

## **Adjacency Pairs in English Textbooks Entitled *Bright: An English Course* and *When English Rings A Bell: A Comparative Study***

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### **Abstract.**

In either spoken or written conversation, the utterances come in pairs to indicate topic's relatedness. The pairs of utterances are known as adjacency pairs. This study analyzed the adjacency pairs within two English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*. The objectives of this study were (1) revealing the types of adjacency pairs in *Bright: An English Course*, (2) revealing the types of adjacency pairs in *When English Rings A Bell*, and (3) revealing the comparisons of adjacency pairs between both textbooks. This study used a qualitative descriptive method. The main theory used is conversation analysis theory proposed by Sacks, Schegloff, and Jefferson (1978). Written conversations in two English textbooks were collected and analyzed as the data. The findings reveal that five types of adjacency pairs were found in the first textbook, and seven types of adjacency pairs emerged in the second textbook. The comparisons between two textbooks show that the first textbook has greater numbers of adjacency pairs. In addition, types of adjacency pairs in the first textbooks are less varied than the second textbook. Furthermore, the most frequent adjacency pairs in both textbooks is Question-Answer with 64% emergence in the first textbook and 43% in the second textbook. It can be concluded that the use of adjacency pairs in conversation does not have strict rules. A talk-in-interaction may apply any adjacency pairs type without minimal or maximal amount. A conversation may have more than one type of adjacency pairs during a particular time.

**Keywords:** conversation analysis, adjacency pairs, English textbook, comparative study

### **Introduction**

As social creatures, humans depend on their lives towards other beings in fulfilling their need for goods and affection. Communication is known as the process of interaction among humans. Luhmann (1992) defines communication as the unity of information, message, and understanding in social activity. In exchanging thoughts and information, a conversation is widely used by people.

Playing a key role in communication, the conversation is an important component of human interaction. A conversation is a form of communication that can be heard and seen. Encoding and deciding linguistics codes are involved within a conversation (Horton, 2017). Over the decades, infinite conversation aspects are getting the attention of many scholars. The study of conversation is known as conversation analysis.

The theory of conversation analysis was proposed in the 1960s until the 1970s by an American sociolinguist named Harvey Sacks with his colleagues, Emmanuel Schegloff and Gail Jefferson (Hoey & Kendrick, 2017). This theory was designed as a method to explore social interaction systematically. According to Hutchby (2017), conversation analysis is a sociology approach that examines the sequential organization of talk that accesses participants' understandings, collaborative means of organizing, and natural forms of social interaction. The main function of conversation analysis is describing and analyzing talk as a basic feature of human intercommunication.

Recent developments in the theory of conversation analysis have led to an immense scope of the study. The elements under conversation analysis include turn-taking, adjacency pairs, pause, chaining rule, and placement (Silverman, 1998). However, the massive concerns on this theory is a disadvantage in a short study. All analysis elements are inapplicable under one brief study. Thus, the main interest of this study will focus on adjacency pairs to maintain study efficiency.

The concept of adjacency pairs provides the organization of two constructive utterances (Silverman, 1998, p. 105). It is a means to organize the relationship between prior and next utterance by constituting a next position that admits only one utterance type. According to Setyoko and Laila (2019), adjacency pairs is utterance pairs produced by more than one speaker that is related to one and another. The structure is always relatively ordered because one always goes before the other. Furthermore, the first pair part of adjacency pairs can emerge anywhere in the conversation.

There has been an increasing interest in conversation analysis studies during recent years. Traditionally, the study under conversation analysis investigated communication performed in spoken languages, such as movies, talk shows, and interviews. Aside from spoken conversation, the written conversation has a similar chance to be analyzed. Although there have been few studies into the written conversation, the literary and formal works can also serve as objects of conversation analysis study. Each type of book that contains conversation would be suitable for this study, including a textbook. In this study, the researcher attempted to analyze two English textbooks entitled *Bright: An English Course* and *When English Rings A Bell* under conversation analysis study. One of the conversation analysis aspects namely adjacency pairs was the main topic of this study.

In relation to the previous background of the study, this study seeks to address the following questions:

1. What are the types of adjacency pairs used in English textbook entitled *Bright: An English Course*?
2. What are the types of adjacency pairs found in English textbook entitled *When English Rings A Bell*?
3. What are the comparisons of adjacency pairs between English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*?

Considering the research questions, the objectives of this study are revealing the types of adjacency pairs in *Bright: An English Course*, revealing the types of adjacency pairs in *When English Rings A Bell*, and revealing the comparisons of adjacency pairs between *Bright: An English Course* and *When English Rings A Bell*.

