Turn Constructional Component and Turn Allocation Component

In Turn Taking Used by the Main Character in the Movie "The Little Princess"

THESIS

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This thesis entitled Turn Constructional Component and Turn Allocation Component in Turn Taking used by the main character in the movie "The Little Princess" which have been accepted for the award of Sarjana degree of English Department Faculty of Humanities UIN Sunan Ampel Surabaya.The writer believes and ascertains that she does not quote any material from other publications or someone's paper except from the references mentioned.

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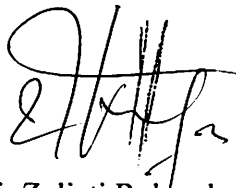
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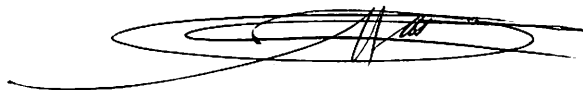This thesis has been approved by the advisor to be examined.

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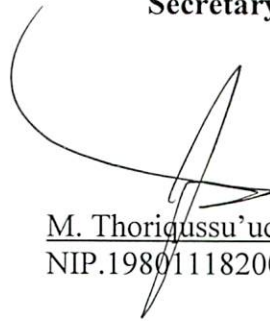
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ABSTRACT

Andriyani, Asischa, 2015. *Turn Constructional Component and Turn Allocation Component in turn taking used by the main character in the movie "The Little Princess".*

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Key Words: *Turn Taking, Turn Constructional Component and Turn Allocation Component.*

Thesis entitled turn constructional component and turn allocation component in turn taking used by the main character in the movie the little princess. The aims are to know how the main character takes turn and also to know the main character's conversation including turn constructional component or turn allocation component. In this analysis, the writer uses the theory from Sacks, Schegloff and Jefferson in 1977. The research method used is descriptive research method as the approach because the writer would describe, interpret a phenomenon. From the analysis has been done, there are 12 strategies used by main character in turn taking. The strategies applied are giving question, giving expression of feeling, asking for opinion, debating, inviting, introducing, remembering something, greeting, asking for help, answering question, expressing thanks, and giving information. But the results of findings show that the main character commonly takes turn by using giving and answering question. It shows in the figure of strategies which constitutes respectively 23 and 18 times. The next lower strategy is answering question, which is 18 frequencies or 21.6%. Main character uses expressing thanks 9 frequencies or 10.8%. Meanwhile main character take turn by debating and giving information is 6 frequencies or 7.2%. The different slight with debating, introducing and asking for help also 5 frequencies or 6.0%. Asking for opinion just 3 frequencies or 3.6%. The last one is giving expression of feeling, inviting, remembering something and greeting is very rarely used by the main character just 2 frequencies or 2.4%. It is based on the figure of strategies that shows the frequencies and percentages. The main character's turn taking includes more turn constructional component (76

frequencies). In contrast to the use of turn constructional component, the main character rarely uses turn allocation component because she takes turn directly when she has conversation with the others. The main character's conversation rarely include turn allocation component because she rarely allocate her turn to another speaker and almost never give chance to another speaker to allocate her turn.

INTISARI

Andriyani, Asischa. 2015. Pergantian berbicara secara konstruksi (langsung) dan pergantian berbicara secara alokasi (mengalihkan) Skripsi. Sastra inggris fakultas adab dan humaniora universitas islam negeri Sunan Ampel Surabaya.

Kata kunci : pengambilan giliran berbicara, pergantian berbicara secara kostruksi (langsung) dan pergantian berbicara secara alokasi (mengalihkan).

Skripsi ini berkaitan dengan strategi dan model pergantian bicara yang dilakukan oleh pemeran utama di film "The Little Princess" yang di publikasikan oleh Walter Lang pada tahun1939. Skripsi ini menganalisis tentang bagaimana cara pemeran utama mengambil giliran berbicara, dan juga menganalisis tentang giliran berbicaranya termasuk dalam model langsung diambil sendiri atau dialihkan kepada orang lain. Skripsi ini menggunakan pendekatan deskriptif. Peneliti menggunakan teori dari Sakcs, Schegloff dan Jefferson tahun 1977. Pengambilan data dari percakapan oleh pemeran utama di film tersebut ada 12 stategi yang digunakan oleh pemeran utama dalam berbicara, diantaranya yaitu memberikan pertanyaan, memberikan ungkapan perasaan, meminta pendapat, berdebat, mengajak, memperkenalkan dirinya sendiri atau orang lain, mengingatkan sesuatu, menyapa, meminta bantuan, menjawab pertanyaan, menguacapkan terima kasih, dan. memberikan informasi. Strategi yang paling sering dilakukan oleh pemeran utama dalam mengambil pergantian bicara adalah memberikan pertanyaan dan menjawab pertanyaan, itu terbukti dari tabel yang menunjukkan ketika pemeran utama memberikan pertanyaan ada 23 frekuensi atau 18 kali. Tabel selanjutnya menujukkan penurunan ketika pemeran utama menjawab pertanyaan, yaitu 18 frekuensi atau 21,6%. Penuruna selanjutnnya ada ketika mengucapkan terima kasih ada 9 frekuensi, Itu berbeda dengan debat dan memebrikan informasi 6 frekuensi. Berbeda tipis dengan sebelumnya, memperkenalkan dan meminta bantuan ada 5 frekuensi. Sementara untuk meminta pendapat ada 3 frekuensi, dan yang paling jarang digunakan oleh pemeran utama adalah mengungkapkan perasaan, mengajak, menyapa dan mengingatkan sesuatu hanya 2 frekuensi. Pergantian berbicara yang dilakukan oleh pemeran utama banyak yang termasuk dalam pergantian secara kostruksi (langsung), karena pemeran utama mengambil pergantian secara langsung dan jarang memberikan giliran berbicaranya kepada orang lain.

CHAPTER 1

INTRODUCTION

1. Introduction

This introduction chapter presents the background of study, statement of problem, the objective or the purpose of the study, scope and limitation, significance and operational definition.

1.1 Background of study

Conversation is a means of social interaction involving two or more participants who talk about a certain topic. Therefore, conversation is determined to build a social relationship in society. Conversation is more than merely the exchange of talk. In conversation, two or more people participate in exchanging ideas. It means that there are at least two individuals who take part in the conversations as the speaker and the listener and the two participants have to take turn of speaking.

Turn-taking refers to the process by which people in a conversation decide who is to speak next. Sacks et al (1974) shares the model of turn taking, there are two models of turn taking, and that is turn constructional component and turn allocation component. Turn constructional component is the unit which constructs a turn. These units are characterized by predictability of their closure

as a unit. Meanwhile turn allocation component is describes how participants organize their interaction by distributing turns to speaker. Taboada, (2006) deal with turn-taking is usually considered to follow a simple set of rules, enacted through a perhaps more complicated system of signals. Kato, (2000) remarks that turn-taking is one of the basic mechanisms in conversation, and the convention of turn-taking varies between cultures and languages; therefore, learners of a foreign language may find it difficult to take their turns naturally and properly in other tongues. However, the mechanisms by which people take turns speaking in a conversation are spoken and nonverbal, open and subconscious. (Wiemann and Knapp: 1975)

Turn taking can be found easily in our environment especially in a daily conversation. Thorisson, (2002) presents a computational model of natural turn-taking in goal-oriented, face-to-face dialogue. It was also examined from different perspectives for instance turn taking in social talk dialogues (Louis, 2004) turn taking in universal and cultural variation (Enfield, 2009). Turn taking in verbal interaction (Spyros:2001), Turn-taking in cross-sex and cross-cultural communication (Term Paper, 2007), Larue (1993) remarks in many formal situations, such as committee meetings and debates, turn taking mostly occurred in conversation that is taken into consideration became interaction between speakers and hearers.

