

## **CHAPTER II**

### **REVIEW OF LITERATURE**

In this chapter, the writer would like to present some theories that support the analysis. The theories consist of spoken discourse as the field of the study, conversation analysis, and the elements of structural conversation.

#### **2.1 Spoken Discourse**

The study belongs to the area of face to face conversation which is a part of spoken discourse. Cook (1989) states that language in use for communication is called discourse. A study of discourse is called discourse analysis. According to Stubbs (1983:1), discourse analysis is the linguistic analysis of naturally occurring connected spoken or written discourse. Discourse analysis includes the study of conversational exchange.

Spoken language produces in spontaneous form, tends to convey subjective information, including the speaker and audience. Spoken language has many forms, such as; casual conversations, lectures, speech, doctor-patient consultations, interactions in the classroom, news interviews, etc. Spoken language can also occur in other forms of situation such as in a television talk show.

#### **2.2 Conversation Analysis**

One of the medium used to communicate is a conversation. Conversation can be described as an activity in which two or more people take turns at

speaking. There are some reasons that cause a conversation; where the conversation takes place, who is involved in conversation, what is the relationship of participants or how well they know each other and what topics are discussed. In conversation, a speaker and hearer are supposed to respond to each other in their turn and exchange with the needed information that benefits to both of them. By giving information, they can understand each others utterances, then the result of their conversation become smooth (McCarthy. 1991).

Conversation analysis is an approach to the analysis of spoken discourse that looks at the way in which people manage their everyday conversational interactions. Conversation analysis studies the organization and orderliness of social interaction. Conversation analysis examines how speakers' conduct displays a sensitivity to the normative expectations associated with sequential organisations, such as paired action sequences (Wooffitt, 2005, p:35). Conversation involves participants that each of them is interested in what the other has to say.

Conversation analysis has the aspects of spoken discourse such as sequences of related utterance (adjacency pairs), preferences for particular combinations of utterance, turn taking, exchange structure, overlap, backchannel, repairs. One aspect of spoken discourse that the writer uses in this study is the conversational structure.

## 2.3 Elements of Moves

Halliday (1994) suggests that the discourse patterns of speech function are expressed through moves. A move is a unit after which speaker change occur without turn transfer being seen as an interruption (Eggins & Slade, 1997:186). Moves and acts in discourse are very similar to words and morphemes in grammar. By definition, move is the smallest free unit although it has a structure in terms of acts. Just as there are bound morphemes which cannot alone realize words, so there are bound acts which cannot alone realize moves (Coulthard, 1994:04).

Halliday divides the moves into two elements. There are opening and sustaining moves. This study uses Halliday's theory of the elements of structural conversation that appear in television talk show "The Talk". To ease in analysis, this study provides a key on each move. There are:

- O = Opening move
- R = Reacting move
- C = Continuing move
- D = Developing move
- P = Prolonging move
- A = Appending move
- s = supporting
- c = confronting

### 2.3.1 Opening Moves

Opening moves uses to initiate talk around a proposition. Because they involve a speaker in proposing terms for the interaction, they are generally assertive moves to make, indicating a claim to a degree of control over the interaction.

### 2.3.1.1 Attend

Attending moves include salutations, greetings and calls, all of which function to prepare the ground for interaction by securing the attention of the intended interactant. For example:

<i>O:Attend</i>	<i>Fay</i>	<i>Hello David</i>
<i>R:s:engage</i>	David	Hello

### 2.3.1.2 Initiate

Initiating moves include the basic oppositions between giving and demanding, goods and services grammaticalized congruently.

#### A. Give

##### i. Fact

The speaker give factual information. For example:

<i>O:I:give fact</i>	Brad	<i>I met his sister</i>
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##### ii. Opinion

The speaker give attitudinal/evaluative information. For example

<i>O:I:give opinion</i>	David	<i>I think this conversation needs Allenby</i>
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#### B. Demand

The speaker demands or asking another speaker to do something

<i>O:I:demand</i>	Brad	<i>Look!</i>
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#### C. Goods and services

The speaker give goods and services to other speaker

<i>O:I:good and services</i>	Nick	<i>Would you like some more wine?</i>
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#### D. Question

##### i. Open

##### - Fact

The speaker demands factual information to other speaker

<i>O:I:question:open:fact</i>	Fay	<i>What's Allenby doing these days?</i>
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- Opinion

The speaker demands opinion information to other speaker

*O:I:question:open:opinion* David *What do we need here?*

- ii. Close

- Fact

The speaker demands confirmation/agreement with factual information.

*O:I:question:close:fact* Nick *Is Allenby living in London now?*

- Opinion

The speaker demands agreement with opinion information

*O:I:question:close:opinion* Brad *Do we need Allenby in this conversation?*

### 2.3.2 Sustaining Moves

Sustaining moves keep negotiating the same proposition. Sustaining talk may be achieved either by the speaker who has just been talking (continuing speech functions), or by other speakers talking a turn (reacting speech functions).