## Literature Review

Conversation analysis theory proposed by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson (1978) was used as the main theory in this study. This theory highlights language as a resource for social action and speaker's behavior. Markee (2000) stated that conversation analysis is a form that focuses on the structure of talk-in-interaction. Conversation analysis aims to reveal reasoning procedures and sociolinguistic competencies under the production and interpretation of talk within organized sequences of interaction. Hutchby and Wooffitt (1998, p. 14) claimed that the objective of conducting a conversation study is to discover the way participants understand and respond to each other within talk-in-interaction, with a focus on how sequences of actions are appropriately generated. Over the decades, the study of language and social interaction under conversation analysis theory resulted in well-developed components in analyzing interactional structures. One of the conversations that would be described under this study was adjacency pairs.

The vivid thing about a conversation is that utterances usually come in pairs. For instance, the question followed by the answer, invitation followed by acceptance or declination, and request followed by a grant. Sacks and Schegloff (1978) proposed a study about paired utterances that become one of the aspects of conversation analysis. This sequence of utterances is later known as adjacency pairs because the two parts are ideally produced next to each other. Adjacency pairs are utterances that come in pairs and are related to each other (Setyoko, 2019). The utterances are produced by two speakers while conducting a conversation. Practically, one speaker initiates an action and another speaker is expected to respond with appropriate paired action (Flitch & Sanders, 2005, p. 89). In adjacency pairs, the utterances between two speakers should correspond to one and another to form a successful conversation. Schegloff (2007, p. 13) describes some characteristics of adjacency pairs, namely a) composed of two turns, b) produced by different speakers, c) adjacently placed; one after the other, d) relatively ordered, and e) pair-type related.

Adjacency pairs has a significant role in organizing a relationship between a current utterance and the prior or next utterance (Silverman, 1998, p. 105). Each utterance may display speakers' understanding of the context of other utterances. In adjacency pairs, those utterances can be represented into first pair parts (FPPs, or Fs in short) and second pair parts (SPPs, or Ss in short). FPPs is an utterance type that initiates the exchange, including request, question, offer, etc. They set constraints on what should be done in the next turn. In a different vein, SPPs is an utterance that is responsive to the action of prior turn, such as accept, decline, answer, reject, etc. However, not every utterance that is responsive to other utterances is SPPs.

Sacks and Schegloff (1978, p. 716) and other scholars (Levinson, 1983; Paltridge, 2000) carried out the class of units in adjacency pairs, as follows:

*Table 1: The Types of Adjacency Pairs*

No.	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
1	Complaint	Denial/Apology
2	Admission	Rejection/Admission
3	Challenge	Rejection/Admission
4	Request	Denial/Grant
5	Greeting	Greeting
6	Farewell	Farewell
7	Invitation	Acceptance/Decline
8	Question	Answer

The adjacency pairs have an observable difference between FPPs and SPPs. For example, question is the first part of 'Question-Answer' adjacency pairs, and it should be followed by an appropriate response which is the answer. However, not every FPPs followed by proper SPPs, and some utterances can take the role as both FPPs and SPPs (Schegloff, 2007, p. 14). An offer can initiate a sequence also a response to a complaint, for instance. The utterance can be used as both FPPs and SPPs at the same time under a particular circumstance, such as when a speaker asks another to repeat the question.

Practically, a conversation not only consists of two sequence utterances. There may be insertion sequences but chains of adjacency pairs can be formed (Silverman, 1998, p. 107). One or more insertions may precede before the speaker gets the desired answer.

- A : “Can I have a bottle Mich?”      Q1  
 B : “Are you over-twenty one?”      Ins 1  
 A : “No.”      Ins 2  
 B : “No.”      A1 (Hutchby & Wooffit, 1998, p. 40)

This situation represents the Question-Answer adjacency pair. Speaker A does not get a straight answer because speaker B needs further relevant information, so that insertion sequence occurs before the relevant response. Once the insertion sequence is complete, speaker B is still orienting to the relevance of the original adjacency pair by providing the relevant second part of adjacency pairs.

## Method

This study used a qualitative descriptive method as the research method to get an in-depth understanding of the research question and data. Given (2008, p. 771) stated that the qualitative method represents focus groups, participant observation, all types of interviews, documentary analyzes, audio and visual recordings, narrative, conversational, and discourse studies. The research with the qualitative method seeks a wide perspective of study analysis instead of a narrow perspective. By applying a qualitative method, the research discussions and findings were more descriptive rather than predictive.

