

TEACHER'S ADJACENCY PAIRS IN CLASSROOM INTERACTION

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Abstract

Adjacency pairs are categorized as local management organizations in conversation related to the turn-taking system as a technique uses to select the next speaker. This research about adjacency pairs in teacher's utterances based on classroom interaction. There are three statements of the problem to be solved in this research, those are: types of adjacency pairs are used in classroom interaction at SMA Budi Utomo Perak, and how are the affects of preferred and dispreferred responses in the interaction are used in classroom interaction at SMA Budi Utomo Perak. The researcher uses Rymes's theory (2008) to analyze the types of adjacency pairs and Schegloff's theory (2007) to analyze the affects of preferred and dispreferred as responses in the interaction. The data of this research are teacher's utterances which contain adjacency pairs based on English teacher and students conversation in classroom interaction during English lessons. Data analysis was conducted by observing, give a tick on observation checklist, and record the learning process. The findings of this research are as follows: there are seven types of adjacency pairs and ten ffects of responses.

Keyword: *Adjacency Pairs, Teacher's Utterances, Classroom Interaction*

Abstrak

Pasangan berdekatan dikategorikan sebagai organisasi manajemen lokal dalam percakapan yang berkaitan dengan sistem giliran bicara sebagai teknik yang digunakan untuk memilih pembicara berikutnya. Penelitian ini tentang pasangan berdekatan dalam ucapan guru berdasarkan interaksi kelas. Tiga jenis pasangan berdekatan yang digunakan dalam interaksi kelas di SMA Budi Utomo Perak, dan bagaimana pengaruh respons yang disukai dan tidak disukai dalam interaksi tersebut digunakan dalam interaksi kelas di SMA Budi Utomo Perak. Peneliti menggunakan teori Rymes (2008) untuk menganalisis jenis pasangan berdekatan dan teori Schegloff (2007) untuk menganalisis pengaruh respons yang disukai dan tidak disukai dalam interaksi tersebut. Data penelitian ini adalah ucapan guru yang berisi pasangan berdekatan berdasarkan percakapan guru bahasa Inggris dan siswa dalam interaksi kelas selama pelajaran bahasa Inggris. Analisis data dilakukan dengan mengamati, memberi tanda centang pada daftar periksa pengamatan, dan mencatat proses pembelajaran. Temuan penelitian ini adalah sebagai berikut: terdapat tujuh jenis pasangan ketetanggaan dan sepuluh efek respons.

Kata Kunci: *Pasangan Kedekatan, Ucapan Guru, Interaksi Kelas*

Introduction

Adjacency pairs refers to local management organizations in a conversation to choose the next speaker. Levinson (1983) states that adjacency pairs are produced by two different people and have first parts and second parts that are close together. The speech in the second part is the expectation of the first part. Alignment and harmonization are needed in conversation so that the ideas and meanings of the two parts can be conveyed. There is always a response in adjacency pairs called preference. Preferences are divided into preferred and dispreferred responses. Preferred is a plus response and is in line with expectations for the first part, while dispreferred is a negative response and is not as expected for the first part.

Adjacency pairs is one of the interaction contexts that can happens in the classroom discourse. Most of what the teachers say and how the responses from students is predictable. With such predictability, it is easier to build conversations in class to create the class activities more meaningful and interactive. In classroom interactions, teachers are expected to be able to arrange good conversations to build meaningful interactions in class. Starting from how to greet students and giving some questions that aim to invite students to actively participate in interacting in class, etc. Besides the teacher, students also need to be supported by facilities and programs that can help improve their abilities. When carrying out interactive conversations, teachers and students will produce utterances that allow them to have a structural organization called adjacency pairs. In the learning process, several types of adjacency pairs can be used by teachers and students according to class needs.

A research related to adjacency pairs have been analyzed in talkshow (Indah & Farida, 2022), adjacency pairs in film (Ihsan, 2017), adjacency pairs in novel (Khaing, 2015), adjacency pairs and communicative function in talk show (Siahaan, 2018), Adjacency pairs in teaching-learning process (Indarti, 2018). However, this research same as the fifth previous study. The previous research used the interaction between teacher and student in English Training Specialist.

While this present research used the interaction between teacher and student in classroom interaction.

The interaction between teacher and students in the classroom involves utterances to get meaningful and interactive learning. These utterances can be classified as adjacency pairs. Adjacency pairs in classroom interaction as a tool to encourage good interaction between teacher and students. According to Rymes (2008), in using adjacency pairs in classroom interaction, teachers who choose the first part carefully will have tremendous power in building conversations in class, especially in what response will be received next and how students participate in the conversation. As the main purpose, this article investigated what is the types of adjacency pairs and the affect of preferred and dispreferred response in the interaction that occur between English teacher and students in classroom interaction during English lesson.

Method

This research used a qualitative method. This method aims to understand the meaning of data in the form of words or sentences in an utterance or conversation. Creswell (2019) explains qualitative methods aim to understand the meaning of both individuals and groups in terms of social or human problems. Flick (2009) defines content analysis is a classic procedure uses to analyze textual material. In this research, content analysis is used to describe the types of adjacency pairs and the affect of preferred and dispreferred responses in the interaction focused on teacher's utterances that contain adjacency pairs based on the conversation between English teacher and students in XII MIPA 6 at SMA Budi Utomo Perak during English lesson.

