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.