According to Levinson, et al. (2009) despite 'obvious' nature turn taking (i.e. A speaks, then B speaks, then A speaks again) this is the way in which

distribution is achieved is anything but obvious. Taking of turns obscures the significance of how people act. By subordinating action to word-based patterns, talk comes to be conceptualized independently of timing. Cowley, (1983) the concept of turn taking is central to conversation analysis turn taking organizes the distribution and the flow of speech between the two participants of interaction there by keeping speech continuous. Richard (1989) turn taking has been described as a process in which one participant talk, then stops and give the floor to another participant who starts talking, so the researcher obtain a distribution of talk across two participants.

In the previous study, Tanya et al. (2009) examines turn taking conversation in a universal manner. They test these opposing hypotheses: a universal system hypothesis, by which turn-taking is a universal system with minimal cultural variability, and a cultural variability hypothesis, by which turn-taking is language and culture dependent. They compared data from video recordings of informal natural conversation in 10 languages from 5 continents. The results show that all of the languages tested provide clear evidence for a general avoidance of overlapping talk and a minimization of silence between conversational turns. It is too much when the researcher uses 10 languages from 5 continents, maybe just 5 languages from 3 continents, it can be more specific. If it is compared with my research, it is little different because my research take from movie script with formal language in the very formal situation, and do not load different languages from different cultures.

Louis and Ruiter (2004) analyze about durational aspects of turn-taking in spontaneous face to- face and telephone dialogues. That is two-speaker spontaneous conversations. The dataset used in the study consists of 29 face-to-face dialogues and 32 telephone dialogues, both face-to-face dialogues and telephone dialogues are informal and spontaneous; speakers knew each other and could freely talk about any subject. The results show that the distributions of both pauses and speech-overlaps of telephone and face to-face dialogues have different statistical properties. The differences between spontaneous face to face in dialogue is speaker and hearer can take the turn directly without any obstacle of the signal telephone, and also know whether speaker talk in serious situation or just kidding. Meanwhile when speaker uses spontaneous dialogue in telephone, sometimes the hearer can't hear as well as possible because of any obstacle of signal telephone. A speaker usually speaks many times if the hearer can't hear what the speaker is talking about and the hearer also doesn't know whether the speaker is talking seriously or just kidding.

Louis and Ruiter (2004) continue their research, but in this case, they analyze turn-taking in social talk dialogues within some aspects: temporal, formal and functional aspects. They use a quantitative analysis of the turn-taking mechanism evidenced in 93 telephone dialogues. This analysis above explains that turn taking in social talk within 3 aspects, but in this research just explain temporal phenomena and functional without finding formal aspects. The result shows that speaker adapt their turn taking behavior to the interlocutor's behavior.

Furthermore, the results indicate that male-male dialogs show a higher proportion of overlapping turns than female-female dialogues. Unfortunately, this research can't explain more to distinguish turn taking in social talk dialogues between temporal, formal, and functional aspects. It just explain that speaker adapt their turn taking behavior with a result between average pause durations in the speech produced by the speaker. The data from 93 telephone dialogues is very much, while in a subject just 8 dialogues. The difference is striking. This analysis explains that turn taking in social talk within 3 aspects, but in the research just explains temporal phenomena and functional without formal aspects.

Talking about duration of turn taking in conversation, there is also previous study examine tone of turn taking. Kato (2000) examines how tone signals turn-taking, with respect to the function of tone choice because tone reflects the context of interaction and the role-relationship between participants. It also uses movie as material and the advantages if students as reader is they can learn that utterances with a falling tone function as interrogative only when the form is an interrogative one starting with whom and how. Listening to an utterance with focus on its grammatical and into national forms does not give a proper cue for smooth turn-taking. However, in natural language, form and function do not always correspond. It is strongly suggested that a discourse-based approach should be taken. The aim of this research is to examine how tone signals turn taking with respects to the function of tone choice. If compared with my research, it is use movie as a material, but in this research focuses on tone

signals of turn taking, while my research just focuses on the model of turn taking without analysis tone of turn taking.

Cowley (1998) said that by taking turn-taking to be an explanatory principle, many discourse analysts fall into the error of mistaking a metaphor for an empirical finding. From his perspective, turn-taking is no more than a convenient label for different ways of acting, like temporal, prosodic, and visible properties of talk which is how speakers alternate can be shown to collate significantly with a range of communication factors. He was thinking in term of turn taking may appear innocuous. That is first because it fits the schooled individual's bias that conversations are essentially trains of word-based forms. Second, as spelled out and implied by research into conversational substance, transcription-based analysis suppresses much of human communication. This analysis challenges the idea that conversation are reducible to sequences of word-based from alternately spoken by different individuals.

Sack, et. al (1977) studied the organization of turn taking conversations, and proposed a model alleged to be both context and context independently. They examine a variety of recorded, natural conversations in their seminal review "the systematic of turn taking in conversation". They conclude that the turn taking seems a basic form of organization for conversation. But as Sack, Schegloff, and Jefferson (1977) also state, the turn taking system in effect in informal conversations may be a central component of the one that governs more formal interactions, such that the formal system would in some sense have an

additional set of secondary-level features not contained in the informal system and that different turn-taking systems may be involved (Sacks et al. 1974).

These previous studies above have examined turn taking in the several focuses, there are focus on conversation in universal manner (Tanya et al.:2009), turn taking in many formal situations (Larue, 1993), turn taking duration in spontaneous face to face and telephone dialogues (Louis et al: 2004), then they continue their research and analyze turn-taking in social talk dialogues within some aspects: temporal, formal and functional aspects. There is also researcher who examine tone signals turn-taking, (Kato, 2000) and so on.

There is new previous study from (Nugroho and Ariyanti, 2014) turn taking used in interview TV program "Indonesia now exclusive Agnes Monica with Dalton Tanonaka" on Metro TV. They focus on the way participants in a conversation take and construct the turn to talk. It is similar to my research that use descriptive design, and some theories from Sacks, et al (1974). The difference is that they also add theory about turn-taking systems from other theories about the cultural background of conversation in using turn taking strategies. The advantage of their analysis is that a lot of phenomena are found out about taking the turn to talk and also new thing that interruption has relation with overlap. My research, however, just shows how the main character in the movie takes turn and whether it includes turn constructional component or turn allocation component.

There is newest research from (Chow, Mitchell, and Miller: 2015) vocal turn-taking in a non-human primate is learned during ontogeny, they recorded the natural vocal interactions of common marmosets (*Callithrixjacchus*) occurring with both their sibling twins and parents over the first year of life and observed at least two parallels with language development. This research is different from the others; it includes the unique research because the findings suggest that similar learning mechanisms may be implemented in the ontogeny of vocal turn-taking across our order, a finding that has important implications for our understanding of language evolution.

