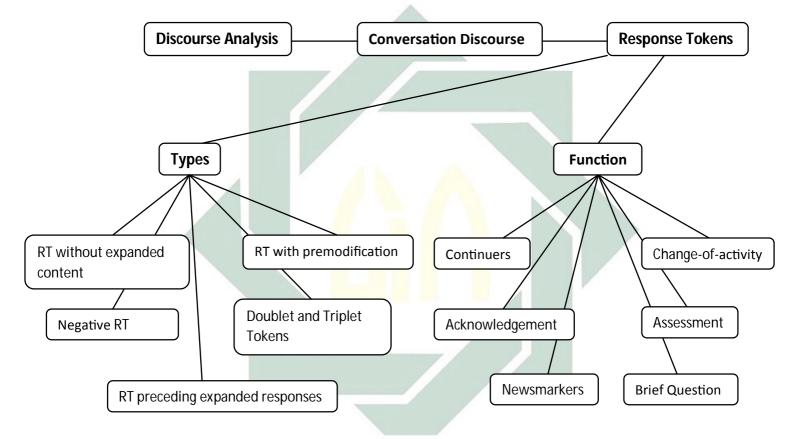
# **CHAPTER II**

#### LITERATURE REVIEW

#### 2.1. Theoretical Framework



# 2.2. Feedback and Response Tokens

According to Paltridge (2006), feedback is the ways in which listeners show they are attending to what is being said. This can be done, for example, by the use of 'response tokens' such as 'mm' and 'yeah'; by paraphrasing what the other person has just said; or through body position and the use of eye contact. Clancy et al. (1996) said that response token is short utterance produced by an interlocutor who is playing a listener's role during the other interlocutor's

speakership. The user of response tokens will normally not disrupt the primary speaker's speech and do not let themselves take the chance of giving their speech. In the following example from the tutorial discussion by Paltridge, two students provide feedback to each other by use of response token 'yeah' and the repetition of key words:

## Example 2.1

Lecturer: And the middle one is

Tadashi: Community.

Kylie: Community? Do you think it is?

Tadashi: Yeah.

Kylie: Communi – self community.

However, it is not always the case that an item of response token such as 'yeah' in the example by Paltridge performs an acknowledging function in a conversation. Gardner (2005) shows that the item 'mm', for example, can perform many other functions as well. It may also serve to indicate a topic change instead of providing an acknowledging function, a recycling of a topic, or it may also solve a dispreferred action. The function of response items such as 'mm', 'yeah' and 'okay' perform are also influenced by the place and timing of the utterance, or the context.

#### 2.3. Types of Response Tokens

According to McCarthy (2003), There are several kinds of response tokens namely Response tokens without expanded content, Response tokens preceding expanded responses, Response tokens with premodification, negative response tokens and doublets and triplets tokens in short clause.

# 2.3.1. Response Tokens without Expanded Content

The first type of response tokens occupies the whole response move or minimally accompanied by "yes, yeah, okay, oh, no" after the turn reverts to the previous speaker (McCarthy 2003). He said that the specific use of those tokens marks transactional or topical boundaries, where speaker makes arrangements or agrees on some primary speaker's actions. Other examples of response tokens without expanded contents are "wow", "really" and "gosh". McCarthy (2003) said that they potentially express strong affective responses of surprise, incredulity, delight, shock, horror, and so forth, as part of their lexical meaning. Here is the example of single response token without expanded content:

# Example 2.2

- A: But who's willing to pay that much money? You know?
- B: Every game's sold out
- A: Really?
- C: Are you serious?
- B: Yeah. This one against Harvard is worth like thirty dollars. These are on the glass. Front row on the glass. Center ice.
- A: Wow

Single token responses are often the result of the listener finding himself/herself in the role of receiver of new information to which minimal response is enough or else where the speaker has to say something important and urgent quickly (McCarthy 2003). Although only a word, the choice of response tokens reinforces the listeners to show that they concerns with the talk they attend.