#### 2.3.2.1 Continuing Moves

##### A. Monitoring Moves

Monitoring involves deploying moves in which the speaker focuses on the state of the interactive situation, for example by checking that the audience is following or inviting other speaker to take the turn, in which case the invited response is set up as a supporting response. For example:

O:I: give fact	Fay	you met his sister that night we were doing the cutting and pasting up.
C:monitor		<i>D'you remember?</i>

### B. *Prolonging Moves*

Prolonging moves are those where a continuing speaker adds to their contribution by providing further information. A prolonging move builds on or fills out the move it is logically connected with. More specifically, the relationship between the first move and its prolonging sequel may be one of elaboration, extension or enhancement.

#### i. Elaboration

In elaboration, a move clarifies, restates or exemplifies an immediately prior move. An elaborating relationship could be made explicit by the insertion of conjunctions such as: *for example, like, I mean* between the two related moves.

For example:

R:D:elaborate	Fay	He's a bridge player, a naughty bridge player.
P: <i>elaborate</i>		<i>He gets banned from every where because of his antisocial of drunken behavior.</i>

#### ii. Extension

In extension, a move adds to the information in an immediately prior move, or provides contrasting information. The prolonging extension could be explicitly linked with conjunctions such as: *and, but, instead, or, except*. For example:

P:extend	Nick	<i>But you got to fill them up before everyone else does</i>
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#### iii. Enhancement

In enhancement, a move qualifies or modifies the information in an immediately prior move by providing temporal, spatial, causal or conditional detail. The enhancement could be made explicit through conjunctions such as: *then*, *so*, *because*. For example:

R:c:contradict	Nick	We don't want- we don't need Allenby in the bloody conversation
P:enhance		'Cause all you'd get is == him bloody raving on

### C. Appending Moves

Appending moves occur when a speaker makes one move, loses the turn, but then as soon as they regain the turn they produce a move which represents a logical expansion of their immediately prior move.

#### i. Elaboration

Append:elaborate used to clarify, exemplify or restate previous move after intervention by another speaker.

R:refute	Fran	They didn't have that either
R:s:evaluate	Brad	Yeah well exactly
A:elaborate	Fran	<i>They were just clerks.</i>

#### ii. Extension

Append:extend used to offer additional or contrasting information to previous move after intervention by another speaker.

R:challenge:rebound	Frاند	Everybody has to be thought. But I mean
A:extend	Brad	<i>or desalin==ation</i>

### iii. Enhancement

Append:enhance used to qualify previous move after intervention by another speaker. For example:

R:D:elaborate	Brad	He plays the double-bass
R:s:register	Fran	Does he?
C:A:enhance	Brad	<i>In the orchestra</i>

### 2.3.2.2 *Reacting Moves*

#### A. *Responding Moves*

Responses are reactions which move the exchange towards completion. Responding reactions negotiate a proposition or proposal on the terms set up by the previous speaker; that is, the respondent accepts being positioned as a respondent, and accepts to negotiate the other's proposition.

#### i. Supporting Moves

Supporting moves are preferred responses of Conversation Analysis. There are four main categories of supporting moves: developing, engaging, registering and replying.

#### a) Developing Moves

Developing moves indicate a very high level of acceptance the previous speakers's proposition, as they build on it, by expanding it experientially the following ways.

##### - Elaborate

A develop:elaborate move expands on previous speaker's contribution by restating, clarifying or exemplifying what has been said. Develop:elaborate moves



can be produced by a single speaker as two sentences are linked by one of the elaborating conjunctions; *for example, I mean, like*. For example:

R:D:*elaborate*      Fay      *He's a bridge player, a naughty bridge player.*

#### - Extend

A speaker may expand on a prior speaker's move by adding further supporting or contrasting details. A develop:extend move can be produced by a single speaker as two sentences are linked by one of the extending conjunctions; *and, but, on the other hand*.

R:D:*extend*      Nick      *And he just yap yap yaps all the time*

#### - Enhance

A speaker may enhance on a prior speaker's move by providing a temporal, causal or conditional qualification. A develop:enhance move can be produced by a single speaker as two sentences are linked by one of the enhancing conjunctions; *because, so, than*.

R:D:*enhance*      Fay      *Just making sure, you don't miss the boat.*

### b) Engaging Moves

Engaging Moves are exchange-compliant reactions to attending moves. Engaging reactions include responses to the attention-getting attending moves. These are realized typically by minor clauses, often duplicating the lexical items or intonation of the opening solutation (e.g. *hello-hello*). In other word, engaging

move is used to show willingness to interact by responding to salutation. For example:

Hi ----- *Hi*  
 Nick? ----- *Yea?*

#### c) Registering Moves

Registering moves are reactions which provide supportive encouragement for the other speaker to take another turn. For example:

R:register      Fay      *Oh, the cleaning lady*

#### d) Reply

Replies are the most negotiatory of the responding reactions, although they negotiate the preposition given by a prior speaker.

