

**AN ANALYSIS OF REPAIRS IN  
*THE INTERACTIVE ENGLISH PROGRAM*  
*BROADCAST BY RADIO PTPN SURAKARTA***

(A Pragmatics Study)



**THESIS**

Submitted as a Partial Fulfillment of Requirements  
for the Sarjana Sastra Degree  
in English Department of Faculty of Letter and Fine Arts

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2007

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## PRONOUNCEMENT

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Pronounce truthfully that the thesis entitled AN ANALYSIS OF REPAIRS IN THE INTERACTIVE ENGLISH PROGRAM BROADCAST BY RADIO PTPN SURAKARTA (A Pragmatics Study) is really the researcher's own work. It is not plagiarism nor it is made by other people. The statement which is not the researcher's own statement is signed by a quotation and it is showed in bibliography.

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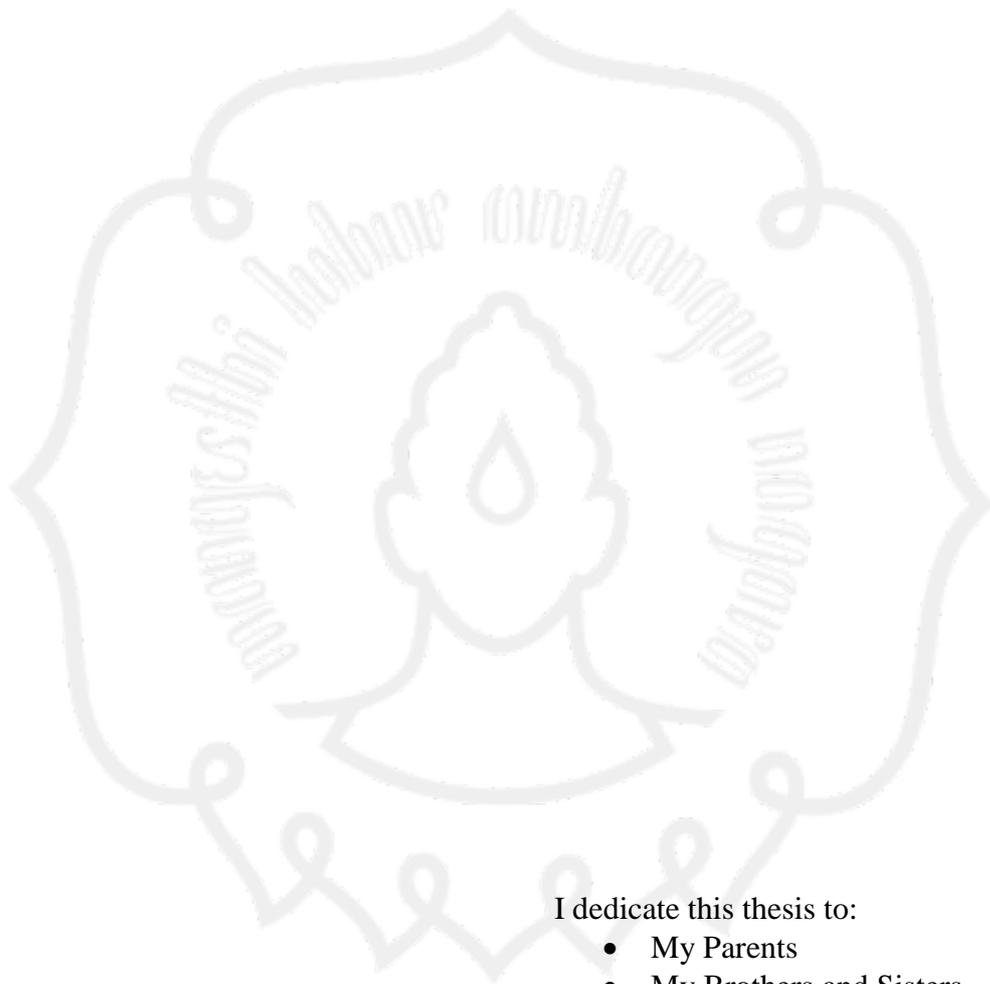
Surakarta, February 2007

The pronouncer

MOTTO



## DEDICATION



I dedicate this thesis to:

- My Parents
- My Brothers and Sisters
- My Nephew and Niece
- Everyone who lights up my life

## ACKNOWLEDGMENT

The greatest thanks to Allah SWT who gives a chance to finish this thesis.

This thesis could not be finished without the supports of many people. They support me with advices and cares. In this moment, I would like to deliver special dedications to:

1. The Dean of Faculty of Letters and Fine Arts, Prof. Dr. Maryono Dwirahardjo, S.U; to the Chief of English Department, Drs. Riyadi Santosa, M.Ed; and to the Secretary of English Department, Dra. Endang SA, MS, who give permission and support to complete this thesis.
2. My thesis consultants, Drs. Budi Waskita, M.Pd and Drs. Djatmika, MA, who always give guidance, support and advice in finishing the thesis. Also thanks to my academic consultant, Dra. Endang SA, MA, for her advice in supporting my study and to all lectures in English Department, Faculty of Letter and Fine Arts of Sebelas Maret University who give valuable lessons during the study.
3. My lovely family who always give support every time: for my lovely father “ thanks to understand me”, my beloved mother who always loves me and teach me how to be a good man, to my brothers (*Mas* Yasin and *Mas* Arif) and my brother in law (*Mas* Budi) “ thanks for everything “, for my sisters (*Mbak* Umi and Dessy) and my sister in law (*Mbak* Suci) “also thanks for everything”, for my little niece (*Dik* Alifia) and nephew (*Dik* Alwan) “ Both of you give me the inspiration for my life”.

4. All people who give support: Dee-a (thanks to be my mirror and inspiration), Wahyu (who wins the competition?), Ana and Ani, Rita, Mia. Thanks to Ramaningrum “when can we discuss again about . . .?” Also thanks to my friends in English 99ers : Uq, Sugeng, Dani, Agung, Yayuk, Chandra, Vira (thanks for the references), Dewi, Eko Pras, Taufik, Furqon, Maria, Boss Edi, Yanti and her baby, Santy and her baby, Uut, Dhira, Luluk, Ina, Suryo, Retno, Aan, Novi, Rully, and the others who can not be mentioned in advance. All of my friends in the Kalpadruma who give a chance to learn how to be a journalist. All of friends in FSSR Badminton Club : Ari, Yudhis, Wisnu, Yayan, Uut.
5. The big family of SDN 01 Kalijirak and SDN 01 Alastuwo who give support and advice in finishing my thesis.

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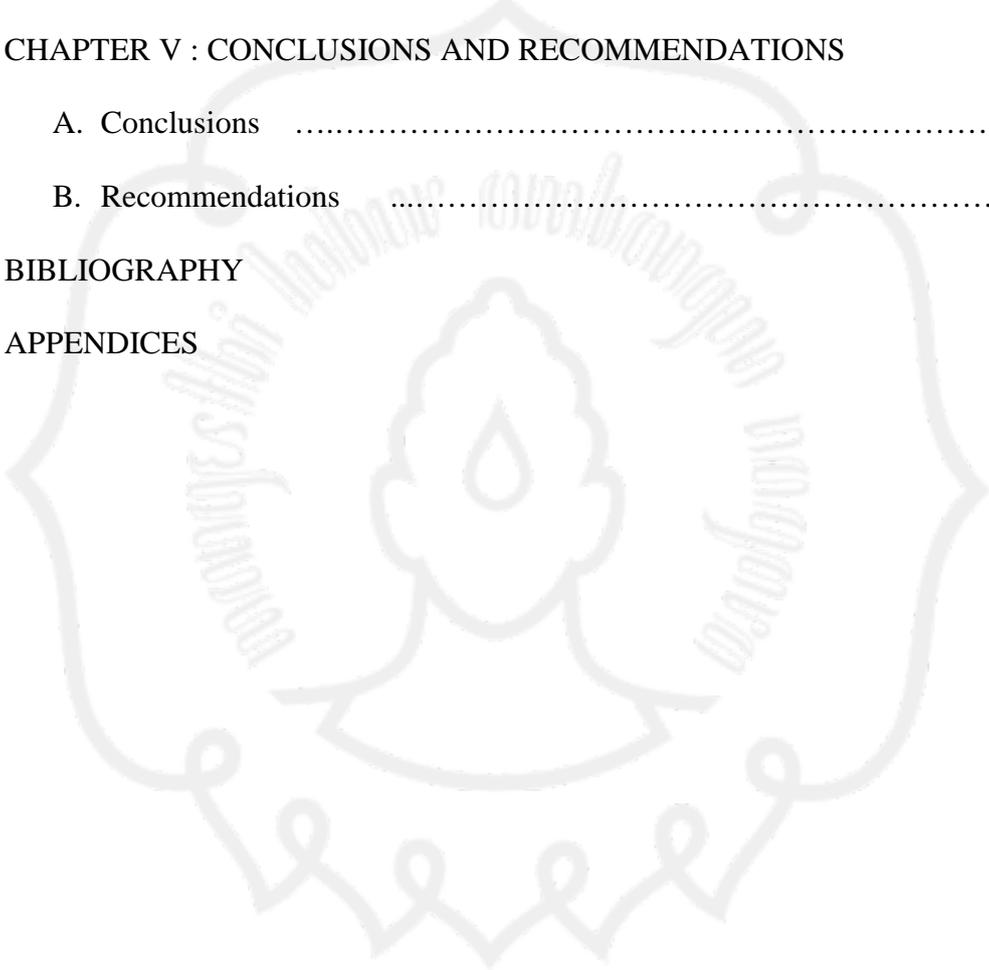
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## ABSTRACT

Muchammad Ismail. C 0399044. 2007. AN ANALYSIS OF REPAIRS IN THE INTERACTIVE ENGLISH PROGRAM BROADCAST BY RADIO PTPN SURAKARTA (A Pragmatics Study). Thesis: English Department, Faculty of Letters and Fine Arts, Sebelas Maret University Surakarta.

This research is conducted to describe kinds of repair that occurred in the interactive English Program broadcast by Radio PTPN Surakarta and provide evidences of which the participants used repair in the interactive English Program broadcast by Radio PTPN Surakarta.

This research uses the Pragmatics approach with Conversation Analysis as the field of study. It is a descriptive qualitative research and it employs purposive sampling as the sampling technique. The data in this research are all utterances of repairs in three episodes of English Program. They are classified into several types by using Schegloof, Sacks, and Jefferson's classification of repair because repair has the correlation with turn-taking system. Then, the repairs are analyzed to look for the participant who initiates repairs and carries repairs out and the causes of repair.

The results of this research are as follows:

1. The repairs among the hosts and the callers occur in several classifications. The first classification is repair which is based on the participant who initiates repair and carries repair out. From this classification, there are two kinds of repairs in the conversation data. They are self-repair and other-repair. These repairs are classified into four preference rankings. The second classification is repair which is based on the kind of trouble spot which is being repaired. Considering the second classification, there are two kinds of repair such as error repair (E-repair) and appropriateness repair (A-repair). The third classification is repair which is based on the point in time at which repair occurs. From the last classification, there are two kinds of repair such as immediate repair and delayed repair. These types usually occur in the self-repair.
2. In the process of repair, there are some reasons. The first reason is that the speaker runs with morphological error in the conversation. The second one is that the speaker has a trouble in hearing the utterance in the turn before. The third one is that the speaker blanks the words out. Finally, the fourth one is that the speaker speaks unclearly or indefinitely.

The researcher expects that this research will give contributions in Pragmatics Study. It is recommended to other researchers to conduct the conversation structure especially conversational repair for pragmatics research. This research can be used as a reference to other researcher in analysing other point of view of repairs.

## TRANSCRIPTION CONVENTIONS

//	point at which the current utterance is overlapped by that transcribed below
*	asterisks indicate the alignment of the point where overlap ceases
(o.o)	Pauses or gaps in what is very approximately tenths of seconds (closer measurement often being irrelevant because the significance of pauses is linked to some sense of ‘the beat’ of any particular conversation)
(.)	micropause- potentially significant but very short pause, comparable perhaps to an average syllable duration or somewhere below 0.2 seconds’ duration
CAPS	relatively high amplitude, or, in double parentheses, analytical labels
<i>italics</i>	syllables stressed by amplitude, pitch and duration
::	lengthened syllables
-	glottal-stop self-editing marker
= =	‘latched’ utterances, with no gap
?	not a punctuation mark, but a rising intonation contour
.	used to indicate falling intonation contour
,	used to indicate maintained (‘continuing’) intonation contour
(( ))	used to specify “some phenomenon that the transcriber does not want to wrestle with” or some non- vocal action, etc.
( )	uncertain passages of transcript
→	draws attention to location of phenomenon of direct interest to discussion
hh	indicates an audible out-breath, .hh an in-breath

(Adopted from Levinson, 1983: 369-370)

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Conversation occurs in everyday life as a form of social interaction. Both the speakers and the hearers interact by turn that one participant speaks and the other just listens in the course of conversation. In its organization, participants do conversation in order to explore the details of issues; chat to pass the time; and exchange the information or experience each other. During an interaction, when a participant says something that is inconsistent with another's expectations, the other participant may change her/ his interpretation of an earlier turn or direct her/ his response to reinterpretation. It is known as repair.

A repair often happens in the second language communication. It is used to correct errors; to check understanding; to teach of second or foreign languages; to challenge someone or disagree with them. Sometimes, a speaker makes a repair when he/she has made errors. If the speaker does not repair his/ her errors, the hearer will correct them. The speaker and the hearer may initiate to repair the trouble spot in conversation involving misunderstanding, mishearing, and lacking of vocabularies (Schegloff, Jefferson, and Sacks, 1977). The hearer usually goes with the repair by asking question that will lead the speaker to repair his/ her own error. Besides, repairs rise in the course of talk-in-interaction since participants

use inappropriate utterances. Levelt in Geluyken (1994) labeled this repair as an appropriateness repair. This repair replaces an item which is less felicitous in the speech situation in which it occurs by a more appropriate one. It is not the result of a real error but it is the result of a communicative inefficiency.

English program is a kind of program, which is broadcast by Radio PTPN. This program is sent out weekly in every Sunday on 12.00 to 2.00 p.m. As a sort of conversational program, English Program is organized by Radio PTPN in Surakarta to practice and improve listener's ability in speaking English. The program goes interactively by telephone among two hosts and callers. Hence, it represents a lack of possibly 'complicating' visual and gestural contact between participants. The callers, as listeners of Radio PTPN, are students of Junior High Schools, Senior High Schools, and Universities. In English Program, the caller is allowed to request a song and gives his/ her opinions about the topic, which is presented by the hosts. During conversation, the hosts and the caller sometimes use repairs.

These are some examples of repair found in conversational English Program among the hosts and the callers as written below:

1. **Host 1:** mmm...Okay. Don't you think that there are little bit like....

**Host 2:** hm... aggressive for something ?

**Host 1:** aggressive, that's it.

2. **Host 1:** Lidya, what do you think if the girl has initiated to go out for date?

**Host 2:** to ask for date

**Host 1:** Ya, to ask for date

3. **Host 2:** Do you think it will be a process for you? I mean ... do you think may be right now you disagree? But may be some day you will agree?

**Caller (Lidya):** Could be

4. **Host 1:** Depend on what ?

**Caller (Canapus):** The characteris

**Host 1+ Host 2:** The character (giving correction)

5. **Host 2:** So what . . . what if you're like a guy and the guy is a kind of shy guy?

**Host 1:** Shy guy?

**Host 2:** Ya, ...timid guy, who never has initiated to ask for you a date? Will you wait untill you are old?

From the examples above, we can see that there are various types and forms of repair. In the first example, we find a correction by Host 2 to Host 1 by *aggressive*. Furthermore, it is the Host 2 who initiates the repair (cf. *aggressive* for something?). A Host 1 lacked of the word '*aggressive*'. The second example, Host 2 makes correction and initiates the repair to Host 1. Host 2 does the repair in order to give another expression '*to ask for a date*', which can be understood easily by the caller. In the third example, Host 2, tries to correct his expression by the sentence of '*I mean ... do you think may be right now you disagree? But may be someday you will agree?*'. He does with his repair in order to explain what he means about his question to the caller. Moreover, Host 2 himself initiates the repair dealing with the use of '*I mean*'. The fourth example deals with other-initiation and other-correction by Host 1 and host 2. Meanwhile, in the last

example, an appropriateness, which has accrued is done here by Host 1. Nevertheless, it is the host 2 who carries out the second part of the repair. Host 2 corrected his expression with '*timid guy*'.

We see that repairs can be stated in many forms. The examples of repairs above can be categorized in many interactional types. They are other-initiated, other-repair; self-initiated, self-repair; and other-initiated, self-repair.

From these phenomena, it is interesting to find out the repair occurred in the English Program and to provide evidences of using repair by the participants. The research is entitled **ANALYSIS OF REPAIRS IN THE INTERACTIVE ENGLISH PROGRAM BROADCAST BY RADIO PTPN SURAKARTA.**

## **B. Problem Statements**

Regarding to the background above, the problem statements are stated as follow:

1. How do interactional repairs occur among the hosts and the callers in the interactive English Program broadcast by Radio PTPN Surakarta?
2. Why do the hosts and the callers use repairs in the interactive English Program broadcast by Radio PTPN Surakarta?

## **C. Research Objectives**

The objectives of the study are as follow:

1. To describe kinds of repair that occurred in the interactive English Program broadcast by Radio PTPN Surakarta.
2. To provide evidence of which the participants used repair in the interactive English Program broadcast by Radio PTPN Surakarta.

#### **D. Research Limitation**

This research uses pragmatics as an approach in analyzing the conversations. There are some aspects of pragmatics, i.e. deixis, conversational implicature, presupposition, speech act, and conversation analysis.

The researcher only focussed on conversation analysis especially conversational repair in order to intensify the analysis. This analysis emphasizes on interactional repair including repair initiation and repair correction.

#### **E. Research Significance**

It is expected that this research contributes some significant progresses in conversational repair. The significances of this research are:

1. to familiarize the understanding of conversational repair in telephone conversation involving interactional types of repair, repair initiation, and the reason of repair which is used by participants of conversational English Program;
2. as a replica for other researchers to analyze conversational repair from other points of view.

## **F. Research Methodology**

This research is a descriptive qualitative study, which has a purpose to describe systematically factual situation. This research is conducted by collecting data, classifying them, and then drawing conclusion ( Surakhmad, 1994).

This research also applies qualitative study. This type of research does not deal with numerical measurement or statistic procedure. Bogdan and Taylor in Afandi pointed out that qualitative research tends to a research procedures which produces descriptive data involving written or oral words of people and behavior in observing. In chapter III, the research methodology will be described in detail.

## **G. Thesis Organization**

The thesis organization is described as follows:

CHAPTER I : INTRODUCTION. It consists of Research background, Problem Statement, Research Objective, Research Limitation, Research Significant, Research Methodology, and Thesis Organization.

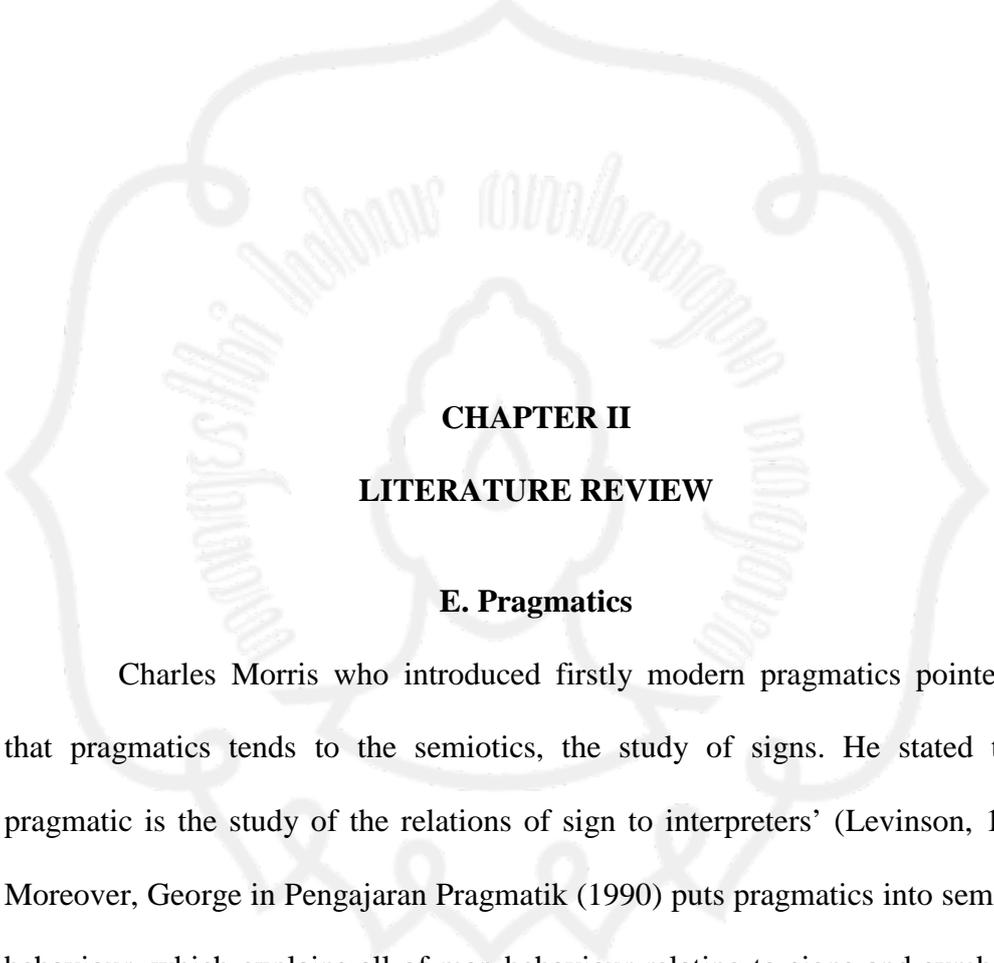
CHAPTER II : LITERATURE REVIEW. It consists of Pragmatics; Context; Conversation Analysis involving Turn Taking, Adjacency Pairs, and Overall Organization; Preference Organization including repair.

CHAPTER III: RESEARCH METHODOLOGY. It consists of Research Location, Research Methodology, Data Source, Sample and

Sampling Techniques, Research Instrument, Research Procedures, Technique of Data Collection, Data Coding, Technique of Data Analysis and Data Interpretation.

CHAPTER IV : DATA ANALYSIS

CHAPTER V : CONCLUSION AND SUGGESTION



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **E. Pragmatics**

Charles Morris who introduced firstly modern pragmatics pointed out that pragmatics tends to the semiotics, the study of signs. He stated that ‘pragmatic is the study of the relations of sign to interpreters’ (Levinson, 1983). Moreover, George in Pengajaran Pragmatik (1990) puts pragmatics into semantics behaviour, which explains all of man behaviour relating to signs and symbols. It concerns with how man behaves in situation of a signifier and situation of a signified.

Traditionally, pragmatics is the study of language usage. Katz, who was influenced by Chomsky’s distinction between competence and performance, suggested that pragmatics should be concerned solely with performance principles

of language usage and have nothing to do with the description of linguistic structure. As he stated below:

[Grammars] are theories about the structure of sentence type ... pragmatics theories, in contrast, do nothing to explicate the structure of linguistic constructions or grammatical properties and relations ... they explicate the reasoning of speakers and hearers in working out the correlation in a context of a sentence token with a proposition. In this respect, a pragmatic theory is part of performance (Katz in Levinson, 1983 : 8).

Leech (1983 : 1) states that ' pragmatics is a studying linguistics which has been learnt and developed by many linguistics and by some sociolinguists, psycholinguists, and other scientists.' He went on to expand pragmatics in accordance with the term of general pragmatics. He divided general pragmatics into two distinct branches, namely pragmalinguistics, the study of language meaning related to grammar or linguistics and socio-pragmatics, the study of meaning related to sociology.

In its development, definition of pragmatics is more complex. Levinson (1983) states that 'pragmatics is the study of the role of context which plays in speaker or utterance meaning '. It means that pragmatics is a study of linguistics meaning, which considers context. Moreover, situation or context is an important aspect in interpreting and understanding the meaning of an utterance. In other

word, Levinson emphasizes that pragmatics is the study the relations between language and context.

Leech (1983) states that 'pragmatics can be usefully defined as the study of how utterances have meanings in situation'. This definition notices that situation or context is the important thing to understand the meaning of those utterances.

The researcher agrees that in understanding the meaning of utterance, it is important to see the relation between language and its context. The researcher uses this definition as the approach of analysing the data.

#### **F. Context**

Context is important aspects in understanding meanings of utterances. Interpretation of utterances relies on the situation in which the utterances occur. Levinson states that context is understood to cover the identities of participants, the temporal and spatial parameters of the speech event and beliefs, knowledge and intentions of the participants in that speech event and no doubt much besides. For examples, the interpretation of the words *I* and *you* depends on the identification of participants (or 'users') and their role in speech event, so the words *here* and *now* rely for the interpretation on the place and the time of the speech event.

According to Leech, context is relevant aspects of the physical or social setting of an utterance. Moreover, context is a background knowledge, which is shared by the speaker and the hearer in understanding language.

The involvement of context in understanding language is proved by an anthropologist, Bronislaw Malinowski, who studied Kriwinian language in Tobiand Island. To understand the Kriwinian language, he suggests that we should know what was going on and the cultural background of the people.

Malinowski divides context into two notions, which are important to understand the meaning of utterances and great deal of the words uttered. Firstly, context situation is the situation in which the context is uttered. It is environment of the text including the verbal environment. Another one, context of culture is the cultural background or history behind the participants. In studying language one should know and understand the cultural background of language. It can include participants or people who are involved in speech, time, place, social environment, political condition, etc.

Firth in Halliday and Hasan (1985) gives description of context of situation. It consists of:

1. the participant in the situation referred to as person and personalities or the statuses and roles of the participant;
2. the action of the participants referred to what they are doing including their verbal action and nonverbal action;
3. the relevant features of the situation referred to the surrounding object and events;
4. the effect of the verbal action referred to the changes, which were brought by what the participants in the situation had to say.

In conversation, the function of the context is important to help the speaker and the hearer exchange messages each other including meanings and a great deal of utterances. It has an important role in determining the meaning of language. For example, the utterance of *'I'm hungry'* has various meanings. It can be interpreted as an utterance, which is used by a starving beggar to request food. Besides, it can be interpreted as an utterance, which is used by a petulant child to delay going to bed. It is important to see its context to determine what is meant by the utterance.

### **G. Scope of Pragmatics**

According to Stalnaker in Levinson (1985), pragmatics concerns deixis, implicature, presupposition, speech act, and Conversation Structure.

#### **a. Deixis.**

The term is derived from the Greek word, which means pointing or indicating. Deixis has a function as references of words, phrases, clauses, or sentences, which have been mentioned in advance.

As the domain of pragmatics, deixis directly concerns with the relationship between the structure of languages and the context in which they are used. There are five categories of deixis, namely person deixis, place deixis, time deixis, discourse deixis, and social deixis.

Person deixis is reflected directly in the grammatical categories of person, they are first, second, and third person. Secondly, place deixis concerns the specification of locations or place according to the location of the participants in

the speech event. It is encoded in demonstratives (this, that, etc.) and deictic adverbs of place (here, there, etc.), for instances as written below:

*Kabul is four hundred miles West of here.*

*Bring that here and take this there.*

Thirdly, time deixis concerns with the encoding of temporal points and according to the time at which an utterance is spoken. It is commonly grammaticalized in adverb of time, e.g. now, yesterday, etc.

Whereas, discourse deixis concerns with the use of expressions within some utterances in order to refer to some persons of the discourse including the utterance its self. Finally, social deixis concerns with the aspect of sentences, which reflect or establish or are determined by certain realities of the social situation in which the speech act occurs (Fillmore in Levinson 1983:89). It concerns with the encoding of social distinction that is relative to participant's role. It deals with the aspect of the social background among speakers, hearers, and some referents.