If my research is compared to other research above, although many research focuses on turn taking, but no one of the research develops a model of turn taking. My research is the newest research that examines the model of turn taking, which includes turn constructional component and turn allocation component. But the focus of my research is just to examine whether the turn taking from the main character's conversation in the movie includes turn constructional component or turn allocation component. It doesn't explain detail about duration, cross-talk, tone and so on.

In the present study, the writer takes into account some previous studies that have successfully revealed in turn taking. In the earlier study have examined about turn taking, she observe turn taking in the object of situation (Larue, 1993). The next year there is researcher examine about tone signals turn-taking, (Kato, 2000).

The next previous study test turn taking duration in spontaneous face to face and telephone dialogues (Louis et al: 2004), then they continue their research and analyze turn-taking in social talk dialogues within some aspects: temporal, formal and functional aspects, there is also research about turn taking but the researcher add some focuses, there are focus on conversation in universal manner (Tanya et al.:2009).

The newest in 2014 analyze turn taking in interview TV program, (Nugroho and Ariyanti, 2014). In 2015 Vocal turn-taking in a non-human primate is learned during ontogeny, (Chow, Mitchell, and Miller: 2015) it is the unique analysis because they recorded the natural vocal interactions of common marmosets. From explanation above, the writer conclude that Larue (1993) and Tanya et al. (2009) have same analysis that focus on the object of turn taking. Meanwhile Kato (2000) and Louis et al. (2004) also examine about duration of tone in turn taking, but they analyze different object. In this analysis, the researcher increase turn taking especially the model of turn taking that still not including in some previous study. This analysis include in the present study.

1.2 Statement of problem

Related to the background of study as mentioned above there are some problem that are faced by writer. So, to get some explicit formulation of the problems, are put toward as follows:

1. What are the strategies used by the main character in the movie take turn?

2. What are the main character's conversation including the turn constructional component or turn allocation component?

1.3 Objective of study

This study is intended to the description of:

1. To know strategies that is used by the main character takes turn.

2. To know main character's conversation including turn constructional component or turn allocation component.

1.4 Significance of study

This study is supposed to be useful for anyone who is interested in linguistics research about turn-taking conversation. A related objectives is to show that language and interaction deeply interconnected, and combined with other features of talk to provide resources as well as constraints for the construction, recognition, and allocation of turns at speaking.

As mentioned above, the writer expected to provide contribution to the students of linguistics. Explore the turn-taking that used in the conversation in the movie, and will be a new reference for new researcher to examine about model of turn taking. If the research have done, the result of this research can be useful for encourage people to learning how to use turn taking conversation better with using strategies in taking turn. Not only that, but also to increase their

knowledge of turn-taking mechanism and model of turn taking also know how to use it in their daily spoken.

1.5 Scope and Limitation

The scope of this study is discourse analysis. This study is focused on the formal situation and of course used in formal language usually used by two or more person or group such as debate, discussion and so on. The writer limit her study only on conversation when people used turn taking in their conversation and take the turn taking conversation in movie child "Shirley Temple- The Little Princess publish in 1939.

The researcher limit her research by focusing on the object of study only in the conversation that is used by Sara as a Shirley Temple exactly her conversations with others.

1.6 Operational Definition

Turn-taking is processes by which interact ants allocate the right or obligation to participate in an interactional activity. (Sacks, Schegloff, and Jefferson.:1974).

Conversation is talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged.

Mechanism is a habitual manner of acting to achieve an end.

Communication is two way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning.

The turn constructional component describes basic units out of which turns are fashioned. These basic units are known as turn construction unit TCU. Unit types include: lexical, clausal, phrasal, and sentential.

The turn allocation component describes how participants organize their interaction by distributing turns to speakers.

CHAPTER 2

RIVIEW OF RELATED LITFRATURE

In this chapter, the researcher would like to present about theoretical framework.

2.1 Theoretical Framework

2.1.1 Conversation:

Conversation is a form of interactive, spontaneous communication between two or more people. Typically it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning. Conversation is a means of social interaction involving two or more participants who talk about certain topic. Therefore, conversation is determined to build a social relationship in society.

Conversation is more than merely the exchange of talk. In conversation, two or more people participate in exchanging ideas. It means that there are at least two individuals who take part in the conversations as the speaker and the listener and the two participants have to take turn of speaking. Each participant has the power to control the floor in ongoing conversation. Each participant has their own way to get the floor which can be defined as the right to speak. However, there will be only one

participant who speaks at a time. Since there will be two or more participants in a conversation, we could not estimate who will take the turn because each participant has the same right to speak. Therefore, each participant has the same opportunity to take the turn the exchange of turn occurs orderly. The reason is that there are rules which govern our conversation. When someone talks, the other will listen to him and wait for their turns. Those rules are called turn taking system.

Participant could not take the control as they want. There is a set of rules that governs one's speech, when a speaker takes the turn, giving turn, or keeping it. Turn taking system is proposed to make sure that there is only one participant who speaks at a time with the minimal gaps or overlaps in each turn change. Turn taking is considered to play and essential role in structuring people's social interactions in terms of control and regulation of conversation. Therefore the system of turn-taking has become object of analysis for both linguistics and sociologists.

Sacks, Schegloff and Jefferson are a group of sociologist who are considered to be most influential in the area of turn-taking and what methods people use to participate in and make sense of interaction. They examine a variety of recorded conversations from everyday life and conclude that turn taking seems to be a basic form of organization for conversation and that organization must be controlled by some kind of mechanism which facilities the orderly distribution of turns and govern the process of talk in their seminal review of the systematic of turn-taking in conversation. They also construct the rules that coordinate our spontaneous

interaction. These rules organize who should take the floor and who should keep silent until her/his turn and at which point the speaker changes.

2.1.2 Turn taking in conversation:

Conversation is a means of social interaction involving two or more participants who talk about certain topic. Therefore, conversation is determined to build a social relationship in society.

Conversation is more than merely the exchange of talk. In conversation, two or more people participate in exchanging ideas. It means that there are at least two individuals who take part in the conversation as the speaker and the listener and the two participants have to take turn of speaking. Each participant has the power to control the floor in ongoing conversation. Each participant has their own way to get the floor which can be defined as the right to speak.

However, there will be only one participant who speaks at a time. Since there will be two or more participants in a conversation, we could not estimate who will take the turn because each participant has the same right to speak. Therefore, each participant has the same opportunity to take the turn. The exchange of turn occurs orderly. The reason is that there are rules which govern our conversation. When someone talks, the others will listen to him and wait for their turns. Those rules are called turn taking system.

2.1.3 Turn taking mechanism conversation;

In the turn-taking conversation, the mechanism was found to be more complicated in which the speaker is currently elected could not continue the conversation and how frequently individual utterances are tailored for their turn. The possibility of obtaining mechanism not only the next turn, but also a series of turns. To describes this, the researcher use theory by Sacks, Schegloff, and Jefferson.

Participants in conversation seek to correct the trouble source by initiating self-repair and a preference for self-repair, the speaker of the trouble source, over other repair (Schegloff, Jefferson, and Sacks 1977).

Self-repair initiations can be placed in three locations in relation to the trouble source, in a first turn, a transition space or in a third turn (Schegloff, Jefferson, and Sacks 1977). Self-initiators of repair in the same turn use different non-lexical speech perturbations, including: cut-offs, sound stretches and "oh's" (Schegloff, Jefferson, and Sacks 1977).

