

Discourse analysis focused on the constituent units and the structure of the sentence. In addition, it also analyzes the larger units and structures which are implicitly recognized by speakers and hearers at the level of discourse, rather than at the level of the sentence.

Discourse analysis can be used in analyzing conversation. Mills (1997, p. 136) explains conversations can be seen to be structured, and can be analyzed in terms of the moves which participants make to signal that, for example, they are initiating a new topic of conversation or that they are reviving an older topic of conversation; these are using discourse markers with phrases such as 'well', 'OK' and 'anyway'. These discourse markers only have a function at the level of discourse, not at the level of the sentence. It is signalling the end of an exchange or the initiation of a new topic.

Gee (1999) also adds discourse analysis is based on the details of speech (and gaze and gesture and action) or writing that are arguably deemed relevant in the situation and that are relevant to the arguments the analyst is attempting to make. A discourse analysis is not based on all the physical features present, not even all those that might, in some conceivable context, be meaningful, or might be meaningful in analyses with different purposes (p 88).

From the explanation above, it can be seen how important discourse analysis in the production of language. Mills (1997, p. 142) states discourse analysis has provided a range of tools for describing

part interactional sequence in which the first part produces the expectation for the second part.

Some characteristics in adjacency pairs are presented by Schegloff and Sacks (1973), they are (i) adjacent; (ii) produced by different speakers; (iii) ordered as first part and second part; (iv) typed, so that a particular first part requires a particular second or range of the second part (see at Levinson, 1983, p. 303).

Sacks and Schegloff (1973) described that the basic rule of adjacency pairs operations is to give the recognizable production of a first pair part, on its first possible completion its speaker should stop and a next speaker should start and produce a second pair part from the pair type of which the first is recognizably a member (p. 74).

There are some types of adjacency pairs. According to Yule (1996, p. 77) they includes greeting-greeting, question-answer, a thanking-response, and request-accept. Whereas, Rymes classified that some typical of adjacency pairs are greeting/ greeting; question/ answer; invitation/ acceptance; assessment/ disagreement; apology/ acceptance; and summons/ acknowledgement (2008, p. 38). In addition, Majid stated that there may be a large number of different types of adjacency pairs in a conversation and some of them might give more freedom for response as there are several options available as the second part. (2011, p. 142).

followed by a response from the second speaker, and terminated by a further utterance from the first speaker (Mishler in Tsui, 1989, p. 548).

The similar opinion is delivered by Coulthard (1992) in his research, he points out that there are three-part exchanges in classroom discourse: an initiation from the teacher, then followed by a response from the pupil, and then followed by a feedback from the teacher which evaluates the response provided by the pupil (p. 3).

Rankema (2004) also assumed that the sequence of the adjacency pair not only limited on the two adjacent sequences of utterances. There are also other sequences that often occur and need to be acknowledged as important as well, such as three-part sequences. According to her, the three-part structure is the response from the first speaker as a result of the act of the second speaker (p. 166). For example:

Student 1 : Can you help me?
Student 2 : I'm sorry, I'm still busy.
Student 1 : Please.

The example above explains about dispreferred response produced by the second speaker, then it followed by feedback of the first speaker.

To describe the feedback, the terms used are inspired from psychological context. The basic terms are Act, Attitude, and Expression. Act is known as a response arises as the result of external stimulus. Susanti et al.(2014) concludes

Academy Awards for Best Animated Feature and Best Original Song 'Let It Go' (<http://disney.wikia.com>).

Besides, this movie also has an interesting story. The story of this movie tells about the relationship of two sisters, Elsa and Anna. The story begins on their close relationship when they were little, they love to make a snowman with ice magic Elsa. One day, the ice magic injured Anna's head while they are playing, so Anna fainted. Elsa is very shocked, She and her parents (the king and queen) are looking for the trolls to cure Anna. Grand Pabbie, as an elder troll, heals Anna by removing all memories of the magic, so Anna can not remember that Elsa has a magic. Because of the incident, Elsa always avoids and be indifferent to Anna.

The complication of this story occurs in the coronation day. Anna asked for the blessing to be married to Hans. When Elsa disapprove it, Anna protests and urged Elsa, finally, Elsa angry and accidentally ice magic was thrown out of her hand. It makes all people in shocked. Elsa feels fear and runs out from the castle. Anna feels guilty and tries to pursue Elsa. She meets Kristoff and Olaf in the middle of the way. At the last, they are looking for Elsa together.

When they meet Elsa, Anna asks Elsa to come back and stay in Arendelle, but, Elsa refuses it. When they are debating each other, accidentally, the magic of Elsa injures Anna's heart. Anna becomes weak and her hair slowly white. Because of this effect, Grand Pabbie says that Anna can not be cured, except by an act of true love. They assume that an act of true