Considering to usage of deictic expressions, Fillmore in Levinson divides two kinds of deictic usage, namely gestural usage and symbolic usage. Gestural usage can be interpreted with reference, which is determined by monitoring and hearing the speech event or reference to an audio-visual-tactile. Symbolic usages of deictic require for their interpretation of knowledge of the basic spatio-temporal parameters of the speech event. In summary, gestural usages require a moment-by-moment physical monitoring of the speech event for their interpretation, while symbolic usages make reference only to contextual co-ordinates available to participant's antecedent to utterance.

## **b. Conversational Implicature**

Generally, implicature is a proposition, which refers to the meaning, which is suggested or implied from utterance, rather than meaning of what is said. Recently, there are two important contributions of implicature in pragmatics. Firstly, implicature stands as a paradigmatic example of the nature and power of pragmatics explanations of linguistic phenomena. Secondly, implicature provides some explicit account of how it is possible to mean more than what is actually said.

Grice in Levinson (1983) proposes that there are two types of implicature. Firstly, conventional implicature reveals an implicit meaning, which can be generally or conventionally accepted by all people. Secondly, conversational implicature reveals implicit meaning, which is only assumed by participants involved in the speech event.

Conversational implicature is divided into two matters, namely particularized and generalized implicature. Particularized implicatures are implicatures that take place in very specific context. However, generalized implicatures are implicatures that are required no special knowledge in context.

Grice develops the concept of implicature, which is a theory about how people use language. He proposes a set of rules as guidelines for using language. He states that there are four basic maxims of conversation, namely maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner.

Maxim of quantity refers to the contribution as informative as required for the current purposes of the exchange. Moreover, it is important to avoid the contribution more informative than is required, for example:

*The flag is white (Levinson 1983:106)*

Since, there is no further information about other colours the flag may contain, which might indeed be highly relevant to the proceedings, it may be taken to implicate that the flag has no other colours and is thus wholly white.

Maxim of quality refers to the contribution, which has to be true. It specifies not to say what we believe to be false and say that for which we lack adequate evidence, for example:

*Does your farm contain 400 acres?*

*+ I don't know that it does, and I want to know if it does. (Levinson, 1983: 105)*

This example simply extends the scope of quality by viewing truth as a special sub-case of sincerity applied to assertions; when one asks a question, one may standardly be taken to be asking sincerely and hence to be indeed lacking and requiring the requested information.

Maxim of relevance refers to the relevant contribution, for example:

*A: Can you tell me the time?*

*B: Well, the milkman has come?*

From this example, there is an implicit meaning in B's utterance. B does not directly answer A's question, but the utterance can satisfy A. The meaning of B's answer is that the time is at least after the milkman usually comes.

Maxim of manner specifies that the contribution has to avoid obscurity, avoid ambiguity, be briefly, and be orderly, for example:

*Alfred went to the store and bought some whiskey ( Levinson 1983:108)*

This example can be read as a sequence of two events that occurred in order.

### **c. Presupposition**

Presupposition is regarded as a concept to determine the truth of sentence or utterance in an interpretation of an utterance meaning. Presupposition has to be owned by the speaker and the hearer in the same concept, for example:

- a. *Sue cried before she finished her thesis.*
- b. *Sue finished her thesis. (Levinson, 1983:187)*

The sentence in [b] is presupposition of sentence in [a]. When the speaker said an utterance as in [a], the hearer will have presupposition as in [b].

In the analysis of how speakers' interpretations are typically expressed, presupposition has been associated with the use of a large number of words, phrases, and structures. There are six types of potential presupposition, namely existential, factive, lexical, structural, non-factive, and counter-factual presupposition.

The existential presupposition is assumed to be present in some definite noun phrases, for example:

*Mary's brother bought three horses ( Yule, 1996:25).*

In producing the utterance above, the speaker will normally be expected to have the presuppositions that a person called Mary exists and that she has a brother who has a lot of money.

The factive presupposition refers to presupposition, which can be treated as a fact. It is raised by using some verbs such as 'know', 'realize', 'regret' and by using phrases involving 'be' with 'aware', 'odd', and 'glad'. Several examples are written below:

- a. *She didn't realize he was ill.*
- b. *We regret telling them.*
- c. *I wasn't aware that she was married.*
- d. *It isn't odd that he left early.*
- e. *I'm glad that it's over.*

The lexical presupposition refers to the use of one form with its asserted meaning, which is conventionally interpreted with another (non-asserted) meaning. Each time we say that someone 'managed' to do something, the asserted meaning is that the person succeeded in some way. When we say that someone didn't 'manage', the asserted meaning is that the person did not succeed (Yule, 1996:28). In both cases, 'manage' is assumed as *asserting 'succeeded' and presupposition 'tried'*.

The structural presupposition means that certain sentence structures have been analysed as conventionally and regularly presupposition. Moreover, the speakers can use such structures to treat information as presupposed and to be accepted as true by the hearer.

The non-factive presupposition is one that is assumed not to be true. A number of verbs such as 'dream', 'imagine', and 'pretend', are used with the presupposition that what follow is not true, for example:

*'He pretends to be ill'* means that he is not ill.

Finally, the counterfactual presupposition means that presupposition is the opposite of what is true, or contrary to facts. The example of the counterfactual presupposition is presented below:

*If you were my friend, you would have helped me.*

A conditional structure of the utterance above presupposes that the information in the *if*-clause is not true at the time of utterance. It means that 'you are not my friend'.

#### **d. Speech Act**

Speech act is firstly introduced by Austin, who publishes book entitled "How to do things with words?" Speech act refers to actions, which are performed via utterances. He proposes three basic kinds of actions in saying an utterance, namely locutionary, illocutionary, and perlocutionary acts.

Locutionary act refers to the utterance of a sentence with determining sense and reference. Moreover, a locutionary act is performing an act of saying something.

Illocutionary act is the making of statement, offer, promise, etc in uttering a sentence by virtue of the conventional force associated with it. In addition, illocutionary act is a performing act in saying something.

Perlocutionary act is the bringing about effect on the audience by means of uttering the sentence, such effects being special to the circumstance of utterance. In short, perlocutionary act is performing act by saying something.

To understand the application of three basic acts above, it will be explained in the following example,

*Shot her!*

One may say that this utterance produces a meaningful linguistic expression. Whereas, this utterance has the illocutionary force of ordering, urging, advising the addressee to shot her. However, it has perlocutionary effect of persuading, forcing, or frightening the addressee to shoot her.

#### **e. Conversation Analysis**

Conversation is a talk, which involves participants and occurs in some place. Yule in *Pragmatics* (1983) describes conversation as a dance which conversational partners coordinate their alternate movements smoothly.

Conversation is regarded as pragmatics phenomena. It is clearly the prototypical kind of language usage. In conversation, various aspects of pragmatics organization can be shown to be centrally organized around usage.

Conversation organizes well in the conversation structure. Every conversation is a unit, which has a structure, which can be described through conversational analysis as an approach in analysing conversation.

Conversation analysis is an approach to the study of natural conversation, especially with a view to determining participants' methods of turn-

taking; constructing sequences of utterances across turns; identifying and repairing problems; and employing gaze and movement. It is also as a view to determining how the conversation works in different conventional setting such as interviews; court hearing; telephone conversations; and card games. It is included into a qualitative method. It employs an inductive method. The objective is to find or know what occurs in the data. The technique of conversation analysis is empirical. It is based on observation. The data consist of tape recorded data and transcripts of natural conversations.

There are three basic findings as general application of conversational analysis. They are turn taking, adjacency pairs, and overall organization (Levinson, 1983:296).

### **1. Turn Taking**

Turn taking is the distribution of talks across two or more participants. In the distribution, it is not merely random. It operates in accordance with a local management system. Local management system is a set of rules or conventions which determine who talks, when, and, for how long. These rules govern the participant in speech event to distribute turn taking. In result, conversation can run well.

The system, which is operated on the turn unit, has three rules. Firstly, one speaker speaks first. Then he stops and gives turn to the next speaker to speak. The next speaker must speak next. Secondly, the next speaker has the right to speak after the first speaker stops speaking. Even though, the first speaker does not give signals to the next speaker to speak. Thirdly, when the first speaker stops

and the next speaker does not take his turn, the first speaker can continue his speech.

In alternating the turns, it is possible that silence, the absence of vocalization, occurs. Levinson proposes three kinds of silences. The first term is a gap. A gap is silence, which occurs when the next speaker does not rapidly take his turn after the first speaker stops. The second term is a lapse. A lapse is silence, which occurs when the next speaker does not take his turn, so that the first speaker takes the turn again. The third is significant (attributable) silence. It is silence, which occurs when the next speaker does not take his turn, which should be taken.

## 2. Adjacency pairs

Adjacency pairs are sequences of two utterances that are adjacent, produced by the different speaker, ordered as a first part and second part, and typed so that a particular first part requires a particular second part. Coulthard (1977) describes adjacency pairs as the basic structural unit in conversation. There are some examples of adjacency pairs as follows:

(a). Greeting-Greeting

*A: Hello*

*B: Hi*

(b). Summons- Answer

*A: John*

*B: Yeah?*

(c). Question-Answer

*A: May I have a bottle of Mich?*

*B: No.*

(d). Farewel-Farewel

*A: See ya!*

*B: Bye.*

The basic rule of adjacency pair is that a speaker produces a recognizable first part, he should stop talking and his partner should produce a recognizable second pair part. Levinson (1983) states that 'there is a rule governing the use of adjacency pair, namely having produced a first part of some pair, the current speaker must stop speaking, and the next speaker must produce at that point a second part to the same pair'.

Adjacency pairs consist of a first part and a second part. The utterance of a first part immediately creates an expectation of the utterance of a second part of the same pair. If the first part is an offer, the second part is an acceptance or refusal. Meanwhile, if the first part is a question, the second part is an answer, etc (Schegloof in Levinson, 1983:306).

Levinson (1983) proposes two categories of responses or the second part of the pair, namely preferred and dispreferred. The preferred seconds refer to the second parts, which are relevant to the first part, and they have an equal rank or stand as the first parts, for examples: request-acceptance, blame-denial, question-answer, greeting-greeting, etc. On the other hand, the dispreferred seconds refer to the second parts, which are not relevant and acceptable to the first parts, for

examples: request-refusal, assessment-disagreement, etc. These categories are the alternatives of the second part of adjacency pair.

### 3. Overall Organization

Overall organization is a kind of conversation structure which organizes the totality of the exchanges within some specific kind of conversation which commonly has typical components consisting of opening section, topic slot, and closing section. A recognizable overall organization is applied mostly in the telephone interaction.

The opening section in a conversation is influenced by the context and participants including role, status, social background, age, place, time, and social referent. The opening section in formal situation is different from an informal one. In telephone conversation, opening section is recognized with a station identification (name of firm, a telephone number) or the use of greeting such as 'hello'. 'Hello' cannot be found in a formal situations opening section between public relation of the firm and the caller.

The topic slot is characterized in term of reference where one talks to another about the same topic. In a telephone conversation, the first topic slot occurs immediately after the opening section. It is usually as announcement by the caller of the reason for the call.

The closing section is operated in conversation in order to shut down the conversation. The closing section is usually characterized by the pairs of passing

turns with pre-closing items, such as: Ok, all right, well, etc; or by leave-taking, such as bye, see you, etc.

#### **D. Repairs**

The term repair refers to efforts by the speaker or the hearer to correct trouble spots in conversation (Schegloof in Richards 1983:147). Moreover, when a participant says something that is inconsistent with another's expectations, the other participant may change her/ his interpretation of an earlier turn or direct her/ his response to reinterpretation.

In conversational repair, there are two steps namely initiation and correction. During an interaction, the speaker and the hearer carry out initiation and correction. Initiation and correction, which is carried out by the speaker, is known as self-initiation or self-correction. Meanwhile, initiation or correction, which is conducted by the hearer, is called as other initiation or other correction.

Considering participant who initiates repair and carries repair out, Schegloof, Sacks, and Jefferson, draw a distinction between several interactional types of repair. They are self-initiation, self correction (repair); other initiation, self-correction; other initiation, other correction; self-initiation, other correction.

In self-initiation, self-correction, a speaker initiates the repair after the trouble spot and corrects it by him self. For example is as follow:

*(1). She was givin' me all the people that were gone this year.*

*I mean this quarter. (Schegloof et.al. in Geluykens, 1994)*

The phrase *this year* in this instance is self-repair by the speaker by means of *this quarter*. Furthermore, the speaker initiates the repair by himself by stating *I mean*.

Other initiation, self-correction occurs when another participant, as the hearer, signals that as inappropriateness is done. In that case, the speaker will carry out the second part of the repair, for example:

(2). A: *She was givin' me all the people that were gone this year.*

B: *What? This year?*

A: *This quarter I mean. (Geluykens 1994:18)*

In the case of other initiation, other correction, both initiation and correction are carried out by the hearer. The hearer signals a trouble-spot and provides the repairs the next turn, for example:

(3). A: *She was givin' me all the people that were gone this year.*

B: *This year? This quarter you mean.*

A: *Yeah right. (Geluykens, 1994: 18)*

The last interactional types of repair, self-initiation; other correction, occurs when the speaker signals the existence of a trouble spot. Therefore, the hearer carries out the actual correction. This type of repair is actually quite rare. The example of this type of repair is as follow:

(4). A: *She was givin' me all the people that were gone this year.*

*I mean . . . .*

B: *This quarter you mean?*

A: *Yeah right.*

Levelt in Geluyken (1994) classifies repair according to kind of trouble spot is being repaired, namely error repair and appropriateness repair. Error repair is concerned with the correction of errors such as lexical, phonological, morphological, or syntactic in nature. Meanwhile, appropriateness occurs in the conversation since participants use inappropriate utterances. It replaces an item, which is less felicitous in the speech situation in which it occurs by a more appropriate one. It is not the result of a real error but it is the result of a communicative inefficiency, for example:

(5). *I'll come over the day after tomorrow, Tuesday I mean.*

Besides, Geluyken classified repairs according to the point in time at which the repair occurs. He labels them as immediate repair and delayed repair. Immediate repair is the repair, which is carried right after the repairable item, for example:

(6). *He, John I mean, come to visit me yesterday.*

On the other hand, delayed repair refers to repair, which is carried out at the end of the utterance containing repairable item, for example:

(7). *He came to visit me yesterday, John I mean.*

Repair often occurs in second language communication. The concept of repair in second language communication can be extended by Tarone and others in Ismari (1995) have referred to as communication strategies. There are self-initiated repairs and requests for assistance, which occur when the speaker is trying to express concepts for which target language vocabulary is lacking. They include:

- a. *approximation*. Lacking a word in the target language, the speaker may choose the approximate word, such as a synonym, e.g. shop instead of department store.
- b. *Word coinage*. A word may be made up in an attempt to fill out a gap in knowledge of a target language item. For example in the following utterance, the speaker lacked of the word ice breaker.

(8). *Helsinki produces a lot of ice crushing ships.*

- c. *circumlocution*. A paraphrase or description of a word may be used when a word is unknown, for example:

(9). *Does the room have . . . a place for books?*

In the example above, the speaker may lack of the word 'bookshelf'.

- d. *borrowing*. A word from the mother tongue may be used when the target language word cannot be remembered, for example:

(10). A: *I felt very . . . malu . . . you know?*

B: *You felt very shy?*

A: *Yes, Shy.*

- e. *mime*. The speaker may act out a word, for example:

(11). A: *Then the plane. . . (Mimes a plane taking off)*

B: *It took off?*

A: *Yes.*

Mime cannot be found in the domain of telephone interactions because it has the lack of possibly visual and gestural contact between participants.

- f. *topic shift*. A speaker who does not possess sufficient vocabulary or confidence to discuss that topic in target language may change the topic.
- g. *topic avoidance*. The speaker may avoid introducing certain topics because of lacking of sufficient vocabulary to discuss them. In signalling the need for repair, the conversational partner is often forced to use a simpler word or structure, or to shift the topic to the beginning of the sentence where it may be easier to identify, for example:

(12). A: *did you enjoy the ballet?*

B: *Hah?*

A: *The ballet . . . the dancing, on the Friday night.*

*Did you enjoy it?*

According to Schegloff et.al, there are several properties which are required such a device for the correction of misunderstanding, mishearing, or indeed non-hearing. Firstly, it provides a number of systematic slots across a three-turn sequence in which repair, or at least its prompting, can be done, as follows:

T1 (includes repairable item) = first opportunity: here for self-initiated self-repair.

Transition space between T1 and T2: second opportunity here again for self-initiated self-repair.

T2 = third opportunity: either for other repair or for other initiation of other-repair in T3.

T3 = fourth opportunity: given other –initiation in T2, for other-initiated self-repair.

Considering the turn-taking system, T1 is the first turn which is as the trouble-source turn. Transition space labels ‘the beat that potentially follows the possible completion point of a turn ‘(Schegloof et.al. in Levinson, 1983: 340). T2 is the next turn. T3 is the third turn.

The organization of repair makes reference to the turn-taking system. There are four opportunities of repair initiation and outcomes. First opportunity is for self-initiated and self-repair. It occurs immediately within the trouble-source turn. Second opportunity is also for self-initiated, self-repair. It occurs at Transition Space between T1 and T2. Third opportunity is for other repair or for other initiation of other repair in third turn (T3). Third opportunity usually places in the next turn. Finally, fourth opportunity is for other-initiated, self-repair. In this opportunity, other initiation is given in T2 and self-repair is in the third turn.

Considering these opportunities, there are two important distinctions as well as types of repair written in advance. Firstly, self-initiation is contrasted to other initiation. Secondly, self-repair is contrasted to other repair. An example of repair in each opportunity is as follows:

(1). Illustrating self-initiated self-repair in opportunity 1:

*N: She was giving me a:ll the people that were go: ne this yea:r*

*I mean this quarter y’# know.*

*Y: Yeah*

(2). Illustrating repair in opportunity 2, again self-initiated self repair:

*L: An' 'en but all of the doors 'n things were taped up = =*

*I mean y' know they put up y' know that Kinda paper 'r stuff, the brown paper.*

(3). Illustrating other-initiated other repair in opportunity 3:

*A: Lissena pigeons*

*(0.7)*

*B: Quail, I think.*

(4). Illustrating other initiation of self repair in opportunity 3:

*A: Have you ever tried a clinic?*

*B: What?*

*A: Have you ever tried a clinic?*

(5). Illustrating self repair in opportunity 4, following other initiation by NTRI (Next Turn Repair Initiator).

*B: hhh well I'm working through the Amfat Corporation.*

*A: The Who?*

*B: Amfah Corporation. T is holding company.*

The second major component of the repair apparatus is a set of preferences setting up a rank ordering across the opportunity set above. Briefly, the preference rankings are as follows:

Preference 1 is for self-initiated self-repair in opportunity 1 (own turn).

Preference 2 is for self-initiated self-repair in opportunity 2 (transition space).

Preference 3 is for other initiation, by NTRI in opportunity 3 (next turn), of self –repair (in the turn after that).

Preference 4 is for other initiated other repair in opportunity 3 (next turn).

There are several evidences for such a ranking. Firstly, it corresponds to the ranking from the most frequently used to the least used resource (other repair, for example, being really quite rare in conversation). Secondly, the system is actually set up so that there will be a tendency for self-initiated self-repair. This is being the type of repair relevant in the first two opportunities traversed. Thirdly, we have the typical delay by the recipient following these two opportunities if they are not immediately utilized, indicating a ‘problem’ and inviting self-initiated self-repair. Fourthly, there is clear evidence that even where other parties can do the required repair, they produce an NTRI (i.e. other initiation of self repair) instead of doing other repair on many and probably most occasions. Finally in the rare event of other repair occurring, it is followed by ‘modulator’ as *I think* in (3) above, or prefaced by *y’mean* or other wise marked:

*L: But y’know single beds ‘r awfully thin to sleep on.*

*S: What /*

*L: Single beds.# They’re-*

*E: Y’ mean narrow?*

*L: They’re awfully narrow yeah.*

### CHAPTER III

#### RESEARCH METHODOLOGY

### **Research Methodology**

The methodology employed in the research is conversation analysis. The methodological preferences of the conversation analysis are derived from ethnomethodology (Levinson, 1983: 295). Moreover, ethnomethodology is a term, which is used in qualitative research (Moleong, 1989). Considering this, conversation analysis is a kind of qualitative research.

The method of conversation analysis is inductive. The method is made for recurring patterns across many records of natural conversation (Levinson, 1983). Participants in producing and understanding conversation employ patterns of conversation, which include the procedure and expectation.

There are several advantages of conversation analysis. Firstly, it pays a lot of attention to the interactional side of discourse. In particular, the concept of repair, which lies at the analysis of our research is conversation analysis. Secondly, conversation analysis has expanded beyond the domain of telephone interaction, which represented a propitious starting point for the analysis of talk-in-interaction precisely because of the lack of possibly visual and contact between participants (Charles Goodwin, 1981). The third advantage of conversation analysis is the strict empirical research. This research is based on observations in the place in which the researcher got the data. In the research, the researcher observed the situations or the context where the data were taken.

### **Data Source and Research Data**

Arikunto (1983) notes that the source of data is the subject from which the data is obtained. The source of data is conversation among the hosts and the callers in English Program. English Program is a kind of program, which is broadcast by Radio PTPN. This program is sent out weekly in every Sunday at 12.00 up to 2.00 p.m. As a sort of a conversational program, English Program is organized by Radio PTPN in Surakarta to practice and improve listener's ability in speaking English. The program goes interactively by telephone among two host and the callers. Hence, it represents a lack of possibly visual and gestural contact between participants. In English Program, the caller is allowed to request a song and gives his/ her opinion about certain topic, which is presented by the host.

During conversation, the hosts and the caller sometimes use repairs. In this research, the data are utterances, which contain repairs among the hosts and the callers in English Program.

### **C. Sample and Sampling Technique.**

Arikunto in *Prosedur Penelitian* (1983) proposes that sample is a part of representative of the population being observed. Whereas, sampling technique in Sutrisno Hadi's view, is a technique of choosing sample out of population. Population is determined previously before drawing the sample. Thus, the population of this research is all repair utterances used by the hosts and the callers in English Program.

This research uses the technique of purposive sampling. Purposive sampling refers to a technique of collecting data that has certain purpose. The researcher uses his judgment about which respondents to choose. The researcher picks only those who meet the purposes of the study. It means that the samples are able to support the research. Criteria of the samples are as follows:

The English Program is as conversation where the hosts give certain topic and the caller gives his/ her opinion about certain topic.

The samples are the repair utterances used by participants, the hosts and the callers.

The samples which have the same features are ignored to be analyzed.

### ***Research Instrument***

In this research, the researcher functions as the researcher and the data collector. The researcher uses observation as an instrument of this research. Observation can be done by recording the conversation (Arikunto, 1983). To support the process of the data collection such as recording the conversation, the researcher needs a tape recorder and cassettes as the equipments of data collection.

### ***Research Procedure***

The research procedures are as follows:

1. Determining the episodes of English Program to be analyzed.
2. Collecting the data from repair utterances used by the hosts and the callers using purposive sampling.
3. Numbering the data.
4. Classifying the data according to their kinds of repairs.
5. Recognizing the linguistic cause of such repair.

6. Classifying the data according to the linguistic cause of making repair.
7. Describing and explaining repairs in all data.
8. Drawing conclusions and giving some suggestion.

### **Technique of Data Collection**

In this research, the researcher transcribes all recorded data into the form of orthography. The steps for data collection are as follows:

1. Recording all utterances made by the hosts and the callers of English

Program from three episodes that are chosen randomly. The topics of those episodes are as follows:

- a. A girl has initiative for date in the first time.
- b. Kinds of souvenir for the quests in wedding party.
- c. If you are chosen as a president, what will you do to overcome the heat out there?

2. Transcribing all the utterances of the recording cassettes into the form of orthography.
3. Giving description about the conversation's context or situation.
4. Giving codes to each participant. The letter H1 stands for first host who is female host. Meanwhile, the letter H2 stands for second host who is male host. Finally, the letter C stands for the caller. The researcher, then, numbers the callers that give their opinion in every episode.
5. Taking the utterances which carried repair as the samples of the research.
6. Giving codes to the transcript of each conversation text, for example:

T <sub>1</sub>	H1	: Depend on what?
T <sub>2</sub>	C	: The characteris...
T <sub>3</sub>	H1 +H2	: The character (giving correction).

Each turn of the participant is coded such as T<sub>1</sub> , T<sub>2</sub>, T<sub>3</sub>, etc. T is a short of turn. The number 1,2,3, etc. are the numbers of turn.

### ***Technique of Analyzing Data***

The steps of analyzing the data in the research are as follows:

1. The data that are in the form of dialogues are classified into some group based on the three episodes of English Program.
2. The researcher then identifies and classifies the data according to the kinds of repair by numbering and coding the data from each utterance, which is made by the hosts and the callers.
3. The researcher describes the repair based on the reference of turn-taking system.
4. The researcher analyzes the repairs by looking for the participant who initiates repairs and carries repairs out and the causes of repair.
5. The researcher makes some conclusions from all results of data analysis and gives some suggestions.

## **CHAPTER IV**

### **ANALYSIS**

#### **A. INTRODUCTION**

This chapter, analysis of data, is arranged into three parts. They are introduction, data description, and discussion. In the first part, the introduction, the researcher introduces the contents of this chapter. In the data analysis, the researcher describe the data which are in the form of conversations among the participants, the hosts and the callers, containing the repair in English Program broadcast by Radio PTPN in Surakarta. In this part, the researcher also analyzes the data by describing turn taking, adjacency pairs, overall organization, and repair in each datum. Finally, in the discussion, the researcher discusses the problems in the research after describing and interpreting the data.

## **B. DATA DESCRIPTION**

### **1. Transcript A/01**

#### **a. Data description**

Context: Radio PTPN Surakarta broadcast live this program in April 11, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'A Girl Has Initiative for Date in the First Time'. The hosts wanted to share the opinion of caller about a girl who asked for a date in the first time. By telephone, the caller gave his opinion about this topic. Canapus was the first caller in this episode,

T <sub>1</sub>	H <sub>1</sub>	: Hallo... hallo...
T <sub>2</sub>	C	: Hallo.
T <sub>3</sub>	H <sub>1</sub>	: Yes, you're on the air.
T <sub>4</sub>	C	: Good afternoon.

- T<sub>5</sub> H<sub>1</sub> : Good afternoon.
- T<sub>6</sub> H<sub>2</sub> : Good afternoon.
- T<sub>7</sub> H<sub>1</sub> : I think I know who this is.
- T<sub>8</sub> C : Yes.
- T<sub>9</sub> H<sub>1</sub> : Okay. What's your name, sir?
- T<sub>10</sub> C : Canapus, sir.
- T<sub>11</sub> H<sub>1</sub> : Who?
- T<sub>12</sub> C : Canapus.
- T<sub>13</sub> H<sub>1</sub> : Oh, Canapus, yes.
- T<sub>14</sub> H<sub>2</sub> : Canapus, Canapus.
- T<sub>15</sub> H<sub>1</sub> : Hallo, Opus.
- T<sub>16</sub> C : Thank you for your greeting.
- T<sub>17</sub> H<sub>1</sub> : *Iya*, anytime, anytime.
- T<sub>18</sub> H<sub>2</sub> : Greeting.
- T<sub>19</sub> H<sub>1</sub> : Greetings.
- T<sub>20</sub> H<sub>2</sub> : Okay, Canapus. Do you have any //
- T<sub>21</sub> H<sub>1</sub> : Wait! Let him talk. What? (.)  
Yes, hallo.
- T<sub>22</sub> H<sub>2</sub> : Are you there?
- T<sub>23</sub> C : Hallo.
- T<sub>24</sub> H<sub>1</sub> : Yes. Are you that? Do you want to speak something?
- T<sub>25</sub> C : *Ya*. I want to speak something.
- T<sub>26</sub> H<sub>1</sub> : Yes, please go ahead. Speak!
- T<sub>27</sub> C : I would like to come for your greeting especially for my birthday greeting.
- T<sub>28</sub> H<sub>2</sub> : Oh, this is the look well.
- T<sub>29</sub> H<sub>1</sub> : Oh, it's Canapus.
- T<sub>30</sub> C : Yeah.
- T<sub>31</sub> H<sub>2</sub> : Okay. Do you have any comment of today's topic, Canapus?
- T<sub>32</sub> C : What's topic? (*with smooth voice*)
- T<sub>33</sub> H<sub>1</sub> : Excuse me.

