

2. REVIEW OF RELATED LITERATURE

This chapter includes the theories on Agreeing and Disagreeing to Assessments. As part of Conversation Analysis, Adjacency Pairs is also discussed to give a wider scope of the analysis. The review of related studies is included to support the theories that mentioned in this chapter.

2.1 Conversation Analysis

Conversation is the use of language in any kind of talk which has at least two participants and each participant may have different interests and topics discussed in the conversation. Conversation is a consequence from the interaction between two or more participants who have different aims directed to the other participants. We can look into the conversation from two points of view. The first is the content of the conversation where we focus our attention to what the conversation is about, and the second is how it is brought into the conversation. (Mey, 1983; p.214)

A conversation has a basic unit, consisting of a three-part unit which is a sequence of three successive turns with one utterance after another. The next utterances are caused by the previous utterance of the first speaker which is then followed by the second speaker and ended by a closing utterance by the first speaker as suggested by Mishler (1975) as mentioned in Tsui (1994, p.27).

There are some formal aspects in the conversation that we need to understand, there are how the conversation done, what are the rules noticed in doing it, and how the turns of the participants is arranged as structured in the framework of speech act. The conversation is done if there are two participants or more which each participant must follow the rules in the conversation that the second speaker must give response after the first speaker and the turns of the participants must be arranged from the first speaker then followed by turn from the second speaker.

Conversation is very important for people in communicating with each other in the society because through conversations one can convey his/her thoughts in the conversation to the other participants. Each of them, however, may

have different interests in speaking. In the conversation they are freely talking their opinion and interests in something with other people and through the conversation there are a lot things we can get; for example, information, opinion, ideas.

According to Sacks (1974) there are three central concepts within conversational analysis. The first is speaking turn, which is a conversational activity which each participant has turn to talk or to participate in the conversation. The second is Adjacency Pair, which is the basic idea that in the conversation turns come in pairs, there are first – pair part and second – pair part. The third is sequential implicativeness, which is how the next part shows his/her understanding to the previous turn. Here the important actors are the speakers both the first pair part and the second pair part.

From these three central concepts Adjacency Pair is used because the researcher analyzes the first pair part and the second pair part. The following is some explanation about adjacency pair to give wider understanding to the readers.

Adjacency pair is the basic idea that turns minimally come in pairs and the first of a pair creates certain expectations which constrain the possibilities for a second. Examples of adjacency pairs are question/answer, complaint/apology, greeting/greeting, and accusation/denial. (Tsui, 1994)

Levinson also stated a rule of an Adjacency Pair, “Having produced a first part of some pairs, current speaker must stop speaking, and next speaker must produce at that point a second part to the same pair”(Levinson 1983, p.394) If the first part produces a question the second part must produce an answer. The same with others like complaint responded by a apology. Adjacency pairs can further be characterized by the occurrence of *preferred* and *dispreferred second*. A frequently used term in this respect is preference organization. (Pomerantz, 1984)

In this study, an assessment is most likely to be followed by either an Agreement or Disagreement, one of the responses termed Preferred or Agreement because it is usually in a short time and the other is Dispreferred response or Disagreement because it is less common and the responses done by the second speaker.

The first part of adjacency pair used in this research is Assessments and the second part of assessments is agreeing or disagreeing. There can be two responses to Assessments in the second pair part. This following is some explanation about Assessment.

2.2 Assessments

Assessments are a subclass of Informatives in which the speaker asserts his/her judgement or evaluation of certain people, objects, events, states of affair and others. This evaluation is categorized as ‘first assessment’. The intent within an assessment is to get the addressee to agree with the first part’s judgement or evaluation. The first – pair part gives some chances in the present turn of the second – pair part. Theoretically, the positive responding act to the first part evaluation or judgement is an agreement and the negative responding act is disagreement. Agreeing and Disagreeing takes the place of the second part of the adjacency pair. In Adjacency Pair, if the speaker of the first part is giving his/her evaluation the speaker of the second part can also give his/her judgement or evaluation to the first part’s assessment, called ‘second assessment’.