The primary data of this study are dialogue scripts in English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*. Those textbooks are written for EFL in Junior High School (SMP/MTs) grade VII. The point starts with an utterance in the written conversation. The researcher analyzed utterances between two or more speakers in both books.

The dialogues in the first and second textbooks are mostly related to the daily conversation at the house and school settings between family, friends, classmates, or teachers.

In collecting the data, the researcher adopted a technique by Vanderstoep & Johnston, (2009, p. 189) named analyzing documents and material culture which forms are written text and/or cultural artifacts. The steps of data collection were as follows: finding the website that provides the data, downloading the books from particular websites, eliminating the texts that do not form as dialogue, and choosing the data which contain dialogue from the books.

There is one instrument for data collection in this study. The instrument was formed by some section. First, 'No.' indicates the number of adjacency pairs that emerged in the textbook accordingly. Second, 'Data' is divided into two parts: page and conversation, indicates the conversation for data collection. Third, 'Page' indicates the location of dialogues within the textbook. Lastly, 'Conversation' provides the dialogues written in the textbook.

The data that had been collected were analyzed under content analysis by Krippendorff (2018). Four techniques were adapted into the following steps to analyze data in this study. Those steps were classifying the dialogues data according to adjacency pairs, describing the data into the types of adjacency pairs, comparing the prior findings between two English textbooks, then reporting and discussing the study findings. The instrument for data analysis consisted of three instruments.

The first data analysis instrument for this study is the classification step. The instrument was formed by some sections. First, 'No.' indicates the number of adjacency pairs that emerged in the textbook accordingly. Second, 'Data' is divided into two sections: page and conversation, indicates the conversation for data analysis. Third, 'Page' indicates the location of dialogues within the textbook. Fourth, 'Conversation' provides the dialogues written in the textbook. Fifth, 'Pairs' consists of the first part and second part to analyze the adjacency pairs that have been found. Lastly, 'Situational Context' describes the setting in which the dialogue occurs.

The second data analysis instrument for this study is the description step. The instrument was formed by some sections. First, 'No.' indicates the number of adjacency pairs that emerged in the textbook accordingly. Second, 'Types of Adjacency Pairs' describes the first and second utterance parts that have been found. Lastly, 'Total' indicates the total of each adjacency pairs type that emerged in the textbook. The third data analysis instrument for this study is the comparison step. The instrument was formed by some sections. First, 'No.' indicates the number of adjacency pairs that emerged in the textbook accordingly. Second, 'Types of Adjacency Pairs' describes the first and second utterance parts that have been found. Lastly, 'Subject' consisted of the textbooks' titles to compare the prior findings from the study analysis.

The procedures of this study include four steps. The first step was collecting the appropriate data from the textbooks. Then, the collected data were classified into the first and second parts of adjacency pairs. After the data were classified, the researcher described the data into the types of adjacency pairs based on the first and second utterance parts. Finally, the findings of the two textbooks were compared to reveal the differences and similarities in their adjacency pairs types.

## Finding and Discussion

### Finding

According to Sacks and Schegloff (1978, p. 716) and other scholars (Levinson, 1983; Paltridge, 2000), the class of units in adjacency pairs are as follows: Complaint-Denial/Apology, Compliment-Rejection/Admission, Challenge-Rejection/Admission, Request-Denial/Grant, Greeting-Greeting, Farewell-Farewell, Invitation-Acceptance/Decline, and Question-Answer. In this study, some types of adjacency pairs were discovered in the written conversation text within English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*. The findings were presented in the following table and chart.