- T<sub>34</sub> C : What is your topic?
- T<sub>35</sub> H<sub>1</sub> : The topic is about /ə/ If a girl asked /ə/ guide to go out for date. Is it Okay?
- T<sub>36</sub> C : Okay.
- T<sub>37</sub> H<sub>1</sub> : Oh, so, it's Okay if a girl that you like asks for date for the first time?
- T<sub>38</sub> C : Oh ya, Okay.
- T<sub>39</sub> H<sub>1</sub> : /ə:m/ Okay. Don't you think that there are little bit like//
- T<sub>40</sub> H<sub>2</sub> : /əm/ aggressive for something?
- T<sub>41</sub> H<sub>1</sub> : aggressive, that's it.
- T<sub>42</sub> C : Pardon me.
- T<sub>43</sub> H<sub>1</sub> : Don't you think that a girl like that would be considered as an aggressive kind of girl!
- T<sub>44</sub> C : Depend on.
- T<sub>45</sub> H<sub>1</sub> : Depend.
- T<sub>46</sub> H<sub>2</sub> : It's the magic word.
- T<sub>47</sub> H<sub>1</sub> : Depend on what?
- T<sub>48</sub> C : The characteris.
- T<sub>49</sub> H<sub>1</sub> : The character.
- T<sub>50</sub> H<sub>2</sub> : So. If a girl asks you for a date, Will you run away? Or will you reject the date? Or will you consider it?
- T<sub>51</sub> C : I want this chance for looking for another girl.
- T<sub>52</sub> H<sub>2</sub> : Actually, you don't really agree.
- T<sub>53</sub> H<sub>1</sub> : You say agree but you actually disagree.
- T<sub>54</sub> H<sub>1</sub> : Okay. Do you want to request a song?
- T<sub>55</sub> C : Yeah.
- T<sub>56</sub> H<sub>2</sub> : What would be the song?
- T<sub>57</sub> C : (.) Britney.
- T<sub>58</sub> H<sub>1</sub> : Ha! (.) Britney?
- T<sub>59</sub> C : Yeah.
- T<sub>60</sub> H<sub>1</sub> : Which one?

(0.3 second)

- T<sub>61</sub> H<sub>1</sub> : Hallo, which one?  
 T<sub>62</sub> C : I'm slave.  
 T<sub>63</sub> H<sub>1</sub> : Which one?  
 T<sub>64</sub> C : I'm slave  
 T<sub>65</sub> H<sub>1</sub> : /ai/ /ai/ I'm sleep?  
 T<sub>66</sub> C : Slave.  
 T<sub>67</sub> H<sub>2</sub> : Slave.  
 T<sub>68</sub> H<sub>1</sub> : Oh, I'm slave for you.  
 T<sub>69</sub> H<sub>2</sub> : I'm slave for you.  
 T<sub>70</sub> H<sub>1</sub> : Okay. All right. We gain to play it.  
 T<sub>71</sub> C : Okay. *Dada!*  
 T<sub>72</sub> H<sub>1</sub> : Thank you very much.  
 T<sub>73</sub> H<sub>2</sub> : Okay, Canapus. Thank you.  
 T<sub>74</sub> C : Bye.  
 T<sub>75</sub> H<sub>1</sub> : Bye, *jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogative sentences such as verbal questions in T<sub>22</sub>, T<sub>24</sub>, T<sub>31</sub>, T<sub>35</sub>, T<sub>37</sub>, T<sub>50</sub>, and T<sub>54</sub>; pronominal questions in T<sub>9</sub>, T<sub>11</sub>, T<sub>21</sub>, T<sub>32</sub>, T<sub>34</sub>, T<sub>47</sub>, T<sub>56</sub>, T<sub>60</sub>, T<sub>61</sub>, and T<sub>63</sub>. There is no gesture in the conversation because it is the telephone conversation.

There is an overlap in the conversation. It occurs in T<sub>40</sub>. H<sub>2</sub> says an utterance before H<sub>1</sub> finishes her sentences. It is natural. It influences to the turn of conversation. H<sub>1</sub> lacks of the word 'aggressive' in advance. H<sub>2</sub>, then, takes the next turn by saying the word 'aggressive' that H<sub>1</sub> means.

T<sub>39</sub> H<sub>1</sub> : /ə:m/ Okay. Don't you think that there are little bit like//

T<sub>40</sub> H<sub>2</sub> : /ə:m/ aggressive for something?

T<sub>41</sub> H<sub>1</sub> : aggressive, that's it.

The silence occurs after H<sub>1</sub> took T<sub>60</sub>. After H<sub>1</sub> took T<sub>60</sub>, the next speaker, C, does not take the next turn so that the current speaker, H<sub>1</sub>, takes the turn again by repeating her utterances. It is as written below:

T<sub>60</sub> H<sub>1</sub> : Which one?

(0.3 second)

T<sub>61</sub> H<sub>1</sub> : Hallo, which one?

T<sub>62</sub> C : I'm slave.

According to Levinson, a silence that occurs above is called a lapse. It happens when the next speaker does not take the next turn so that the first speaker takes the next speaker.

## (2). Adjacency pairs.

There are some types of adjacency pairs that are found in the conversation. They are summons-answer (T<sub>1</sub>-T<sub>2</sub>), greeting-greeting (T<sub>4</sub>-T<sub>5</sub>), information-acceptance (T<sub>16</sub>-T<sub>17</sub>), question-answer (T<sub>7</sub>-T<sub>8</sub>, T<sub>9</sub>-T<sub>10</sub>, T<sub>22</sub>-T<sub>23</sub>, T<sub>24</sub>-T<sub>25</sub>, T<sub>35</sub>-T<sub>36</sub>, T<sub>37</sub>-T<sub>38</sub>, T<sub>47</sub>-T<sub>48</sub>, T<sub>50</sub>-T<sub>51</sub>, T<sub>54</sub>-T<sub>55</sub>, T<sub>56</sub>-T<sub>57</sub>, T<sub>61</sub>-T<sub>62</sub>, T<sub>63</sub>-T<sub>64</sub>), parting-parting (T<sub>71</sub>-T<sub>72</sub>, T<sub>74</sub>-T<sub>75</sub>). First part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs is ended with preferred second parts such as T<sub>2</sub>, T<sub>5</sub>, T<sub>17</sub>, T<sub>8</sub>, T<sub>10</sub>, T<sub>23</sub>, T<sub>25</sub>, T<sub>36</sub>, T<sub>38</sub>, T<sub>48</sub>, T<sub>51</sub>, T<sub>55</sub>, T<sub>57</sub>, T<sub>62</sub>, T<sub>64</sub>, T<sub>72</sub>, T<sub>75</sub>. It means that the second part indicates the answer to the first part.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated by the pairs of summon-answer (T<sub>1</sub>-T<sub>2</sub>). After the telephone rings, H<sub>1</sub> speaks first with a plain *Hello*. The caller, then, produces a *Hallo*. H<sub>1</sub> gives the information that he is on the live broadcast.

- T<sub>1</sub> H<sub>1</sub> : Hallo... hallo...  
 T<sub>2</sub> C : Hallo.  
 T<sub>3</sub> H<sub>1</sub> : Yes, you're on the air.  
 T<sub>4</sub> C : Good afternoon.  
 T<sub>5</sub> H<sub>1</sub> : Good afternoon.

Moreover, the greeting is followed by introduction of C in T<sub>9</sub>-T<sub>10</sub>. H<sub>1</sub> asks a question about the name of C. In the next turn, C mentions his name.

Meanwhile, there are some typical features of the closing section of the conversation above. Firstly, the both hosts, H<sub>1</sub> and H<sub>2</sub>, produce sequences of *thank you* as a pre-closing item. Secondly, the caller produces a sequence of *bye* to exit the English Program. Finally, H<sub>1</sub> produces utterance of *bye, jreng* to end the conversation.

- T<sub>72</sub> H<sub>1</sub> : Thank you very much.  
 T<sub>73</sub> H<sub>2</sub> : Okay, Canapus. Thank you.  
 T<sub>74</sub> C : Bye.  
 T<sub>75</sub> H<sub>1</sub> : Bye, *jreng*!

#### b. Topic

There are four topics which occur in the conversation among the participants. The first topic is introduction of C (T<sub>10</sub>-T<sub>15</sub>). The second topic is about *greeting* (T<sub>16</sub>-T<sub>27</sub>). The third topic is the main topic of the conversation that

is a girl who initiates a date for the first time (T<sub>31</sub>-T<sub>53</sub>). The fourth topic is about requesting a song (T<sub>54</sub>-T<sub>69</sub>). The topic shifts are in the T<sub>16</sub>, T<sub>31</sub>, and T<sub>54</sub>. In the T<sub>16</sub>, there is a topic shift from the first topic, introduction, to the second topic, about greeting. Meanwhile, in the T<sub>31</sub>, there is topic shift from the second topic to the third topic, about the main topic of conversation. Finally, the topic shift from the third topic to the fourth topic is in T<sub>54</sub>.

#### (4). Repair

There are two other-repairs that occur in the conversation above. The first other-repair happens in the T<sub>48</sub>-T<sub>49</sub> as follows:

T<sub>47</sub> H<sub>1</sub> : Depend on what?

T<sub>48</sub> C : The characteris.

T<sub>49</sub> H<sub>1</sub> : The character.

The repair happens when the C in T<sub>48</sub> answers the question of the H<sub>1</sub> in errors word. In the next turn, T<sub>49</sub>, it lets the H<sub>1</sub> correct the error made by the C.

In this case, the trouble spot of the conversational repair is in T<sub>48</sub> that C utters in the error utterance naturally. It is the utterance '*the characteris*'. Then, the hearer (H<sub>1</sub>) both signals the trouble spot and provides the utterance to correct it. Schegloof et al propose that it is included in other-initiation of conversational repair. Moreover, the other participant, H<sub>1</sub> in this case, carries out the repair. Based on Schegloof et al's theory about preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, H<sub>1</sub> initiates and repair his error.

According to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>49</sub> is included in error repair. The trouble spot of repair in T<sub>48</sub> is morphological error. C utters '*the characteris*'. H<sub>1</sub> proposes an item '*the character*' to correct his error.

Meanwhile, this kind of repair is included in what Tarone referred to as communication strategies that is *borrowing*. In the T<sub>48</sub>, C lacks of the word '*character*' so that he uses a word from the mother tongue by uttering '*characteris*'.

The second other-repair occurs in T<sub>65</sub>-T<sub>67</sub> as follows:

T<sub>65</sub> H<sub>1</sub> : /ai/ /ai/ I'm sleep?

T<sub>66</sub> C : Slave.

T<sub>67</sub> H<sub>2</sub> : Slave.

This repair occurs when the speaker, H<sub>1</sub>, in the T<sub>65</sub> mishears to C. She asks to the C about the title of the song which is requested by the C. However, she says in the different word, '*sleep*' in this case. In the next turn, T<sub>66</sub> the C corrects the mishearing by providing the word '*slave*' that he means. In the third turn, T<sub>67</sub>, H<sub>2</sub> also gives the correction to the mishearing that is made by H<sub>1</sub>.

In this case, the trouble spot of conversational repair in T<sub>65</sub>-T<sub>67</sub> is that H<sub>1</sub> mishears the word *slave* which is said by C. Then, C signals the trouble spot so that he takes the next turn in order to give the correction by providing an utterance. According to Schegloof et al's theory, it is included in other-initiation. Moreover, this repair is carried out by the other participant, C in this case. Schegloof et al propose that it is included in other-correction. In other words, this repair is other-initiation and other-repair. In accordance with preference

organization, this kind of repair is included in preference 4 in opportunity 3. In this case, H<sub>1</sub> makes the initiation and C, then, corrects her misheard word.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>65</sub>-T<sub>67</sub> is included in error repair. There is mishearing in which H<sub>1</sub> gives the respond to the utterance of C. H<sub>1</sub> mishears the word *slave* by saying it with *sleep*. In the T<sub>66</sub>, then, C gives the correction to H<sub>1</sub>'s mishearing.

This kind of repair is included in what Tarone was referred to as communication strategies that is *word coinage*. In the T<sub>65</sub>, H<sub>1</sub> mishears the word *slave* so that C attempts to fill out a gap in knowledge of target language item by repeating the misheard word.

## 2. Transcript A/02

### a. Data description

Context: Radio PTPN Surakarta broadcast live this program in April 11, 2004. The topic of this episode was about 'A Girl Has Initiative for Date in the First Time'. The second caller of this episode was Bryan.

- |                |                |  |
|----------------|----------------|--|
| T <sub>1</sub> | H <sub>1</sub> | : Hallo.(.) Yes, you're on the air.        |
| T <sub>2</sub> | C              | : Yeah, hallo.                             |
| T <sub>3</sub> | H <sub>1</sub> | : I think this is Bryan.                   |
| T <sub>4</sub> | C              | : Yeah.                                    |
| T <sub>5</sub> | H <sub>2</sub> | : Okay, Bryan. Do you have any (.) //      |
| T <sub>6</sub> | H <sub>1</sub> | : Idea?                                    |
| T <sub>7</sub> | H <sub>2</sub> | : Yeah, any comment about our topic today? |

- T<sub>8</sub> C : actually, I want to wish to my friend's boarding house.
- T<sub>9</sub> H<sub>1</sub> : So, can we tell again about the topic?
- T<sub>10</sub> C : If you don't mind.
- T<sub>11</sub> H<sub>1</sub> : Okay. Of course, we don't. It's about a girl asking guide for date.
- T<sub>12</sub> H<sub>2</sub> : For the first date.
- T<sub>13</sub> C : Interesting and I agree.
- T<sub>14</sub> H<sub>1</sub> : You agree?
- T<sub>15</sub> C : The era when woman has to show their ability.
- T<sub>16</sub> H<sub>1</sub> : Their ability? Ability to what?
- T<sub>17</sub> C : It's time for women to show up.
- T<sub>18</sub> H<sub>1</sub> : Yeah, to show up, to show up.
- T<sub>19</sub> H<sub>2</sub> : Oh. To show up.
- So, if you don't know this girl or you never met before and then she came to you and asking for a date for that night. Will you accept her?
- T<sub>20</sub> C : It doesn't mean I agree what she does.
- T<sub>21</sub> H<sub>2</sub> : Aha..
- T<sub>22</sub> C : I can understand what she does.
- T<sub>23</sub> H<sub>1</sub> : Oh, you can understand.
- T<sub>24</sub> H<sub>2</sub> : So, it is empathy.
- T<sub>25</sub> C : She asks a date. It does not mean that I can not deny her, all right? So, women should have understood the consequences. While she asks for dating, she will reject it.
- T<sub>26</sub> H<sub>1</sub> : /əʍ/. Those are the consequences, *ya*.
- T<sub>27</sub> H<sub>2</sub> : /əʍ/ One side, she has to do with the consequences. The other side, the guys should open their mind that it is possible for a girl to ask first date.
- Okay, Bryan. Do you want to say *Hi* to your friend?
- T<sub>28</sub> C : I want to say to 'Pineapple'. Please, give me an idea for my service. Should I take on help you or others?
- T<sub>29</sub> H<sub>1</sub> : that's it?

- T<sub>30</sub> C : Yeah. Thank you. Bye.  
 T<sub>31</sub> H<sub>1</sub> : Okay. You're welcome. Bye. *Jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogative such as interrogative of yes-no question in T<sub>7</sub>, T<sub>9</sub>, T<sub>14</sub>, T<sub>16</sub>, T<sub>19</sub>, T<sub>27</sub>, T<sub>28</sub> and T<sub>29</sub>. Because of the telephone conversation, there is no gesture in the conversation.

There is an overlap which occurs in the conversation. It occurs in T<sub>6</sub>. H<sub>1</sub> said an utterance before H<sub>2</sub> finished his sentences. As the influence to the turn of conversation, H<sub>1</sub> tried to fill out a gap in knowledge of which H<sub>2</sub> means. By saying *yeah*, H<sub>2</sub> agreed with the word which was given by H<sub>1</sub>.

- T<sub>5</sub> H<sub>2</sub> : Okay, Bryan. Do you have any (.) //  
 T<sub>6</sub> H<sub>1</sub> : Idea?  
 T<sub>7</sub> H<sub>2</sub> : Yeah, any comment about our topic today?

### (2). Adjacency pairs

There are some types of adjacency pairs that are found in the conversation. They are summons-answer (T<sub>1</sub>-T<sub>2</sub>), question-answer (T<sub>7</sub>-T<sub>8</sub>, T<sub>9</sub>-T<sub>10</sub>, T<sub>14</sub>-T<sub>15</sub>, T<sub>16</sub>-T<sub>17</sub>, T<sub>19</sub>-T<sub>20</sub>, T<sub>27</sub>-T<sub>28</sub>, T<sub>29</sub>-T<sub>30</sub>), parting-parting (T<sub>30</sub>-T<sub>31</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>2</sub>, T<sub>8</sub>, T<sub>10</sub>, T<sub>15</sub>, T<sub>17</sub>, T<sub>20</sub>, T<sub>28</sub>, T<sub>30</sub>, T<sub>31</sub>. It means that the second parts indicate the answers of the first parts.

### (3). Overall organization

#### a. Opening and closing

The opening section of the conversation above is indicated by the pairs of summon-answer (T<sub>1</sub>-T<sub>2</sub>). After the telephone rang, H<sub>1</sub> spoke firstly with a plain *Hello* and gave the information to the caller that he was on the live show. The caller, then, produced a *Hallo*.

T<sub>1</sub> H<sub>1</sub> : Hallo.(.) Yes, you're on the air.

T<sub>2</sub> C : Yeah, hallo.

Moreover, the greeting was followed by guessing the H<sub>1</sub> to C in T<sub>3</sub>-T<sub>4</sub>. H<sub>1</sub> guessed the name of C. In the next turn, C said *yeah*. It means that H<sub>1</sub> guessed his name correctly.

Meanwhile, there are some typical features of the closing section of the conversation above. Firstly, C produced sequences of *thank you* as a pre-closing item. Secondly, the caller produced a sequence of *bye* to exit the English Program. Finally, H<sub>1</sub> produced utterance of *bye, jreng* to end the conversation.

T<sub>30</sub> C : Yeah. Thank you. Bye.

T<sub>31</sub> H<sub>1</sub> : Okay. You're welcome. Bye. *Jreng!*

#### b. Topic

There were three topics which occur in the conversation among the participants. The first topic was introduction of C (T<sub>1</sub>-T<sub>4</sub>). The second topic was the main topic of the conversation that was a girl who initiates a date for the first time (T<sub>5</sub>-T<sub>27</sub>). The third topic was greeting (T<sub>28</sub>-T<sub>31</sub>). The topic shifts were in the T<sub>5</sub> and T<sub>28</sub>. In the T<sub>5</sub>, there was a topic shift from the first topic, introduction, to

the second topic, about main topic of conversation. Meanwhile, in the T<sub>28</sub>, there was topic shift from the second topic to the third topic about greeting.

#### (4). Repair

There is only one other-repair that occurs in the conversation above. It happens in the T<sub>6</sub> as follows:

T<sub>5</sub> H<sub>2</sub> : Okay, Bryan. Do you have any (.) //

T<sub>6</sub> H<sub>1</sub> → : Idea?

T<sub>7</sub> H<sub>2</sub> : Yeah, any comment about our topic today?

This repair occurred when the speaker, H<sub>2</sub> in the T<sub>5</sub>, lacked of the word *idea* by taking a micro pause. After a micro pause, it lets H<sub>2</sub> take the next turn. In the third turn, T<sub>7</sub> in the conversation above, H<sub>2</sub> gave the agreement by saying *yeah*.

In this case, the trouble spot of the conversation is the lacking of the word which is dealt with *idea* by the speaker (H<sub>2</sub>). H<sub>1</sub> signaled the trouble spot so that she provided the word which he dealt with. According to Schegloof et al's theory, it is included in other-initiation. Moreover, the repair of conversation above is carried out by the hearer (H<sub>1</sub>). According to Schegloof et al's theory, it is included in other-initiation other-repair. Schegloof et al view about preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, H<sub>1</sub> both made the initiation and corrected his lacking of the word which was dealt with *idea*.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>6</sub> is included in appropriateness repair. H<sub>1</sub> proposed an item which was appropriate to H<sub>2</sub> by providing the item *idea*.

This kind of repair is included in what Tarone was referred to as communication strategies that is *word coinage*. In the T<sub>5</sub>, H<sub>2</sub> lacks of the word which is dealt with *idea* so that H<sub>1</sub> attempts to fill out a gap in knowledge of target language item.

### 3. Transcript A/03

#### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 11, 2004. The topic of this episode was about ‘A Girl Has Initiative for Date in the First Time’. The hosts wanted to share the caller’s opinion about a girl who asked for a date in the first time. By telephone, the caller gave his opinion about this topic. Lidya was the third caller in this episode,

- T<sub>1</sub> H<sub>1</sub> : Hallo. Good afternoon.  
 T<sub>2</sub> H<sub>2</sub> : Good afternoon.  
 T<sub>3</sub> C : Good afternoon. This is Lidya.  
 T<sub>4</sub> H<sub>2</sub> : Oh, we’ve got a lady.  
 T<sub>5</sub> H<sub>1</sub> : Lidya! What do you think if the girl has initiative to go out for date?  
 T<sub>6</sub> H<sub>2</sub> : To ask for date?  
 T<sub>7</sub> H<sub>1</sub> : Yeah, to ask for date.  
 T<sub>8</sub> C : Well. I disagree but I can’t forbid girl to do that. (.) I mean good for feminist on the whole theory that woman can fight against the man.  
 T<sub>9</sub> H<sub>1</sub> : /əʌm/ /əʌm/  
 T<sub>10</sub> C : But well, I just (.) I won’t do it.  
 T<sub>11</sub> H<sub>1</sub> : /əʌm/ /əʌm/

- T<sub>12</sub> H<sub>2</sub> : Do you think it will be a process for you? (.) I mean (.) Do you think may be right now you disagree? But maybe someday you will agree?
- T<sub>13</sub> C : Could be.
- T<sub>14</sub> H<sub>2</sub> : Oh, it could be.
- T<sub>15</sub> H<sub>1</sub> : /əʊm/ yeah.(.) Okay.Okay. Suppose. Suppose. You ask (.) you have the initiative?
- T<sub>16</sub> C : Well, if I have the initiative, the boy must be done. (*Laughing*)  
(*Host 1 and Host 2 were Laughing*).
- T<sub>17</sub> H<sub>1</sub> : Okay.Okay. Well. What do you think about the girl ask (.) well ask for (.) you know, a date for the first sight?
- T<sub>18</sub> C : Well. I mean she's desperate in love.
- T<sub>19</sub> H<sub>2</sub> : Oh. Desperately in love.
- T<sub>20</sub> C : Love can make people do Crazy, right?
- T<sub>21</sub> H<sub>1</sub> : You know //
- T<sub>22</sub> C : Is there any fasting at love?
- T<sub>23</sub> H<sub>1</sub> : Oh. This girl is so pessimistic.
- T<sub>24</sub> H<sub>2</sub> : Pessimistic.
- T<sub>25</sub> H<sub>1</sub> : You know for me, it seems to me that /ə/ /ə/for you a girl will be really (.) really desperate if they (.) you know, if they make the first move.
- T<sub>26</sub> C : Yeah. But I think this kind of time to time (.) this girl is your kind of type, Fussy.
- T<sub>27</sub> H<sub>1</sub> : *Oh ya?* I am (.) actually, I am not desperate.
- T<sub>28</sub> H<sub>2</sub> : Aha..
- T<sub>29</sub> H<sub>1</sub> : I'm not desperate (.) Why not? Why should we wait?
- T<sub>30</sub> C : Yeah.
- T<sub>31</sub> H<sub>1</sub> : Yeah, I hate waiting.  
(*Lidya and Host 2 were Laughing*)
- T<sub>32</sub> H<sub>1</sub> : What?
- T<sub>33</sub> C : I wish I could.
- T<sub>34</sub> H<sub>2</sub> : Ha.. ha.. I wish she could.
- T<sub>35</sub> H<sub>1</sub> : /əʊm/ /əʊm/

- T<sub>36</sub> H<sub>2</sub> : So what (.) what if you're like a guy and the guy is a kind of shy guy?
- T<sub>37</sub> H<sub>1</sub> : Shy guy, (.) Timid.
- T<sub>38</sub> H<sub>2</sub> : Yeah, timid guy., who never has initiative to ask for you a date?  
Will you wait until you are old?
- T<sub>39</sub> H<sub>1</sub> : (*Laughing*).
- T<sub>40</sub> C : I mean I will ask my friend to ask (.) a date.
- T<sub>41</sub> H<sub>2</sub> : Oh. You ask the third party.
- T<sub>42</sub> H<sub>1</sub> : /əʊm/ /əʊm/ Okay.
- T<sub>43</sub> H<sub>2</sub> : Yeah. You ask for a match maker.
- T<sub>44</sub> C : Aha.
- T<sub>45</sub> H<sub>1</sub> + H<sub>2</sub> : /əʊm/ /əʊm/
- T<sub>46</sub> H<sub>1</sub> : All right.
- T<sub>47</sub> H<sub>2</sub> : That's quite. It will be a service, yeah?
- T<sub>48</sub> H<sub>1</sub> : alternative of being an aggressive girl?
- T<sub>49</sub> C : yeah.
- T<sub>50</sub> H<sub>1</sub> : Actually, it's quite the same, right?
- T<sub>51</sub> C : Yeah.
- T<sub>52</sub> H<sub>1</sub> : All right. So, do you say that you will not like that kind of guy?  
(*Lidya was Laughing*).
- T<sub>53</sub> H<sub>1</sub> : Okay. Well. Forget it! (.) Do you want to request a song?
- T<sub>54</sub> H<sub>1</sub> : Actually, I begin to think that match maker is a good business then.
- T<sub>55</sub> H<sub>1</sub> : Oh.
- T<sub>56</sub> C : Yeah. It is a good business.  
(*Host 2 was laughing*).
- T<sub>57</sub> H<sub>1</sub> : Yeah. I'm on business, Okay?
- T<sub>58</sub> C : Well //
- T<sub>59</sub> H<sub>1</sub> : *Buruan* five?
- T<sub>60</sub> C : I already request it, //
- T<sub>61</sub> H<sub>1</sub> : Yeah. So?

- T<sub>62</sub> C : Shape featuring Sting? Shape Bryan Babe featuring Sting.
- T<sub>63</sub> H<sub>1</sub> : Oh, Sugar Babe?
- T<sub>64</sub> C : Yeah.
- T<sub>65</sub> H<sub>1</sub> : Oh. Okay. Shape. (.) Shape of my heart (*with smooth voice*).
- T<sub>66</sub> C : Sophie, Murder in the Dance floor by Allecbuxter?
- T<sub>67</sub> H<sub>1</sub> : Sophie Allecbuxter, Murder in the Dance floor.
- T<sub>68</sub> H<sub>2</sub> : On the dance Floor.
- T<sub>69</sub> H<sub>1</sub> : Alright. Will I find you the Sugar Babe, Okay?
- T<sub>70</sub> C : Okay.
- T<sub>71</sub> H<sub>1</sub> : Alright. Or (.) do you like the song by Room Five?
- T<sub>72</sub> C : Pardon?
- (*Lidya didn't understand. Then, Host 1 tried to sing the Room five's song.*)
- T<sub>73</sub> H<sub>1</sub> : Okay. Forget it! I'll give you this song.
- T<sub>74</sub> C : Fussy?
- T<sub>75</sub> H<sub>1</sub> : Yes.
- T<sub>76</sub> C : It is cool accent ['æksent].
- T<sub>77</sub> H<sub>1</sub> : Correction?
- T<sub>78</sub> H<sub>2</sub> : Cool accent ['æksent].
- T<sub>79</sub> H<sub>1</sub> : Oh. Cool accent or action [æk[n]
- T<sub>80</sub> C : Accent ['æksent].
- T<sub>81</sub> H<sub>1</sub> : Accent. All right. Thank you. (.) Thank you for your calling. Bye, bye, *jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occur in T<sub>5</sub>, T<sub>12</sub>, T<sub>15</sub>,

T<sub>17</sub>, T<sub>29</sub>, T<sub>38</sub>, T<sub>48</sub>, T<sub>50</sub>, T<sub>52</sub>, T<sub>57</sub>, T<sub>61</sub>, T<sub>63</sub>, T<sub>69</sub>, T<sub>71</sub>, T<sub>74</sub>, and T<sub>79</sub>. Because it is the telephone conversation, there is no gesture in the conversation.