Following is an example of an Assessment followed by a response from the addressee. In a school two male students, X and S, are talking about the size of their classes in which the normal size is twenty students but there are thirty students in X’s class.

→ X: I had THIRty, I told you that didn’t I, I had THIRty there at one stage.

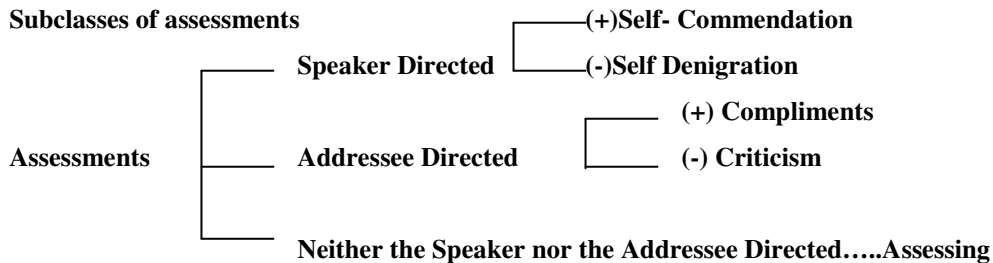
S: I can’t believe it, wow.

(Pomerantz, 1984)

The assessment from the first speaker is his opinion about the number of the students in his class is an emphasis intonation, he says thirty with THIRty. X starts saying with high intonation to indicate that he is amazed by the number of the students. Then followed by the response which is the second assessment, indicating that S upgrades the first part’s assessment by saying “I can’t believe it,

wow". The intonation from this conversation can be an indication that is an upgrading assessment like in X's assessment

Tsui (1994) suggested some subclasses of assessments.



One subclass of Assessment can be directed to the speaker him/herself, like in the following example, A and S have been discussing the thesis.

S: That's very interesting. I don't think I have the guts to make it the subject of my thesis. It's very difficult.

A: No, you'll be able to once you get into it, the ah the nuances and all that.

(Pomerantz, 1984)

S's assessment above is a negative evaluation of the speaker herself. It is responded by A who disagrees with her. In other words, the negative evaluation directed the speaker him/herself prospect disagreements or upgrading. Tsui categorized this as *self – denigrations*.

Besides the negative evaluation of the speaker him/herself there is also assessment which occurs as a positive evaluation of the speaker him/herself. For example,

H: Eh listen I I typed up your paper, it's beautiful, it's =

[

X: Oh

H: = beautiful, it's going to be Nobel Nobel ah material.

X: Great stuff.

(Pomerantz, 1984)

H's evaluation of his own typing as 'beautiful' and 'Nobel material', albeit facetious, is responded to by a similar second evaluation, 'great stuff'. Tsui categorized this kind of assessment as *self – commendation*.

Other subclasses of assessments are both compliment and criticism which are directed to the addressee. Compliment is the positive evaluation and criticism is the negative one. For example,

B: Teacher training is a good thing to be on.

C: I don't want to be teacher or anything.

B: It gives you a year.

C: Yeah.

B: A bit slow off the mark here.

C: It's terribly slow, yes.

→ B: not like you.

→ C: I'm afraid it's like me of late.

(Tsui, 1994)

The compliment above (B: not like you) is the positive evaluation of the addressee. This compliment is then downgraded by the addressee (C: I'm afraid it's like me of late).

Criticism, on the other hand, is a face threatening act which is usually avoided unless the interlocutors know each other very well like in this example,

C: What was I saying?

D: I don't know.

→ C: You interrupted me.

D: I'm sorry, I wasn't listening.

(Tsui, 1994)

The criticism of C (You interrupted me) is responded to by an apology by D (I'm sorry)

Besides assessments directed to the addressee and the speaker itself there are assessments which give judgement or evaluation of an event, state(s) of affairs, or a third party – that is, neither to the speaker nor the addressee. The evaluation or judgement can be positive or negative. For example,

(1) H and J are talking about H's accepting an offer of a job from another institution.