2.1.4 Turn taking components:

The three linguists notice that the speaker could not start talking anytime he wants to. There is a special place of speaker change or place where the speaker transition becomes relevant. Thus, they describes the turn taking system in terms of two components and set of rules as follows:

2.1.4.1 Turn constructional component

It is the unit which constructs a turn. These units are characterized by predictability of their closure as a unit. The end of the unit is the place where speaker change can occur and the turn may pass to another speaker in order to keep the progression of turns in motion. It can be clausal, phrasal, or lexical (Herman, P.80).

Here example of single-word turns:

(a) Desk: What is your last name Loraine?

Caller: Dennis.

Desk: What?

Caller: Dennis.

Here example of single-phrase turns:

(b) A: I have the- I have one class in the evening.

B: On Mondays?

Here example of single-clause turns:

(c) A: Uh you were down here before haven he.

B: Yeh.

A: Where the sidewalk is?

(Sacks, Schegloff, Jefferson, P. 702-703. 05. Feb. 2010).

Transition relevance Place (TRP) is the place at the end of TCU where speaker change may occur and the turn passes to another speaker, thus keeping the progression of turn motion (Herman, p80). That is to say, it is the transition point between the end of a turn and the beginning of other turn of other speaker. So, TRP makes it easy for each participant to recognize when he will be able to start or end the turn in each turn constructional unit.

For example:

A: Do you want the red jacket (.) (TRP) or the blue one (TRP)

This example shows that the speaker completes two TRP in the turn. After the speaker finishes the first TRP, no participant takes the turn. So, the speaker continues speaking.

2.1.4.2 Turn Allocation Component:

Turn allocation component describe how turn are allocated among participants. Sacks et al. divided into two groups:

Turn-allocation techniques are distributed into two groups:

(a) Those in which next turn is allocated by current speaker's selecting next speaker; and

(b) Those in which next turn is allocated by self-section.

An example is:

Sara: Ben you want some ( )?

Ben: All right I'll have a,

((Pause))

Sara: Bill you want some?

Bill: No,

(Sacks, Schegloff, Jefferson, p.703)

Here, Sara as a current speaker allocates the turn by the selection of next speaker, Ben in line one, and in line three Sara allocates her turn by self-selection. Thus, turn-allocation component regulates turn change among participants and comprise a set of rules for the allocation of next speaker's turn in order to get a smooth transition.

CHAPTER 3

RESEARCH METHOD

3. Research Method

Research method is the important aspect of conducting a study of research. In this chapter, method on how to obtain and how to analyze the data are presented. It consists of research design, subject of the study, produce the data collection (e.g. instrument of study and data collection technique) and data analysis technique.

3.1 Research Design

In conducting study of turn-taking conversation and the type of word formation process between speakers and hearer in the movie, the writer used descriptive as the approach to answer the research problems because the data consist of words and it happens in natural setting in daily lives because the data were in form of words and empirical strategize applied by the speaker. It means for describing understanding what the speakers say when they did turn taking conversation. The analysis focused on the data from conversation among the speakers. By using this approach, the writer developed her understanding of the study and presents it descriptively. The writer tried to describe of what she has pay attention related to the turn-taking conversation by speaker in the movie. The

method deal with how the researcher gathers the data required for her research and how she analyze the data to get proper finding. This has become the main attention of writer to analyze in this thesis proposal.

3.2 Data Sources

The subject of the study is Sara's conversation that was taken from movie Shirley Temple- the Little Princess. In this research the subject are conversations between Sara and her father, and so on. Those entire subjects are children from America. The researcher was take the data from movie the little princess publish in 1939 is an American drama film directed by Walter Lang. The members of children talk freely because they trust each other, feel comfortable with togetherness and enjoy talking to each other about everything. This subject use formal language, that is so interesting to analyze because they commonly making conversation longer and longer. This activity really attracts the researcher to look further about turn-taking that use by them.

3.3 Research Instrument

The researcher is the key human instrument. The instrument used to collect the data in this study is movie. There is a reason for choosing movie as research instrument in this study because the movie taken from downloading on YouTube, it enabled researcher to collect data with spending much time and having to come to the scene. Movie can provide a fine-grained record of an event detailing gaze, expression, body posture, gesture, and so on.

3.4 Data Collection

The collection of data was an important part of the research. The data were linguistic data and from spoken data in the forms of conversation. To collect the data from this research, the researcher was taken several steps:

1. First, the researcher had been searching movie the little princess on YouTube and download it.

2. Second, the researcher also had seen and listen carefully what they were talking about and also transcribe the conversation, that is to know when main character overlap or interrupt the sentences.

3. After that the researcher had been identify the strategies main character conversation in turn taking and also classified whether main character conversation include turn constructional component or turn allocation component,

4. The last is the researcher had been put all the data and write down on laptop and forget to make a conclusion.

3.5 Data Analysis

In this part, the researcher analyzes each of conversation by following these steps:

1. Transcribe the speaker conversation.

   ((Song))

   S   : Why are they sending so ↑ many soldiers daddy? (.) If it is only going to be a little war.

   D   : Make those southern boys take us seriously this time, my darling (.)
   When they realize how much we| want to put a stop to their nonsense, they'll quiet down.

   S   : They'd better. (0.2) Anyhow, when you get there, you'll stop them won't you daddy? ((Smiles))

2. Looking for the way main character takes turn, such as giving question, answering question, debating, greeting and so on.

   Example of way the main character takes turn

Minutes	speaker	Conversation	How take turn
02:37-02:45	S . D	Why are they sending so ↑ many soldiers daddy? (.) If it is only going to be a little war. Make those southern boys take us seriously this time, my darling (.)	By giving question

3. Classifying the main character conversation in turn-taking whether include turn constructional component or turn allocation component.

Example of classifying main character include TCC and TAC

Minutes	Speaker	Conversation	TCC	TAC
02:37- 02:45	S D	Why are they sending so ↑ many soldiers daddy? (.) If it is only going to be a little war. Make those southern boys take us seriously this time, my darling (.)	√	

4. Finally the researcher would make a conclusion

CHAPTER 4

FINDING AND DISCUSSION

In this chapter, the researcher would like to present the findings, show frequency and percentage from each strategy that is used by main character in the movie with form of table and discussion.

4.1 Findings

In this part, the researcher will answer and explore the research problem. That is first, how the main character takes turn, and the second is classification main character's conversation whether includes turn constructional component or turn allocation component. The way how main character takes turn and its classification will be explained one by one with an example and explanation within figure or chart with frequency and percentage.

4.1.1 Strategies in Taking Turn

In this part, there are 12 ways how the main character takes turn. The strategies applied are giving question, giving expression of feeling, asking for opinion, debating, inviting, introducing, remembering something, greeting, asking for help, answering question, thanksgiving, and giving information.

In this part, the researcher would like to present diagram of frequency and percentage of strategies main character in turn taking. It shows twelve strategies how a main character in the movie takes turn.