## 2.3.2. Response Tokens Preceding Expanded Responses

This type of response tokens prefaces expanded response moves. It means that the response tokens are not the only words to talk when someone has turn to talk. McCarthy (2003) stated that this type of response tokens shows the attention to interactional continuity before entering on the next topic, as in example 2.3 when friends playing cards, discussing the odds of getting a particular suit:

# Example 2.3

- A: We come around. You don't get a heart. Then my chances are better then. Of getting a heart.
- B: Right. That's exactly what I'm saying.
- A: That's if you know you didn't get a heart.
- B: Yeah but of course I don't know what you get. [the argument continues for several further turns]

"That's exactly what I'm saying" seems to reinforce the effect of response tokens "Right", but in fact it does not prevent A to talk further about getting heart. B can actually discard "Right" since the function of response is divided with the content after it, but the conversation will become awkward. As said by McCarthy (2003), response tokens are needed because they create and maintain sociable relations. He continues that response tokens with expanded turn-content as in this category require turn-taking conditions where the listener is not bounded to minimal roles controlled by extended content.

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**2.3.3.** Response Tokens with Premodification

Response tokens often occurs premodified by adverb of degree, which

serve to intensify their interactional and affective meanings as follows in an

example of conversation transcribed by McCarthy (2003):

Example 2.4

A: I'm amazed that they remember each other because they don't see each

other that often, do they?

B: No they really

A: And yet they really do remember.

**B**: Most definitely.

McCarthy (2003) stated that simple intensification is one way in which

listeners can apparently boost the interactional effect of their response without

necessarily making a challenge for the floor and to converge with affective

reinforcement to a speaker's utterance.

2.3.4. Negative Response Tokens

Some response tokens may be negated with a postmodifying "not"

according to McCarthy (2003). He said that this is not a very frequent

phenomenon and is a reflection of the general tendency of the response tokens to

occur in one context. He gives an example of negative response tokens below.

Example 2.5

A: Don't go to a hospital if you want to get well.

B: Yeah.

C: Absolutely not.

In example 2.5, McCarthy (2003) explains that the negative token which respond to negative utterance is convergent, not countering. A simple negation, like simple intensification, provides a simple way to reinforce affective convergence response without extended syntactic implications but at the same time clearly contributing a great deal more than a single word *no*.

## 2.3.5. Doublets and Triplets Tokens in Short Clauses

Response tokens often occur as doublets. According to McCarthy (2003), this is particularly noticeable in topic boundaries, where the doublet may signal a discourse boundary and at the same time inject a strong relational element of response to the situation. It can be the stronger satisfaction or agreement. The example of doublets is presented in McCarthy (2003).

# Example 2.6

- A: Go out at nine thirty five.
- B: Yeah.
- A: And come back at four o'clock.
- **B**: Lovely. Terrific
- A: Total price. Err hang on. One four five plus fifteen to get it here for tomorrow so that's one sixty in total.
- B: Great. Lovely.

As we see on the conversation, the double response tokens reinforce the listener's response. McCarthy (2003) stated that doublet can be a repetition of the same token, like *great*. In another case, triplets sometimes occur to intensify the affective response to the ongoing topic. Triplets most frequently occur as repetitions of the same token, which is an interesting reflection on the

question of possible negative interpretations of a speaker's repeated used of the same token (Schegloff 1982 in McCarthy 2003). In his further examples, many of the triplets that occur as independent tokens also occur frequently in short clauses with "that's", for example: "That's great'

## 2.4. Functions of Response Tokens

Response Tokens have some functions which are flexible and exhibits multifunctionary of use (Gardner 2005). The functions are continuers, acknowledgement, newsmarker, change-of-activity tokens, assessment and brief question.

#### 2.4.1. Continuers

The archetypical continuers are *Mm hm* and *Uh huh*, which are used to pass up the opportunity to take a more substantial turn at talk (Gardner 2005). It means that continuers are used by recipients to show that he or she understands that the speech is on progress but is not yet completed. Gardner said continuers have no apparent meaning and appear to work in very similar ways in conversation. There is no significant difference between the use of *Mm hm* and *Uh huh*.