The main instrument in this research is the researcher itself as a data collector. The other instrument is an observation checklist used to observe the classroom interaction in person and the voice recorder helps the researcher to obtain complete data regarding teacher and student's interaction during the learning process. The data that has been obtained with the observation checklist is then classified in a table by giving a code to each data.

The data source is a voice recording of teaching-learning process of English teacher and students in XII MIPA 6 at SMA Budi Utomo Perak. The data is the teacher's utterances that contain adjacency pairs based on conversations between the English teacher and students in classroom interaction during English lesson.

In this research, the researcher uses non-participant observation for not following the interaction in the learning process. Flick (2009) states that in non-participant observation, observers follow the flow of events. The interaction continues as it should without being disturbed by the presence of the researcher. The researcher keeps the distance from sequentially observed events to avoid affecting them. Here are the observation step used by the researcher. First, the researcher observes teaching learning process. While observing, the researcher also gives a tick on the observation check list. Then, the researcher records the learning process.

The researcher uses Miles et al's theory (2014) to analyze the data. First is Data Condensation. The data that has been collected is then processed through selecting and focusing. After data are collected, the researcher continued with writing summaries and coding. The researcher listens to voice-recorded, transcribes the data, looks for data related to teacher's adjacency pairs. The data obtained is classified as related to the research question. Then the researcher gives a code to each data. Second is data display. After the data is classified, the researcher explains the analysis of how teacher's adjacency pairs occur in classroom interaction. Third is Drawing and Verifying Conclusions and after drawing conclusions, the researcher verifies the data. Data verification aims to test the truth, the robustness, and confirm its validity by using triangulation. The researcher used data triangulation and one expert to validate data.

Results and Discussion

The results of this study were obtained from the data of utterances in classroom interaction between teacher and students which were categorized, formulated, and analyzed. The research revealed that seven structures of

Adjacency Pairs in terms of preferred responses of second pair parts were identified and formulated (Table 1).

Table 1 Structure of Preferred Responses

Type of Adjacency Pairs	First Part	Second Part
Preferred	Greeting	Greeting
	Question	Expected Answer
	Summons	Acknowledgement
	Request	Acceptance
	Command	Compliance
	Thanking	Response
	Leave	Taking

There were also three structures of Adjacency Pairs which were identified as dispreferred responses of second pair parts (Table 2).

Table 2 Structure of Dispreferred Responses

Type of Adjacency Pairs	First Part	Second Part
Dispreferred	Question	Unexpected Answer
	Apology	Refusal
	Request	Refusal

The followings are the discussions of each adjacency pairs type:

1. Greeting-Greeting

Teacher starts the learning process in class by saying “*Assalamualaikum Warahmatullahi Wabarokatuh.*” and student give a response by saying “*Waalaiikumsalam Warahmatullahi Wabarokatuh*”.because it happens at

the beginning of the conversation where the first part greeted the second part to open the conversation and get a response in the form of a greeting too.

2. Question-Expected/ Unexpected Answer

The teacher asks a question to students by saying “*And for all of you here, my students especially for this class 12 science 6. Right ya?*”. These utterances are categorized as a type of question because the word “*Right ya?*” have a role to clarify a matter that is about XII MIPA 6. Then students response in the second part to provide clarification that it was XII MIPA 6 by saying “*Yes.*”.

3. Summons-Acknowledgments

The teacher called one of the student's names with the aim that the student would come forward and read her story. In the first part the teacher calls students by saying “*Bilqis Tri Andini?*” and students respond in the form of calls also by saying “*Yes, Mam?*” and continues with the intent and purpose of calling the student. It as summons because the teacher not only calls her names but also wants her to do something.

4. Request-Acceptance/ Refusal

In the first meeting, teacher ask students to make a story about their daily life. The teacher requests to the students by saying “*Karena tidak bikin video, so for this meeting I want you to write your activity in here. In Gadingmangu from morning to night.*”. The word “*I want you to write your activity in here.*” is categorized as a type of request because have the purpose of asking to do something. In this data the teacher request students to write a story. Then in the second part students respond by saying “*Yes, Mam.*”

5. Command-Compliance/ Incompliance

The teacher chooses students randomly and commands them to come forward and read their story by saying utterances, in the first part the teacher gives command by saying “*Come forward, please. Then please you read your story here.*” Then students give a response by saying “*Okay*”

Mam”. This sentence is categorized as a command because the speaker in the first part gives instructions to the speaker in the second part.

6. Thanking-Response

The students gives their assignments and accepts by the teacher. In this situation the teacher thanks the students for giving an assignment by saying “*Thank you*” and the student responds by saying “*Okay, Mam.*”.

7. Leave-Taking

In closing the conversation, the teacher says “*Enough for today, ya. Because the time is up and it’s time for you to take a rest. Wassalamualaikum Warahmatullahi Wabarokatuh.*” In this situation the speaker in the first part wants to end the conversation with the speaker in the second part.