Figure 4.1.Strategies in Taking Turns.
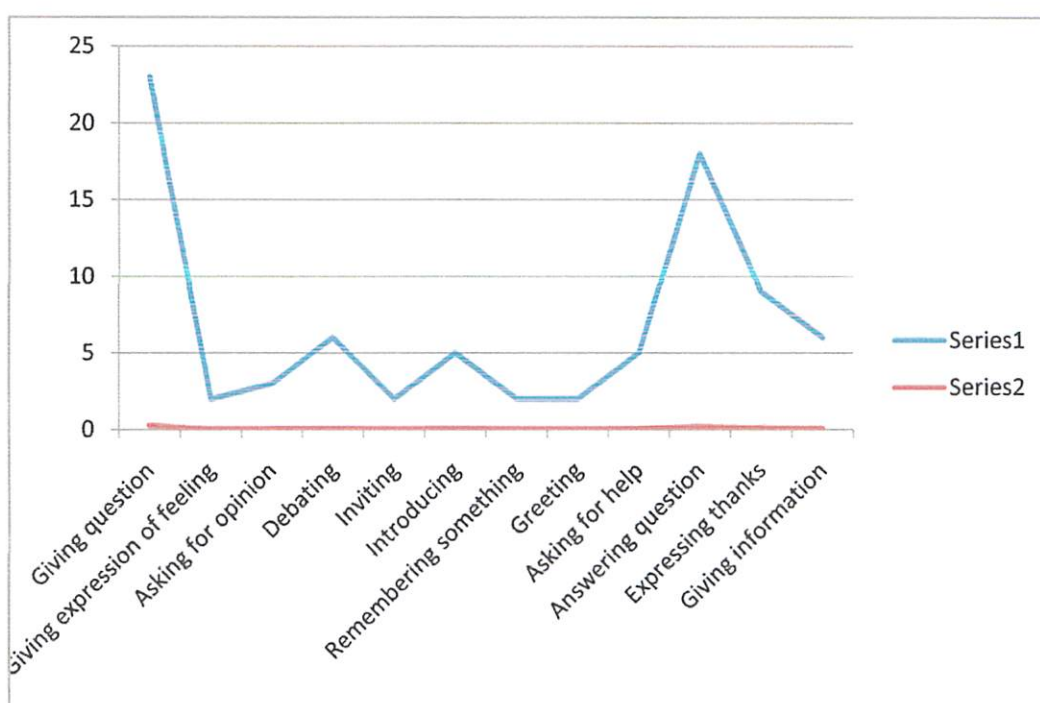
The picture above shows the frequency of how the main character takes turn. First, by giving question is the highest one, there are 23 frequencies or 27.7%. It means most of turn taking are done by giving question to the others. The next lower strategy is answering question, which is 18 frequencies or 21.6%. Main character uses expressing thanks 9 frequencies or 10.8%. Meanwhile main character take turn by debating and giving information is 6 frequencies or 7.2%. The different slight with

debating, introducing and asking for help also 5 frequencies or 6.0%. Asking for opinion just 3 frequencies or 3.6%. The last one is giving expression of feeling, inviting, remembering something and greeting is very rarely used by main character just 2 frequencies or 2.4%.

4.1.1.1 Giving Question.

When someone wants to starts chatting, she should propose a question to another speaker, if the other speaker can't respond; she/he may give more questions or pronouncement to provoke the other speaker to take the turn.

For example:

((Song))

→

| 02:37 | S | Why are they sending so ↑ many soldiers daddy? (.) If it is only going to be a little war. |
| 02:45 | D | Make those southern boys take us seriously this time, my darling (.) |

The first part of the movie shows a lot of soldiers who play drum with a song. When Sara and her Daddy go on the Cabbie, she watches it. She feels little a confused and wants to ask her Daddy. Sara starts conversation by giving a question to her Daddy. She says, "Why are they sending so ↑ many soldiers daddy?" After finishing her question, Sara skips her conversation. She waits her daddy to answer it

but her daddy doesn't take the turn directly. So, Sara continues her speaking by saying, "If it is only going to be a little war." Finally, her daddy answers her question.

4.1.1.2. Answering Question

If someone gives a question to other people about something, the interlocutors should directly answer the question in order to make dialogue longer. But if the other people do not answer the question, they should answer with body language such as nod, smile, etc.

For example:

14:23-	B	Good-morning (.) Has the young lady any boots to be done?
14:43	S	Well, only the pair I wore yesterday, I'll get them. I'll get them Miss. Oh I beg your pardon Miss!
	B	Are ↑ you hurt?
→	S	No Miss you mustn't be helping me Miss (.) Just hold out your arms and I'll pile them on.

The dialog above occurs when Becky comes into Sara's room. She says good morning to Sara, but Sara doesn't give any respond. Becky continues her sentence by asking about the shoe boots, "Has the young lady any boots to be done?" Sara answers Becky's question by saying, "Well; only the pair I wore yesterday, I'll get them. I'll get them Miss. Oh I beg your pardon Miss!" She says she is so happy

because Becky helps her repair her shoes. Sara and Becky run to look for Sara's boots that located under the bed. Unfortunately they collide and fall down. Becky asks Sara whether she is hurt or not. Sara doesn't look hurt. She answers, "No Miss you mustn't be helping me Miss (.) Just hold out your arms and I'll pile them on."

4.1.1.3. Expressing Thanks

When someone accepts any help from other people, he/she should say "thanks" as a thanksgiving to them. The thanksgiving means the expression of feeling of acceptance. He/she should say "thanks" for making sure that he/she really helped, and they should take their turn by saying "you are welcome" or "with pleasure". For example:

14:40 -	S	Think you ↑ can hold two more?
14:48	B	Yes Miss. ((Smiles))
	S	There. There we are. Are you all right? You take care of all [those?
	MR	[And she does them beautifully.
	B	I thank you Miss.
⟶	S	Thank-you for doing my shoes.

It displays that when Sara requires a help from Becky for repairing her shoes, Becky knows that Sara needs her help to do something. Becky agrees and tries to help

Sara because Becky knows Sara is new pupil there. Sara says "Thank-you for doing my shoes." It means that she says "thank you" as a thanksgiving because Becky with her pleasure has helped her.

4.1.1.4. Debating

In a debate, when someone disproves other's talk, she should give an argumentation or a reason why she disproves and provides an explanation about it. Meanwhile for the opponent, she/he should provide addition or discussion with the other people about it.

For example:

05:19	D	Really now, I'm not entirely to blame (.) = You see Sara and I, only just arrived from India. Sara has lived there practically all her life. We no more than got here, when I learned that my regiment was to leave at once for South Africa, so we had to act in a hurry.
05:42		
	MM	But I wrote you and explained that I do not take young ladies without an interview and impeccable references. = I wrote you also, that at the moment, I have no vacant room.
⟶	S	Well in that case daddy (.) we may as well move on.
	D	This is a bit awkward. You see, your letter never reached me and I'm afraid it never occurred to me that any school wouldn't welcome my little [Sara. =

The dialog is taken while Sara and her daddy meet Miss Minchin, the owner of the school. Her daddy wants Miss Minchin to accept her child. Unfortunately Miss

Minchin rejects it. She explains that she doesn't take young ladies without an interview and impeccable references. She also says, "I wrote you also, that at the moment, I have no vacant room." After Miss Minchin says about it, Sara directly requests her daddy, "Well in that case daddy (.) We may as well move on." Sara tries to ask her daddy to leave the place because she believes that Miss Minchin cannot accept her. On the contrary, Daddy convinces Miss Minchin to accept his child by saying, "I'm afraid it never occurred to me that any school wouldn't welcome my little [Sara."

4.1.1.5. Giving Information

When someone needs to give information to other people, he/she should convey the truth whether it is good news or bad news. Then, the other people commonly directly take turn by giving their respond.