#### a. *Bright: An English Course*

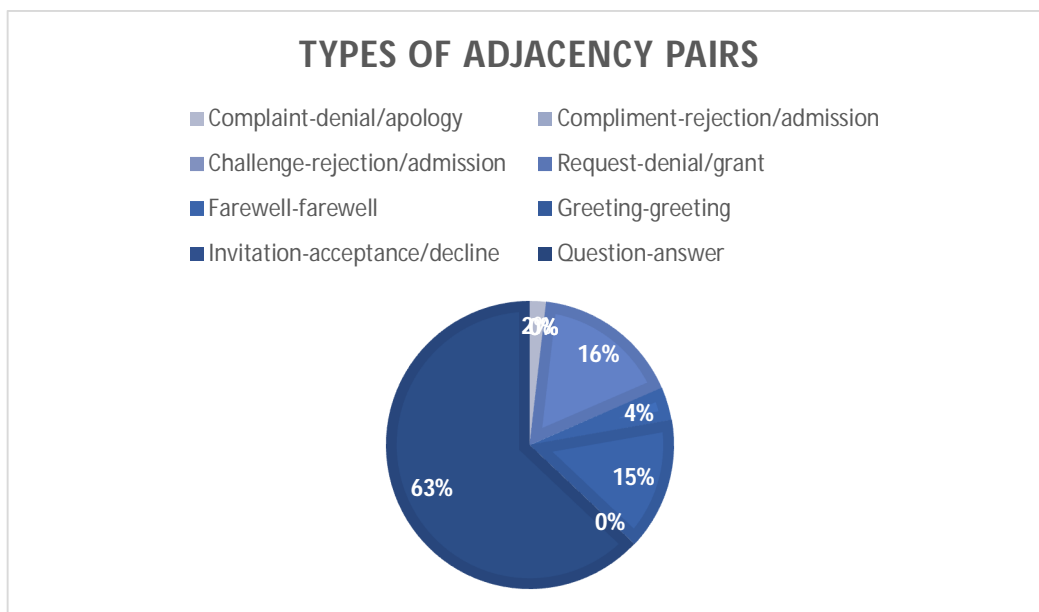
Table 2: The types of adjacency pairs in “*Bright: An English Course*”

No	Types of Adjacency Pairs	Total
1.	Complaint-Denial/Apology	1
2.	Compliment-Rejection/Admission	0
3.	Challenge-Rejection/Admission	0
4.	Request-Denial/Grant	9
5.	Farewell-Farewell	2
6.	Greeting-Greeting	8
7.	Invitation-Acceptance/Decline	0
8.	Question-Answer	34
	Total	54

Table 2 portrays the analysis finding on adjacency pairs types in English textbook entitled *Bright: An English Course*. As can be seen in table 2, there were 54 adjacency pairs in this textbook. Meanwhile, five types of adjacency pairs were discovered, including the following: Complaint-Denial/Apology, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, and Invitation-Acceptance/Decline. Based on the findings, Question-Answer was the most frequent adjacency pairs used in this English textbook. Question-Answer emerged 34 times, followed by Request-Denial/Grant which emerged 9 times. The other adjacency pairs had different frequencies in emergence. Greeting-Greeting emerged 8 times, while Farewell-Farewell emerged 2 times. Moreover, Complaint-Denial/Apology emerged lesser than the other; it emerged once. Meanwhile, other adjacency pairs like Compliment-Rejection/Admission, Challenge-Rejection/Admission, and Invitation-Acceptance/Decline did not emerge in this English textbook.

Chart 1 shows the percentage of adjacency pairs types used in *Bright: An English Course*. Question-Answer was the most frequent adjacency pairs type emerged with 63% from the total emergence. It was followed by Request-Denial/Grant with 16% emergence as the second most frequent adjacency pairs. The other adjacency pairs types had different percentages, including the following: Greeting-Greeting with 15% emergence, Farewell-Farewell 2% emergence, and Complaint-Denial/Apology with 2% emergence. Furthermore, three types of adjacency pairs namely Compliment-Rejection/Admission, Challenge-Rejection/Admission, and Invitation-Acceptance/Decline were not found in the textbook and had 0% of emergence.

Chart 1: Percentage of Adjacency Pairs Types in “Bright: An English Course”



b. *When English Rings A Bell*

Table 3: The types of adjacency pairs in “When English Rings A Bell”

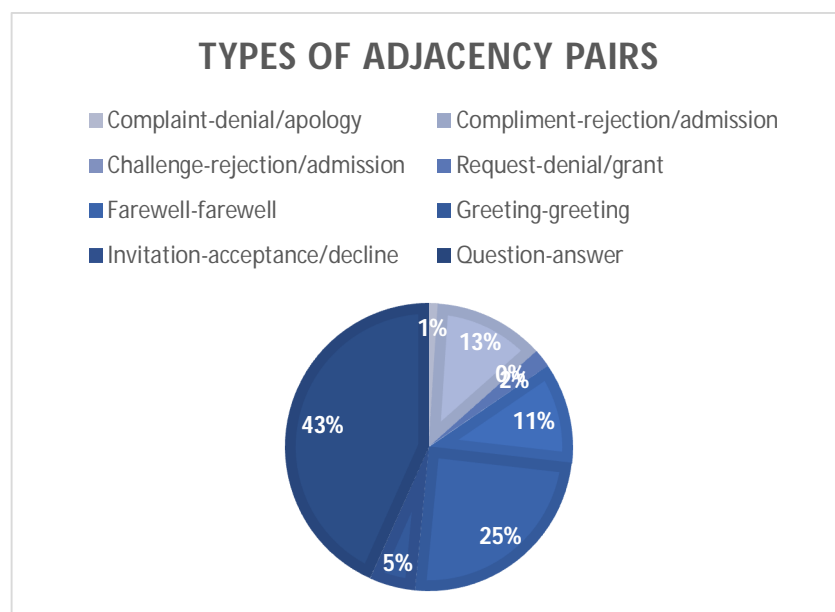
No	Types of Adjacency Pairs	Total
1.	Complaint-Denial/Apology	1
2.	Compliment-Rejection/Admission	12
3.	Challenge-Rejection/Admission	0
4.	Request-Denial/Grant	2
5.	Farewell-Farewell	11
6.	Greeting-Greeting	24
7.	Invitation-Acceptance/Decline	5
8.	Question-Answer	42
	Total	97