There are some overlaps in the conversation. Firstly, it occurs in T<sub>22</sub>. C said an utterance before H<sub>1</sub> finished her sentence. It is natural. It had influence to the turn of conversation. In the next turn, H<sub>1</sub> stated that the girl, the caller in that conversation, was so pessimistic as follow:

T<sub>21</sub> H<sub>1</sub> : You know //

T<sub>22</sub> C : Is there any fasting at love?

Secondly, it occurs in T<sub>59</sub>. H<sub>1</sub> said an utterance before C finished her sentence. As the influence to the turn of conversation, C already requested a song. Thirdly, it occurs in T<sub>61</sub>. H<sub>1</sub> said again before C finished her sentence. It had the correlation with the second overlap. As the result, C mentioned singers of a certain song as follows:

T<sub>58</sub> C : Well //

T<sub>59</sub> H<sub>1</sub> : *Buruan* five?

T<sub>60</sub> C : I already request it, //

T<sub>61</sub> H<sub>1</sub> : Yeah. So?

## (2). Adjacency pairs.

There are some types of adjacency pairs that are found in the conversation. They are greeting-greeting (T<sub>1</sub>, T<sub>2</sub>-T<sub>3</sub>), information-acceptance (T<sub>3</sub>-T<sub>4</sub>), question-answer (T<sub>5</sub>-T<sub>8</sub>, T<sub>12</sub>-T<sub>13</sub>, T<sub>15</sub>-T<sub>16</sub>, T<sub>17</sub>-T<sub>18</sub>, T<sub>38</sub>-T<sub>40</sub>, T<sub>48</sub>-T<sub>49</sub>, T<sub>50</sub>-T<sub>51</sub>, T<sub>57</sub>-T<sub>58</sub>, T<sub>63</sub>-T<sub>64</sub>, T<sub>69</sub>-T<sub>70</sub>, T<sub>74</sub>-T<sub>75</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>3</sub>, T<sub>4</sub>, T<sub>8</sub>, T<sub>13</sub>, T<sub>16</sub>, T<sub>18</sub>, T<sub>40</sub>, T<sub>49</sub>, T<sub>51</sub>, T<sub>58</sub>, T<sub>64</sub>, T<sub>70</sub>, T<sub>75</sub>. It means that the second parts indicate the answers of the first parts.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated by the pairs of greeting - greeting (T<sub>1</sub>, T<sub>2</sub>- T<sub>3</sub>). H<sub>1</sub> spoke firstly with a plain *Hello* and said *good afternoon*. H<sub>2</sub> also addressed to C by saying *good afternoon*. C, then, produced a greeting by saying *good afternoon*.

Moreover, C's greeting was followed by an introduction of C in T<sub>3</sub>. C mentioned her name. In the next turn, H<sub>2</sub> accepted her introduction.

- |                |                |                                  |
|----------------|----------------|----------------------------------|
| T <sub>1</sub> | H <sub>1</sub> | : Hallo. Good afternoon.         |
| T <sub>2</sub> | H <sub>2</sub> | : Good afternoon.                |
| T <sub>3</sub> | C              | : Good afternoon. This is Lidya. |
| T <sub>4</sub> | H <sub>2</sub> | : Oh, we've got a lady.          |

Meanwhile, closing section of the conversation above is indicated by H<sub>1</sub>'s parting. She produced sequence of thank you as pre-closing item. Then, she produced a sequence of *bye, bye*, *jreng* to exit and end the conversation.

- |                 |                |  |
|-----------------|----------------|--|
| T <sub>81</sub> | H <sub>1</sub> | : <u>Accent. All right</u> . Thank you. (.) Thank you for your calling. Bye, bye, <i>jreng</i> ! |
|-----------------|----------------|--|

#### b. Topic

There are four topics which occur in the conversation among the participants. Firstly, it is introduction of C (T<sub>3</sub> – T<sub>4</sub>). Secondly, it is about the

main topic of conversation that is a girl who initiated a date for the first time (T<sub>5</sub> – T<sub>58</sub>). Thirdly, it is about requesting a song. It occurred in T<sub>59</sub> up to T<sub>73</sub>. Finally, it is about *accent* which occurs in T<sub>74</sub> to T<sub>81</sub>. The topic shifts are in the T<sub>5</sub>, T<sub>59</sub>, and T<sub>74</sub>. In the T<sub>5</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>59</sub>, there is a topic shift from the second topic to the third topic. Finally, in the T<sub>74</sub>, there is a topic shift from the third topic to the fourth topic.

#### (4). Repair

There are a self repair and four other repairs which occurred in the conversation above. Firstly, self-repair happened in the T<sub>12</sub> as follows:

T<sub>12</sub> H<sub>2</sub> : Do you think it will be a process for you? = = I mean (.) Do you think may be right now you disagree? But maybe someday you will agree?

This repair occurs when the speaker H<sub>2</sub> in T<sub>12</sub> realized that his utterance would make the hearer ( C ) feel confused so that H<sub>2</sub>, as the speaker, made a repair in order to make his utterance understandable.

In this case, the trouble spot of the conversation is H<sub>2</sub>'s utterance of '*Do you think it will be a process for you?*' which is less felicitous in the speech situation. He signaled the trouble spot so that he used the editing term<sup>1</sup> *I mean* in his utterance. After realizing that, he made his own repair. According to Schegloof et al's theory, it is included in self-initiation. Moreover, the repair of conversation above was carried out by the speaker, H<sub>2</sub> in this case. According to

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<sup>1</sup> Levelt (1983) in dealing with self repair distinguishes three different stages in the repair process such as interruption of the flow of speech, use of editing term, and making of the repair.

Schegloof et al's theory, it is included in self-initiation, self-repair. In Schegloof et al's view about preference organization, this kind of repair is included in preference 2 that self-initiation self-repair in opportunity 2. H<sub>2</sub> made a repairable item and he repaired his own inappropriateness after the repairable item at the end of turn or at transition space<sup>2</sup>.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>12</sub> is included in appropriateness repair. H<sub>2</sub> proposed an utterance which was appropriate to him self by providing the utterances '*Do you think may be right now you disagree? But maybe someday you will agree?*'.

In Geluyken's views about classification of repair based on the point in time at which the repair occurs, repair in T<sub>12</sub> is included in delayed repair. H<sub>2</sub>, as the speaker, carried out the repair in the end of the utterance containing repairable item.

This kind of repair is included in what Tarone refers to as communication strategies that is *approximation*. In the T<sub>12</sub>, H<sub>2</sub> realized that his question as '*Do you think it will be a process for you?*' would be difficult to understand so that he repeated his question by choosing the approximate words such as '*Do you think may be right now you disagree? But maybe someday you will agree?*'

Secondly, there are two other-repairs in the conversation above. The first other-repair occurs in T<sub>40</sub> – T<sub>44</sub> as follows:

- T<sub>40</sub> C : I mean I will ask my friend to ask (.) a date.  
 T<sub>41</sub> H<sub>2</sub> → : Oh. You ask the third party.  
 T<sub>42</sub> H<sub>1</sub> : /əʊm/ /əʊm/ Okay.

<sup>2</sup> Transition space labels "the beat that potentially follows the possible completion point of turn"

T<sub>43</sub> H<sub>2</sub> → : Yeah. You ask for a match maker.

T<sub>44</sub> C : Aha.

This repair occurred when H<sub>2</sub> realized that C said something unclearly and indefinitely so that H<sub>2</sub> made such repair in order to specify C's utterance which related to the main topic.

In this case, the trouble spot of conversational repair in T<sub>40</sub> – T<sub>44</sub> is that the end of C's utterance in T<sub>40</sub>, '*I mean I will ask my friend to ask (.) a date*' is less specific. She signaled the trouble spot so that it let the H<sub>2</sub> in this interactive English Program, take the next turn in order to give the repair by stating '*You ask the third party*' firstly and stating, then, '*You ask for a match maker*'. In the T<sub>44</sub>, C realized it and accepted the H<sub>2</sub>'s repair by uttering *Aha*. According to Schegloof et al's theory, the repair in T<sub>40</sub> – T<sub>44</sub> is included in other-initiation of conversational repair. Moreover, the other participant carried out the repair. It is included in other-repair. Based on Schegloof et al's theory about preference organization, this kind of repair is included in preference 4 in opportunity 3 (next turn). In this case, C made a repairable utterance by uttering unclearly and indefinitely so that it let H<sub>2</sub> provide the utterance which was more specific. In other word, H<sub>2</sub>, in this repair, made the initiation and repaired to her inappropriateness.

According to Levelt's theory about kind of repair based on the trouble spot, repair in T<sub>41</sub> and T<sub>43</sub> is included in appropriateness-repair. The trouble spot of repair in T<sub>40</sub> is an item '*I will ask my friend to ask date*' which is less felicitous in the speech situation. It is less specific item.

This kind of repair is included in what Tarone refers to as communication strategies that is *circumlocution*. In the T<sub>40</sub>, C lacked of the words *match maker* so

that she used a paraphrase or description of the words when she did not know them. In result, H<sub>2</sub> provided the words ‘ask the third party’ in T<sub>41</sub> and ‘ask for a match maker’ in T<sub>43</sub> in order to deal with C’s item, ‘ask my friend to ask date’.

The second repair occurs in T<sub>76</sub> – T<sub>81</sub> as follows:

- T<sub>76</sub> C : It is cool accent [‘æksent].  
 T<sub>77</sub> H<sub>1</sub> : Correction?  
 T<sub>78</sub> H<sub>2</sub> → : Cool accent [‘æksent].  
 T<sub>79</sub> H<sub>1</sub> : Oh. Cool accent or action [æk[n]  
 T<sub>80</sub> C → : Accent [‘æksent].  
 T<sub>81</sub> H<sub>1</sub> : Accent. All right. Thank you. (.) Thank you for your calling. Bye, bye, *jreng!*

This repair occurred when the speaker, H<sub>1</sub>, in the T<sub>77</sub> and in the T<sub>79</sub> misheard to C. In the T<sub>76</sub>, C gave the assessment about her accent. However, she misheard the word ‘accent’ with the word ‘correction’ as in the T<sub>77</sub>. In the next turn, T<sub>78</sub>, H<sub>2</sub> corrected the mishearing by repeating her word ‘accent’ that C meant. In the T<sub>79</sub>, she still misheard the word ‘accent’ with the word ‘action’. It made C repeat again her pronunciation of word ‘accent’ in order to correct the mishearing which H<sub>1</sub> made.

In this case, the trouble spot of conversational repair in T<sub>76</sub>-T<sub>81</sub> is that H<sub>1</sub> misheard the word ‘accent’ which was said by the C. Then, H<sub>2</sub> signaled the trouble spot and provided an utterance to correct her mishearing. According to Schegloof et al’s theory, it is included in other-initiation. Moreover, this repair is carried out by the other participants, H<sub>2</sub> in the first repair and C in the second repair. Schegloof et al proposes that it is included in other-correction. In other words, this repair is other-initiation and other-repair. In accordance with

preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, H<sub>2</sub> and C both made the initiation and provided an utterance to correct her misheard word.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>76</sub>-T<sub>81</sub> is included in error repair. There was a mishearing in which H<sub>1</sub> gave the respond to the utterance of C. H<sub>1</sub> misheard the word 'accent' by saying it with 'correction' and 'action'. In the T<sub>78</sub>, H<sub>2</sub> gave the first correction to H<sub>1</sub>'s mishearing. Then, in the T<sub>80</sub>, C gave the second correction.

This kind of repair is included in what Tarone refers to as communication strategies that is *word coinage*. In the T<sub>77</sub> and T<sub>79</sub>, H<sub>1</sub> misheard the word 'accent' so that H<sub>2</sub> and C attempted to fill out a gap in knowledge of target language item by repeating the misheard word.

#### 4. Transcript A/04

##### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 11, 2004. The topic of this episode was about 'A Girl Has Initiative for Date in the First Time'. The hosts wanted to share the caller's opinion about a girl who asked for a date in the first time. By telephone, the caller gave his opinion about this topic. Tri was the fourth caller in this episode,

T<sub>1</sub> H<sub>1</sub> : Hallo!  
(silence)

- T<sub>2</sub> H<sub>1</sub> : Hi!
- T<sub>3</sub> C : Hi!
- T<sub>4</sub> H<sub>1</sub> : Who is this?
- T<sub>5</sub> C : This is me, after two.
- T<sub>6</sub> H<sub>2</sub> : After two.
- T<sub>7</sub> H<sub>1</sub> : Three.
- T<sub>8</sub> H<sub>2</sub> : How are you, Tri?
- T<sub>9</sub> H<sub>1</sub> : It has been long time.
- T<sub>10</sub> C : Yeah. I miss you so much guys.
- T<sub>11</sub> H<sub>1</sub>+H<sub>2</sub> : I miss you too.
- T<sub>12</sub> H<sub>1</sub> : How are you?
- T<sub>13</sub> H<sub>2</sub> : How are you?
- T<sub>14</sub> C : Fine, thank you.
- T<sub>15</sub> H<sub>1</sub> : Fine Okay.
- T<sub>16</sub> C : I want to say *hi*.
- T<sub>17</sub> H<sub>1</sub> : /əm/ to?
- T<sub>18</sub> H<sub>2</sub> : Okay. Go a head.
- T<sub>19</sub> C : To my boss, thank you very mush. (.) to my (.) teacher and SMK  
1 Surakarta. I miss you all and to both of you //
- T<sub>20</sub> H<sub>1</sub>+H<sub>2</sub> : Yeah.
- T<sub>21</sub> C : I miss you.
- T<sub>22</sub> H<sub>1</sub> : Yeah. I love you.
- T<sub>23</sub> H<sub>2</sub> : We miss you.
- T<sub>24</sub> H<sub>1</sub> : I love you. Don't forget this line Okay?
- T<sub>25</sub> C : Okay.
- T<sub>26</sub> H<sub>1</sub> : I love you. I love you too.
- T<sub>27</sub> C : /əm/
- T<sub>28</sub> H<sub>1</sub> : Yes. (.)  
As you say, what do you say about the topic? Do you want to join the  
topic or not?
- T<sub>29</sub> C : Oh, I don't know what your topic is.

- T<sub>30</sub> H<sub>1</sub> : Okay. The topic is about what if the girl has the initiative to ask to go out for date.
- T<sub>31</sub> C : /əʌm/ ?
- T<sub>32</sub> H<sub>2</sub> : The girl has the initiative, not the guy. What do you think?
- T<sub>33</sub> C : No problem.
- T<sub>34</sub> H<sub>1</sub> : No problem.
- T<sub>35</sub> H<sub>2</sub> : for the first time?
- T<sub>36</sub> C : yeah.
- T<sub>37</sub> H<sub>2</sub> : for the first time, for the first date?
- T<sub>38</sub> C : /əʌm/
- T<sub>39</sub> H<sub>1</sub> : Is it Okay?
- T<sub>40</sub> H<sub>2</sub> : Is it Okay for you?
- T<sub>41</sub> C : Yeah. It is Okay for me. Because (.) yeah (.) right now, I don't have boyfriend.
- (Host 1 and Host 2 were laughing).*
- T<sub>42</sub> H<sub>1</sub> : Okay.
- T<sub>43</sub> H<sub>2</sub> : So (.) So Lidya said that a girl (.) when the girl ask for the first time, she considered that desperately in love. What do you think?
- T<sub>44</sub> H<sub>1</sub> : She's considered desperate.
- T<sub>45</sub> H<sub>2</sub> : Desperate girl.
- T<sub>46</sub> C : /əəə/ no.
- T<sub>47</sub> H<sub>1</sub> : No ya?
- (0.3 second)*
- T<sub>48</sub> H<sub>1</sub> : What do you think that they're aggressive?
- T<sub>49</sub> C : /ə/ Yeah. I think that it's no problem if I have to go with the boys because (.) yeah (.) everything will be Okay. We /ə/ enjoy.
- T<sub>50</sub> H<sub>1</sub>+H<sub>2</sub> : /əʌm/
- T<sub>51</sub> C : Okay.
- T<sub>52</sub> H<sub>1</sub> : /əʌm/ Okay.
- T<sub>53</sub> C : I will confuse with //
- T<sub>54</sub> H<sub>1</sub> : All right. It is Okay.

- T<sub>55</sub> C : Oh *ya*?
- T<sub>56</sub> H<sub>1</sub> : /əʌm/ It's Okay.
- T<sub>57</sub> C : I want to request a song.
- T<sub>58</sub> H<sub>1</sub> : What is it?
- T<sub>59</sub> C : /əʌm/ how about perfect?
- T<sub>60</sub> H<sub>1</sub> : Perfect from simple plan?
- T<sub>61</sub> C : /əʌmm/
- T<sub>62</sub> H<sub>1</sub> : Okay. I'll find for you.
- T<sub>63</sub> C : Okay. Yeah. Fussy?
- T<sub>64</sub> H<sub>1</sub> : Yeah.
- T<sub>65</sub> C : /ə/ last week, I call you. But you are going to somewhere?
- T<sub>66</sub> H<sub>1</sub> : Oh, yeah. It was you calling. Yeah my mom //
- T<sub>67</sub> C : /əʌm/ ?
- T<sub>68</sub> H<sub>1</sub> : My mom told me that somebody called me. It's the girl. But I was in Semarang at that time.
- T<sub>69</sub> C : /əʌm/, you went to Semarang, *ya*?
- T<sub>70</sub> H<sub>2</sub> : /əʌm/
- T<sub>71</sub> C : next time, I will call you.
- T<sub>72</sub> H<sub>1</sub> : Okay, *ya*. Great. Do that!
- T<sub>73</sub> C : Okay, bye-bye!
- T<sub>74</sub> H<sub>1</sub> : Okay, thank you. Bye-bye, *jreng*!

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occurred in T<sub>4</sub>, T<sub>8</sub>, T<sub>12</sub>, T<sub>13</sub>, T<sub>17</sub>, T<sub>24</sub>, T<sub>28</sub>, T<sub>32</sub>, T<sub>35</sub>, T<sub>37</sub>, T<sub>39</sub>, T<sub>40</sub>, T<sub>43</sub>, T<sub>48</sub>, T<sub>58</sub>, T<sub>60</sub>, T<sub>63</sub>, and T<sub>69</sub>. Because it is a telephone conversation, there is no gesture in the conversation.

There are some overlaps in the conversation. Firstly, it occurred in T<sub>20</sub>. H<sub>1</sub> and H<sub>2</sub> said an utterance before C finished her sentence. It is natural. It had influence to the turn of conversation. In the next turn, C continued her utterance which was cut by H<sub>1</sub> and H<sub>2</sub> in advance. They are as follows:

T<sub>19</sub> C : To my boss, thank you very mush. (.) to my (.) teacher and SMK  
1 Surakarta. I miss you all and to both of you //

T<sub>20</sub> H<sub>1</sub>+H<sub>2</sub> : Yeah.

T<sub>21</sub> C : I miss you.

Secondly, it occurred in T<sub>54</sub>. H<sub>1</sub> said an utterance before C finished her sentence. As the influence to the turn of conversation, C said acceptance to the H<sub>1</sub>'s utterance in the T<sub>54</sub>. Thirdly, it occurred in T<sub>67</sub>. C said /əm/ before H<sub>1</sub> finished her sentence.

The silence occurred after T<sub>47</sub>. After T<sub>47</sub>, the next speaker, C, did not take the next turn so that the current speaker, H<sub>1</sub>, took the turn again by asking something which had correlation with the main topic. It is written below:

T<sub>47</sub> H<sub>1</sub> : No ya?  
(0.3 second)

T<sub>48</sub> H<sub>1</sub> : What do you think that they're aggressive?

According to Levinson, a silence that occurred above is called a lapse. It happened when the next speaker did not take the next turn so that the first speaker took the next speaker.

## **(2). Adjacency pairs.**

There are some types of adjacency pairs which are found in the conversation. They are summon-acceptance (T<sub>2</sub>-T<sub>3</sub>), question-answer (T<sub>4</sub>-T<sub>5</sub>, T<sub>13</sub>-

T<sub>14</sub>, T<sub>17</sub>-T<sub>19</sub>, T<sub>24</sub>-T<sub>25</sub>, T<sub>28</sub>-T<sub>29</sub>, T<sub>32</sub>-T<sub>33</sub>, T<sub>35</sub>-T<sub>36</sub>, T<sub>37</sub>-T<sub>38</sub>, T<sub>40</sub>-T<sub>41</sub>, T<sub>48</sub>-T<sub>49</sub>, T<sub>58</sub>-T<sub>59</sub>, T<sub>60</sub>-T<sub>61</sub>, T<sub>63</sub>-T<sub>64</sub>, T<sub>69</sub>-T<sub>70</sub>. The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>3</sub>, T<sub>5</sub>, T<sub>14</sub>, T<sub>19</sub>, T<sub>25</sub>, T<sub>29</sub>, T<sub>33</sub>, T<sub>36</sub>, T<sub>38</sub>, T<sub>41</sub>, T<sub>46</sub>, T<sub>49</sub>, T<sub>59</sub>, T<sub>64</sub>. It means that the second parts indicate the answers of the first parts.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated with the pairs of summon-acceptance (T<sub>2</sub>- T<sub>3</sub>). H<sub>1</sub> spoke first with a plain 'Hi'. C, then, produced an acceptance by saying 'Hi' too.

Moreover, H<sub>1</sub> asked the name of C in T<sub>4</sub>. C mentioned her name indirectly. She let the hosts guess her name. In the next turn, H<sub>1</sub> guessed the name of C.

T <sub>2</sub>	H <sub>1</sub>	: Hi!
T <sub>3</sub>	C	: Hi!
T <sub>4</sub>	H <sub>1</sub>	: Who is this?
T <sub>5</sub>	C	: This is me, after two.
T <sub>6</sub>	H <sub>2</sub>	: After two.
T <sub>7</sub>	H <sub>1</sub>	: Three.

Meanwhile, there are some typical features of the closing section of the conversation above. Firstly, C produced sequences of *OK* as a pre-closing item. Secondly, the caller produced a sequence of *bye* to exit The English Program. Finally, H<sub>1</sub> produced utterance of *bye-bye*, *jreng* to end the conversation.

T <sub>73</sub>	C	: Okay, bye-bye!
T <sub>74</sub>	H <sub>1</sub>	: Okay, thank you. Bye-bye, <i>jreng</i> !

## b. Topic

There are five topics which occur in the conversation among the participants. Firstly, it is introduction of C ( $T_1 - T_{15}$ ). Secondly, it is the greeting of the caller to her friend and both hosts ( $T_{16} - T_{27}$ ). Thirdly, it is about the main topic that is the girl who has the initiative to ask a date for the first time. It occurs in  $T_{28}$  up to  $T_{56}$ . Fourthly, it is about requesting a song from the caller ( $T_{57} - T_{64}$ ). Finally, it is about the reason of  $H_1$  when C called her at that time. It occurred in ( $T_{65} - T_{74}$ ). The topic shifts are in the  $T_{16}$ ,  $T_{28}$ ,  $T_{57}$ , and  $T_{65}$ . In the  $T_{16}$ , there is a topic shift from the first topic to the second topic. Meanwhile, in the  $T_{28}$ , there is a topic shift from the second topic to the third topic. In the  $T_{57}$ , there is a topic shift from the third topic to the fourth topic. Finally, in the  $T_{65}$  there is a topic shift from the fourth topic to the fifth topic.

## (4). Repair

There is only other-repair which occurs in the conversation above. It happens in the  $T_{30} - T_{32}$  as follows:

$T_{30}$   $H_1$  : Okay. The topic is about what if the girl has the initiative to ask to go out for date.

$T_{31}$   $C$  : /əm/ ?

$T_{32}$   $H_2$  : The girl has the initiative, not the guy. What do you think?

This repair occurred when the hearer, C in  $T_{30}$  did not understand about the topic which was served by the  $H_1$ . In the next turn, C asked to repeat the host's question by using /əm/?.

In this case, the trouble spot of the conversational repair in T<sub>30</sub>-T<sub>32</sub> is that H<sub>1</sub> asked a question unclearly to C. Then, C signaled the trouble spot by using the expression /əm/? . It let H<sub>2</sub>, as the H<sub>1</sub>'s partner take the next turn in order to give the repair. According to Schegloff et al's theory, it is included in other-initiation. Moreover, this repair is carried out by the other participant. Schegloff et al proposes that it is included in other-correction. In other words, this repair is other-initiation and other-repair. In accordance with preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, C made the initiation. Then, H<sub>2</sub> repaired the H<sub>1</sub>'s utterance in order to make C understand.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>30</sub>-T<sub>32</sub> is included in appropriateness repair. The trouble spot of repair in this case was that H<sub>1</sub> uttered in T<sub>30</sub> unclearly so that it made C feel confused in understanding her utterance.

This kind of repair is included in what Tarone refers to as communication strategies that is *approximation*. In the T<sub>32</sub>, H<sub>2</sub> realized that H<sub>1</sub>'s utterance as '*The topic is about what if the girl has the initiative to ask to go out for date*' was difficult to understand for C so that he repaired the H<sub>1</sub>'s utterance in order to make C understand by uttering '*The girl has the initiative, not the guy. What do you think?*'

## 5. Transcript B/01

### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 18, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about ‘Kinds of Souvenir for the Guests in a Wedding Party’. The hosts wanted to share the opinion of the caller about a kind of souvenir which is given away to the guests in a wedding party as if the caller gets married. By talking in the telephone, the caller gave his opinion about this topic. Nana was the first caller in this episode,

- T<sub>1</sub> H<sub>1</sub> : Hello. You are in the air.
- T<sub>2</sub> H<sub>2</sub> : Hello. Good afternoon.
- T<sub>3</sub> C : Hello. Good afternoon.
- T<sub>4</sub> H<sub>2</sub> : And you are?
- T<sub>5</sub> C : Nana.
- T<sub>6</sub> H<sub>1</sub> : Nana, Okay, What kind of souvenir?
- T<sub>7</sub> C : Me? On my wedding?
- T<sub>8</sub> H<sub>2</sub> : Yeah. What would be your souvenir for the guest?
- T<sub>9</sub> C : Voucher.
- T<sub>10</sub> H<sub>1</sub> and H<sub>2</sub> : Voucher !
- T<sub>11</sub> H<sub>1</sub> : Okay. What's kind of voucher? Eating ... meal voucher?
- T<sub>12</sub> H<sub>2</sub> : Dining voucher?
- T<sub>13</sub> C : Cellular voucher.
- T<sub>14</sub> H<sub>1</sub> : Cellular voucher ! Okay.
- T<sub>15</sub> H<sub>2</sub> : So anyone can pick /wɑ/ what of the (.) what we call it, one of the kind //
- T<sub>16</sub> H<sub>1</sub> : One of the providers.
- T<sub>17</sub> H<sub>2</sub> : Yeah.
- T<sub>18</sub> H<sub>1</sub> : Oh I see.
- T<sub>19</sub> C : On my wedding cook.
- T<sub>20</sub> H<sub>2</sub> : How much does it cost? The voucher .
- T<sub>21</sub> C : May be ten thousand or //

- T<sub>22</sub> H<sub>1</sub> : Ten thousand.
- T<sub>23</sub> H<sub>2</sub> : Ten thousand each ?
- T<sub>24</sub> C : Yeah.
- T<sub>25</sub> H<sub>1</sub> : Do you think that people will provide the thousand vouchers?
- T<sub>26</sub> H<sub>2</sub> : We mean they think that the provider will provide?
- T<sub>27</sub> C : Yeah he...he...he.
- T<sub>28</sub> H<sub>1</sub> : Okay, do you want to request a song ? May be say *Hi* to your friend?
- T<sub>29</sub> C : How about Limp Bizkit ?
- T<sub>30</sub> H<sub>1</sub> and H<sub>2</sub> : Limp Bizkit which one?
- T<sub>31</sub> C : Behind blue eyes.
- T<sub>32</sub> H<sub>1</sub> : Behind blue eyes, that would be (.) something *Yak!* Okay!
- T<sub>33</sub> H<sub>2</sub> : Do you want to say *Hi* to any friends?
- T<sub>34</sub> C : To you the hosts.
- T<sub>35</sub> H<sub>1</sub> : Okay, thank you very much Nana.
- T<sub>36</sub> H<sub>2</sub> : Okay, Nana.
- T<sub>37</sub> H<sub>1</sub> : Bye-bye Nana *Jreng*.