The followings are the discussions of each affect of preferred and dispreferred response as an adjacency pair’s response:

1. Greeting and to the point

The tacher greet students by saying “*Assalamualaikum Warahmatullahi Wabarokatuh.*” and get a preferred response by student “*Walaikumsalam Warahmatullahi Wabarokatuh*”. Preferred response have simple and to the point answer.

2. Expected answer and to the point

The utterance “*Yes..*” as a response in the second part refers to the utterance in the first part which clarifies whether this is XII MIPA 6. The response in this data is categorized as an expected answer because it matches and adjoins the first part.

3. Acceptance and to the point

The speaker in the second part accepts the request given in the first part. In this data the speaker of the first part requests “*I want you to write your*

activity in here.” And get the response “*Yes, Mam.*”. So that it is categorized as an acceptance response with to the point affect.

4. Acknowledgments and to the point

The teacher ask student come forward to read their story in front of the class. So the teacher calls student’s name by saying “*Nanda Lusi?*” as the first part. Student response in the second part by saying “*Yes Mam?*”. The response given in the second part is in the form of a call which refers to the first part in the form of a call. So that the two utterances are related to each other.

5. Compliance and to the point

In this data the response in the second part was in the form of a compliance for obey a command, that is Jenni saying “*Yes Mam*”. Then read her paper after the teacher in the first part gave the command to come forward “*Jenni. Okay you please read your paper.*”

6. Response and to the point

The teacher in the first part asked the students in the second part to come forward and read her story. After finished, the teacher expresses gratitude for what the student has received by saying “*Thank you.*”. So in this data she received the preferred response with the to-the-point affect and a simple answer, “*Okay, Mam.*”

7. Taking and to the point

The teacher in the first part ends the conversation with the students in the second part by using a greeting “*Wassalamualaikum Warahmatullahi Wabarokatuh.*” it receives the preferred response with the response in the form of taking and to the point affect “*Waalaikumsalam Warahmatullahi Wabarokatuh.*”

8. Unexpected and to the point

In the first part the teacher asks whether students have completed assignment or not by saying “*Finish?*”, then students give a response by saying “*Not yet, Mam.*” in the second part as dispreferred response with an unexpected answer and the to-the-point affect refers to the first part.

9. Unexpected and positioning

The response in the second part obtained from the data above includes a dispreferred response with an unexpected answer and a positioning response affect, namely turn-initial delay. Participants in the second part gave a delay by saying “*ee ..*” then continued with the unexpected answer “*siap siap*” when the teacher give them a question “*Do you know the different between wake up and get up?*”

10. Refusal and Default

The students gives a refusal to the teacher by saying “*Yah... Mom.*” Because they had a slight objection to what was requested by the teacher in the first part which wants them to communicate using English. It categorized as default affect because the response looks like the preferred response even though the dispreferred response in the form is produced as preferred response.

The structures of Adjacency Pairs as identified in this study prove that communication through interactive conversation will provide varying responses according to the conditions in which the conversation occurs. The results investigated from the interaction between teacher and students in classroom interaction responses given in the second part are often in accordance with what is expressed in the first part. So that the responses given in the second part have an effect on the interaction that occurs between teachers and students in classroom interaction.

The structures of Adjacency Pairs found this study were formulated based on first pair part as uttered by first speaker and second pair part as uttered by second speaker. There were two types of responses as categorized, namely preferred and preferred responses of Adjacency Pairs. Seven structures of preferred responses and three preferred responses were identified from the conversations between teacher and students in classroom interaction.

The results of this research show that interaction between teacher and students involves utterances to get meaningful and interactive learning. In classroom interaction, much of what students say and how students respond is

predictable. Most teachers also get unpredictable responses when the stumps only give a silent response. The teacher needs to wait for student's response through silence or an unexpected answer to find out what the students need. In classroom interaction, the teacher can revise what was said in the first part and change it with other interesting questions and encourage students to respond. Interactive communication in the classroom between teachers and students will help to manage classroom activities more interactively.

Conclusion

The types of adjacency pairs as uttered in the conversation between teacher and students in classroom interaction are varied due to contextual and situational factors. The second pair of responses are influenced by the speaker's intentions, needs, habits, or culture. The responses produced in the second part are also related to the needs of the speaker that force the speaker to produce utterances with certain speech acts. Culture and habits that occur in class interactions give an affect on preferred and dispreferred responses. Responses influenced by habits and culture also produce declarative or imperative responses. Sympathy, motivation, complex sentence patterns also affect the production of adjacency pairs. Some types of similar utterances produced such as declaratives may have several meanings depending on the speaker's actions as in the second pair.

The researcher is pleased to provide some suggestions after getting the findings in this research. Adjacency pairs as automatic patterns in a conversation and as a technique uses to select the next speaker can be found in classroom interactions, novels, talk shows, and films. For teachers, understanding how to produce the right first part of adjacency pairs will help to manage classroom activities more interactively, so students can engage in classroom interaction. Here the researcher recommends further studies to investigate adjacency pairs using different theories such as gesture and facial expression, especially multimodal.

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