Table 3 provides the finding taken from the prior analysis of adjacency pairs types on English textbook entitled *When English Rings A Bell*. The table showed that there were 97 adjacency pairs in this textbook, and seven types of adjacency pairs were used. The types of adjacency pairs that were found in the textbook including Complaint-Denial/Apology, Compliment-Rejection/Admission, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, Invitation-Acceptance/Decline, and Question-Answer. Question-Answer emerged 42 times which make this as the most frequent adjacency pairs emerge in this textbook. The other adjacency pairs emerged in different frequencies: Greeting-Greeting 24 times, Compliment-Rejection/Admission 12 times, Farewell-Farewell 11 times, Invitation-Acceptance/Decline 5 times, request-denial-grant 2 times, and Complaint-Denial/Apology once. On the other hand, Challenge-Rejection/Admission did not emerge in *When English Rings A Bell* English textbook.

Chart 2 displays the percentage of adjacency pairs types used in *When English Rings A Bell*. The most frequent adjacency pairs type was Question-Answer which had 43% of emergence.

Then, Greeting-Greeting was following with 25% of emergence as the second most frequent adjacency pairs in the textbook. The other adjacency pairs types had various percentages, such as compliment-rejection with 13% appearance, Farewell-Farewell with 11% emergence, incitation-acceptance/decline with 5% emergence, Request-Denial/Grant with 2% emergence, and Complaint-Denial/Apology with 1% emergence. In addition, one type of adjacency pairs namely Challenge-Rejection/Admission has 0% of emergence because it did not appear in the textbook.

Chart 2: Percentage of Adjacency Pairs Types in “When English Rings A Bell”



c. The comparisons of *Bright: An English Course* and *When English Rings A Bell*

Table 4 provides the comparison of adjacency pairs analysis on English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*. As shown in table 4, there were differences in adjacency pairs total and adjacency pairs type used in the textbooks. *Bright: An English Course* had 54 adjacency pairs in total, while *When English Rings A Bell* had 97 adjacency pairs in total. There was a significantly different total of adjacency pairs between the textbooks, the first textbook had a lesser total compared to the second textbook. Another difference was the type of adjacency pairs used in the textbooks. *Bright: An English Course* used five types of adjacency pairs, such as Complaint-Denial/Apology, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, and Question-Answer. Meanwhile, *When English Rings A Bell* used seven types of adjacency pairs, including the following: Complaint-Denial/Apology, Compliment-Rejection/Admission, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, Invitation-Acceptance/Decline, and Question-Answer. Moreover, there was a similarity in the most frequent adjacency pair type that emerged between the two textbooks. The textbooks had a Question-Answer as the most frequent adjacency pairs type emerged. It emerged 34 times or 63% in *Bright: An English Course*, and 42 times or 43% in *When English Rings A Bell*.



Table 4: The comparisons of adjacency pairs types in “Bright: An English Course” and “When English Rings A Bell”

No	Types of Adjacency Pairs	Subject	
		<i>Bright: An English Course</i>	<i>When English Rings A Bell</i>
1.	Complaint-Denial/Apology	1 (2 %)	1 (1 %)
2.	Compliment-Rejection/Admission	0 (0 %)	12 (13 %)
3.	Challenge-Rejection/Admission	0 (0 %)	0 (0 %)
4.	Request-Denial/Grant	9 (16 %)	2 (2 %)
5.	Farewell-Farewell	2 (4 %)	11 (11 %)
6.	Greeting-Greeting	8 (15 %)	24 (25 %)
7.	Invitation-Acceptance/Decline	0 (0 %)	5 (5 %)
8.	Question-Answer	34 (63 %)	42 (43 %)
	Total	54	97

## Discussion

The prior findings had answered the problem statements in the first chapter. There were three findings on the study of adjacency pairs in two English textbooks entitled *Bright: An English Course* and *When English Rings A Bell*. Furthermore, the researcher discussed the findings in complex elaboration including some examples. The discussions were as follows:

### a. *Bright: An English Course*

The first finding displayed that there were 54 adjacency pairs in *Bright: An English Course* including five types of adjacency pairs namely Complaint-Denial/Apology, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, and Question-Answer.