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives, such as in T<sub>4</sub>, T<sub>6</sub>, T<sub>8</sub>, T<sub>11</sub>, T<sub>20</sub>, T<sub>23</sub>, T<sub>25</sub>, T<sub>26</sub>, T<sub>28</sub>, T<sub>30</sub>, and T<sub>33</sub>. Because of telephone conversations, there is no gesture in the conversation.

There are two overlaps which occur in this conversation. Firstly, it occurred in T<sub>16</sub>. H<sub>1</sub> said an utterance before H<sub>2</sub> finished his sentence. It is natural. It had influence to the turn of conversation. H<sub>2</sub> lacked of the words '*provider*' in

advance. H<sub>1</sub>, then, took the next turn by saying the words *'one of providers'* that H<sub>2</sub> meant. In the T<sub>17</sub>, H<sub>2</sub> accepted her input of the word *'provider'* by saying *'yeah'*.

T<sub>15</sub> H<sub>2</sub> : So anyone can pick /wα/ what of the (.) what we call it, one of the kind //

T<sub>16</sub> H<sub>1</sub> : One of the providers.

T<sub>17</sub> H<sub>2</sub> : Yeah.

Secondly, an overlap occurred in T<sub>22</sub>. H<sub>1</sub> said something before C finished her utterance. There was no influence to the turn of conversation as the result of the second overlap.

## (2). Adjacency pairs.

There are some types of adjacency pairs which are found in the conversation. They are greeting-greeting (T<sub>2</sub>-T<sub>3</sub>), question-answer (T<sub>4</sub>-T<sub>5</sub>, T<sub>6</sub>-T<sub>7</sub>, T<sub>8</sub>-T<sub>9</sub>, T<sub>11</sub>-T<sub>13</sub>, T<sub>20</sub>-T<sub>21</sub>, T<sub>23</sub>-T<sub>24</sub>, T<sub>25</sub> / T<sub>26</sub>-T<sub>27</sub>, T<sub>28</sub>-T<sub>29</sub>, T<sub>30</sub>-T<sub>31</sub>, T<sub>33</sub>-T<sub>34</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>3</sub>, T<sub>5</sub>, T<sub>7</sub>, T<sub>9</sub>, T<sub>13</sub>, T<sub>21</sub>, T<sub>24</sub>, T<sub>27</sub>, T<sub>29</sub>, T<sub>31</sub>, T<sub>34</sub>. It means that the second parts indicate the answers of the first parts.

## (3). Overall organization

### a. Opening and closing

Opening section of the conversation above is indicated by the pairs of greeting-greeting (T<sub>2</sub>- T<sub>3</sub>). H<sub>2</sub> spoke first with a plain '*Hello. Good afternoon*'. C, then, produced an acceptance by saying '*Hallo. Good afternoon*' too.

Moreover, H<sub>2</sub> asked the name of C in T<sub>4</sub>. In the next turn, C mentioned her name.

- T<sub>1</sub> H<sub>1</sub> : Hello. You are in the air.  
 T<sub>2</sub> H<sub>2</sub> : Hello. Good afternoon.  
 T<sub>3</sub> C : Hello. Good afternoon.  
 T<sub>4</sub> H<sub>2</sub> : And you are?  
 T<sub>5</sub> C : Nana.

Meanwhile, closing section of the conversation above is indicated by H<sub>1</sub>'s and H<sub>2</sub>'s parting. Firstly, he produced sequence of *OK Nana* as pre-closing item. Then, she followed a sequence of *bye, bye Nana, jreng!* to exit and end the conversation.

#### **b. Topic**

There are four topics which occur in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>5</sub>). Secondly, it is the main topic that is the kind of souvenir for the guests in a C's wedding party (T<sub>6</sub> –T<sub>27</sub>). Thirdly, it is about requesting a song from C. It occurred in T<sub>28</sub> up to T<sub>56</sub>. Fourthly, it is about a greeting from C (T<sub>33</sub> –T<sub>37</sub>). The topic shifts are in the T<sub>6</sub>, T<sub>28</sub>, and T<sub>33</sub>. In the T<sub>6</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>28</sub>, there is a topic shift from the second topic to the third topic. In the T<sub>33</sub>, there is a topic shift from the third topic to the fourth topic.

#### **(4). Repair**

There are two kinds of repairs which occur in the conversation above, self-repair and other-repair. Firstly, self repair happened in the T<sub>26</sub> as follows:

- T<sub>25</sub> H<sub>1</sub> : Do you think that people will provide the thousand vouchers?  
 T<sub>26</sub> H<sub>2</sub> → : We mean they think that the provider will provide?  
 T<sub>27</sub> C : Yeah he...he...he.

This repair occurs when H<sub>2</sub> in T<sub>12</sub> realized that H<sub>1</sub>'s utterance would make the caller (C) feel confused so that H<sub>2</sub>, as the partner of H<sub>1</sub> made such a repair in order to make her utterance understandable.

In this case, the trouble spot of the conversation is H<sub>1</sub>'s utterance of '*Do you think that people will provide the thousand vouchers?*' which is less felicitous in the speech situation. She signaled the trouble spot so that he used the editing term '*We mean*' in his utterance. After realizing that, he made a repair. According to Schegloof et al's theory, it is included in self-initiation. Moreover, the repair of conversation above is carried out by the speaker H<sub>2</sub> who was the same side as H<sub>1</sub> in this conversation. According to Schegloof et al's theory, it is included in self-initiation, self-repair. In Schegloof et al's view about preference organization, this kind of repair is included in preference 2 that self-initiation self-repair in opportunity 2. H<sub>2</sub> makes a repairable item and he repairs his partner's inappropriateness after the repairable item.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>26</sub> is included in appropriateness repair. H<sub>2</sub> proposed an utterance which was appropriate to his partner by providing the utterances '*They think that the provider will provide?*'.

In Geluyken's views about classification of repair which is based on the point in time at which the repair occurs, the repair in T<sub>26</sub> is included in delayed repair. H<sub>2</sub>, as the same side with H<sub>1</sub> in this conversation, carried out the repair after a repairable item.

This kind of repair is included in what Tarone refers to as communication strategies that is *approximation*. In the T<sub>26</sub>, H<sub>2</sub> realized that H<sub>1</sub>'s question as '*Do you think that people will provide the thousand vouchers?*' would be difficult to understand so that he repeated his question by choosing the approximate words such as '*They think that the provider will provide?*'.

Secondly, the other repair occurs in T<sub>15</sub> – T<sub>17</sub>, as follows:

- T<sub>15</sub> H<sub>2</sub> : So anyone can pick /wɑ/ what of the (.) what we call it, one of the kind //
- T<sub>16</sub> H<sub>1</sub> → : One of the providers.
- T<sub>17</sub> H<sub>2</sub> : Yeah.

This repair occurred when the speaker H<sub>2</sub> in the T<sub>15</sub> lacks of the word '*provider*' by taking a micro pause. After a micro pause, it let the H<sub>1</sub> take the next turn in order to offer the word '*provider*' for him. In the third turn, T<sub>17</sub> in the conversation above, the H<sub>2</sub> realized that '*provider*' was the word what he meant by uttering '*yeah*'.

In this case, the trouble spot of the conversation is the lacking of the word '*provider*' which was said by the speaker (H<sub>2</sub>). Then, H<sub>1</sub> signaled the trouble spot so that she provided an utterance in order to give the correction. According to Schegloof et al's theory, it is included in other-initiation. Moreover, the hearer (H<sub>1</sub>) carried out the repair of conversation above. According to Schegloof et al's

theory, it is included in other-initiation other-repair. In Schegloof et al's view about preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, H<sub>1</sub> made the initiation and corrected his lacking of the word.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>16</sub> is included in appropriateness repair. H<sub>1</sub> proposed an item which was appropriate to the H<sub>2</sub> by providing the item 'provider'.

This kind of repair is included in what Tarone referred to as communication strategies that is *word coinage*. In the T<sub>16</sub>, H<sub>2</sub> lacked of the word 'provider' so that H<sub>1</sub> attempted to fill out a gap in knowledge of target language item.

## 6. Transcript B/02

### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 18, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'Kinds of Souvenir for the Guests in a Wedding Party'. The hosts wanted to share the opinion of the caller about a kind of souvenir which was given away to the guests in a wedding party as if the caller got married. By telephone, the caller gave his opinion about this topic. Adik was the second caller in this episode,

T<sub>1</sub> H<sub>1</sub> : Hello.

T<sub>2</sub> H<sub>2</sub> : Hello, good afternoon.

T<sub>3</sub> C : Adik, good afternoon.

- T<sub>4</sub> H<sub>2</sub> : Andik ?
- T<sub>5</sub> C : Adik.
- T<sub>6</sub> H<sub>2</sub> : What is your idea?
- T<sub>7</sub> C : I think /əə/ I will prefer pin. You know pin?
- T<sub>8</sub> H<sub>1</sub> : Pin yes pin.
- T<sub>9</sub> H<sub>2</sub> : Pin, it is a pin. What kind of pin is it ?
- T<sub>10</sub> C : Yeah, it's kind of pin. It will be /əə/ initial of my name and my bride name. And it will be a cool way because I really like pin.
- T<sub>11</sub> H<sub>2</sub> : Aha.
- T<sub>12</sub> H<sub>1</sub> : Oh, I see
- T<sub>13</sub> C : It was cheap, and, yeah funny, funny /əə/ the guest who come to my party have to bring their /əə/ what's it like /əə/ undangan.
- T<sub>14</sub> H<sub>1</sub> : Invitation?
- T<sub>15</sub> H<sub>2</sub> : Invitation card?
- T<sub>16</sub> C : Invitation to get pin.
- T<sub>17</sub> H<sub>2</sub> : So, they have to wear the pin in the wedding.
- T<sub>18</sub> C : Yeah.
- T<sub>19</sub> H<sub>1</sub> : Oh, I see.
- T<sub>20</sub> C : It's really cool, I think.
- T<sub>21</sub> H<sub>1</sub> : It is, it is, It is cool, yeah.
- T<sub>22</sub> C : I want to request a song.
- T<sub>23</sub> H<sub>1</sub> : Yeah, sure, what is it?
- T<sub>24</sub> C : Clay Eiken.
- T<sub>25</sub> H<sub>1</sub> : Clay Eiken, and which one?
- T<sub>26</sub> C : This is the night
- T<sub>27</sub> H<sub>1</sub> : This is the night.
- T<sub>28</sub> H<sub>2</sub> : This is the night.
- T<sub>29</sub> C : Yeah.
- T<sub>30</sub> H<sub>1</sub> : Okay.
- T<sub>31</sub> C : Could you please?
- T<sub>32</sub> H<sub>1</sub> : Okay, I will find for you.

- T<sub>33</sub> C : If you don't find it whatever from Clay Eiken, Yeah...?  
 T<sub>34</sub> H<sub>1</sub> : Ok, Thank you very much. Bye-bye, 'Jreng'!

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives, such as in T<sub>4</sub>, T<sub>6</sub>, T<sub>9</sub>, T<sub>14</sub>, T<sub>15</sub>, T<sub>23</sub>, and T<sub>25</sub>. Because it is a telephone conversation, there is no gesture in the conversation.

### (2). Adjacency pairs.

There are some types of adjacency pairs which are found in the conversation. They are greeting-greeting (T<sub>2</sub>-T<sub>3</sub>), question-answer (T<sub>4</sub>-T<sub>5</sub>, T<sub>6</sub>-T<sub>7</sub>, T<sub>7</sub>-T<sub>8</sub>, T<sub>9</sub>-T<sub>10</sub>, T<sub>14</sub> / T<sub>15</sub>-T<sub>16</sub>, T<sub>23</sub>-T<sub>24</sub>, T<sub>25</sub> - T<sub>26</sub>, T<sub>33</sub> - T<sub>34</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>3</sub>, T<sub>5</sub>, T<sub>7</sub>, T<sub>8</sub>, T<sub>10</sub>, T<sub>16</sub>, T<sub>24</sub>, T<sub>26</sub>, T<sub>34</sub>. It means that the second parts indicate the answer of the first parts.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated with the pairs of greeting-greeting (T<sub>2</sub>- T<sub>3</sub>). H<sub>2</sub> spoke first with a plain '*Hello. Good afternoon*'. C, then, produced introduction his name and acceptance such as '*Adik, Good afternoon*'.

Moreover, in T<sub>4</sub>, H<sub>2</sub> was not sure what he heard about the caller's name so that he repeated the caller's name with the wrong pronunciation. In the next turn, the caller mentioned his name again.

- T<sub>1</sub> H<sub>1</sub> : Hello.  
 T<sub>2</sub> H<sub>2</sub> : Hello, good afternoon.  
 T<sub>3</sub> C : Adik, good afternoon.  
 T<sub>4</sub> H<sub>2</sub> : Andik ?  
 T<sub>5</sub> C : Adik.

Meanwhile, closing section of the conversation above is indicated with H<sub>1</sub>'s parting. At the beginning, she produced sequence of '*OK, thank you very much*' as pre-closing item. Then, she uttered a sequence of '*bye, bye, jreng!*' to end and exit the conversation.

#### **b. Topic**

There are three topics which occurred in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>5</sub>). Secondly, it is the main topic that is the kind of souvenir for the guests in a C's wedding party (T<sub>6</sub> –T<sub>21</sub>). Thirdly, it is about requesting a song from C. It occurred in T<sub>22</sub> up to T<sub>34</sub>. The topic shifts are in the T<sub>6</sub> and T<sub>22</sub>. In the T<sub>6</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>22</sub>, there is a topic shift from the second topic to the third topic.

#### **(4). Repair**

There are two other-repairs which occurred in conversation above. Firstly, it occurred in T<sub>13</sub> – T<sub>16</sub>, as follows:

- T<sub>13</sub> C : It was cheap, and, yeah funny, funny /əə/ the guest who come to my party have to bring their /əə/ what's it like /əə/ undangan.
- T<sub>14</sub> H<sub>1</sub> → : Invitation?
- T<sub>15</sub> H<sub>2</sub> → : Invitation card?
- T<sub>16</sub> C : Invitation to get pin.

This repair occurred when the speaker, C, in the T<sub>13</sub> lacked of the word 'invitation'. He said it by using Indonesian word 'undangan' in order to refer to the word 'invitation'. Then, it let H<sub>1</sub> take the next turn in order to offer the word 'invitation'. In the third turn, T<sub>15</sub> in the conversation above, the H<sub>2</sub> also offered the words 'invitation card' to refer to the word which C dealt with.

In this case, the trouble spot of the conversation is the lacking of the word 'invitation' which the speaker (C) said. Then, H<sub>1</sub> and H<sub>2</sub> signaled the trouble spot so that they provided some utterances in order to correct the trouble spot in the next turn and the third turn. According to Schegloof et al's theory, it is included in other-initiation. Moreover, the hearers (H<sub>1</sub> and H<sub>2</sub>) carried out the repair of conversation. According to Schegloof et al's theory, it is included in other-initiation other-repair. In Schegloof et al's view about preference organization, this kind of repair is included in preference 4 in opportunity 3. In this case, the H<sub>1</sub> and H<sub>2</sub> both made the initiation and corrected his lacking of the words.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>16</sub> is included in appropriateness repair. H<sub>1</sub> and H<sub>2</sub> proposed an item which was appropriate to C by providing the item 'invitation' that he meant.

This kind of repair is included in what Tarone referred to as communication strategies that is *borrowing*. It means that a word from the mother tongue may be used when the target language can not be remembered. In the T<sub>13</sub>, C lacked of the word '*invitation*' so that he used the word '*undangan*' in order to refer to it.

The second other-repair occurred in T<sub>16</sub>– T<sub>18</sub> as follows:

- T<sub>16</sub> C : Invitation to get pin.  
 T<sub>17</sub> H<sub>2</sub> → : So, they have to wear the pin in the wedding.  
 T<sub>18</sub> C : Yeah.

This repair occurred when H<sub>2</sub> in T<sub>17</sub> realized that C said something indefinitely. As an effect, H<sub>2</sub> made such repair to C's utterance. By using the word '*so*', he tried to enable C's utterance, in advance, to be understood.

In this case, the trouble spot of the conversation repair in T<sub>16</sub> – T<sub>18</sub> is that the C's utterance, '*invitation to get pin*' is less specific. H<sub>2</sub> signaled the trouble spot so that H<sub>2</sub> provided the repair by uttering '*So, they have to wear the pin in the wedding*'. In the third turn, C realized it and accepted the H<sub>2</sub>'s repair by uttering '*Yeah*'. According to Schegloof et al's theory, the repair in T<sub>16</sub>– T<sub>18</sub> is included in other-initiation of conversational repair. Moreover, H<sub>2</sub> as the other participant in this case carried out the repair. It is included in other-repair. Based on Schegloof et al's theory about preference organization, this kind of repair is included in preference 4 in opportunity 3 (next turn). In this case, C made a repairable utterance by uttering unclearly and indefinitely so that it let H<sub>2</sub> provide the utterance which was more specific. In this repair, H<sub>2</sub> made a repair to his inappropriateness.

According to Levelt's theory about kinds of repair which are based on the trouble spot, the repair in T<sub>16</sub> –T<sub>18</sub> is included in appropriateness-repair. The trouble spot of repair in T<sub>16</sub> is an item '*invitation to get pin*' which is less felicitous in the speech situation in which it occurs with a less specific one.

This kind of repair is included in what Tarone referred to as communication strategies that is *word coinage*. In the T<sub>16</sub>, C uttered less specific so that H<sub>2</sub> attempted to fill out a gap in knowledge of target language item by providing '*So, they have to wear the pin in the wedding*' in T<sub>17</sub>.

## 7. Transcript B/03

### c. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 18, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'Kinds of Souvenir for the Guests in a Wedding Party'. The hosts wanted to share the opinion of the caller about a kind of souvenir which was given away to the guests in a wedding party as if the caller got married. The caller gave his opinion about this topic. Bryan was the third caller in this episode,

T<sub>1</sub> H<sub>1</sub> : Hello, yes hello, you are in the air.

T<sub>2</sub> C : Yes.

T<sub>3</sub> H<sub>1</sub> : What's your name?

T<sub>4</sub> C : Bryan.

T<sub>5</sub> H<sub>1</sub> : Who?

T<sub>6</sub> C : Bryan.

T<sub>7</sub> H<sub>2</sub> : Bryan.

T<sub>8</sub> H<sub>1</sub> : O...Bryan. Hello Bryan!

- T<sub>9</sub> H<sub>2</sub> : Hello Bryan.
- T<sub>10</sub> H<sub>1</sub> : So, what kind of thing will you give away?
- T<sub>11</sub> C : I just woke up from my sleeping.
- T<sub>12</sub> H<sub>1</sub> : Oh, that's why you sound so ....
- T<sub>13</sub> H<sub>2</sub> : How are you?
- T<sub>14</sub> C : /əə/ /ə/.
- T<sub>15</sub> H<sub>1</sub> : He is fuzzy.
- T<sub>16</sub> H<sub>2</sub> : It's been a long time since our last chat.
- T<sub>17</sub> H<sub>1</sub> : Shut up, he is using his cell phone. O, you know what we got a CD to give away and to get that you have to give us your opinion about what kind of souvenir....
- T<sub>18</sub> C : The souvenir. Let me think (.)
- T<sub>19</sub> H<sub>1</sub> : Okay, let me sleep.
- T<sub>20</sub> C : Okay, I know, /əə/ it's kind of little mini comic.
- T<sub>21</sub> H<sub>1</sub> : Mini comics?
- T<sub>22</sub> C : Yeah, yeah for ten pages.
- T<sub>23</sub> H<sub>2</sub> : Ten pages?
- T<sub>24</sub> C : Not too much, because too much more than it more expensive, right?
- T<sub>25</sub> H<sub>1</sub> : Yeah.
- T<sub>26</sub> C : The story is about our love story, for example Cinderalla story, like beauty and the beast and, it's kind of /ə/ we have picture of cartoon pictures and then is like this may be. In 1985 there is a child princess which is name a Bryan or something like that and /ə/ /ə/ when he is riding a horse he meet a beautiful princess Fussy or something like that, and we will have a very happy ending story, in the end.
- T<sub>27</sub> H<sub>1</sub> : Oh I see this, it means that you asking me to get married?
- T<sub>28</sub> C : If there is no woman in this world.
- T<sub>29</sub> H<sub>1</sub> : Okay, all right.
- T<sub>30</sub> C : I'm just kidding.
- T<sub>31</sub> H<sub>1</sub> : Okay, of course we know. Do you want to say *Hi* ?

- T<sub>32</sub> C : To all my friends in Amiprabowo Boarding House this night, /əə/  
last night was very great because we have spent our together in Manahan  
and *yeah* we will do the same thing again some day dude.
- T<sub>33</sub> H<sub>1</sub> : Yeah , that' s great.
- T<sub>34</sub> H<sub>2</sub> : /əmə/ /əmə/.
- T<sub>35</sub> C : To both of you, have a nice broadcast.
- T<sub>36</sub> H<sub>1</sub> : Okay, do you want to request a song?
- T<sub>37</sub> C : Yeah, my request from outcast, Kesya.
- T<sub>38</sub> H<sub>1</sub> : You really love that song, right?
- T<sub>39</sub> C : Yeah.
- T<sub>40</sub> H<sub>1</sub> : Okay, all right
- T<sub>41</sub> C : Build my spirit.
- T<sub>42</sub> H<sub>1</sub> : /əmə/?
- T<sub>43</sub> C : Build my spirit.
- T<sub>44</sub> H<sub>1</sub> : Okay.
- T<sub>45</sub> H<sub>2</sub> : Okay.
- T<sub>46</sub> H<sub>1</sub> : Thank you.
- T<sub>47</sub> H<sub>2</sub> : Thank you, Bryan.
- T<sub>48</sub> H<sub>1</sub> : Good bye, *Jreng*.

### c. Data Analysis

#### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occur in T<sub>3</sub>, T<sub>5</sub>, T<sub>10</sub>, T<sub>13</sub>, T<sub>21</sub>, T<sub>23</sub>, T<sub>27</sub>, T<sub>31</sub>, T<sub>36</sub>, T<sub>38</sub>, and T<sub>42</sub>. Because it is a telephone conversation, there is no gesture in the conversation.

#### (2). Adjacency pairs.

There are some types of adjacency pairs which are found in the conversation. They are information-acceptance (T<sub>1</sub>-T<sub>2</sub>), question-answer (T<sub>3</sub>-T<sub>4</sub>, T<sub>5</sub>-T<sub>6</sub>, T<sub>10</sub>-T<sub>11</sub>, T<sub>13</sub>-T<sub>14</sub>, T<sub>21</sub>-T<sub>22</sub>, T<sub>23</sub>-T<sub>24</sub>, T<sub>31</sub>-T<sub>32</sub>, T<sub>36</sub>-T<sub>37</sub>, T<sub>38</sub>-T<sub>39</sub>, T<sub>42</sub>-T<sub>43</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second parts of the pairs are ended with preferred second parts such as T<sub>2</sub>, T<sub>4</sub>, T<sub>6</sub>, T<sub>11</sub>, T<sub>14</sub>, T<sub>22</sub>, T<sub>24</sub>, T<sub>32</sub>, T<sub>37</sub>, T<sub>39</sub>, T<sub>43</sub>. It means that the second parts indicate the answer of the first parts.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated with the pairs of information-acceptance (T<sub>1</sub>- T<sub>2</sub>). H<sub>1</sub> spoke first with a plain *Hello* and said '*you are in the air*'. C, then, produced an acceptance by uttering '*yes*'.

Moreover, H<sub>1</sub> asked C's name in T<sub>5</sub>. In the next turn, C mentioned his name, as follows:

- |                |                |   |
|----------------|----------------|---|
| T <sub>1</sub> | H <sub>1</sub> | : Hello, yes hello, you are in the air. |
| T <sub>2</sub> | C              | : Yes.                                  |
| T <sub>3</sub> | H <sub>1</sub> | : What's your name?                     |
| T <sub>4</sub> | C              | : Bryan.                                |
| T <sub>5</sub> | H <sub>1</sub> | : Who?                                  |
| T <sub>6</sub> | C              | : Bryan.                                |

Meanwhile, the closing section of the conversation above is indicated with H<sub>1</sub>'s parting. She produced sequence of '*thank you*' as pre-closing item. Then, H<sub>2</sub> also produced a sequence of '*thank you, Bryan*' as an end of conversation. Finally, H<sub>1</sub> produced a sequence of '*Good bye, jreng*' in order to finish the conversation.

## b. Topic

There are four topics which occurred in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>9</sub>). Secondly, it is about the main topic of conversation that is a souvenir for the guest in a wedding party (T<sub>10</sub> – T<sub>30</sub>). Thirdly, it is about saying in greeting from the caller. It occurred in T<sub>31</sub> up to T<sub>35</sub>. Finally, it is about requesting a song which occurred in T<sub>36</sub> to T<sub>48</sub>. The topic shifts are in the T<sub>10</sub>, T<sub>31</sub>, and T<sub>36</sub>. In the T<sub>10</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>31</sub>, there is a topic shift from the second topic to the third topic. Finally, in the T<sub>36</sub>, there is a topic shift from the third topic to the fourth topic.

## (4). Repair

There is a self-repair which occurred in conversation above. It occurred in T<sub>41</sub> – T<sub>43</sub>, as follows:

T<sub>41</sub> C : Build my spirit.

T<sub>42</sub> H<sub>1</sub> : /əm/?

T<sub>43</sub> C → : Build my spirit.

This repair occurred when the speaker, C, in the T<sub>41</sub> uttered '*Build my spirit*' unclearly. Then, H<sub>1</sub> in the T<sub>42</sub> signaled the unclear utterance. By uttering /əm/?, she asked the speaker, C in that case, to repeat his utterance. In the T<sub>43</sub>, C repeated his utterance.

In this case, the trouble spot of the conversation is that C utters unclearly. In the next turn, he achieved the initiation from H<sub>1</sub>. By using the utterance of /əm/?, H<sub>1</sub> signaled the trouble spot so that it let C take the third turn in order to

give the correction of his utterance. According to Schegloof et al's theory, it is included in other-initiation. Moreover, the speaker (C) carried out the repair of conversation. According to Schegloof et al's theory, it is included in other-initiation self-repair. In Schegloof et al's view about preference organization, this kind of repair is included in preference 3 in opportunity 3. In this case, H<sub>1</sub> made the initiation and C corrected his unclear utterance by repeating his utterance which was said in advance.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>16</sub> is included in appropriateness repair. C repeated an item which was unclear.

This kind of repair is included in what Tarone referred to as communication strategies that is *word coinage*. In the T<sub>41</sub> up to T<sub>43</sub>, H<sub>1</sub> did not understand what C said about by using '/əm/?' so that it made C attempt to fill out a gap in knowledge of target language item by repeating the unclear utterance.