H: But I'm y'know I think it would be very dicey because you don't know, I don't know what the set up is there.

J: You don't know who and you're gonna go through the whole thing again.

(2) C: And I thought that he was he was very professional about it.

K: Oh he IS very professional, he's good.

(Tsui, 1994)

In (1), H expresses his reservations about changing his job and J agrees with him by making a similar judgement. In (2), C makes an evaluation of a third party 'he'. K agrees with him by giving a similar evaluation.

Assessments can also be evaluations directed to the addressee. For example,

C: I mean from what I can see Rob you're in a hell of a good position.

B: *((laughs))* It's okay I suppose.

(5 secs)

B: Mm. It's okay.

(Tsui, 1994)

Here, C's assessment is a positive evaluation of B, the addressee. It is responded to by a second evaluation which downgrades 'in a hell of a good position' to 'it's okay'.

2.3 Agreeing and Disagreeing to Assessments

The second part of the adjacency pair used in this research is the options of Agreeing or Disagreeing. Agreeing and Disagreeing have some characteristics. When people disagree to an assessment they use this characteristic turn shape, that is, they often pause, hesitate, delay, repeat, use hedges, make excuses, and in general avoid what is called the dispreferred response.

I like cake.	linguistically unmarked , i.e. <i>normal</i> form/shape
<u>Well</u> , cake is what I like	linguistically marked , i.e. <i>unusual</i> form/shape

In this example the unmarked is the first example; this is an “agreement” because it is “unmarked”. The second one is the marked, called “disagreement”, because it has a marker of ‘Well’ as one characteristic of disagreeing.

There are terms in the Conversation Analysis which the term Preferred similar to “unmarked” where the utterance does not have any marker showing the characteristic of Disagreement, the most often occurs in the conversation is delays and token yes. On the other hand, the Dispreferred turn shape is similar to “marked” which refer to typical way speakers perform turns, the utterance usually has markers indicating that it is Disagree. Studies by researchers such as Sacks (1987) and Pomerantz (1984) have shown that turns can be said to have with a preferred or **dispreferred shape**. Consider the following invented fragment:

- A: Would you like to go to a movie?
B: No.

(Pomerantz, 1984)

One common way to participate in talk is to offer assessments, that is to say what you think about things (give opinions) (Pomerantz A; 1984). People regularly comment on all sorts of shared experiences by saying like:

“The weather looks so bad today”

“God, I hate Physics.”

“She’s pretty, isn’t she?”

In most, but not all situations, agreement is the **preferred next action** and disagreement is the **dispreferred next action**. While agreement is a “preferred action” in most situations, it is not the preferred action in all situations. One situation where it is not the preferred action is after “self - deprecating” or “self – denigration” assessment, i.e. when the prior speaker has said something negative about him/herself. Pomerantz (1984; 81) states: “ If criticizing a co – conversant is viewed as impolite, hurtful, or wrong (as a dispreferred action), a conversant may hesitate, hedge, or even minimally disagree rather than agree with the criticism.”

- B: I’m trying to get slim
- (1) A: Ye: ah? [You get slim?
- B: [heh heh heh heh hh hh
- (2),(3) A: You don’t need to get any slimmer,

Pomerantz also noticed that Agreement and Disagreement shared common characteristics. For example, they are frequently produced immediately (or in overlap with) the first-pair part assessment. Also these turns are typically fairly short and direct. The preferred action is usually overtly stated. She called this the **preferred turn shape**.

Dispreferred next actions also shared some common characteristics. They are typically much longer (or involve more turns) and regularly include **pauses, questioning repetitions, requests for clarification, repair initiators (e.g. “What?”, “Hm?”), etc.** Overtly stating the dispreferred action is delayed as long as possible (possibly over many turns) and occasionally never overtly stated at all. As Pomerantz (1984; 7) “A substantial number of such disagreements are produced with stated disagreement components delayed or withheld from early positioning within turns and sequences.” This is referred to as a **dispreferred turn shape**.