The first adjacency pairs is Complaint-Denial/Apology. The example of Complaint-Denial/Apology in this textbook is as follows:

*Table 5: Complaint-Denial/Apology in “Bright: An English Course”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Ivan: “Re, you broke my toy car.”	Complaint	Apology
Rehan: “I’m sorry for breaking it.”		

Source: (Zaida, 2019, p. 13)

In this dialogue, Ivan makes a complaint to Rehan for breaking his toy car by saying “Re, you broke my toy car.” After that, Rehan asks for an apology for his fault by saying “I’m sorry for breaking it.”

The second adjacency pairs is Request-Denial/Grant. The example of Request-Denial/Grant in this textbook is as follows:

*Table 6: Request-Denial/Grant in “Bright: An English Course”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Firman: “Can I borrow your pen?”	Request	Grant
Lia: “Sure. Take it yourself. It’s in the box.”		

Source: (Zaida, 2019, p. 80)

In this dialogue, Firman requests to borrow a pen from his friend (Lia), and Lia grants the request by saying that Firman could take the pen from the box.

The third adjacency pairs is Farewell-Farewell. The example of Farewell-Farewell in this textbook is as follows:

*Table 7: Farewell-Farewell in "Bright: An English Course"*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Lia: "Goodbye, Firman."	Farewell	Farewell
Firman: "Bye-bye, Lia."		

Source: (Zaida, 2019, p. 3)

In this dialogue, Lia says goodbye to her friend (Firman) before they go home after school. Then, Firman also says goodbye to Lia.

The fourth adjacency pairs is Greeting-Greeting. The example of Greeting-Greeting in this textbook is as follows:

*Table 8: Greeting- Greeting in "Bright: An English Course"*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Nita: "Good morning."	Greeting	Greeting
Hidayah: "Good morning."		
Nita: "I'm Firman's mother. I'm Nita Haryanto. How do you do?"		
Hidayah: "I'm Firman's teacher. I'm Hidayah. How do you do?"		

Source: (Zaida, 2019, p. 26)

In this dialogue, Nita greets her son's teacher (Hidayah) when they meet for the first time at school by saying good morning and how do you do. Then, Hidayah greets her back by saying the same things.

The fifth adjacency pairs is Question-Answer. The example of Question-Answer in this textbook is as follows:

*Table 9: Question-Answer in "Bright: An English Course"*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
A: "How many brothers do you have?"	Question	Answer
B: "I have two. Their names are Tom and Jeff."		

Source: (Zaida, 2019, p. 63)

In this dialogue, speaker A asks his friend (speaker B) if she has any brothers. Then, speaker B answers that she has two brothers whose names are Tom and Jeff.

#### *b. When English Rings A Bell*

The second finding showed that there were 97 adjacency pairs in *When English Rings A Bell* covering seven types of adjacency pairs. The types of adjacency pairs namely Complaint-Denial/Apology, Compliment-Rejection/Admission, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, Invitation-Acceptance/Decline, and Question-Answer.

The first adjacency pairs is Complaint-Denial/Apology. The example of Complaint-Denial/Apology in this textbook is as follows:

*Table 10: Complaint-Denial/Apology in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Student A: “The music is too loud. I can’t study with this loud music.” Student B: “Sorry, I’ll turn down the volume.”	Complaint	Apology

Source: (Wachidah et al., 2017, p. 104)

In this dialogue, student A complains that he cannot study because the music is too loud, and student B apologizes for it then turn down the volume.

The second adjacency pairs is Compliment-Rejection/Admission. The example of Compliment-Rejection/Admission in this textbook is as follows:

*Table 11: Compliment-Rejection/Admission in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Lisa: “That’s good. Well, you still look amazing with that haircut.” Mira: “Thank you, Lisa.”	Compliment	Admission

Source: (Wachidah et al., 2017, p. 121)

In this dialogue, Lisa gives a compliment that Mira looks amazing with her new haircut. Then, Mira admits the compliment by saying thank you.