## 8. Transcript B/04

### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 18, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'Kinds of Souvenir for the Guests in a Wedding Party'. The hosts wanted to share the opinion of the caller about a kind of souvenir which was given away to the guests in a wedding party as if the caller got married. By

telephone, the caller gave his opinion about this topic. Tari was the fourth caller in this episode,

- T<sub>1</sub> H<sub>1</sub> : Hello!
- T<sub>2</sub> H<sub>2</sub> : Hello!
- T<sub>3</sub> H<sub>1</sub> : Hi.
- T<sub>4</sub> C : Hi.
- T<sub>5</sub> H<sub>1</sub> : I think it is good day, isn't it?
- T<sub>6</sub> C : No.
- T<sub>7</sub> H<sub>1</sub> : Okay. Who is this?
- T<sub>8</sub> C : My name is Tari.
- T<sub>9</sub> H<sub>1</sub> : Oo.. Tari Okay. Hello Tari. What do you think?
- T<sub>10</sub> H<sub>2</sub> : How are you Tari?
- T<sub>11</sub> H<sub>1</sub> : We have CD to give away but you have to tell us (.) about what kind of souvenir.
- T<sub>12</sub> C : I will give them (.) maybe /ə/ it's a book /əm/ and the book will contain many points of love and then saying (.) you know saying (.) I mean kind of proverb.
- T<sub>13</sub> H<sub>1</sub> : Proverb.
- T<sub>14</sub> H<sub>2</sub> : Proverb. That's right.
- T<sub>15</sub> C : Describe about (.) life during wedding. I mean (.) you know it talks about love.
- T<sub>16</sub> H<sub>1</sub> : Okay. So, everything about love.
- T<sub>17</sub> H<sub>2</sub> : How much will it cost?
- T<sub>18</sub> C : Excuse me.
- T<sub>19</sub> H<sub>1</sub> : How much will it cost?
- T<sub>20</sub> C : I don't know.
- T<sub>21</sub> H<sub>1</sub> : you don't know? Okay. We will predict that for you.
- T<sub>22</sub> C : Maybe, I will get them /ə/ /ə/ I like Kahlil Gibran.
- T<sub>23</sub> H<sub>1</sub> : Kahlil Gibran. *Yaa*.
- T<sub>24</sub> H<sub>2</sub> : Kahlil Gibran.

- T<sub>25</sub> C : The lesson of love.
- T<sub>26</sub> H<sub>1</sub> : Lesson of love.
- T<sub>27</sub> C : /əm/ the book contains of the lesson of love of him.
- T<sub>28</sub> H<sub>1</sub> : Okay. He is the expert of love.
- T<sub>29</sub> H<sub>2</sub> : That's very great. It's about three to five thousand rupiahs, I think.
- T<sub>30</sub> H<sub>1</sub> : Okay.
- T<sub>31</sub> C : It is not so expensive, I think.
- T<sub>32</sub> H<sub>1</sub> : It is not expensive. Yes. Okay. So, that's your opinion. Now, do you want to request a song?
- T<sub>33</sub> C : Yeah of course. Can you play Britney Spears' song?
- T<sub>34</sub> H<sub>1</sub> : Which one?
- T<sub>35</sub> C : Toxic.
- T<sub>36</sub> H<sub>1</sub> : Which one?
- T<sub>37</sub> H<sub>2</sub> : Toxic.
- T<sub>38</sub> H<sub>1</sub> : Toxic. Okay. Yes of course. Sorry.
- T<sub>39</sub> H<sub>2</sub> : Don't get excited yeah!
- T<sub>40</sub> H<sub>1</sub> : No it's my ears.
- T<sub>41</sub> H<sub>2</sub> : Do you want to say 'hi'
- T<sub>42</sub> C : Yeah of course. I want to say 'hi' to my friend //
- T<sub>43</sub> H<sub>1</sub> : Miss Tri?
- T<sub>44</sub> C : Yeah. Hi Tri! Good afternoon and /əm/ when can we get together again? I want /ə/ //
- T<sub>45</sub> H<sub>1</sub> : Ask her to call!
- T<sub>46</sub> C : Actually, she (.) she knows my numbers up to now (.) I mean until now, I haven't got any contact from her.
- T<sub>47</sub> H<sub>1</sub> : Okay.
- T<sub>48</sub> C : Maybe, she's too busy with her boss.
- T<sub>49</sub> H<sub>1</sub> : Oo..
- T<sub>50</sub> H<sub>2</sub> : Her what?
- T<sub>51</sub> H<sub>1</sub> : Her boss. Don't tell it on the air! Okay?

- T<sub>52</sub> C : Secret. It's secret.  
 T<sub>53</sub> H<sub>1</sub> : Okay.  
 T<sub>54</sub> C : so, Angry with me?  
 (*Host 1 and Host 2 were laughing*)  
 T<sub>55</sub> C : Okay.  
 T<sub>56</sub> H<sub>1</sub> : Is that all?  
 T<sub>57</sub> C : Yeah. (.) The song is for her.  
 T<sub>58</sub> H<sub>1</sub> : Thank you very much, Toxic.  
 T<sub>59</sub> C : Thank you Fussy.  
 T<sub>60</sub> H<sub>1</sub> : Thank you.  
 T<sub>61</sub> C : Yeah. Bye...bye.  
 T<sub>62</sub> H<sub>1</sub> : Bye..bye.. *jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occur in T<sub>5</sub>, T<sub>7</sub>, T<sub>9</sub>, T<sub>10</sub>, T<sub>17</sub>, T<sub>19</sub>, T<sub>33</sub>, T<sub>34</sub>, T<sub>36</sub>, T<sub>41</sub>, T<sub>43</sub>, T<sub>50</sub>, T<sub>54</sub>, and T<sub>56</sub>. Because it is a telephone conversation, there is no gesture in the conversation.

There are two overlaps which occur in this conversation. Firstly, it occurred in T<sub>43</sub>. H<sub>1</sub> said an utterance before C finished her sentence. It is natural. It has influence to the turn of conversation. When C would address her friend's name, H<sub>1</sub> provided a certain name that is '*Miss Tri*'. In the T<sub>44</sub>, C accepted her input of a certain name '*Miss Tri*' by saying '*yeah*'.

- T<sub>42</sub> C : Yeah of course. I want to say '*hi*' to my friend //  
 T<sub>43</sub> H<sub>1</sub> : Miss Tri?

T<sub>44</sub> C : Yeah. Hi Tri! Good afternoon and /əm/ when can we get together again? I want /ə/ //

The second overlap occurred in T<sub>45</sub>. H<sub>1</sub> said something before C finished her utterance. It has a correlation with the first overlap which is written in advance. It has an influence to the turn of conversation. When C would say something about her will to Miss Tri, H<sub>1</sub> provided a suggestion. In the T<sub>46</sub>, C gave the information about the actual condition between C and Miss Tri.

## **(2). Adjacency pairs.**

There are some types of adjacency pairs which are found in the conversation. They are summons-acceptance (T<sub>3</sub>-T<sub>4</sub>), question-answer (T<sub>5</sub>-T<sub>6</sub>, T<sub>7</sub>-T<sub>8</sub>, T<sub>17</sub>-T<sub>18</sub>, T<sub>19</sub>-T<sub>20</sub>, T<sub>32</sub>-T<sub>33</sub>, T<sub>33</sub>-T<sub>34</sub>, T<sub>34</sub>-T<sub>35</sub>, T<sub>41</sub>-T<sub>42</sub>, T<sub>43</sub>-T<sub>44</sub>, T<sub>50</sub>-T<sub>51</sub>, T<sub>56</sub>-T<sub>57</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>6</sub>, T<sub>8</sub>, T<sub>18</sub>, T<sub>20</sub>, T<sub>33</sub>, T<sub>35</sub>, T<sub>37</sub>, T<sub>42</sub>, T<sub>44</sub>, T<sub>51</sub>, T<sub>57</sub>. It means that the second parts indicate the answer of the first parts.

## **(3). Overall organization**

### **a. Opening and closing**

Opening section of the conversation above is indicated with the pairs of summons-acceptance (T<sub>3</sub>- T<sub>4</sub>). H<sub>1</sub> spoke first with a plain 'Hi'. C, then, produced an acceptance by uttering a plain 'Hi'. In the T<sub>5</sub>, H<sub>1</sub> gave the assessment about that day. However, C gave a refusal of H<sub>1</sub>'s assessment by uttering 'No'.

Moreover, H<sub>1</sub> asked C's name in T<sub>7</sub>. In the next turn, C mentioned her name, as follows:

- T<sub>3</sub> H<sub>1</sub> : Hi.  
 T<sub>4</sub> C : Hi.  
 T<sub>5</sub> H<sub>1</sub> : I think it is good day, isn't it?  
 T<sub>6</sub> C : No.  
 T<sub>7</sub> H<sub>1</sub> : Okay. Who is this?  
 T<sub>8</sub> C : My name is Tari.  
 T<sub>9</sub> H<sub>1</sub> : Oo.. Tari Okay. Hello Tari. What do you think?

Meanwhile, closing section of the conversation above is indicated with H<sub>1</sub>'s parting. She produced sequence of *'thank you'* as pre-closing item. Then, C also produced a sequence of *'thank you'*. In the T<sub>61</sub>, C produced a sequence of *'bye, bye'* in order to exit the conversation. Finally, H<sub>1</sub> gave a respond to C by uttering *'bye, bye, jreng'* to close the conversation.

#### **b. Topic**

There are four topics which occur in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>8</sub>). Secondly, it is about the main topic of conversation that is a souvenir for the guest in a wedding party (T<sub>9</sub> – T<sub>31</sub>). Thirdly, it is about requesting a song from the caller. It occurs in T<sub>32</sub> up to T<sub>40</sub>. Finally, it is about addressing from the caller which occurs in T<sub>41</sub> to T<sub>62</sub>. The topic shifts are in the T<sub>9</sub>, T<sub>32</sub>, and T<sub>41</sub>. In the T<sub>9</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>32</sub>, there is a topic shift from the second topic to the third topic. Finally, in the T<sub>41</sub>, there is a topic shift from the third topic to the fourth topic.

#### (4). Repair

There are two self-repairs which occur in the conversation above. Firstly, it occurred in T<sub>12</sub> as follow:

T<sub>12</sub> C : I will give them (.) maybe /ə/ it's a book /əm/ and the book will contain many point of love and then saying (.) you know saying (.) I mean kind of proverb.

This repair occurred when the speaker C in T<sub>12</sub> realized that his utterance would make the both of hearers (H<sub>1</sub> and H<sub>2</sub>) confuse so that C, as the speaker, put her utterance into such repair in order to make the hearer understand.

In this case, the trouble spot of the conversation is C's utterance of '*saying*' of the story book which is less felicitous in the speech situation. She signaled the trouble spot so that she used the editing term '*I mean*' in her utterance. After realizing that, she made her own repair. According to Schegloof et al's theory, it is included in self-initiation. Moreover, C, as the speaker in this case carried out the repair of conversation. According to Schegloof et al's theory, it is included in self-initiation, self-repair. Consider to Schegloof et al's view about preference organization, this kind of repair is included in preference 1 that self-initiation self-repair in opportunity 1. C made a repairable item and she repaired her own inappropriateness after the repairable item.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, repair in T<sub>12</sub> is included in appropriateness repair. C proposed an utterance which was appropriate to her self by providing the utterance '*proverb*'.

In Geluyken's views about classification of repair based on the point in time at which the repair occurs, repair in T<sub>12</sub> is included in immediate repair. C, as the speaker, carried out the repair after repairable item.

This kind of repair is included in what Tarone referred to as communication strategies that is *circumlocution*. In the T<sub>12</sub>, C lacked of the words '*proverb*' so that she used a paraphrase or description of the words when she did not know them. It was the word '*saying*'. In the end of her utterance, she provided the words '*proverb*' in order to deal with the word '*saying*'.

Secondly, the self-repair occurred in T<sub>15</sub> as follow:

T<sub>15</sub> C : Describe about (.) life during wedding. I mean (.) you know it talks about love.

The repair occurred when C realized that her utterance '*life during wedding*' was less felicitous. In result, she made such repair in order to explain what she said in advance by providing the utterance of '*it talks about love*'.

In this case, the trouble spot of the conversation is C's utterance of '*life during wedding*' which is less felicitous in the speech situation. She signaled the trouble spot so that she used the editing term '*I mean*' in her utterance. After realizing that, she made her own repair. According to Schegloof et al's theory, it is included in self-initiation. Moreover, C carried out the repair of the conversation. According to Schegloof et al's theory, it is included in self-initiation, self-repair. Consider to Schegloof et al's view about preference organization, this kind of repair is included in preference 1 that self-initiation self-

repair in opportunity 1. C made a repairable item and she repaired her own inappropriateness after the repairable item.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>15</sub> is included in appropriateness repair. C proposed an utterance which was appropriate to her self by providing the utterance '*it talks about love*'.

In Geluyken's views about classification of repair based on the point in time at which the repair occurs, repair in T<sub>15</sub> is included in immediate repair. C carried out the repair after repairable item.

This kind of repair is included in what Tarone referred to as communication strategies that is *approximation*. In the T<sub>15</sub>, C realized that her utterance '*Describe about (.) life during wedding*' would be confused to understand so that she said her utterance by choosing the approximate words such as '*it talks about love*'.

## 9. Transcript B/05

### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 18, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'Kinds of Souvenir for the Guests in a Wedding Party'. The hosts wanted to share the opinion of the caller about a kind of souvenir which is given away to the guests in a wedding party as if the caller gets married. By

telephone, the caller gave his opinion about this topic. Lidya was the fifth caller in this episode,

- T<sub>1</sub> H<sub>1</sub> : Hello, good afternoon.
- T<sub>2</sub> C : This is Lidya.
- T<sub>3</sub> H<sub>1</sub> : This is now Lidya. Hello Lidya! So what kind of souvenir?
- T<sub>4</sub> H<sub>2</sub> : You are too straight to the point.
- T<sub>5</sub> C : Souvenir?
- T<sub>6</sub> H<sub>2</sub> : Yes, souvenir. We're talking about souvenir on the wedding. If it is your wedding, what would be the souvenir?
- T<sub>7</sub> C : Yeah, if it is my wedding. And I have not been that soon.
- T<sub>8</sub> H<sub>1</sub> : Oh yeah of course. It won't be that soon.
- T<sub>9</sub> C : If this is really (.) I will give them fortune cookies.
- T<sub>10</sub> H<sub>1</sub> : Fortune cookie. Oh yeah. Okay.
- T<sub>11</sub> H<sub>2</sub> : Fortune cookie.
- T<sub>12</sub> H<sub>1</sub> : You know (.) after you bought it and you will find something in there, right?
- T<sub>13</sub> C : Yeah. I will write like every getting in the whole words for the visitors something said. It will make them happy.
- T<sub>14</sub> H<sub>1</sub> : O, I think it's really great.
- T<sub>15</sub> H<sub>2</sub> : Yeah, it's really great and cheap. Yeah, cheap.
- T<sub>16</sub> C : It's very cheap. I mean you (.) eat the cookie.
- T<sub>17</sub> H<sub>2</sub> : You just need to break it.
- T<sub>18</sub> C : Crack it.
- T<sub>19</sub> H<sub>2</sub> : Crack it.
- T<sub>20</sub> C : A piece of paper (.) how much can it cost? I mean (.) the cookies plus the paper, a sheet of paper, one thousand rupiahs.
- T<sub>21</sub> H<sub>2</sub> : Less than one thousand rupiahs.
- T<sub>22</sub> H<sub>1</sub> : Less than one thousand rupiahs each.
- T<sub>23</sub> H<sub>2</sub> : It depends on what kind of cookie will she give you.
- T<sub>24</sub> H<sub>1</sub> : Yeah.

- T<sub>25</sub> C : I think it's very romantic for wedding party. Everyone will try to be romantic creature.
- T<sub>26</sub> H<sub>1</sub> : Yeah that's great.
- T<sub>27</sub> H<sub>2</sub> : Yeah, creative.
- T<sub>28</sub> H<sub>1</sub> : Yeah, that's great Lidya. Okay. Do you want to request a song?
- T<sub>29</sub> C : Okay. *Hei*, did you watch world idol last night?
- T<sub>30</sub> H<sub>1</sub> and H<sub>2</sub> : Yeah.
- T<sub>31</sub> C : I really like 'Like My Fire' by William
- T<sub>32</sub> H<sub>1</sub> : The doors, right?
- T<sub>33</sub> C : But William sang it. Do you have the version?
- T<sub>34</sub> H<sub>1</sub> : William
- T<sub>35</sub> C : Yeah, William.
- T<sub>36</sub> H<sub>1</sub> : Sorry, we don't have it. It's (.) It's not recorded, right?
- T<sub>37</sub> C : Well. Okay.
- T<sub>38</sub> H<sub>2</sub> : It hasn't been recorded.
- T<sub>39</sub> C : Let me think. (.) Cold Play.
- T<sub>40</sub> H<sub>1</sub> : Cold Play. Which one? Not animal or something.
- T<sub>41</sub> C : Yes, the nearest one. I just can't remember the title.
- T<sub>42</sub> H<sub>1</sub> : Okay.
- T<sub>43</sub> H<sub>2</sub> : Okay.
- T<sub>44</sub> H<sub>1</sub> : I love cold play too.
- T<sub>45</sub> H<sub>2</sub> : Do you want to say *hi*?
- T<sub>46</sub> C : Hi, to my friend (.) happy studying. Well, I guess that's it.
- T<sub>47</sub> H<sub>1</sub> : Okay.
- T<sub>48</sub> H<sub>2</sub> : Is that all?
- T<sub>49</sub> C : Yeah.
- T<sub>50</sub> H<sub>1</sub> : All right. Thank you, Lidya.
- T<sub>51</sub> C : Bye.
- T<sub>52</sub> H<sub>1</sub> : Bye, bye. *Jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occur in T<sub>3</sub>, T<sub>5</sub>, T<sub>6</sub>, T<sub>12</sub>, T<sub>28</sub>, T<sub>29</sub>, T<sub>33</sub>, T<sub>36</sub>, T<sub>40</sub>, T<sub>45</sub>, and T<sub>48</sub>. Because of a telephone conversation, there is no gesture in the conversation.

### (2). Adjacency pairs.

There are some types of adjacency pairs which are found in the conversation. They are summons-acceptance (T<sub>1</sub>-T<sub>2</sub>), question-answer (T<sub>5</sub>-T<sub>6</sub>, T<sub>6</sub>-T<sub>7</sub>, T<sub>12</sub>-T<sub>13</sub>, T<sub>20</sub>-T<sub>21</sub>, T<sub>28</sub>-T<sub>29</sub>, T<sub>29</sub>-T<sub>30</sub>, T<sub>33</sub>-T<sub>34</sub>, T<sub>36</sub>-T<sub>37</sub>, T<sub>40</sub>-T<sub>41</sub>, T<sub>45</sub>-T<sub>46</sub>, T<sub>48</sub>-T<sub>49</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>6</sub>, T<sub>7</sub>, T<sub>13</sub>, T<sub>21</sub>, T<sub>29</sub>, T<sub>30</sub>, T<sub>34</sub>, T<sub>37</sub>, T<sub>41</sub>, T<sub>46</sub>, T<sub>49</sub>. It means that the second parts indicate the answer of the first parts.

### (3). Overall organization

#### a. Opening and closing

Opening section of the conversation above is indicated with the pairs of summons-acceptance (T<sub>1</sub>- T<sub>2</sub>). H<sub>1</sub> spoke first with a plain 'Hello' then she produced greeting 'Good afternoon'. In the T<sub>2</sub>, C produced an acceptance by introducing her name.

T<sub>1</sub> H<sub>1</sub> : Hello, good afternoon.

T<sub>2</sub> C : This is Lidya.

Meanwhile, closing section of the conversation above is indicated with H<sub>1</sub>'s parting. She produced sequence of *'thank you'* as pre-closing item. Then, C produced a sequence of *'bye'* in order to exit the conversation. Finally, H<sub>1</sub> gave a respond to C by uttering *'bye, bye, jreng'* to close the conversation.

#### **b. Topic**

There are four topics which occur in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>2</sub>). Secondly, it is about the main topic of conversation that is a souvenir for the guest in a wedding party (T<sub>3</sub> – T<sub>27</sub>). Thirdly, it is about requesting a song from the caller. It occurs in T<sub>28</sub> up to T<sub>44</sub>. Finally, it is about addressing from the caller which occurs in T<sub>44</sub> to T<sub>52</sub>.

The topic shifts are in the T<sub>3</sub>, T<sub>28</sub>, and T<sub>44</sub>. In the T<sub>3</sub>, there is a topic shift from the first topic to the second topic. Meanwhile, in the T<sub>28</sub>, there is a topic shift from the second topic to the third topic. Finally, in the T<sub>44</sub>, there is a topic shift from the third topic to the fourth topic.

#### **(4). Repair**

There is a self-repair in conversation above. It occurred in T<sub>3</sub> –T<sub>6</sub> as follows:

- T<sub>3</sub> H<sub>1</sub> : This is now Lidya. Hello Lidya! So what kind of souvenir?  
 T<sub>4</sub> H<sub>2</sub> : You are too straight to the point.  
 T<sub>5</sub> C : Souvenir?  
 T<sub>6</sub> H<sub>2</sub> → : Yes, souvenir. We're talking about souvenir on the wedding. If it is your wedding, what would be the souvenir?

This repair occurred when the speaker, H<sub>2</sub>, in the T<sub>3</sub> spoke straight to the point about the topic of the conversation. Then, C in the T<sub>5</sub> signaled the wider utterance. By uttering '*souvenir?*', she asked H<sub>2</sub> to explain his utterance which was said in advance. In the T<sub>6</sub>, C explained his utterance which had the correlation about the main topic of the conversation in that episode.

In this case, the trouble spot of the conversation is that H<sub>2</sub> uttered straight to the point. In the next turn, he achieved the initiation from C. By using the utterance of '*souvenir?*', C signaled the trouble spot. In result, it let H<sub>2</sub> take the third turn to give the correction of his utterance by explaining for further about the souvenir. According to Schegloff et al's theory, it is included in other-initiation. Moreover, speaker (H<sub>2</sub>) carried out the repair of the conversation above. According to Schegloff et al's theory, it is included in other-initiation self-repair. In Schegloff et al views about preference organization, this kind of repair is included in preference 3 in opportunity 3. In this case, C made the initiation and H<sub>2</sub> corrected his straight utterance by giving for further information about the souvenir which said in T<sub>3</sub>.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, the repair in T<sub>6</sub> is included in appropriateness repair. H<sub>2</sub> gave for further information about the souvenir which was said straight to the point in T<sub>3</sub>.

This kind of repair is included in what Tarone referred to as communication strategies that is *word coinage*. In the T<sub>3</sub> up to T<sub>6</sub>, C did not understand what H<sub>2</sub> said about the souvenir by using '*souvenir*' so that it made H<sub>2</sub>

attempt to fill out a gap in knowledge of target language item by giving for further information about the souvenir.

## 10. Transcript C/02

### a. Data description

Context: This program was broadcast live by Radio PTPN Surakarta in April 25, 2004. The hosts of this program gave a topic for this episode. The topic of this episode was about 'If you are elected as a president, what will you do to overcome the heat in your country?' The hosts wanted to share the opinion of the caller about programs of the caller to overcome the hot weather in the country as if he or she is voted as president in general election. By telephone, the caller gave his opinion about this topic. Yasinta is the second caller in this episode,

- |                 |                |                                  |
|-----------------|----------------|----------------------------------|
| T <sub>1</sub>  | H <sub>1</sub> | : Hello.                         |
| T <sub>2</sub>  | C              | : Hello.                         |
| T <sub>3</sub>  | H <sub>2</sub> | : Good afternoon.                |
| T <sub>4</sub>  | H <sub>1</sub> | : Yes, you're on the air.        |
| T <sub>5</sub>  | H <sub>2</sub> | : and you are?                   |
| T <sub>6</sub>  | C              | : I'm Yasinta.                   |
| T <sub>7</sub>  | H <sub>1</sub> | : Oh, <i>hi</i> Yasinta!         |
| T <sub>8</sub>  | H <sub>2</sub> | : How are you?                   |
| T <sub>9</sub>  | C              | : I feel really tired today.     |
| T <sub>10</sub> | H <sub>2</sub> | : /əʊm/ tired.                   |
| T <sub>11</sub> | H <sub>1</sub> | : What happen?                   |
| T <sub>12</sub> | C              | : I'm just (.) going home today. |

- T<sub>13</sub> H<sub>2</sub> : From?
- T<sub>14</sub> H<sub>1</sub> : from UNDIP of course?
- T<sub>15</sub> C : Having vacation with my mother.
- T<sub>16</sub> H<sub>2</sub> : /əm/
- T<sub>17</sub> C : Anyway, what's the topic today?
- T<sub>18</sub> H<sub>1</sub> : If you are a president, //
- T<sub>19</sub> C : yes.
- T<sub>20</sub> H<sub>1</sub> : What will you do to overcome the heat? (.) This is really hot, right?
- T<sub>21</sub> C : to overcome what?
- T<sub>22</sub> H<sub>1</sub> : The heat.(.) you know, today is really hot , right?
- T<sub>23</sub> H<sub>2</sub> : The weather. The weather is really hot.
- T<sub>24</sub> H<sub>1</sub> : *ya*, the weather. (*laughing*)
- T<sub>25</sub> C : /ɑ:/ I will give a national day to have air conditioner.
- T<sub>26</sub> H<sub>2</sub> : National day for air conditioner. What do you mean?
- T<sub>27</sub> C : Every person in the country has air conditioner at home.
- T<sub>28</sub> H<sub>2</sub> : *Ha?*
- T<sub>29</sub> C : This is Okay?
- T<sub>30</sub> H<sub>2</sub> : will you give away air condition to your people?
- T<sub>31</sub> C : Excuse me.
- T<sub>32</sub> H<sub>1</sub> : Will you give away just for free air condition to the people?
- T<sub>33</sub> C : /ɑ:/ I will give them freely if I'll be a president. (.) a big president.
- T<sub>34</sub> H<sub>1</sub> : A big president?
- T<sub>35</sub> C : If I choose a president, I will ask to everyone in the country to have air conditioner. Because it is hot today.
- T<sub>36</sub> H<sub>1</sub> : /əm/ I see. Okay.
- T<sub>37</sub> C : But I think it's impossible to make it real.
- T<sub>38</sub> H<sub>1</sub> : Oh, anything is possible in the wonderland //
- T<sub>39</sub> H<sub>2</sub> : Impossible is temporary. Impossible is nothing, right? (*laughing*)

- T<sub>40</sub> C : I realize that some of them are rich but some of them are poor persons. So, I would buy air condition for them.
- T<sub>41</sub> H<sub>2</sub> : *Aha*.
- T<sub>42</sub> C : and I think that is my opinion.
- T<sub>43</sub> H<sub>1</sub> : Is that all?
- T<sub>44</sub> C : Yeah.
- T<sub>45</sub> H<sub>1</sub> : Okay. Yasinta. Thank you.
- T<sub>46</sub> C : Thank you. Bye, bye.
- T<sub>47</sub> H<sub>1</sub> : Bye, bye. *Jreng!*

## b. Data Analysis

### (1). Turn Taking.

Turn taking of the conversation is distributed equally by the participants C, H<sub>1</sub>, and H<sub>2</sub>. The dominant turn signal is interrogatives which occurred in T<sub>5</sub>, T<sub>8</sub>, T<sub>11</sub>, T<sub>13</sub>, T<sub>14</sub>, T<sub>17</sub>, T<sub>20</sub>, T<sub>21</sub>, T<sub>26</sub>, T<sub>30</sub>, T<sub>32</sub>, and T<sub>43</sub>. Because of a telephone conversation, there is no gesture in the conversation.

There are two overlaps which occurred in this conversation. Firstly, it occurs in T<sub>19</sub>. C said an utterance before H<sub>1</sub> finished her sentence. It is natural. When H<sub>1</sub> would give the topic of English Program in that episode, C spoke by uttering 'yes'. In the T<sub>20</sub>, H<sub>1</sub> continued to explain for further information about the main topic.