- Accept: To accept proffered goods and services

Have another? ----- *Thanks/{takes one}*

- Comply: To carry out demand for goods and services

Can you pass the salt, please? ----- *Here/{passes it}*

- Agree: To indicate support of information given

Jill is very bright actually. She is very good ----- *She's extremely bright*

- Answer: To provide information demanded

Where's Allenby? ----- *In London*

- Acknowledge: To indicate knowledge of information given

That's David's sister ----- *Oh right*

- Affirm: To provide positive response to question

Have you heard from him lately? ----- *Yes, I have*

## ii. Confronting Moves

Confronting responses range from either disengaging (refusing to participate in the exchange, for example, by responding with silence) or by offering a confronting reply. A range of confronting replies can be paired with typical initiations. For example, statement of facts or opinions can be confronted through contradictions.

### a) Disengage

#### b) Reply

##### - Decline

- Non-comply: To indicate inability to comply with prior command

Could you pass me the salt, please? -----

*Sorry/can't reach/got my hands full*

- Disagree: To provide negative response to question

Is he in London now? ----- *No*

- Withhold: To indicate inability to provide demanded information

When is he due back? ----- *I have no idea*

- Disavow: To deny acknowledgement of information

Well, he rang Roman a week ago ----- *I didn't know that*

- Contradict: To negate prior information

I mean you've got to admit that Roman is absolutely the cleanest guy in the flat

*But he's TOO clean*

## B. Rejoinder Move

There are two main subclasses of rejoinders:

### i. Support

## a) Track

Tracking moves are moves which check, confirm, clarify or probe the content of prior moves. They are supporting in the sense that they merely delay anticipated exchange compilation, without indicating disagreement with it.

- Check: To elicit repetition of a misheard element or move.

R:track:check	Nick	<i>Straight into the what?</i>
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- Confirm: To verify information heard.

R:re-challenge	David	Well, he rang Roman – he rang Roman a week ago.
R:track:confirm	Nick	<i>Did he?</i>

- Clarify: To get additional information needed to understand prior move.

R:rebound	David	[shocked amazement] TODAY!
R:track:clarify		<i>What, before bridge?</i>

- Probe: To volunteer further details/implications for confirmation.

R:track:probe	Fay	<i>Does your gerbage go on Sunday morning?</i>
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## b) Response

- Resolve: To provide clarification, acquiesce with information.

R:track:check	Nick	Straight into the what?
R:track:resolve	Fay	<i>Mandies.</i> [laughs]

- Repair

R:track:check	Dave	Who?
R:repair	Brad	<i>Oh not- Limnologist.</i>
R:repair	Fran	<i>Ichthyologist.</i>
R:repair	Brad	<i>He studied fish.</i>

## ii. Confront

## a) Challenge

- Detach: To terminate interaction.

R:challenge:detach                      Fay                      *So huh!* [non-verbal]  
 R:challenge:detach                      Nick                      *So stick that!*

- Rebound: To question relevance, legitimacy, veracity of prior move.

David    This conversation needs Allenby.  
 R:challenge:rebound                      Fay    *Oh he's is in London, so what can we do?*

- Counter: To dismiss addressee's right to his/her position.

R:c:contradict    David                      No  
 R:challenge:counter                      *You don't understand Nick-you.*

#### b) Response

- Unresolve
- Refute: To contradict import of a challenge.

R:refute                      Nick                      *I- no no- I always put out the gerbage.*

- Re-challenge: To offer alternative position.

R:re-challenge    David    *Well, he rang Roman- he rang Roman a week ago.*

(Eggins & Slade, 1997, p:169-215)

As has been mentioned previously, Halliday states that conversation consists of opening and sustaining (as the body). However, it can be said that the features of conversation actually consist of opening, body and closing. Thus, this study is also discuss about closing process of the data.

### 2.3.3 CLOSING

Closings are always occurred in the last of conversation. Kong Rui (2014) states that a successful closing should be naturally transited from body in order to make guest(s) prepare for the termination and lead audience to endless aftertaste.

Kong Rui, in her research (2014) states that a whole closing includes topic bounding, pre-closing and final closing.

**1) *Topic bounding***

Topic bounding sequence is the first stage of closing. When one party proposes a topic and another party's consents to it leading to a possible termination.

**2) *Pre-closing***

Pre-closing sequence marks a forthcoming closing whose typical utterances include "okay", "alright" or expressing thanks to other speaker.

**3) *Final closing***

Final closing sequence are the actual farewell, such as "goodbye" or "see you tomorrow".

The theory of Halliday and Kong Rui above help the writer in identifying and analyzing the data especially in identifying the elements of structural and organization of conversation of "The Talk" television talk show .