The third adjacency pairs is Request-Denial/Grant. The example of Request-Denial/Grant in this textbook is as follows:

*Table 12: Request-Denial/Grant in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Beni: “Bye, Udin. Get well soon.” Edo: “Bye, Udin. Wish us luck, ok?” Udin: “Sure. Bye Beni, Edo. Good luck. See you next Monday.”	Request	Grant

Source: (Wachidah et al., 2017, p. 12)

In this dialogue, Edo requests Beni to pray for their luck. Then, Beni grants the request by wishing them good luck.

The fourth adjacency pairs is Farewell-Farewell. The example of Farewell-Farewell in this textbook is as follows:

*Table 13: Farewell-Farewell in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Teacher: “See you later Dayu. Good luck with your English test.” Student: “See you later ma’am.”	Farewell	Farewell

Source: (Wachidah et al., 2017, p. 17)

In this dialogue, the teacher wishes to see her student (Dayu) later. Then Dayu also says goodbye to the teacher.

The fifth adjacency pairs is Greeting-Greeting. The example of Farewell-Farewell in this textbook is as follows:

*Table 14: Greeting- Greeting in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Edo: “Good evening, Mom. I feel tired and hungry.” Mom: “Good evening, Edo. Of course, you are. Take a bath and then have your dinner.”	Greeting	Greeting

Source: (Wachidah et al., 2017, p. 7)

In this dialogue, Edo greets his mom when he comes home from school in the evening. Then, the mother greets him back by saying good evening.

The sixth adjacency pairs is Invitation-Acceptance/Decline. The example of Invitation-Acceptance/Decline in this textbook is as follows:

In this dialogue, Siti invites her classmates (Beni, Lina, Dayu, and Udin) to go to the park this weekend, and her classmates accept the invitation. After that, Udin invites another classmate (Edo) to go with them, and Edo accepts the invitation by saying he will go with them.

*Table 15: Invitation-Acceptance/Decline in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Siti: “Guys, let’s go to the park this weekend.” Beni: “That sounds like a good idea.” Lina: “Yes, let’s go there on Saturday.” Dayu: “I love the park. I always go there every afternoon.” Udin: “I’ll go with you, guys. Edo, will you join us?” Edo: “Of course I will.”	Invitation	Acceptance

Source: (Wachidah et al., 2017, p. 136)

The seventh adjacency pairs is Question-Answer. The example of Question-Answer in this textbook is as follows:

*Table 16: Question-Answer in “When English Rings A Bell”*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Mom: “How are you, Siti?” Siti: “I’m not feeling well, Mom.” Mom: “How are you feeling?” Siti: “I have a headache.” Mom: “I think you need to rest.” Siti: “I think too, Mom. Thanks.”	Question	Answer

Source : (Wachidah et al., 2017, p. 16)

In this dialogue, the mother asks her daughter (Siti) about her condition, and she answers that she is not in her best condition. Then, the conversation flows with questions and answers about Siti's condition.

c. The Comparisons of *Bright: An English Course* and *When English Rings A Bell*

The third finding explained the comparison of adjacency pairs in *Bright: An English Course* and *When English Rings A Bell*. There are differences in adjacency pairs total and adjacency pairs type used in the first and second textbooks. The first textbook had lesser total and type used compared to the second textbook. *Bright: An English Course* had 54 total with 5 types of adjacency pairs, while *When English Rings A Bell* had 97 total with 7 types of adjacency pairs. Moreover, the textbooks had similarity in the most frequent types of adjacency pairs emerged. Question-Answer is the most frequent type of adjacency pairs that emerged in the first and second textbooks. The examples of the most frequent adjacency pairs type emerged in the first and second textbook are:

*Table 17: Question-Answer in "Bright: An English Course"*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
A: "Do you have any nephews?" B: "No, I don't. I don't have any nephews."	Question	Answer

Source: (Zaida, 2019, p. 63)

In this dialogue, speaker A asks his friend (speaker B) if she has any nephews. Then, speaker B answers that she doesn't have any nephews.

*Table 18: Question-Answer in "When English Rings A Bell"*

Dialogue	First Pair Parts (FPPs)	Second Pair Parts (SPPs)
Teacher: "How do you spell your name?" Student A: "My name is Siti. S-I-T-I." Student B: "My name is Beni. B-E-N-I."	Question	Answer

Source: (Wachidah et al., 2017, p. 28)

In this dialogue, the teacher asks his students (student A and student B) about the way they spell their names, and the students answer appropriately.

