, apalagi-apalagi. tapi nanti kita akan tahu lho e..,
- 360 karena punya naluri terhadap naluri kematian itu penting,
- 361 orang menjadi survive pada sesuatu, agresif pada sesuatu
- 362 kematian, (xxx) kita menyebutnya tanathos ya, lawannya
- 363 adalah eros, cinta kasih (.) okay apalagi-apalagi yang anda
- 364 tahu?(1.0) kamu-kamu, kamu sudah baca apa gitu? pernah
- 365 denger-denger apa gitu
- 366 (xx) : ha..ha
- 367 G : ha..ha apa ya?
- 368 Lt : have you read? have you read? or let's say apa gitu,
- 369 temenmu apa gitu?
- 370 G : cuma satu apa ya (.) yang dikutip sastra feminis
- 371 psykoanalitik. yang penting itu, apa itu namanya (0.2) fruit
- 372 Lt : Freud
- 373 G : itu e itu yang mengatakan penis and v itu
- 374 Lt : hh.. apa yang dia bilang dikritik sastra
- 375 G : itu pokoknya dia bercerita tentang feminis psikoanalisis.
- 376 itu pokoknya menentang pendapatnya itu, karena wanita itu
- 377 nggak punya penis itu.. apa ya fruit itu
- 378 Lt : Freud
- 379 Class : ha..ha
- 380 C : fruit, anggur kali
- 381 Class : ha..ha
- 382 Lt :ha..ha <kenapa kenapa> kenapa?(1.0) ya penis and v
- 383 konsepnya apa itu?(.)
- 384 G : ya(1.25)
- 385 Lt : apalagi-apalagi?
- 386 E : kalau nggak salah lagi
- 387 Lt : ya bener berarti
- 388 E : ya dia itu..apa itu membagi perkembangan seorang anak
- 389 dari kecil sampai dewasa, istilahnya dalam pertumbuhan
- 390 seksualnya gitu (.) jadi pas bayi sampai sampai umur
- 391 berapa umur berapa
- 392 Lt :hh.okay yap. sekarang mari kita jalan-jalan ya (.) okay e
- 393 let's say apa yang pertama ya (2.0) can you read
- 394 Class : no::
- 395 Lt : wah saya harus matikan ya. ya (1.3) can you read?no?
- 396 Class : yes
- 397 Lt : okay ya udah tak baca'in aja, nanti bisa dikopi
- 398 C : ya

- 399 (xx) : oh ya.: ha.. ha.. gelap
- 400 Lt : ya udah kalo gitu tak nyalakan lagi, ini nggak usah
- 401 (xx) : nggak usah
- 402 Class : (ha ha ya)
- 403 Lt : anda dengerin ya saya cerita nih
- 404 Class : ya
- 405 Lt : okay, jadi sebenarnya ketika kita bicara, when we are
- 406 talking about e.. psychoanalysis ya, itu e(.) actually that
- 407 deals e (.)especially that deals with e(0.2) how we apply
- 408 psychoanalysis,the concept of psychoanalysis e to the
- 409 literary work, ya e satu hal yang dipahami bahwa
- 410 sebenarnya (.)ee.(0.3) kritik sastra yang menggunakan
- 411 model psychoanalysis itu adalah sebuah bentuk e penelitian
- 412 sastra, kritik sastra which uses some of the techniques of
- 413 psychoanalysis in the interpretation of the literary works ya,
- 414 jadi dia meng apply, menggunakan e teknik-teknik yang
- 415 ada dalam psychoanalysis itu untuk memahami suatu karya
- 416 ya kalau untuk dengan konsep ini artinya e hampir
- 417 sama kan? kalau nanti misalnya kita berkenalandengan
- 418 marxis dengan e feminis, dengan misalnya e let's say(.)
- 419 postcolonial uh cultural studies. ya seperti itu, itu kan akan
- 420 digunakan untuk memahami suatu fenomena yang ada
- 421 didalam bangunan suatu karya sastra. nah so psychoanalit..
- 422 analysis sendiri itu apa? (0.3) jadi itu
- 423 jadi sebenarnya itu berasal dari e(0.2) e (.) apa e terapi yang
- 424 dikembangkan oleh si freud itu yaitu yang bertujuan (.) a
- 425 form of therapy which aims to cure mental disorders ya.itu
- 426 adalah suatu terapi yang berguna untuk menyembuhkan
- 427 mental disorders ya. what is mental disorders?
- 428 C : ke[lainan mental]
- 429 (xx) : [(° kelainan mental°)]
- 430 Lt : yah something like that, nanti kita akan kenalan dengan
- 431 kata neurosis, misalnya by investigating the interaction of
- 432 conscious and unconscious element in the mind ya, yaitu
- 433 dengan cara menginvestigasi interaksi yang terjadi didalam
- 434 alam sadar dan tak sadar yang ada di kepala manusia, yang
- 435 ada di kepala. caranya bagaimana talking freely ya. itu e
- 436 jadi kalau didalam, di modul itu anda akan dijelaskan
- 437 bahwa ada e ada orang-orang yang mengalami histeria, ini
- 438 berhubungan dengan histeria itu yang caranya disembuhkan
- 439 itu dengan hipnotis, misalnya saya freudnya ya, terus kamu
- 440 tak suruh duduk di sofa, yang bench gitu, yang nyaman gitu
- 441 trus kamu tutup kepala, saya dibelakang, dibelakangnya
- 442 posisinya demikian,saya dibelakangmu, and then I mention
- 443 a word, okay sekarang tutup matamu trus saya bilang kata
- 444 ayah, misalnya kemudian dia ngomong semua tentang ayah

445 ↑nah lama-lama kan keadaannya kan kayak setengah nggak
446 sadar, dia ngomong terus tentang ayah, kan mata ditutup,
447 jadi dia mengembangkan semua ingatannya, jadi di (0.2)
448 diambil hal-hal yang e sudah dilupakan sekian lama, ini
449 adalah talking freely. nah freud percaya bahwa
450 cara ini itu bisa menjadi sebuah cara untuk menyembuhkan
451 mental disorder tadi ya? karena apa? karena e (.) kita akan
452 kenalan (.) dengan ini (0.3) harus butuh ini ya sebenarnya
453 anda lihat disana, kita akan kenalan dengan unconscious,
454 uncon... can you?(.) nggak bisa ya?bener-bener nggak bisa
455 A : kalau gitu bisa, dari sini bisa
456 Lt : Ya, So, unconscious means part of the minds, where
457 consciousness...