For example:

33:15	S	Oh Mr. Bertie! Did you hear? Mafeking is set free!
-	Mr.Br	Yes darling, isn't it great news?
33:22	S	Well.

⟶
M R

Oh Miss Rose, they're saved. My daddy and Mr. Geoffrey are saved.

((Smile))

At night when Sara hears someone say Mafeking is safe. She is very happy. She tells to everyone in several rooms that Mafeking is set free. She screams to children by saying "Mafeking is set free". When she meets Mr. Bertie, she also says the same thing. Mr. Bertie gives a respond by saying, "Yes darling, isn't it great news?" Sara says "well" to answer Mr. Bettie's question. Then, Sara meets Miss Rose. She also tells Miss Rose that her daddy and Mr. Geoffrey are safe. Miss Rose doesn't say anything. She just smiles to Sara. However it means she is also very happy.

4.1.1.6. Introducing herself/another self

When someone wants to know each other, he/she should introduce himself/herself to the other people or say "how do you do" if in order to introduce himself/herself. After she/he knows each other, it will be easy to make a conversation.

For example:

07:27	MM	Children, we have a new pupil. Sara Crew. (.)
-		Say how do you do to her.
07:38	C	(Together) how do ↑ you do?
	S	I'm very well, (.) thank you.

When Miss Minchin walks with Sara in front of children, children just look at Sara. They thought who is she? Miss Minchin directly introduces Sara to other children. She gives a little announcement about new students. She asks the children to say "how do you do" to a new pupil. Children says "how do you do" together. Sara directly provides a respond by saying "I'm very well, (.) Thank you."

4.1.1.7. Asking for Help

When someone needs to ask for help to other people, he/she should not require say it directly. Perhaps he/she just says the infirmity, the other people usually understand what does it mean and try to help.

For example:

13:58	MR	= Are you ready for breakfast my dear?
→ - 14:20	S	Well, I'm trying to be, but I don't seem to be very good at these buttons. (.) My thumb gets lost in the holes.
	MR	Here, let me help you. (.) Buttons are a bother, aren't they?
	S	I've never had to button things before, but I'll learn.
	MR	Here, put your shoe up.

The conversation indicates that when Miss Rose comes close to Sara in her room, Miss Rose sees Sara is talking with Ram Doss, but after she finishes her conversation with Ram Dass, Miss Rose says good morning to Sara and asks her, "=

Are you ready for breakfast my dear?" Sara answers, "Well, I'm trying to be, but I don't seem to be very good at these buttons. (.) My thumb gets lost in the holes". In this case, Sara actually needs a help from Miss Rose without saying any asking for help or please. Miss Rose understands what does she means and directly says that she wants to help her. She helps Sara with her pleasure. Miss Rose also teaches Sara to repair her buttons.

4.1.1.8. Asking for Opinion

When someone asks an opinion from other people, he/she should ask a good opinion. It is because a bad or not good opinion usually makes other people do not give any respond. Perhaps she/he decides to take his/her turn by giving a comment or just smiling without giving any opinion.

For example:

03:54 - 04:00	S	Not a very cheerful looking school, [is it daddy?]
	D	[I'm afraid nothing would seem very cheerful to us at the moment.]
	S	Well (.) maybe it will be better on the inside.

The conversation is done when Sara and her daddy arrives in front of Miss Minchin's school. She shares her opinion about the school and says, "Not a very cheerful looking school." Her daddy doesn't take his turn directly. Then, Sara asks his opinion about the school by saying "is it daddy?" Daddy overlaps Sara's question,

he doesn't answer by giving opinion, but he says, "I'm afraid nothing would seem very cheerful to us at the moment." Then Sara gives another opinion, "maybe it will be better on the inside". Daddy answers Sara's opinion by saying "Of course it will".

4.1.1.9. Expressing of Feeling.

If someone needs to share his/her expression of feeling to the other people, he/she should provide nice expression like expression of something about love or longing. It will build a sweet conversationn.

For example:

$\longrightarrow$	03:19 -	S	We will miss you so.
	03:31	D	I'll be back and we'll be together again before you can say knife.
		S	I can say knife a good many times in a year.

When Sara knows that her daddy will go to the war because her daddy as a Captain Crew, Sara provides expression to her daddy. She says, "We will miss you so." By asserting first person plural pronoun "we", it shows that not only Sara who will miss him, but also she convinces that her daddy will miss her too. Then, daddy also convinces her child that he will back and live together again before Sara can say "knife". Sara denies it and says "I can say knife a good many times in a year.

4.1.1.10. Inviting

If someone wants to invite other people, he/she should give information about the place. But if someone doesn't give the information, probably other people will ask question about where is the invitation take place.

For example:

06:29 – 06:41	MM	But after this interview, I can see at a glance, she's a dear little child. It'll be a pleasure to have her with [us.
	S	[Does that mean I've got to stay?
	MM	Yes dear. You are to have that privilege. You and your little [pony.

After a long debate, finally Miss Minchin interviews Sara. She accepts Sara in her school and let her stay there with other children. Miss Minchin says "But after this interview, I can see at a glance, she's a dear little child. It'll be a pleasure to have her with [us." Sara tries to understand what Miss Minchin says. She asks to Miss Minchin whether she is permitted to stay there or not by asking, "[Does that mean I've got to stay?" Miss Minchin answers Sara's question, "Yes dear. You are to have that privilege. You and your little [pony.

4.1.1.11. Remembering something

When someone intends to remind something to other people, he/she should help them to remember. Perhaps he/she can ask, "Are you remember...?" It is done to determine whether they remember or not. They will directly take their turn by answer it.

For example:

10:09	D	We've fought this kind of battle before, haven't we? And you never cried once when I went away. [Remember?] =
10:29	S	[Yes daddy.]
	D	= But this is going to be our hardest battle (.) But we'll be good soldiers, [won't we?] =
	S	[Yes daddy.]
	D	= Shall we say good-bye, like we used to [at home?]
	S	[Yes daddy.]

Daddy comes close to Sara in her room. He actually wants to say goodbye. He must leave his child because he will go to the war. Sara seems so sad. She wants her daddy stay with her. Unfortunately her daddy must go to the war. He tries to make Sara remember something in the past. Daddy asks to Sara, "We've fought this kind of battle before, haven't we? And you never cried once when I went away. [Remember?] =". Sara remembers it and says, "Yes daddy." He also says, "But this is going to be our hardest battle (.) But we'll be good soldiers, [won't we?] =" Sara answers again,

"yes daddy." Daddy also remembers her that they used to say good bye, "= shall we say good-bye, like we used to [at home?]". Sara just answers "yes daddy" to make sure that she still remembers it.

4.1.1.12. Greeting

If someone meets other people, he/she commonly says "good morning", "how are you" or other kinds of greetings. However it doesn't make a good conversation if someone says a greeting but the other people end the conversations by saying "how do you do" then they go. They should answer the greeting and speak something a little longer.

For example:

13:45- 13:50	LW	Ram Dass! Why are you ↑ doodling here? Finish with that bird and get on with your work.
	RD	Mmmm ((Nods))
⟶	S	Good-morning. =
	LW	= How do you do?