The use of continuers has less to do with the sociability of the participants than it has to do most proximately with the sequential structure of the turns into which the talk is organized (Schegloff 1993 in Gardner 2005). They are usually used to give opportunity to speak. Gardner (2005) said that *Mm hm* and *Uh huh* 

are most typically found as the only speech in their turn. It means that they are rarely found with further speech. Gardner (2005) further stated that *Yeah* and *Mm* can be used as continuers, but they are usually used as acknowledgement which will be discussed below.

## 2.4.2. Acknowledgement

A research of Gardner (2005) found that the most frequently used of all response tokens in ordinary conversation are *Yeah*, the archetypical acknowledgement token in English. It claims agreement or understanding of the prior turn. Gardner (2005) said that *Mm* is also very common, but it is weaker acknowledgement than *Yeah*. The research of Gardner (2005) from several situations of these tokens indicates that because of the lack of repair or of dispreference in the response, they are, like continuers, claiming 'no problem' in understanding or agreement.

The difference between acknowledgement and continuers is that acknowledgement is not handing the floor back like continuers to the prior speaker, but they make a claim to adequate talk of the prior turn (Schegloff 1982 in Gardner 2005). Gardner (2005) said that *Yeah* and another type of acknowledgement, *yes*, aligns, agrees and confirms the prior speaker's talk. They are often accompanied by further talk, which are responses to an argument by the prior speaker. Pomerantz (1984) in Gardner (2005) also said that they can be used for qualified agreements, but they can also be used for negative utterances.

#### 2.4.3. Newsmarker

According to Gardner (2005), newsmarker is a function of tokens which mark the prior speaker's turn as newsworthy in some way. Gardner (2005) stated that these tokens are more numerous in token quantity than the continuer or acknowledgement, but at the core are a few tokens that regularly stand as sole utterances in a speaker's turn. These include *Oh, Right, Really* as well as 'minimal question' such as *Did they?* Jefferson (1978) in Gardner (2005) takes *oh* as an example, which it is a separated marker. It is produced by the speaker because he/she has suddenly remembered a story and wishes to tell that story. Gardner (2005) took the examination of *oh* further and has characterized it as a 'change-of-state' token, one which is used to propose that its producer has undergone some kind of change in his or her locally current state of knowledge, information, orientation or awareness. Schiffrin (1987) in Gardner (2005) also stated that *Oh* is used to mark transitions in information states of speakers.

Based on Gardner (2005), One characteristic of *Oh* is that it is usually followed by further talk by its speaker and often develops the talk topically. This is usual because a speaker tends to comment on something new rather than something which is already known. *Oh* does not stand alone. At least it appears with other minimal tokens like *oh*, *yeah* or often repetitive talk. Gardner also stated that *Oh*'s function can be a response to someone's inquiry. Gardner (2005) said that newsmarker tokens could not appear only to be 'newness', 'surprise' or contrary to the expectations of the producer, but that the responder to the inquiry is expressing that there is something inapposite, and thus unexpected in the

inquiry itself. It can indicate that the inquiry being responded to is problematic to its relevance.

# 2.4.4. Change-of-activity

This function of Change-of-activity tokens is tokens which mark a transition to new activity or a new topic in the talk. The examples of Change-of-activity tokens are *Okay* and *Alright*. As Beach (1993) said in Gardner (2005), *Okay* signals varying degrees of activity shift and can be identified as momentary. In other words, *Okays* are used to propose a listener's readiness to move out of the current topic or activity in the conversation into another one, or it can be used when two speakers move out of the conversation together. Schegloff and Sacks (1973) in Gardner (2005) notes that *Okay* had later use in what they are called a pre-closing environment.

One major function of *Okay* thus appears to be the marking of junctures in the talk, and it proposes a move from one topic, activity or phrase to another (Gardner 2005). *Okays* are commonly prefaces to further talk by the same speaker as it is new will need to be introduced into the talk. However, it can be noted that they are not simply indicators of readiness to assume primary speakership. Gardner (2005) stated that *Okays* appear to propose the next talk to be on a new topic or activity in the conversation, whether it be a new or first topic, a new phase, or the *good-byes* at the end of conversation. There is a difference between *Okay* and *alright*. According to Gardner (2005), *Alright* is apparently equivalent

to *Okay*, though with the possibility that *Alright* is a stronger signal and marks more major transitions.