- T<sub>18</sub> H<sub>1</sub> : If you are a president, //
- T<sub>19</sub> C : yes.
- T<sub>20</sub> H<sub>1</sub> : What will you do to overcome the heat? (.) this is really hot, right?

The second overlap occurs in T<sub>39</sub>. H<sub>2</sub> said something before H<sub>1</sub> finished her utterance. When H<sub>1</sub> would say something about suggestion to C, H<sub>2</sub> spoke to add a suggestion to C too.

## (2). Adjacency pairs.

There are some types of adjacency pairs which are found in the conversation. They are summons-acceptance (T<sub>1</sub>-T<sub>2</sub>), question-answer (T<sub>5</sub>-T<sub>6</sub>, T<sub>8</sub>-T<sub>9</sub>, T<sub>11</sub>-T<sub>12</sub>, T<sub>13</sub> /T<sub>14</sub>-T<sub>15</sub>, T<sub>17</sub>-T<sub>18</sub>, T<sub>20</sub>-T<sub>21</sub>, T<sub>21</sub>-T<sub>22</sub>, T<sub>26</sub>-T<sub>27</sub>, T<sub>30</sub>-T<sub>31</sub>, T<sub>32</sub>-T<sub>33</sub>, T<sub>43</sub>-T<sub>44</sub>). The first part of the pairs is mostly conveyed by the Host, either H<sub>1</sub> or H<sub>2</sub>.

Meanwhile, the second part of the pairs are ended with preferred second parts such as T<sub>2</sub>, T<sub>6</sub>, T<sub>9</sub>, T<sub>12</sub>, T<sub>15</sub>, T<sub>18</sub>, T<sub>27</sub>, T<sub>31</sub>, T<sub>33</sub>, T<sub>44</sub>. It means that the second parts indicate the answers of the first parts.

## (3). Overall organization

### a. Opening and closing

Opening section of the conversation above is indicated with the pairs of summons-acceptance (T<sub>1</sub>- T<sub>2</sub>). H<sub>1</sub> spoke first with a plain '*Hello*'. C, then, produced an acceptance by uttering a plain '*Hello*'. In the T<sub>3</sub>, H<sub>2</sub> produced a greeting but C did not response it. In the T<sub>4</sub>, H<sub>1</sub> gave the information that she was on the air.

Moreover, in the T<sub>5</sub>, H<sub>2</sub> asked the C's name. In the next turn, C gave a respond by mentioning her name.

T<sub>1</sub> H<sub>1</sub> : Hello.  
T<sub>2</sub> C : Hello.

- T<sub>3</sub> H<sub>2</sub> : Good afternoon.  
 T<sub>4</sub> H<sub>1</sub> : Yes, you're on the air.  
 T<sub>5</sub> H<sub>2</sub> : and you are?  
 T<sub>6</sub> C : I'm Yasinta.

Meanwhile, closing section of the conversation above is indicated with H<sub>1</sub>'s parting. She produced sequence of '*thank you*' as pre-closing item. Then, C also produced a sequence of '*thank you*' and '*bye, bye*'. Finally, in the T<sub>47</sub>, H<sub>1</sub> gave a respond to C by uttering '*bye, bye, jreng*' to close the conversation.

#### **b. Topic**

There are two topics which occurred in the conversation among the participants. Firstly, it is introduction of C (T<sub>1</sub> – T<sub>16</sub>). Secondly, it is about the main topic of conversation that is a C's program in choosing as a president in order to overcome the hot weather. The topic shift of conversation above is in the T<sub>17</sub>.

#### **(4). Repair**

There are two kinds of repairs in conversation above. They occurred in T<sub>20</sub> –T<sub>24</sub>, as follows:

- T<sub>20</sub> H<sub>1</sub> : What will you do to overcome the heat? (.) This is really hot, right?  
 T<sub>21</sub> C : to overcome what?  
 T<sub>22</sub> H<sub>1</sub> → : The heat.(.) you know, today is really hot , right?  
 T<sub>23</sub> H<sub>2</sub> : The weather. The weather is really hot.  
 T<sub>24</sub> H<sub>1</sub> : ya, the weather. (*laughing*)

The first repair occurred in T<sub>22</sub> when C did not catch the word '*heat*'. Then, C in the T<sub>21</sub> signaled the unclear word. By uttering '*To overcome what?*', she asked to

the speaker, H<sub>1</sub>, to repeat his utterance which was said in advance. In the T<sub>22</sub>, H<sub>1</sub> repeated her utterance. The second repair occurred right after H<sub>1</sub> made a repair. It happened in T<sub>23</sub>. In T<sub>22</sub>, H<sub>2</sub> signaled the word which was less felicitous in the speech situation. Then, in T<sub>23</sub>, H<sub>2</sub> made a repair to the H<sub>1</sub>'s utterance about the word '*heat*'. By providing the utterance '*The weather. The weather is really hot*', he repaired H<sub>1</sub>'s utterance in order to make the C understand about the topic of the conversation in that episode.

In these cases, the trouble spot of the conversation of the first repair is that H<sub>1</sub> uttered unclearly and indefinitely. In the next turn, she achieved the initiation from C. By using the utterance of '*to overcome what?*', C signaled the trouble spot. In the T<sub>22</sub>, H<sub>1</sub> made the repair by repeating her utterance. Meanwhile, the trouble spot of the conversation of the second repair is that H<sub>2</sub> realized that H<sub>1</sub> said less felicitous in speech situation. In result, H<sub>2</sub> repaired H<sub>1</sub>'s utterance by providing the words '*The weather. The weather is really hot*'.

According to Schegloff et al's theory, the first repair is included in other-initiation. Moreover, the first repair of the conversation above is carried out by speaker (H<sub>1</sub>). According to Schegloff et al's theory, it is included in other-initiation self-repair. Meanwhile, the second repair of conversation above is included in other-initiation. The second repair is carried out by the hearer. In accordance with Schegloff et al's theory, the second repair is included in other-initiation other-repair.

In Schegloff et al's view about preference organization, the first repair is included in preference 3 in opportunity 3. In this case, C made the initiation and

H<sub>1</sub> corrected her unclear utterance by repeating her utterance about the heat. Meanwhile, the second repair is included in preference 4 in opportunity 3. In this case, H<sub>2</sub> both made the initiation and corrected her lacking of the word.

Meanwhile, according to Levelt's theory about the kind of repair based on the trouble spot, both of the repairs are included in appropriateness repair. Firstly, H<sub>1</sub> repeated her utterance about the heat which was unclearly said in advance. Secondly, H<sub>2</sub> repaired the H<sub>1</sub>'s utterance which was less felicitous in speech situation.

The both of the repairs of conversation above are included in what Tarone referred to as communication strategies that is *word coinage*. In the T<sub>20</sub> up to T<sub>23</sub>, C did not understand what H<sub>1</sub> said about the heat by using '*to overcome what*' so that it let H<sub>1</sub> repeat her utterance in order to fill out a gap in knowledge of target language. Meanwhile, in the T<sub>22</sub> up to T<sub>24</sub>, H<sub>2</sub> realized that C would not understand again about H<sub>1</sub>'s uttering. In result, it made H<sub>2</sub> attempt to fill out a gap in knowledge of target language item by providing '*the weather*'.

### **C. Discussion**

This part is the sub chapter of Analysis. In this sub chapter, the researcher discusses the result of the data analysis. We describe some ideas which are obtained through the analysis of the data. However, in order to make the discussion arrange well, we prefer to use the statement of the problem as a guide.

#### **1. Types of repair in the conversations.**

##### **a. Based on participant who initiates repair and carries repair out.**

After describing and analysing the data, the researcher finds two types of repair in the ten texts of conversation. They are self-repair and other-repair which are arranged in preference ranking. The first rank is Preference 1 for self-initiated self-repair in the opportunity 1 (own turn), the second rank is Preference 2 for self-initiated self-repair in opportunity 2 (transition space), the third rank is Preference 3 for other-initiation, by NTRI in opportunity 3 (next turn), of self-repair (in the turn after that), and the fourth rank is Preference 4 for other-initiated other-repair in opportunity 3 (next turn). However, all of the conversations do not employ the four preferences together. A conversation may employ one, two, or three preferences as listed below:

Transcript/ Data	Preference 1	Preference 2	Preference 3	Preference 4
1	-	-	-	2
2	-	-	-	1
3	-	1	-	2
4	-	-	-	1
5	-	1	-	2
6	-	-	-	2
7	-	-	1	-
8	2	-	-	-
9	-	-	1	-
10	-	-	1	1

From the data, it is found that the repairs are mostly included in preference 4 for other-initiated other-repair in opportunity 3 (next turn). There are 11 (61%) of repairs. These eleven repairs have the same categories but they have different ways in occurrence. The differences of occurrence are in signalling and repairing the trouble spot. In accordance with turn taking system, the signalling and repairing occur when the hearer in the next turn takes overlap to the speaker in the prior turn as in data 1, 2, 5. Meanwhile, the signalling and repair by the hearer occur as the respond to the trouble spot in the prior turn. In this preference, the hearer both signals and repairs immediately the trouble spot of conversation.

Meanwhile, there are 2 (11%) repairs that are included in preference 1 for self-initiated self-repair in opportunity 1. These repairs employ the editing term such as '*I mean*' in data 8 to signal the repair. After signalling, the speaker immediately repairs or corrects his/ her own trouble spot in the conversations.

The repair that is included in preference 2 for self-initiated self-repair in opportunity 2 (transition space) is only 2 (11%) that occurs in data 3. These repairs employ the editing term '*I mean*' in data 3 and '*we mean*' in data 5 to signal the repair. In this repair, the speaker both signals and repairs his/ her own trouble spot in the conversation.

Finally, there are 3 (17%) repairs that are included in preference 3 for other-initiation, by NTRI in opportunity 3 (next turn), of self-repair (in the turn after that). All of the repairs in the preference 3 in opportunity 3 use a questioning intonation to signal the repair. The questioning intonations which are employed by

the hearer (other participant) signal that the hearer needs repair or clearness of the current speaker's utterance.

**b. Based on kind of trouble spot which is being repaired.**

In accordance with the kind of trouble spot which is being repaired, the researcher finds that in the ten data, there are two kinds of repair, error repair and appropriateness repair. Error repair (or E-repair for short) is concerned with the correction of errors such as lexical, phonological, morphological, or syntactic in nature. Meanwhile, appropriateness repair (A-repair for short) occurs in the conversation since participants use inappropriate utterances. It replaces an item, which is less felicitous in the speech situation in which it occurs by a more appropriate one. It is not the result of a real error but it is the result of a communicative inefficiency. The occurrences of these repairs in the data are listed as follows:

Transcript/ Data	E-Repair	A-Repair
1	2	-
2	-	1
3	1	2
4	-	1
5	-	2
6	-	2
7	-	1
8	-	2
9	-	1
10	-	2

From the data, the E-repair is less frequent in the conversation. There are 3 (18%) E-repairs. The E-repairs which occur in the ten texts of conversation are caused by morphological error and mishearing. The E-repair which is caused by

morphological error is found in the data 1. Meanwhile, the E-repair which is caused by mishearing is found in the data 1 and 2.

On the other hand, the A-repair mostly occurs in the ten texts of conversation. There are 14 (82%)A-repairs. The A-repairs are employed because the speaker lacks of the words or even the utterances which are felicitous in speech situation. There are two types of employing the A-repair in the ten texts of conversations. Firstly, the speaker blanks the words which he/ she means out. It usually occurs when the hearer overlaps the speaker in the next turn. As a consequence, the hearer proposes the words or utterances which the speaker deals with. It occurs in the data 1, 2, and 5. Secondly, the speaker utters an utterance which is unclear or complicated words so that it makes the hearer, participants of the conversations or listener of English Program, confused. In this case, the repair can be employed by the hearer or even the speaker. The speaker or the hearer may repair the trouble spot of conversation by using the other expression in data 3, 4, 5, 6, 8, 9; correcting the utterances in data 6 and 10; and repeating the utterances at the prior turn as in data 7 and 10.

**c. Based on the point in time at which repair occurs.**

This classification usually occurs in the self-repair. In the ten texts of conversation, there are two kinds of repair. The first repair is immediate repair. It is the repair, which is carried right after the repairable item. It occurs in data 8.

Meanwhile the second one is delayed repair. It refers to repair, which is carried out at the end of the utterance containing the repairable item. It happens in

data 3 and 5. The occurrences of the immediate repair and delayed repair are listed as follows:

Type	Transcript/ Data
Immediate Repair	8
Delayed Repair	3, 5

## 2. The applying some repairs as communication strategies in conversation.

In the ten texts of conversations, there are some repairs which apply Tarone's view about communication strategies. These are self-initiated repairs and requests for assistance which occur when the speaker tries to express concepts for which target language is lacking. They are word coinage, approximation, circumlocution, and borrowing.

Firstly, a word which may be made up in attempt to fill out a gap in knowledge of a target language item is called word coinage. It occurs mostly in the ten texts of conversation as in data 1, 2, 3, 5, 6, 7, 9, and 10. In data 1, there is a case of word coinage. It occurs when the H<sub>1</sub> mishears the word *slave*. In the next turn, it lets C attempt to fill out a gap in knowledge of target language item by repeating his utterance. In data 2, it occurs when H<sub>2</sub> lacks of the word '*idea*'. In the next turn, it lets H<sub>1</sub> attempt to fill out a gap in knowledge of target language item. In data 5, it happens when the H<sub>2</sub> lacks of the word '*provider*'. In data 6, it occurs when the C speaks less specific. It lets H<sub>2</sub> provide the understandable utterance by uttering '*So, they have to wear the pin in the wedding*'. In data 7, it occurs when H<sub>1</sub> does not understand what C says about. In data 9, it occurs when

C does not understand about the souvenir which is said by H<sub>2</sub>. In data 10, the first *word coinage* occurs when C does not understand what H<sub>1</sub> said. The second one occurs when H<sub>2</sub> realizes that C still does not understand what H<sub>1</sub> said.

Secondly, approximation is that the speaker may choose the approximate word such as a synonym because he lacks of a word in target language. In data 3, H<sub>2</sub> repeats his question by choosing the approximate utterance in order to make C understand. In data 4, H<sub>2</sub> realizes that C does not understand about H<sub>1</sub>'s utterance so that he speaks more specific utterance by saying '*The girl has the initiative, not the guy. What do you think?*'. In data 5, it occurs when H<sub>2</sub> chooses '*the provider*' in his utterance '*They think that the provider will provide?*' to repair the word '*people*' in the H<sub>1</sub>' utterance '*Do you think that people will provide the thousands voucher?*'. In data 8, C chooses the words '*it talks about love*' to deal with her utterance '*Describe about (.) life during wedding*' which is said in advance.

Thirdly, a paraphrase or description of a word is called as circumlocution when a word which may be used is unknown. In data 3, C lacks of the words '*match maker*' so that she uses paraphrase '*I ask my friend to ask a date*'. In the next turn, H<sub>2</sub> repairs the C's item. In data 8, C lacks of the word '*proverb*' so that she uses paraphrase of the word '*saying*'.

Finally, borrowing is a word from the mother tongue which may be used when the target language word can not be remembered. In data 1, C lacks of the word '*character*' so that he uses a word from his mother tongue by uttering '*the characteris*'. In data 6, C lacks of the word '*invitation*' so that he uses the word '*undangan*'.

### 3. The reasons of the participants in doing repair.

The trouble spot of the conversation has a correlation with the reason of the participants in doing the repairs. In the process of repair, the participants do the repair because there is a trouble spot of conversation. Levinson (1983) puts a three-turn sequence of doing repair which considers the turn-taking system as follows:

T<sub>1</sub> : -----(1)------(2) [T<sub>1</sub> includes repairable item/ trouble spot of conversation]

T<sub>2</sub> :       (3)       [T<sub>2</sub> is the “next turn”]

T<sub>3</sub> :       (4)       [T<sub>3</sub> is the “third turn”].

From a diagrammatic form above, the trouble spot of the conversation is located in the first turn. Considering the diagrammatic form above, we find the reasons of the participants in doing repair by considering to the trouble spot of the conversation.

In the ten texts of the conversations, we find some trouble spots of conversation, such as the speaker runs with morphological error in the conversation; the speaker mishears the utterance in the turn before; the speaker blanks the words out; and the speaker speaks unclearly or indefinitely. The reasons of the repair occur in the data as listed follows:

The reason of repair	Data
1. The speaker runs with morphological error in the conversation.	1
2. The speaker mishears the utterance in the turn before.	1,3
3. The speaker blanks the words out.	2,5
4. The speaker speaks unclearly or indefinitely.	3,4,5,6,7,8,9,10

From the data, the first reason that the speaker runs with morphological error in the conversation can be found in the process of repair of data 1. In this case, the speaker (C) speaks in the error utterance naturally. He utters '*the characteris*' to deal with the word '*character*'.

The second reason that the speaker mishears the utterance in the turn before is in the process of repair of data 1 and 3. In data 1, H<sub>1</sub>, as the speaker, mishears the word '*slave*' which is said by C with the word '*sleep*'. In data 3, the speaker (H<sub>1</sub>) mishears the word '*accent [æksent]*' which is said by C with the word '*correction*' and the word '*action [æk]n*'.

The third reason that the speaker blanks the word out is in the process of repair of data 2 and 5. In this third reason, it is usually indicated by the overlap which occurs in the process of repair. The hearer speaks before the speaker finishes his/ her utterance. In data 2, the speaker (H<sub>2</sub>) lacks of the word '*idea*'. In the data 5, the speaker (H<sub>2</sub>) lacks of the word '*providers*'.

Finally, the fourth reason that the speaker speaks unclearly or indefinitely is the most frequent in the ten texts of conversations. It occurs in data 3,4,5,6,7,8,9, and 10. In data 3, there are two repairs which have the same reason. In the first repair, by uttering '*Do you think it will be process for you?*' the speaker (H<sub>2</sub>) realizes that his utterance will make the other participant confused. In the second repair, the C's utterance '*I will ask my friend to ask (.) a date*' is less felicitous. In the data 4, the speaker (H<sub>1</sub>) speaks less specific. It makes the hearer (C) use intonation of question in order to make her understand. In data 5, the H<sub>1</sub>'s word '*people*' in the utterance '*...people will provide the thousand vouchers?*' is

less felicitous in the speech situation. In data 6, there are two repairs which have the same reason. In the first repair, the speaker (C) lacks of the word *'invitation'*. He uses the mother tongue language item *'undangan'* to deal with invitation. In the second repair, the C's utterance *'invitation to get pin'* is less specific. In data 7, C speaks about *'Build my spirit'* unclearly. In data 8, there are two repairs which have the same reason. In the first repair, C's word *'saying'* in the utterance *'...and the book will contain many point of love then saying...'* is less felicitous in speech situation. In the second repair, C's utterance *'life during wedding'* is complicated. In data 9, the speaker (H<sub>1</sub>) is straight to the point in asking question. She does not explain about the context of souvenir in advance. In data 10, there are two repairs which have the same reason. In the first repair, H<sub>1</sub>'s utterance of *'What will you do to overcome the heat? (.) This is really hot, right?'* is unclearly. Meanwhile, in the second repair, H<sub>1</sub>'s word about *'the heat'* in the utterance *'The heat(.) you know, today is really hot, right?'* is less felicitous in speech situation.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

The conclusion and recommendation of the research are as follows:

#### A. Conclusion

From the result of data analysis in Chapter IV, the researcher concludes the result of this research as follows:

1. The repairs among the hosts and the callers occur in several classifications.

The first classification is based on the participant who initiates the repair and carries it out. From this classification, there are two kinds of repairs in the conversation data. They are self-repair and other-repair. These repairs are classified into preference rankings. They are Preference 1 for self-initiated self-repair in opportunity 1 (own turn); Preference 2 for self-initiated self-repair in opportunity 2 (transition space); Preference 3 for other-initiation, by NTRI in opportunity 3 (next turn), of self-repair (in the turn after that); and Preference 4 for other-initiated other-repair in opportunity 3 (next turn). In the occurrence of the preferences, the preference 4 mostly occurs in ten texts of the conversations. It is about 61 %. Besides, the preference 3 is about 17 %. Finally, the preference 1 and the preference 2 have the same percentage which is about 11 %. In the preference 1, the repairs employ the editing term such as '*I mean*' as the signalling the repair. In preference 2, the repairs also employ the editing term such '*I mean*' and '*we mean*' as signalling the repair. In preference 3, the hearers use the questioning intonation to signal the repair. Finally, in preference 4, there are two different occurrences of signalling and repairing. Firstly, the signalling and the repairing occur when the hearer in the next turn takes overlap to the speaker in the prior turn. Secondly, the signalling and repairing occur when the hearer responds to the troubles

spot which is conveyed by speaker in the prior turn. The second classification is repair which is based on the kind of trouble spot which is being repaired. Considering the second classification, there are two kinds of repair. They are error repair (E-repair) and appropriateness repair (A-repair). From the ten texts of conversation, there are 18 % E-repair and 82 % A-repair. In E-repair, the repairs which occur are caused by morphological error and mishearing. Meanwhile, in A-repair, the repairs occur when the speaker blanks the word which he/ she means out and the speaker utters a repairable item which is unclear and complicated. The third classification is repair which is based on the point in time at which repair occurs. From the last classification, there are two kinds of repair. They are immediate repair and delayed repair. These types usually occur in the self-repair. Moreover, the speaker who lacks of the concepts for the target language employs self-initiated repairs to repair and request for assistance as the communication strategies. The communication strategies which are applied in the conversations are word coinage, approximation, circumlocution, and borrowing.

2. In the process of repair, there are some reasons why the speaker in self-repair and the hearer in other-repair make the repairs. The first reason is that the speaker runs with morphological error in the conversation. The second one is that the speaker has a trouble in hearing the utterance in the turn before. The third one is that the speaker blanks the words out. Finally, the fourth one is that the speaker speaks unclearly or indefinitely.

## B. Recommendations

Based on the result of the research, the researcher suggests to:

### 1. English Department Students

The researcher suggest to learn and master Conversational Structure especially Conversational Repair in the kinds of repair based on the interactional types of repair, interactional characteristic, and temporal aspects repair; the employing of communication strategies; and the reason of the doing repair.

### 2. Other researcher

It is important for other researchers to investigate the conversational repair in other kinds of interactive English Program which are broadcast by other radio stations in Surakarta. They are recommended to hold some further researches concerning conversational repair and its reason in interactive program, especially interactive program which is broadcast in English by several radio stations in Surakarta.

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# APENDICES



## THE TRANSCRIPTS OF CONVERSATION OF ENGLISH PROGRAM

Host 1: female host ( Fussy )

Host 2: male host ( Rio ).

In April 11, 2004

Topic I: A girl has initiative for date in the first time.

### I. First Caller ( Canapus )

- |    |         |  |
|----|---------|--|
| 1  | Host 1  | : Hallo... hallo...                            |
| 2  | Canapus | : Hallo.                                       |
| 3  | Host 1  | : Yes, you're on the air.                      |
| 4  | Canapus | : Good afternoon.                              |
| 5  | Host 1  | : Good afternoon.                              |
| 6  | Host 2  | : Good afternoon.                              |
| 7  | Host 1  | : I think I know who this is.                  |
| 8  | Canapus | : Yes.   |
| 9  | Host 1  | : OK. What's your name, sir?                   |
| 10 | Canapus | : Canapus, sir.                                |
| 11 | Host 1  | : Who?   |
| 12 | Canapus | : Canapus.                                     |
| 13 | Host 1  | : Oh, Canapus, yes.                            |
| 14 | Host 2  | : Canapus,canapus.                             |
| 15 | Host 1  | : Hallo, Opus.                                 |
| 16 | Canapus | : Thank you for your greeting.                 |
| 17 | Host 1  | : <i>Iya</i> , anytime, anytime.               |
| 18 | Host 2  | : Greeting.                                    |
| 19 | Host 1  | : Greetings.                                   |
| 20 | Host 2  | : Ok, Canapus. Do you have any //              |
| 21 | Host 1  | : Wait! Let him talk. What? (.)<br>Yes, hallo. |
| 22 | Host 2  | : Are you there?                               |

- 23 Canapus : Hallo.
- 24 Host 1 : Yes. Are you that? Do you want to speak something?
- 25 Canapus : *Ya*. I want to speak something.
- 26 Host 1 : Yes, please go ahead. Speak!
- 27 Canapus : I would like to come for your greeting especially for my birthday greeting.
- 28 Host 2 : Oh, this is the look well.
- 29 Host 1 : Oh, it's Canapus.
- 30 Canapus : Yeah.
- 31 Host 2 : OK. Do you have any comment of today's topic, Canapus?
- 32 Canapus : What's topic? (*with smooth voice*)
- 33 Host 1 : Excuse me.
- 34 Canapus : What is your topic?
- 35 Host 1 : The topic is about /ə/ If a girl asked /ə/ guide to go out for date. Is it OK?
- 36 Canapus : Ok.
- 37 Host 1 : Oh, so, it's OK if a girl that you like asks for date for the first time?
- 38 Canapus : Oh *ya*, OK.
- 39 Host 1 : /ə:m/ OK. Don't you think that there are little bit like //
- 40 Host 2 : /əm/ aggressive for something?
- 41 Host 1 : aggressive, that's it.
- 42 Canapus : Pardon me.
- 43 Host 1 : Don't you think that a girl like that would be considered as an aggressive kind of girl!
- 44 Canapus : Depend on.
- 45 Host 1 : Depend.
- 46 Host 2 : It's the magic word.
- 47 Host 1 : Depend on what?
- 48 Canapus : The characteris.

- 49 Host 1 : The character.
- 50 Host 2 : So. If a girl ask you for a date, Will you run away? Or will you reject the date? Or will you consider it?
- 51 Canapus : I want this chance for looking for another girl.
- 52 Host 2 : Actually, you don't really agree.
- 53 Host 1 : You say agree but you actually disagree.
- 54 Host 1 : OK. Do you want to request a song?
- 55 Canapus : Yeah.
- 56 Host 2 : What would be the song?
- 57 Canapus : (.) Britney.
- 58 Host 1 : Ha! (.) Britney?
- 59 Canapus : Yeah.
- 60 Host 1 : Which one?  
(0.3 second)
- 61 Host 1 : Hallo, which one?
- 62 Canapus : I'm slave.
- 63 Host 1 : Which one?
- 64 Canapus : I'm slave
- 65 Host 1 : /ai/ /ai/ I'm sleep?
- 66 Canapus : Slave.
- 67 Host 2 : Slave.
- 68 Host 1 : Oh, I'm slave for you.
- 69 Host 2 : I'm slave for you.
- 70 Host 1 : OK. All right. We gain to play it.
- 71 Canapus : OK. *Dada!*
- 72 Host 1 : Thank you very much.
- 73 Host 2 : OK, Canapus. Thank you, bye.
- 74 Canapus : Bye.
- 75 Host 1 : Bye, *jreng!*

## II. Second Caller ( Bryan).

- 1 Host 1 : Hallo.(.) Yes, you're on the air.
- 2 Bryan : Yeah, hallo.
- 3 Host 1 : I think this is Bryan.
- 4 Bryan : Yeah.
- 5 Host 2 : OK, Bryan. Do you have any (.) //
- 6 Host 1 : Idea?
- 7 Host 2 : Yeah, any comment about our topic today?
- 8 Bryan : actually, I want to wish to my friend's boarding house.
- 9 Host 1 : So, can we tell again about the topic?
- 10 Bryan : If you don't mind.
- 11 Host 1 : Ok. Of course, we don't. It's about a girl asking guide for date.
- 12 Host 2 : For the first date.
- 13 Bryan : Interesting and I agree.
- 14 Host 1 : You agree?
- 15 Bryan : The era when woman has to show their ability.
- 16 Host 1 : Their ability? Ability to what?
- 17 Bryan : It's time for women to show up.
- 18 Host 1 : Yeah, to show up, to show up.
- 19 Host 2 : Oh. To show up.
- So, if you don't know this girl or you never met before and then she came to you and asking for a date for that night. Will you accept her?
- 20 Bryan : It doesn't mean I agree what she does.
- 21 Host 2 : Aha..
- 22 Bryan : I can understand what she does.
- 23 Host 1 : Oh, you can understand.
- 24 Host 2 : So, it is empathy.
- 25 Bryan : She asks a date. It does not mean that I can not deny her, all right?  
So, women should have understood the consequences. While she asks for dating, she will reject it.
- 26 Host 1 : /əɪm/. Those are the consequences, ya.