The expression is done when Sara talks with Ram Dass. Then Lord Wickham, Ram Dass employer, comes. Sara says good morning to him. It means Sara wants to introduce herself or wants to talk with him. Unfortunately Lord Wickham seems fierce. He doesn't provide any respond. He directly ends the conversation by saying "how do you do" and leaves Sara with Ram Dass.

After finding the first statement, we know that there are 12 strategies used by main character in turn taking. The strategies applied are giving question, giving expression of feeling, asking for opinion, debating, inviting, introducing, remembering something, greeting, asking for help, answering question, expressing thanks, and giving information. After finding the first statement, it can be concluded that main character commonly takes turn by using giving or answering question to other people. She often uses expressing thanks and giving information. She sometimes uses introducing if she wants to know each other. She also rarely uses asking for opinion, greeting, remembering something and so on. The main character takes turn commonly by using giving or answering question to other people, it evidence in the figure of strategies that shows 23 frequencies or 27,7%. Then she often uses expressing thanks and giving information, it evidence in the next lower of the figure strategies. Sometimes the main character uses introducing if she wants to know each other and rarely use asking for opinion, greeting, remembering something and so on, but if very rarely used by the main character if she takes her turn.

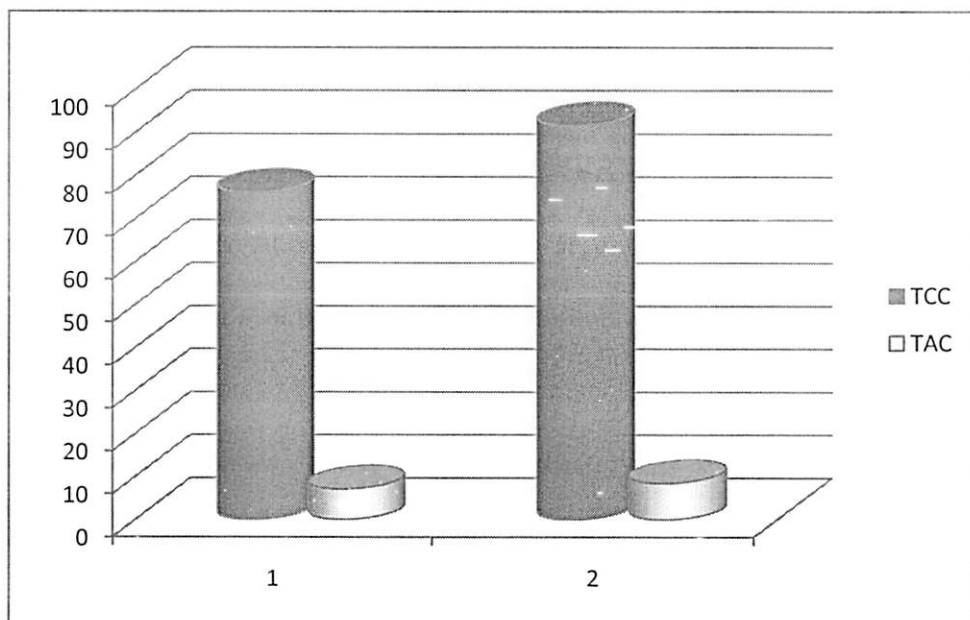## 4.2.1 Turn Constructional Component (TCC) or Turn Allocation Component (TAC).

In this part, there are 2 classifications of main characters in turn taking. The classifications are the Turn Constructional Component (TCC) and the Turn Allocation Component (TAC). Turn constructional component is a unit which

participant can construct the turn, while turn allocation component describes how participant organize their interaction by distributing turns to speaker.

Turn constructional component is when someone wants to make a dialogue, the first speaker starts talking to second people by giving question, asking for help, or introducing, after finishes her talks, first speaker lets second speaker to takes the turn. If the first speaker doesn't take the turn, she/he continues her speak by telling something or asking for opinion to him until he can take his turn. It makes the good conversation longer. If they take turn like this explanation above, it is include turn constructional component or turn allocation component. While Turn allocation component is when first speaker starts talking with second speaker, she gives question to her/him while third speaker interrupts and directly takes turn by answering her/his question and then first and second speakers continue their conversation with third speaker. The first and second speaker takes turn not only by giving and answering question, but also by asking for opinion and help, debating. Turn allocation component commonly used by more than two people.

The researcher would like to present chart of frequency and percentage of classification main characters in her conversation. It just shows two classifications model of turn taking. When main character use turn taking in daily spoken, her turn whether include turn constructional component or turn allocation component.

Chart 4.2 Frequency and percentage TCC and TAC

The researcher would like to explain what the picture about. The picture above illustrates the distribution of turn constructional component and turn allocation component. The researcher will explain one by one and distinguish between which is turn constructional component or turn allocation component. The highest is turn constructional component is the highest one 76 frequencies or 91.5% while it is so different with turn constructional component. The lowest is the turn allocation component is a few just 7 frequencies or 8.4%. It means the main characters in the movie commonly use turn constructional component, it shows that turn constructional component have more frequencies. Meanwhile main characters rarely use turn allocation component because she often takes turn directly when she talks with other people and almost never gives chance to other people to allocate the turn.

4.2.1 Turn Constructional Component

Turn constructional component is when someone wants to make a dialogue, the first speaker starts talking to second people by giving question, asking for help, or introducing, after finishes her talks, first speaker lets second speaker to takes the turn. If the first speaker doesn't take the turn, she/he continues her speak by telling something or asking for opinion to him until he can take his turn. It makes the good conversation longer. If they take turn like this explanation above, it is include turn constructional component or turn allocation component.

Table 4.1 Example of turn constructional component

Minutes	Speaker	Conversation	How the way take turn	TCC	TAC
02:37 - 02:45	S D	((Song)) Why are they sending so ↑ many soldiers daddy? (.) If it is only going to be a little war. Make those southern boys take us seriously this time, my darling (.)	By giving question	√	

It demonstrates that when Sara starts dialogue by giving a question to her daddy, she asks about soldiers, and says "Why are they sending so ↑ many soldiers daddy?" After finishes her question, she pauses her sentences and hopes that her daddy can directly take the turn and gives answer to her, but unfortunately her daddy just keeps silent, and doesn't answer Sara's question. Then Sara continues her utterances by saying "If it is only going to be a little war." Finally her daddy takes turn by answering Sara's question "Make those southern boys take us seriously this time, my darling (.)"

4.2.2 Turn Allocation Component

Turn allocation component is when first speaker starts talking with second speaker, she gives question to her/him while third speaker interrupts and directly takes turn by answering her/his question and then first and second speakers continue their conversation with third speaker. The first and second speaker takes turn not only by giving and answering question, but also by asking for opinion and help, debating. Turn allocation component commonly used by more than two people.

Table 4.2 Example turn allocation component

Minutes	Speaker	Conversation	How the way take turn	TCC	TAC
05:22 - 05:42	MM	But I wrote you and explained that I do not take young ladies without an interview and impeccable references. = I wrote you also, that at the moment, I have no vacant room.	By debating		√
	S	Well in that case daddy (.) we may as well move on.			
	D	This is a bit awkward. You see, your letter never reached me and I'm afraid it never occurred to me that any school wouldn't welcome my little [Sara. =			

It shows that when Sara and her daddy meet Miss Minchin to send Sara to the school, actually Miss Minchin can't accept Sara because she isn't interview and Miss Minchin also has no vacant room. It proves that when Miss Minchin says "But I

wrote you and explained that I do not take young ladies without an interview and impeccable references. = I wrote you also, that at the moment, I have no vacant room." When Sara hears Miss Minchin is words, she comprehends that Miss Minchin doesn't receive her, and she takes turn, directed to Miss Minchin. Instead she asks her daddy to move on, "Well in that case daddy (.) We may as well move on." Daddy knows Sara doesn't want to stay there, but he decided to entrust Sara to Miss Minchin. He doesn't care Sara's feeling, and continues debating with Miss Minchin make Sara to stays there because he is afraid that any school wouldn't welcome or receive Sara.