## Conclusion

The study about adjacency pairs in English textbooks entitled *Bright: An English Course* and *When English Rings A Bell* resulted in five conclusions. The first conclusion is *Bright: An English Course* consisted of 54 adjacency pairs in total. Five types of adjacency pairs were found including the following: Complaint-Denial/Apology, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, and Question-Answer. From 5 types of adjacency pairs found in *Bright: An English Course*, the total adjacency pairs were 54. Question-Answer emerged 34 times (63%) from the total and made it as the most common adjacency pairs type in this textbook. Meanwhile, the least common adjacency pairs type is Complaint-Denial/Apology with 1 emergence (2%). In addition, three types of adjacency pairs were absent in this textbook.

Those types namely Compliment-Rejection/Admission, Challenge-Rejection/Admission, and Invitation-Acceptance/Decline.

The second conclusion is that 97 adjacency pairs were found in *When English Rings A Bell*. Those pairs are divided into seven types of adjacency pairs namely Complaint-Denial/Apology, Compliment-Rejection/Admission, Request-Denial/Grant, Farewell-Farewell, Greeting-Greeting, Invitation-Acceptance/Decline, and Question-Answer. The most common adjacency pairs type in this textbook is Question-Answer which emerged 42 times or 43% from the total. Contrary, Complaint-Denial/Apology emerged one time or 1%. This little amount makes Complaint-Denial/Apology as the least common type of adjacency pairs in *When English Rings A Bell*. Moreover, there is one type of adjacency pairs—Challenge-Rejection/Admission—that did not emerge in this textbook.

The third conclusion is the comparison between *Bright: An English Course* and *When English Rings A Bell* resulted in two differences and one similarity. The differences covering the total adjacency pairs and types of adjacency pairs emerged in both textbooks. The first textbook has 54 adjacency pairs consisting of 5 types of adjacency pairs. Meanwhile, the second textbook has a greater number in adjacency pairs total and types emerged. There are 97 adjacency pairs in total with 7 types of adjacency pairs. Furthermore, the similarity between the first and second textbook is in the most frequent adjacency pairs emerged. Both textbooks have Question-Answer as the most common type. In the first textbook, it emerged 34 times or 63% from the total. While 42 Question-Answer in the second textbook make it as the dominant type of adjacency pairs which emerged 43% from the total.

The fourth conclusion is the finding of this study shares similarity with prior studies (Sameer, 2020; Setyoko & Laila, 2019; Bintana, Rukmini, & Sofwan, 2018) in the most frequent type of adjacency pairs emerged. Although the subject of each study is different, they have Question-Answer as the dominant type of adjacency pairs. Based on a study by Sameer (2020), Question-Answer emerged 39 times or 59% in Trump's interview with Julie Pace. Moreover, Setyoko and Laila (2019) found that Question-Answer emerged 34% from 18 types of adjacency pairs in the *Pursuit of Happiness* movie. Another prior study showed that Question-Answer is the most significant type of adjacency pairs in Trump's victory interview. It emerged 45 times from 75 adjacency pairs in total.

The fifth conclusion is that the use of adjacency pairs in spoken and written dialogue does not have strict rules. The speakers may use their preferred types of adjacency pairs in conversation with no limitation. They may replace a type of adjacency pairs with the other types. Furthermore, the amount of adjacency pairs used in conversation is not limited to a certain number. The speaker may use a type of adjacency pairs repeatedly or do not use the type of adjacency pairs at all. In addition, more than one type of adjacency pairs may emerge in a conversation during a specific time.

According to the previous conclusions, the researcher would like to give some suggestions that may be useful for the readers, English teachers, and other researchers. The readers can broaden their knowledge on conversation analysis primarily on adjacency pairs. They will get practical examples from this study that will enhance their understanding of related matters. For English teachers, this study can be a reference for teachers in understanding the material written in English textbooks, because textbooks have a role as one of the most common learning sources. The teachers can get more insight in teaching English, particularly about the

conversation. Another suggestion aimed at the other researchers, this study may be an inspiration for using unusual data as the subject of conversation analysis study. Also, this study can be a part of literature for reference about conversation analysis study.

To conclude this study, the researcher would like to give some recommendations. First, the teachers should give more consideration to adjacency pairs as they are obliged to transfer the knowledge to the students. Second, the students need to consider on the utterance's pairs used in conversation. They should know the way these utterances are formed to be a meaningful conversation topic. Lastly, textbook writers are advised to include various type adjacency pairs in the textbook's content. The similarity between study content and real-life context may be easier to be understood by the readers.

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