- 27 Host 2 : /əm/ One side, she has to do with the consequences. The other side, the guys should open their mind that it is possible for a girl to ask first date.  
OK Bryan. Do you want to say *Hi* to your friend?
- 28 Bryan : I want to say to 'Pineapple'. Please, give me an idea for my service. Should I take on help you or others?
- 29 Host 1 : that's it?
- 30 Bryan : Yeah. Thank you. Bye.
- 31 Host 1 : OK. You're welcome. Bye. *Jreng!*

### III. Third caller ( Lidya)

- 1 Host 1 : Hallo. Good afternoon.
- 2 Host 2 : Good afternoon.
- 3 Lidya : Good afternoon. This is Lidya.
- 4 Host 2 : Oh, we've got a lady.
- 5 Host 1 : Lidya! What do you think if the girl has initiative to go out for date?
- 6 Host 2 : To ask for date?
- 7 Host 1 : Yeah, to ask for date.
- 8 Lidya : Well. I disagree but I can't forbid girl to do that. (.) I mean good for feminist on the whole theory that woman can fight against the man.
- 9 Host 1 : /əm/ /əm/
- 10 Lidya : But well, I just (.) I won't do it.
- 11 Host 1 : /əm/ /əm/
- 12 Host 2 : Do you think it will be a process for you? (.) I mean (.) Do you think may be right now you disagree? But maybe someday you will agree?
- 13 Lidya : Could be.
- 14 Host 2 : Oh, it could be.
- 15 Host 1 : /əm/ yeah.(.) OK.OK. Suppose. Suppose. You ask (.) you have the initiative?
- 16 Lidya : Well, if I have the initiative, the boy must de done. (*Laughing*)

(Host 1 and Host 2 were Laughing).

17 Host 1 : OK.OK. Well. What do you think about the girl ask (.) well ask for (.) you know, a date for the first sign?

18 Lidya : Well. I mean she's desperate in love.

19 Host 2 : Oh. Desperately in love.

20 Lidya : Love can make people do Crazy, right?

21 Host 1 : You know //

22 Lidya : Is there any fasting at love?

23 Host 1 : Oh. This girl is so pessimistic.

24 Host 2 : Pessimistic.

25 Host 1 : You know for me, it seems to me that /ə/ /ə/for you a girl will be really (.) really desperate if they (.) you know, if they make the first move.

26 Lidya : Yeah. But I think this kind of time to time (.) this girl is your kind of type, Fussy.

27 Host 1 : *Oh ya?* I am (.) actually, I am not desperate.

28 Host 2 : Aha..

29 Host 1 : I'm not desperate (.) Why not? Why should we wait?

30 Lidya : Yeah.

31 Host 1 : Yeah, I hate waiting.

(Lidya and Host 2 were Laughing)

32 Host 1 : What?

33 Lidya : I wish I could.

34 Host 2 : Ha.. ha.. I wish she could.

35 Host 1 : /əm/ /əm/

36 Host 2 : So what (.) what if you're like a guy and the guy is a kind of shy guy?

37 Host 1 : Shy guy, (.) Timid.

38 Host 2 : Yeah, timid guy., who never has initiative to ask for you a date? Will you wait until you are old?

39 Host 1 : (*Laughing*).

40 Lidya : I mean I will ask my friend to ask (.) a date.

- 41 Host 2 : Oh. You ask the third party.
- 42 Host 1 : /əm/ /əm/ OK.
- 43 Host 2 : Yeah. You ask for a match maker.
- 44 Lidya : Aha.
- 45 Host 1+ Host 2: /əm/ /əm/
- 46 Host 1 : All right.
- 47 Host 2 : That's quite. It will be a service, yeah?
- 48 Host 1 : alternative of being an aggressive girl?
- 49 Lidya : yeah.
- 50 Host 1 : Actually, it's quite the same, right?
- 51 Lidya : Yeah.
- 52 Host 1 : All right. So, do you say that you will not like that kind of guy?  
(Lidya was Laughing).
- 53 Host 1 : OK. Well. Forget it! (.) Do you want to request a song?
- 54 Host 2 : Actually, I begin to think that match maker is a good business then.
- 55 Host 1 : Oh.
- 56 Lidya : Yeah. It is a good business.  
(Host 2 was laughing).
- 57 Host 1 : Yeah. I'm on business, Ok?
- 58 Lidya : Well //
- 59 Host 1 : *Buruan* five?
- 60 Lidya : I already request it, //
- 61 Host 1 : Yeah. So?
- 62 Lidya : Shape featuring Sting? Shape Bryan Babe featuring Sting.
- 63 Host 1 : Oh, Sugar Babe?
- 64 Lidya : Yeah.
- 65 Host 1 : Oh. Ok. Shape. (.) Shape of my heart (*with smooth voice*).
- 66 Lidya : Sophie, Murder in the Dance floor by Allecbuxter?
- 67 Host 1 : Sophie Allecbuxter, Murder in the Dance floor.
- 68 Host 2 : On the dance Floor.

- 69 Host 1 : Alright. Will I find you the Sugar Babe, OK?
- 70 Lidya : OK.
- 71 Host 1 : Alright. Or (.) do you like the song by Room Five?
- 72 Lidya : Pa rdon?
- ( Lidya didn't understand. Then, Host 1 tried to sing the Room five's song.)
- 73 Host 1 : OK. Forget it! I'll give you this song.
- 74 Lidya : Fussy?
- 75 Host 1 : Yes.
- 76 Lidya : It is cool accent ['æksent].
- 77 Host 1 : Correction?
- 78 Host 2 : Cool accent ['æksent].
- 79 Host 1 : Oh. Cool accent or action [æk[n]
- 80 Lidya : Accent ['æksent].
- 81 Host 1 : Accent. All right. Thank you. (.) Thank you for your calling. Bye, bye, *jreng!*

#### IV. Fourth Caller (Tri)

- 1 Host 1 : Hallo!
- (silence)
- 2 Host 1 : Hi!
- 3 Tri : Hi!
- 4 Host 1 : Who is this?
- 5 Tri : This is me, after two.
- 6 Host 2 : After two.
- 7 Host 1 : Three.
- 8 Host 2 : How are you, Tri?
- 9 Host 1 : It has been long time.
- 10 Tri : Yeah. I miss you so much guys.
- 11 Host 1 + Host 2: I miss you too.
- 12 Host 1 : How are you?
- 13 Host 2 : How are you?

- 14 Tri : Fine, thank you.
- 15 Host 1 : Fine OK.
- 16 Tri : I want to say *hi*.
- 17 Host 1 : /əm/ to?
- 18 Host 2 : OK. Go a head.
- 19 Tri : To my boss, thank you very mush. (.) to my (.) teacher and SMK  
1 Surakarta. I miss you all and to both of you //
- 20 Host 1 + Host 2: Yeah.
- 21 Tri : I miss you.
- 22 Host 1 : Yeah. I love you.
- 23 Host 2 : We miss you.
- 24 Host 1 : I love you. Don't forget this line OK?
- 25 Tri : OK.
- 26 Host 1 : I love you. I love you too.
- 27 Tri : /əm/
- 28 Host 1 : Yes. (.)  
As you say, what do you say about the topic? Do you want to join the  
topic or not?
- 29 Tri : Oh, I don't know what your topic is.
- 30 Host 1 : OK. The topic is about what if the girl has the initiative to ask to  
go out for date.
- 31 Tri : /əm/ ?
- 32 Host 2 : The girl has the initiative, not the guy. What do you think?
- 33 Tri : No problem.
- 34 Host 1 : No problem.
- 35 Host 2 : for the first time?
- 36 Tri : yeah.
- 37 Host 2 : for the first time, for the first date?
- 38 Tri : /əm/
- 39 Host 1 : Is it Ok?
- 40 Host 2 : Is it OK for you?

41 Tri : Yeah. It is Ok for me. Because (.) yeah (.) right now, I don't have boyfriend.

*(Host 1 and Host 2 were laughing).*

42 Host 1 : Ok.

43 Host 2 : So (.) So Lidya said that a girl (.) when the girl ask for the first time, she considered that desperately in love. What do you think?

44 Host 1 : She's considered desperate.

45 Host 2 : Desperate girl.

46 Tri : /əə/ no.

47 Host 1 : No ya?

*(0.3 second)*

48 Host 1 : What do you think that they aggressive?

49 Tri : /ə/ Yeah. I think that it's no problem if I have to go with the boys because (.) yeah (.) everything will be OK. We /ə/ enjoy.

50 Host 1+ Host 2: /əm/

51 Tri : OK.

52 Host 1 : /əm/ OK.

53 Tri : I will confuse with //

54 Host 1 : All right. It is OK.

55 Tri : Oh ya?

56 Host 1 : /əm/ It's OK.

57 Tri : I want to request a song.

58 Host 1 : What is it?

59 Tri : /əm/ how about perfect?

60 Host 1 : Perfect from simple plan?

61 Tri : /əmm/

62 Host 1 : OK. I'll find for you.

63 Tri : OK. Yeah. Fussy?

64 Host 1 : Yeah?

65 Tri : /ə/ last week, I call you. But you are going to somewhere?

66 Host 1 : Oh, yeah. It was you calling? Yeah my mom //

- 67 Tri : /əm/ ?
- 68 Host 1 : My mom told me that somebody called me. It's the girl. But I was in Semarang at that time.
- 69 Tri : /əm/, you went to Semarang, *ya*?
- 70 Host 2 : /əm/
- 71 Tri : next time, I will call you.
- 71 Host 1 : OK, *ya*. Great. Do that!
- 73 Tri : OK, bye-bye!
- 74 Host 1 : OK, thank you. Bye-bye, *jreng*!

18 April 2004

Topic II: Kinds of souvenir for the quests in wedding party.

I. First Caller (Nana)

- 1 Host 1 : Hello. You are in the air.
- 2 Host 2 : Hello. Good afternoon.
- 3 Nana : Hello. Good afternoon.
- 4 Host 2 : And you are ?
- 5 Nana : Nana.
- 6 Host 1 : Nana, OK, What kind of souvenir ?
- 7 Nana : Me? On my wedding?
- 8 Host 2 : Yeah. What would be your souvenir for the guest?
- 9 Nana : Voucher.
- 10 Host 1 and Host 2 : Voucher !
- 11 Host 1 : OK. What's kind of voucher? Eating ... meal voucher?
- 12 Host 2 : Dining voucher?
- 13 Nana : Cellular voucher.
- 14 Host 1 : Cellular voucher ! OK.
- 15 Host 2 : So anyone can pick /wɑ/ what of the (.) what we call it, one of the kind //
- 16 Host 1 : One of the providers.

- 17 Host 2 : Yeah.
- 18 Host 1 : Oh I see.
- 19 Nana : On my wedding cook.
- 20 Host 2 : How much does it cost? The voucher .
- 21 Nana : May be ten thousand or //
- 22 Host 1 : Ten thousand.
- 23 Host 2 : Ten thousand each ?
- 24 Nana : Yeah.
- 25 Host 1 : Do you think that people will provide the thousand voucher?
- 26 Host 2 : I mean they think that the provider will provide?
- 27 Nana : Yeah he...he...he.
- 28 Host 1 : OK, do you want to request a song ? May be say *Hi* to your friend?
- 29 Nana : How about Limp Bizkit ?
- 30 Host 1 and Host 2 : Limp Bizkit which one?
- 31 Nana : Behind blue eyes.
- 32 Host 1 : Behind blue eyes, that would be (.) something *Yak!* OK!
- 33 Host 2 : Do you want to say *Hi* to any friends?
- 34 Nana : To you the hosts.
- 35 Host 1 : OK, thank you very much Nana.
- 36 Host 2 : OK, Nana.
- 37 Host 1 : Bye-bye Nana *Jreng.*

## II. Second Caller (Adiek)

- 1 Host 1 : Hello.
- 2 Host 2 : Hello, good afternoon.
- 3 Adik : Adik, good afternoon.
- 4 Host 2 : Andik ?
- 5 Adik : Adik.
- 6 Host 2 : What is your idea?
- 7 Adik : I think /əə/ I will prefer pin. You know pin?

- 8 Host 1 : Pin yes pin.
- 9 Host 2 : Pin, it is a pin. What kind of pin is it ?
- 10 Adik : Yeah, it's kind of pin. It will be /əə/ initial of my name and my  
bride name. And it will be a cool way because I really like pin.
- 11 Host 2 : Aha.
- 12 Host 1 : Oh, I see
- 13 Adik : It was cheap, and, yeah funny, funny /əə/ the guest who come to  
my party have to bring their /əə/ what's it like /əə/ *undangan*.
- 14 Host 1 : Invitation?
- 15 Host 2 : Invitation card?
- 16 Adik : Invitation to get pin.
- 17 Host 2 : So, they have to wear the pin in the wedding.
- 18 Adik : Yeah.
- 19 Host 1 : Oh, I see.
- 20 Adik : It's really cool, I think.
- 21 Host 1 : It is, it is, It is cool, yeah.
- 22 Adik : I want to request a song.
- 23 Host 1 : Yeah, sure, what is it?
- 24 Adik : Clay Eiken.
- 25 Host 1 : Clay Eiken, and which one?
- 26 Adik : This is the night
- 27 Host 1 : This is the night.
- 28 Host 2 : This is the night.
- 29 Adik : Yeah.
- 30 Host 1 : OK.
- 31 Adik : Could you please?
- 32 Host 1 : OK, I will find for you.
- 33 Adik : If you don't find it whatever from Clay Eiken, Yeah...?
- 34 Host 1 : Ok, Thank you very much. Bye-bye, '*Jreng*'!

## III. The third Caller (Bryan)

- 1 Host 1 : Hello, yes hello, you are in the air.
- 2 Bryan : Yes.
- 3 Host 1 : What's your name?
- 4 Bryan : Bryan.
- 5 Host 1 : Who?
- 6 Bryan : Bryan.
- 7 Host 2 : Bryan.
- 8 Host 1 : O...Bryan. Hello Bryan!
- 9 Host 2 : Hello Bryan.
- 10 Host 1 : So, what kind of thing will you give away?
- 11 Bryan : I just woke up from my sleeping.
- 12 Host 1 : Oh, that's why you sound so ....
- 13 Host 2 : How are you?
- 14 Bryan : /əə/ /ə/.
- 15 Host 1 : He is fuzzy.
- 16 Host 2 : It's been a long time since our last chat.
- 17 Host 1 : Shut up, he is using his cell phone. O, you know what we got a CD to give away and to get that you have to give us your opinion about what kind of souvenir....
- 18 Bryan : The souvenir. Let me think (.)
- 19 Host 1 : OK, let me sleep.
- 20 Bryan : Ok, I know, /əə/ it's kind of little mini comic.
- 21 Host 1 : Mini comics ?
- 22 Bryan : Yeah, yeah for ten pages.
- 23 Host 2 : Ten pages?
- 24 Bryan : Not too much, because too much more than it more expensive, right.
- 25 Host 1 : Yeah.
- 26 Bryan : The story is about our love story, for example Cinderalla story, like beauty and the beast and, it's kind of /ə/ we have picture of cartoon

pictures and then is like this may be. In 1985 there is a child princess which is name a Bryan or something like that and /ə/ /ə/ when he is riding a horse he meet a beautiful princess Fussy or something like that, and we will have a very happy ending story, in the end.

- 27 Host 1 : Oh I see this, it means that you asking me to get married?
- 28 Bryan : If there is no woman in this world.
- 29 Host 1 : OK, all right.
- 30 Bryan : I'm just kidding.
- 31 Host 1 : OK, of course we know. Do you want to say *Hi* ?
- 32 Bryan : To all my friends in Amiprabowo Boarding House this night, /əə/ last night was very great because we have spent our together in Manahan and yea we will do the same thing again some day dude.
- 33 Host 1 : Yeah , that' s great.
- 34 Host 2 : /əm/ /əm/.
- 35 Bryan : To both of you, have a nice broadcast?
- 36 Host 1 : OK, do you want to request a song ?
- 37 Bryan : Yeah, my request from outcast, Kesya?
- 38 Host 1 : You really love that song, right?
- 39 Bryan : Yeah.
- 40 Host 1 : OK, all right
- 41 Bryan : Build my spirit.
- 42 Host 1 : /əm/?
- 43 Bryan : Build my spirit.
- 44 Host 1 : OK.
- 45 Host 2 : OK.
- 46 Host 1 : Thank you.
- 47 Host 2 : Thank you, Bryan.
- 48 Host 1 : Good bye, *Jreng*.

#### IV. Fourth Caller (Tari)

- 1 Host 1: Hello!

- 2 Host 2: Hello!
- 3 Host 1: Hi.
- 4 Tari: Hi.
- 5 Host 1: I think it is good day, isn't it?
- 6 Tari: No.
- 7 Host 1: OK. Who is this?
- 8 Tari: My name is Tari.
- 9 Host 1: Oo.. Tari Ok. Hello Tari. What do you think?
- 10 Host 2: How are you Tari?
- 11 Host 1: We have CD to give away but you have to tell us (.) about what kind of souvenir.
- 12 Tari: I will give them (.) maybe /ə/ it's a book /əm/ and the book will contain many point of love and then saying (.) you know saying (.) I mean kind of proverb.
- 13 Host 1: Proverb.
- 14 Host 2: Proverb. That's right.
- 15 Tari: Describe about (.) and I mean life during wedding. I mean (.) you know it's talk about love.
- 16 Host 1: OK. So, everything about love.
- 17 Host 2: How much will it cost?
- 18 Tari: Excuse me.
- 19 Host 1: How much will it cost?
- 20 Tari: I don't know.
- 21 Host 1: you don't know? OK. We will predict that for you.
- 22 Tari: Maybe, I will get them /ə/ /ə/ I like Kahlil Gibran.
- 23 Host 1: Kahlil Gibran. *Yaa*.
- 24 Host 2: Kahlil Gibran.
- 25 Tari: The lesson of love.
- 26 Host 1: Lesson of love.
- 27 Tari: /əm/ the book contains of the lesson of love of him.
- 28 Host 1: OK. He is the expert of love.

- 29 Host 2: That's very great. It's about three to five thousand rupiahs, I think.
- 30 Host 1: OK.
- 31 Tari: It is not so expensive, I think.
- 32 Host 1: It is not expensive. Yes. OK. So, that's your opinion. Now, do you want to request a song?
- 33 Tari: Yeah of course. Can you play Britney Spears' song?
- 34 Host 1: Which one?
- 35 Tari: Toxic.
- 36 Host 1: Which one?
- 37 Host 2: Toxic.
- 38 Host 1: Toxic. OK. Yes of course. Sorry.
- 39 Host 2: Don't get excited yeah!
- 40 Host 1: No it's my ears.
- 41 Host 2: Do you want to say 'hi'
- 42 Tari: Yeah of course. I want to say 'hi' to my friend //
- 43 Host 1: Miss Tri?
- 44 Tari: Yeah. Hi Tri! Good afternoon and /əm/ when can we get together again? I want /ə/ //
- 45 Host 1: Ask her to call!
- 46 Tari: Actually, she (.) she knows my numbers up to now (.) I mean until now, I haven't got any contact from her.
- 47 Host 1: OK.
- 48 Tari: Maybe, she's too busy with her boss.
- 49 Host 1: Oo..
- 50 Host 2: Her what?
- 51 Host 1: Her boss. Don't tell it on the air! OK?
- 52 Tari: Secret. It's secret.
- 53 Host 1: OK.
- 54 Tari: so, Angry with me?
- (Host 1 and Host 2 were laughing)
- 55 Tari: OK.

- 56 Host 1: Is that all?  
57 Tari: Yeah. (.) The song is for her.  
58 Host 1: Thank you very much, Toxic.  
59 Tari: Thank you Fussy.  
60 Host 1: Thank you.  
61 Tari: Yeah. Bye...bye.  
62 Host 1: Bye..bye.. *jreng!*

V. Fifth Caller (Lidya).

- 1 Host 1: Hello, good afternoon.  
2 Lidya: This is Lidya.  
3 Host 1: This is now Lidya. Hello Lidya! So what kind of souvenir?  
4 Host 2: You are too straight to the point.  
5 Lidya: Souvenir?  
6 Host 2: Yes, souvenir. We're talking about souvenir on the wedding. If it is your wedding, what would be the souvenir?  
7 Tari: Yeah, if it is my wedding. And I have not been that soon.  
8 Host 1: Oh yeah of course. It won't be that soon.  
9 Lidya: If this is really (.) I will give them fortune cookies.  
10 Host 1: Fortune cookie. Oh yeah. OK.  
11 Host 2: Fortune cookie.  
12 Host 1: You know (.) after you bought it and you will find something in there, right?  
13 Lidya: Yeah. I will write like every getting in the whole words for the visitors something said. It will make them happy.  
14 Host 1: O, I think it's really great.  
15 Host 2: Yeah, it's really great and cheap. Yeah, cheap.  
16 Lidya: It's very cheap. I mean you (.) eat the cookie.  
17 Host 2: You just need to break it.  
18 Lidya: Crack it.  
19 Host 2: Crack it.

- 20 Lidya: A piece of paper (.) how much can it cost? I mean (.) the cookies plus the paper, a sheet of paper, one thousand rupiahs.
- 21 Host 2: Less than one thousand rupiahs.
- 22 Host 1: Less than one thousand rupiahs each.
- 23 Host 2: It depends on what kind of cookie will she give you.
- 24 Host 1: Yeah.
- 25 Lidya: I think it's very romantic for wedding party. Everyone will try to be romantic creature.
- 26 Host 1: Yeah that's great.
- 27 Host 2: Yeah, creative.
- 28 Host 1: Yeah, that's great Lidya. OK. Do you want to request a song?
- 29 Lidya: OK. *Hei*, did you watch world idol last night?
- 30 Host 1 + Host 2: Yeah.
- 31 Lidya: I really like 'Like My Fire' by William
- 32 Host 1: The doors, right?
- 33 Lidya: But William sang it. Do you have the version?
- 34 Host 1: William
- 35 Lidya: Yeah, William.
- 36 Host 1: Sorry, we don't have it. It's (.) It's not recorded, right?
- 37 Lidya: Well. OK
- 38 Host 2: It hasn't been recorded.
- 39 Lidya: Let me think. (.) Cold Play.
- 40 Host 1: Cold Play. Which one? Not animal or something.
- 41 Lidya: Yes, the nearest one. I just can't remember the title.
- 42 Host 1: OK.
- 43 Host 2: OK.
- 44 Host 1: I love cold play too.
- 45 Host 2: Do you want to say *hi*?
- 46 Lidya: Hi, to my friend (.) happy studying. Well, I guess that's it.
- 47 Host 1: OK.
- 48 Host 2: Is that all?

- 49 Lidya: Yeah.  
50 Host 1: All right. Thank you, Lidya.  
51 Lidya: Bye.  
52 Host 1: Bye, bye. *Jreng!*

April 25, 2004.

Topic III: If you are chosen as a president, what will you do to overcome the heat out there?

I. First Caller (Rere).

- 1 Host 1 : Yes, you're on the air.  
2 Host 2 : Hello. Good afternoon. And you are?  
3 Rere : My name Rere.  
4 Host 1 : Oh, Hello Rere.  
5 Rere : Hello.  
6 Host 1 : How do you do?  
7 Rere : I'm fine.  
8 Host 1 : OK, what do you think about the topic?  
9 Rere : Actually, I like to change the topic (.) but I'm afraid. I'm running out my credit.  
10 Host 1 : OK, all right. Just say *hi* or request a song, it's OK.  
11 Host 2 : Come your credit out!  
12 Rere : I want to say *hi* to Shanty and Yanti. Thank you for the SMS. It was very funny (.) and yeah (.) thank you. And I also want to say *hi* to my lonely friend //  
13 Host 1 : /əm/  
14 Rere : Who love Gregorian and Classical music so much. I'm sure, you know who you are.  
15 Host 1 : /əm/  
16 Rere : I almost forget, he will have his birthday tomorrow.  
17 Host 2 : Oh, yeah?  
18 Rere : At the 26 April. So, happy birthday. I hope God bless you.

- 19 Host 1 : OK.
- 20 Rere : Can I request a song?
- 21 Host 1 : Yeah, what is it?
- 22 Rere : How about my favourite song, in the Rush from Backstreet.
- 23 Host 1 : OK.OK. We will get it for you.
- 24 Rere : OK. I dedicate this song for Rendra. This song is especially for you. I hope you are listening to me right now and this is what I'm feeling to you //
- 25 Host 1 + Host 2 : /u:/
- 26 Host 2 : You are in the rush?
- 27 Rere : Noone can change my self.
- 28 Host 1 : /u:/ that's great.
- 29 Host 2 : Be patient! Be patient!
- 30 Rere : I think that's all.
- 31 Host 1 : OK, thank you very much.
- 32 Host 2 : That's all.
- 33 Host 1 : Bye, Rere. *Jreng!*
- 34 Rere : Bye. Bye.
- 35 Host 2 : Thank you to Rere.
- 36 Host 1 : OK. And see you!

## II. Second Caller (Yasinta).

- 1 Host 1 : Hello.
- 2 Yasinta: Hello.
- 3 Host 1 : Good afternoon.
- 4 Yasinta: Yes, you're on the air.
- 5 Host 2 : and you are?
- 6 Yasinta: I'm Yasinta.
- 7 Host 1 : Oh, *hi* Yasinta!
- 8 Host 2 : How are you?
- 9 Yasinta: I feel really tired today.

- 10 Host 2 : /əm/ tired.
- 11 Host 1 : What happen?
- 12 Yasinta: I'm just (.) going home today.
- 13 Host 2 : From?
- 14 Host 1 : from UNDIP of course?
- 15 Yasinta: Having vacation with my mother.
- 16 Host 2 : /əm/
- 17 Yasinta: Anyway, what's the topic today?
- 18 Host 1 : If you are a president, //
- 19 Yasinta: yes.
- 20 Host 1 : What will you do to overcome the heat? (.) this is really hot, right?
- 21 Yasinta: to overcome what?
- 22 Host 1 : The heat.(.) you know, today is really hot , right?
- 23 Host 2 : The weather. The weather is really hot.
- 24 Host 1 : ya, the weather. (*laughing*)
- 25 Yasinta: /ɑ:/ I will give a national day to have air conditioner.
- 26 Host 2 : National day for air conditioner. What do you mean?
- 27 Yasinta: Every person in the country has air conditioner at home.
- 28 Host 2 : *Ha?*
- 29 Yasinta: This is OK?
- 30 Host 2 : will you give away air condition to your people?
- 31 Yasinta: Excuse me.
- 32 Host 1 : Will you give away just for free air condition to the people?
- 33 Yasinta: /ɑ:/ I will give them freely if I'll be a president. (.) a big president.
- 34 Host 1 : A big president?
- 35 Yasinta: If I choose a president, I will ask to everyone in the country to have air conditioner. Because it is hot today.
- 36 Host 1 : /əm/ I see. OK.
- 37 Yasinta: But I think it's impossible to make it real.

- 38 Host 1 : Oh, anything is possible in the wonderland //
- 39 Host 2 : Impossible is temporary. Impossible is nothing, right? (*laughing*)
- 40 Yasinta: I realize that some of them are rich but some of them are poor persons. So, I would buy air condition for them.
- 41 Host 2 : *Aha.*
- 42 Yasinta: and I think that is my opinion.
- 43 Host 1 : Is that all?
- 44 Yasinta: Yeah.
- 45 Host 1 : OK. Yasinta. Thank you.
- 46 Yasinta: Thank you. Bye, bye.
- 47 Host 1 : Bye, bye. *Jreng!*