2.4 Types of Agreeing to Assessments (Pomerantz & Sacks ; 1984)

Pomerantz suggested three main types of “agreeing” second assessments, that is, a) Upgraded evaluation, b) Same Evaluation and c) Downgraded (Weak) agreement. Pomerantz found that “Same evaluations” and “Downgrades” often came before disagreement and therefore should be considered “Weak agreement” forms.

2.4.1 Upgraded assessments (upgrades)

The first type of Agreeing to Assessments is Upgraded Assessments which has two kinds, the first is an assessments using an evaluative term in which the evaluative term in the first place is replaced by a stronger one in the 2nd. The term in the second part has a stronger meaning than the first part. Upgrade assessments often occurs with other types of agreement. **Upgrade assessments are a strong form of agreement, i.e. they show strong agreement with the prior speaker.** For example,

- (1) A: *Isn't he cute*
- (2) B: *O::h he::s a::DORable*
- (3) J: *T's- tsuh beautiful day out isn't it?*
- (4) L: *Yeh it's just gorgeous...*

(Pomerantz, 1984)

The example above is the Agreement in which the evaluative term is strengthened by the speaker of the second part. In (1), the first part conveying an Assessment using an evaluative term ‘cute’ and the second part gives his Agreeing response which is Upgraded assessment by using a stronger evaluative term ‘adorable’. The same with (3) and (4), the second part has stronger evaluative term then in the first part, from ‘beautiful’ to ‘gorgeous’.

The second, besides the evaluative term, an intensifier can be used. The intensifier can be identified from the adverb used in which the adverb used to give force to the speaker of the second part. For example,

M: *You must admit it was fun the night we =*
 = *went [down*

J: *[it was great fun...*

B: *She seems like a nice little [lady*

A: *[awfully nice little person*

(Pomerantz, 1984)

The intensifier in the example above is used to have an Upgraded assessment in the second part. The word ‘*fun*’ in the first part becomes ‘*great fun*’ indicating an Upgraded Assessment, of ‘*great*’.

2.4.2. Same Evaluation

The second type of Agreeing to Assessment is same evaluations in which the 2nd assessment “echoes” the feeling of the 1st assessment; for example, by saying “*me too*” or by simply repeating the words of the 1st assessment. It seems that the speaker of the second part has the same feeling with the speaker of the first part. For example,

C...*She was a nice lady — I liked her*

G: *I liked her too*

(Pomerantz, 1984)

Same Evaluation can regularly be found in agreement turns but they also frequently preface disagreement and should therefore be considered “***weak agreements***”.

J: *Oh it's [terribly depressing.*

→ L: *[oh it's depressing.*

E: *Ve [ry*

→ L: *[but it's a fantastic film. ← disagreeing
assessment*

(Pomerantz, 1984)

2.4.3 Downgraded Assessments (downgrades)

The third type of Agreeing to Assessments is Downgraded Assessments in which. Downgrades work in the opposite way of Upgrades. Instead of using a stronger evaluative term (not always an adjective), the speaker chooses a weaker word. Downgrades should also be considered as “weak agreement” or a warning of upcoming disagreement.

- A: *She's a fox.*
 L: *Yeh, she's a pretty girl.*
 → A: *Oh, she's gorgeous!*

(Pomerantz, 1984)

Downgrades frequently result in further disagreement (argument) as in the following conversation where a first assessment is offered (“a fox”) which receives a downgraded evaluation (“a pretty girl”). This then causes prior speaker to reassert his position with an even stronger term (“gorgeous”)

2.5 Disagreeing to Assessments

Besides the Agreeing Assessments there also Disagreeing Assessments in which it consists of three types of disagreement, that is, Strong Disagreement, Weak Disagreement, and the last is Unstated Disagreement.

In Agreeing there are some markers usually used in disagreeing to Assessments, but one that should be remember that is not all the responses which are using these markers are disagree (dispreferred) responses, it means in Agreeing to Assessments we can also use these markers.