After finding the second statement, we know that main character commonly use turn constructional component, because she usually takes turn directly to other speaker, meanwhile she rarely use turn allocation component in her turn because she also never allocates her turn to another person.

The conclusion of findings is main character takes turn commonly use giving and answering question. It evidence in the figure of strategy shows 23and 18 frequencies. Therefore main character rarely use greeting, asking for opinion and help, inviting and so on. Meanwhile main character's turn taking more include turn constructional component, it is evidence that there are 76 frequencies, it so different with turn constructional component, main character sometimes use turn allocation component because she rarely allocate her turn to other people.

4.2 Discussion

Conversation is a social interaction involving two or more participants who talk about certain topic. In the conversation, two or more people participate in exchanging ideas. It means that there are at least two individuals who take part in the conversation as the speaker and the listener. The two participants have to take turn of speaking.

Turn taking can be found easily in our environment especially in daily conversation. Turn-taking refers to the process by which people in a conversation decide who is to speak next. Sacks et al (1974) shares two models of turn taking. They are turn constructional component and turn allocation component. Turn constructional component is the unit that constructs a turn.

In this research, the researcher examines how the main character in the movie takes turn and finds out the conversation that includes turn constructional component and turn allocation component. The findings show that main character takes turn commonly by asking and answering question. It is shown in figure 4.1 that the strategies are respectively used 23 and 18 times. It has relationship with this hadist from this verse ayat.

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ۝

"Someone who estranges her/his self from deed and words that cannot useful" so, people should say the truth and useful from the other people. Therefore, the main character rarely uses greeting, asking for opinion and asking for help, inviting and so on. Meanwhile main character's turn taking tends to include turn constructional component (76 frequencies). It is so different from turn allocation component. Main character sometimes uses turn allocation component because she rarely allocates her turn to other people. It also has relationship with this hadist from Qur'an Surah Al-Ahzab: 70-71 and al-Hujurat: 12

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلًا سَدِيدًا ۝

يُصْلِحْ لَكُمْ أَعْمَٰلَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَمَن يُطِعِ ٱللَّهَ وَرَسُولَهُۥ فَقَدْ فَازَ فَوْزًا عَظِيمًا ۝

"Those who believe, fear all to Allah and say the truth, allah will repair your deeds and forgive your sins. Whoever obeys to allah and his prophet, surely he will get a great victory." [Al-Ahzab : 70-71]

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ ٱجۡتَنِبُواْ كَثِيرًا مِّنَ ٱلظَّنِّ إِنَّ بَعۡضَ ٱلظَّنِّ إِثۡمٌ وَلَا تَجَسَّسُواْ وَلَا يَغۡتَب بَّعۡضُكُم

بَعۡضًا أَيُحِبُّ أَحَدُكُمۡ أَن يَأۡكُلَ لَحۡمَ أَخِيهِ مَيۡتًا فَكَرِهۡتُمُوهُ وَٱتَّقُواْ ٱللَّهَ إِنَّ ٱللَّهَ تَوَّابٌ رَّحِيمٌ

Those who believe to Allah, stay away from the most prejudiced, because in fact most of the action that prejudice is a sin. Don't you looking for the other's fault, don't berate the others. Can you eat the meat from his brother who is dead? Of course you feel disgusted to him. So, fear Allah. Because Allah is aall Recipients repentance, Most Merciful "[al-Hujurat: 12]"

The previous studies have examined turn taking in the several focuses such as conversation in universal manner (Tanya et al.:2009), turn taking in many formal situations (Larue: 1993), turn taking duration in spontaneous face to face and telephone dialogues (Louis, 2004), tone signals turn-taking (Kato: 2000). The recent previous studies focus on turn taking used in interview TV program "Indonesia now exclusive Agnes Monica with Dalton Tanonaka" on Metro TV (Nugroho, and Ariyanti, 2014) and Vocal turn-taking in a non-human primate is learned during ontogeny (Chow, Mitchell, and Miller:2015).

Although there are many researches about turn taking, there is no present study about model of turn taking. My research is the newest research that examines the model of turn taking. It includes turn constructional component and turn allocation component. But the infirmity of my research is just examining turn taking from main character's conversation in the movie including turn constructional component and turn allocation component. It doesn't explain the duration, cross-talk, and tone and so on.

The recommendation for the next study of turn taking or a kind of turn taking such as overlap and interrupt model, it should make a transcribe of the conversation. It is to know when speakers use raise and fall tone and when they skip their utterance and so on. The researcher should compare his/her research with the previous study and show the advantage and disadvantage of using turn taking in her/his research. The researcher also should analyze spontaneous or non-spontaneous speaker take turn.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

The aim of this research is examining how the main character in the movie takes turn and whether the conversation including turn constructional component and turn allocation component. The strategies used by main character in turn taking and the classification of turn taking are explained one by one with the example sand explanations within the figure or chart, and percentage frequency. It presents a clear explanation of the strategies used in turn taking and the classification of turn taking.

There are 12 strategies used by main character in turn taking. The strategies applied are giving question, giving expression of feeling, asking for opinion, debating, inviting, introducing, remembering something, greeting, asking for help, answering question, thanksgiving, and giving information. After finding the first statement, it can be concluded that main character commonly takes turn by using giving or answering question to other people. She often uses thanksgiving and giving information. She sometimes uses introducing if she wants to know each other. She also rarely uses asking for opinion, greeting, remembering something and so on.

There are 2 classifications of turn taking. They are the Turn Constructional Component (TCC) and the Turn Allocation Component (TAC). After finding the second statement, it might be thought that main character commonly uses turn

constructional component because she usually takes turn directly to another speaker. Meanwhile she rarely uses turn allocation component in her turn because she never allocates her turn to another person.

The results of findings show that main character commonly takes turn by using giving and answering question. It shows in the figure of strategies which constitutes respectively 23 and 18 times. Therefore, she rarely uses greeting, asking for opinion and help, inviting and so on. Her turn taking more includes turn constructional component (76 frequencies). In contrast to the use of turn constructional component, she rarely uses turn allocation component. It is because she rarely allocates her turn to other people.

5.2 RECOMMENDATION AND SUGGESTION

In this thesis, the writer has a recommendation to the future researchers and the readers. For the future researcher, do the best examine especially about turn taking. Add some theory that has relationship with your title, give examples very detail. Explore more about kind of turn taking in the different subjects such as overlap and interrupt, spontaneous or non-spontaneous turn taking and so on, because its make reader can distinguish between good conversation or not. Make reader interest about your analysis with explain more about strategies in taking turn.

For the readers, choose the topic or analysis about turn taking that easy to understand. Try to understand what the writer's purpose is. Read also some analysis

that has relationship with turn taking. If you can understand anything about turn taking, sure you will do conversation better with strategies of taking turn.

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