The function of *Okay* is not only change of topic. Guthrie (1997) explained about the functions of *okay* which appear differently in different contexts. She said *Okay* is primarily produced in one of two positions relative to the turn in which it occurs: either turn initially, thus preceding further speech, or as the whole of a speaker's turn. The sample of *okay* that she put an interest is those *okay*s which were 'free-standing', comprising the entirely of a speaker's turn. This distinction of *okays* that are produced in this way can be affirmatively respond to a question.

#### 2.4.5. Assessment

Assessment is the function which evaluates the talk of the prior speakers, for example: *Great, Good, What a load of rubbish.* Schegloff (1982) in Young and Lee (2004) said that this function were also recognized as co-constructing discourse, and these tokens have the added sense of expressing the listener's reaction to the current turn. Gardner (2005) stated that assessment can occur as a last response to an extended turn, a position which is inappropriate for a continuer. If assessment occurs in the position, it would most likely be indicative of a problem with the telling. Assessment can be done by recipient or primary speaker. There is difference between assessment and continuers in the producer. Gardner (2005) said that continuers are purely recipient actions, whereas assessments can be done by recipient or primary speaker. Goodwin (1986) in Gardner (2005) also

said that they also provide participants with the ability to not simply display alignment to ongoing talk, but establish and negotiate that alignment through a systematic process of interaction while the talk is still in progress.

## 2.4.6. Brief questions

Another function of tokens, Gardner (2005) stated, is brief question used for clarification or other types of repair, and it seeks to clarify mishearings or misunderstandings. e.g. *Who?*, *Huh?* It is used as a repair token when someone has not clearly heard what someone just said. Schegloff (1982) in Gardner (2005) said that it is found in roughly the same form and function in spoken languages across the globe.

#### 2.5. Previous Studies

The study of response tokens is one of important studies in linguistic field.

There are some works considering the use of response tokens in daily life which are included in the writer's references.

The first research entitled "Talking Back: "Small" Interactional Response Tokens in Everyday Conversation" is written by Michael McCarthy and published in 2003. The data of research are collected from the usage of response tokens among American and British English by using corpus-analytical software. McCarthy concludes that the use of responses shows a concern on the part of listeners toward conversation as well as performing the necessary feedback functions with which listeners cocreate the discourse with speakers.

The second work is "Identifying units in interaction: Reactive tokens in Korean and English conversations" written by Richard F. Young and Jina Lee and published in 2004. Here, the writers use term reactive tokens rather than response tokens. However, the meaning is same. The writers conclude that reactive tokens in English are resources by which the listener declines to take the opportunity for a full turn. The same role is played by some reactive tokens in Korean. However, a Korean listener's act of placing a token is not simply to decline to take a turn at talk, but it is rather to provide overt support for the current speaker's turn.

The third research entitled "Back-channelling: The use of yeah and mm to portray engaged listenership" is written by Kathrin Lambertz and published in 2011. The conversation analysis approach was applied because it is important to transcribe every single utterance of a conversation to detect significant features such as pitch, stress, overlapping, loudness and intonation. The research proves that there are three different functions of yeah and mm as a back-channel utterance to signal engaged listenership: continuers, alignment tokens and agreement tokens.

The writer of this study chooses those three studies as parts of his references because their studies talk about response tokens and their practical use. Thus, the studies' topics are compatible with this study. One of the differences between the previous study and this study is the data source. While the previous researches use corpus as data source, the writer of the study uses a literature work. McCarthy examined "small" interactional response tokens among American and

British English. Research by Young and Lee is resembled with McCarthy one but the data source includes Korean conversation alongside the English conversation. The study by Lambertz examines deeper about the function of tokens *yeah* and *mm*. In this study, the writer describes the types and functions of response tokens based on McCarthy and Gardner's theories in the drama Waiting for Godot considering the context.