2.5.1. Strong Disagreement

The first type Disagreeing to Assessments is Strong Disagreement in which the evaluative term of the second speaker is to strengthen the assessment of the first speaker.

Pomerantz suggested this type of Disagreeing to Assessments usually followed by some markers such as tokens and delays. For example,

(tokens/delays) + **strong disagreement**

R ...well never mind. It's not important.

D: Well, it IS important.

(Pomerantz, 1984)

The Strong Disagreement, like in the example above, followed by tokens/delays "Well", then followed by the Strong Disagreement of the second speaker (D: it IS important) to strengthen the first assessment.

2.5.2 Weak Disagreement

The second type of Disagreeing to Assessments is Weak Disagreement. The evaluative term in the first assessments of the first speaker is weakened by the second speaker. Pomerantz suggested that Weak Disagreement usually followed by some markers and Weak (Downgraded) Agreement because Weak (Downgraded) Agreement can be considered as warning of upcoming disagreement. For example,

(tokens/delays) + weak agreement + **weak disagreement**

R: But you admit he is having fun and you think it's funny.

K: I think it's funny, yeah. But it's a ridiculous funny.

(Pomerantz, 1984)

The Weak Disagreement in the example above followed by tokens/delays “Yeah”. From first speaker assessment, which is a criticism to the addressee, is responded by the second speaker using Weak Agreement first (it’s funny) that indicating the next is Disagreement, it is Weak Disagreement “ridiculous funny”.

2.5.3 Unstated disagreements

The third type of Disagreeing to Assessments is Unstated Disagreement, which is usually used is a silence or a pause. A silence or a pause after an assessment can be seen as a sign of potential future disagreement. As a result prior speaker may choose to continue with something designed to deal with this potential disagreement. This might, for example, be done by “backing down” from the original assessment. Backing down means to weaken your opinion or even to reverse your opinion entirely as in the following example.

B: ...an’ that’s not an awful lotta fruitcake.

(1.0)

B: Course it IS. A little piece goes a long way.

(Pomerantz, 1984)

All the types of both Agreeing and Disagreeing to Assessments can be used to analyze the data in this research. To give wider understanding to the readers about some markers usually used in Disagreeing to Assessments, this table from Yule (1996) is added.

How to perform a dispreferred social act	Examples
Delay, hesitate	<i>er; em; ah</i>
Preface	<i>Well; oh</i>
Express doubt	<i>I’m not sure; I don’t know</i>
Token yes	<i>That’s great; I’d love to</i>
Apology	<i>I’m sorry; what a pity</i>
Mention obligation	<i>I must do something</i>
Appeal for understanding	<i>You see; you know</i>
Make it non personal	<i>Everybody else; out</i>

	<i>there</i>
Give an account	<i>Too much work; no time left</i>
Use mitigators	<i>Really; mostly; sort of; kinda</i>
Hedge the negative	<i>I guess not; not possible</i>

Table 2..1. Markers in performing Disagreeing (Yule; 1996)

2.6 Review of Related Studies

Besides review of related literature there are also reviews of related studies in which these studies can help the writer get some result from the writers' research.

2.6.1 Georgakopoulou, A (2001)

Specifically, the study is about the main devices of sequencing and production of disagreements in informal Greek conversations between young people. This research shows that disagreements in data are systematically implied and indirectly constructed. It is argued disagreement and indirectness in the informal conversations between people in a very close relationship is not motivated by increased politeness and formality.

The similarity with this research is on disagreements where the writer not only on disagreement but also the agreement. The writer does not relate with direct and indirectness, not even with politeness and formality. The writer can learn from this study the disagreement between young people.

2.6.2 Fetzer (1996)

Fetzer did an investigation of the speech event is restricted on adjacency pair of assessment/response only by German native speakers. She used some data adopted from Levinson (1983; 333,334). This study from Anita Fetzer finds that

German agreement of assessments/ responses is different from in what speech act context.

This study from Fetzer can give the writer more theory about Assessments and how to use it. Besides, the writer also learn about the responses given by the second-pair part, as in Fetzer's study.