CHAPTER IV

ANALYSIS AND FINDINGS

After analyzing the data, the writer found out that Taking Over was the strategy that mostly occurred while Holding and Yielding the Turn occurred the least. Based on the limitation of the data, Holding and Yielding the Turn could not be analyzed. However, the writer would like to focus on Taking the Turn analysis.

Based on the findings, the writer found out that the strategy, which was often used by the subjects, was Taking Over strategy. Yet, the other strategies, Starting Up and Interrupting still occurred although their occurrence were not as high as Taking Over strategy. Besides she also discovered that there were three dominant speakers in the conversation.

IV.1. Strategy of Turn Taking in Female's Chatting at the Boarding House

From the data that the writer had analyzed, she observed that taking the turn in females' chatting are always used. There were three strategies in Taking the Turn, which are Starting Up, Taking Over, and Interrupting. Each of them had their own functions. However, there was one strategy that mostly used by the females. The data could be seen in the table below.

Table 1. Strategy of Taking the Turn

Taking the Turn					
Starting up		Taking over		Interrupting	
A hesitant start	A clean start	Uptake	Links	Alerts	Meta-comments
intends to say something but needs more time to put it into words by using filled pauses and verbal fillers (e.g. *lho, kok, wah, eh)*	speakers use an introductory device starter to begin the turn. e.g. address term	The next speaker responds of what the previous said. e.g. *wis, iyo.*	realizes by lexical items; conjuctions (e.g *tapi, marigitu)* and conjucts which connect sentences and clauses.	intends to attract the other party's/ parties' attention by tending to be louder than the surrounding context. e.g. *eh, lha iyo.*	Comments on the talk itself by allowing the listener to come up with objections without: - appearing too straight-forward - offending the current speaker. *e.g. sek, aku mau ngomong* ...
48 (7.3%)	144 (21.9%)	400 (60.8%)	2 (0.3%)	64 (9.7%)	0 (0%)
192 (29.2%)		402 (61.1%)		64 (9.7%)	
658 (100%)					

From the table, Taking Over strategy was often used in chatting (61,1%). The second highest that the subject did was Starting Up (29.2%). Interrupting also occurred in chatting but had a small occurrence (9.7%).

In Taking Over, the Uptake had the highest percentage. Link only occurred two times (0.3%) in the conversation. In Starting Up, it seemed that the females liked to use a Clean Start to begin a conversation (21.9%). Besides Clean Start, the females also used a Hesitant Start (7.3%), but the use of it was not as often as Clean Start. Interrupting also occurred during the conversation, but among the other strategies, it had the smallest percentage. In this strategy, the females tended to use Alerts (9.7%) and no Metacomment appeared.

Based on these findings, it would be explained one by one of those strategies, which used among the females at the boarding house.

IV.1.1.1. Taking Over

This was the highest occurrence that was used by the females in chatting at the boarding house. First, the writer would explain the use of Uptakes. It seemed that those females liked to use it rather than Links and other strategies. There were various reasons why those females doing this strategy. The first example of using this strategy is as seen below.

Extract 1.

		line
T1	: ya opo iki . besok gak ada sing nganter aku . Mek .	192
	kamu besok kuliah apa . Mek?	193
M1	**: TA**	**194**
T2	: TA . jam piro sampe jam piro?	195
S1	: TA iku opo to?	196
M2	**: Teori Akuntansi**	**197**
L1	: Teori Akuntansi . keren rek	198
T3	: Iho . jam piro sampe jam piro . Mek?	199
M3	**: jam sepuluh**	**200**
T4	: ah - Susan?	201
S2	**: Pengantar Akuntansi**	**202**

T5 : (laughing) PA . TA   203

(T1 was very confused because she did not find any persons who would accompany her. Because of that, she asked her friends whether they had time to accompany her or not. In this case, she asked the schedule of her friend's class. Then the conversation began with the topic on her friends' lecturer.)

The extract above showed that the listeners answered the speaker's question only with the short answer. The lines, which had the bold mark, were the speakers who did Uptakes. There were five persons involved in the conversation. T1 had asked a question to M1 (line 192) about M's lecturer and M1 gave the short answer, which was directly focused on T1's question (line 194) that was "*TA*". . Meanwhile, S1 also asked a question that could be answered by short answer (line 196). M2 answered with "*Teori Akuntansi*" *(Accounting Theory)*. Another short answer was also done by M3 (line 200) with her answer "*jam sepuluh*" *(ten o'clock)*.

Furthermore, there were other styles that used Uptake in this conversation. The extract is seen below.

Extract 2.

	line
T1 : mbak . lek mau . dikriting . dicuci mbek . anu mbak .	145
dijemurno mbak . enti . tak kritingno mbak . ngono ae .	146
Nik	147
N1 : oh . iyo yo . rol-rolane . wis tak gowo mulih	148
L1 : lha terus . manasine pake apa? Manasine pake apa .	149
kepalane?	150
N2 : manasi? Laopo dipanasi?	**151**
L2 : sing koyo helm iku? . ya opo carae?	152
N3 : ndak yo . wong kriting gak dikeei helm iku yo	**153**
M1 : pake anduk	154

N4 : iku keja wong krembat . toning - kriting mek .   155
dikrukupi ambek .iku tok . shower cup   156

(N1 was taking a course on hair treatment. When her friends knew that they started to talk about some information on curling hair. L1 was mistakenly guessing that curling hair had to be heat up by a hair tool. Then, N2 fixed Lily's answer).

In this extract, T1 had a joke on the boarding house's servant. She said that if the servant wanted to curl her hair to N, she had to wash and dry N's clothes first. By hearing T1's said, she suddenly remembered that her hair rollers were at her house. Then, the conversation continued by L1. She was confused with a tool that was used to heat the hair, *"lha terus . manasine pake apa kepalane?"* *("By the way, what tool is used to heat the hair?")*. In this case, N2 did not agree of what L1 had said. N2 knew that there was something wrong with L1's question. So N2 was surprised and respond of what of what L1 had said, *"manasi? Laopo dipanasi?"* *("Heating? Why heating the head?")* in line 151..L2 made a description by saying *"sing koyo helm iku? . ya opo carae?"* *("The one like helmet. How to use it?")*. She did not agree on L1's statement and then she told the true answer to L1's, *"Ndak yo . wong kriting gak dikeei helm iku yo"* *("Curling hair does not use the tool that like helmet")*.. At the end, L1 knew that her statement was not true because N1 told appropriate information about that.

Another mechanism, which was used in Uptake, is that the listener did not listen or understand of what the speaker had asked. Because of that, the listener would not directly respond but they use some backchannel for the speaker's question or statement. The example can be seen below.

Extract 3.

	line
S1 : lho Fang . nyucio lagi Fang . aku mau	674
F1 : hah?	**675**
L : *jok melarikan* diri . Mek . sini . Mek	676
S2 : *nyucio lagi*	677
F2 : opoo?	**678**
S3 : cucikno lagi . ngafdrekno lagi	679
- -	680
F3 : em . nek sempet	681
S4 : wah	682

(S1 had asked F1 to develop her photo because she wanted to have one of F's photograph).

This example showed that S1 wanted F1 to do something, *"lho Fang . nyucio lagi Fang . aku mau"* *("Fang, I want you to develop your photo again?")..* Unfortunately, F1 did not hear S1's willingness, *"hah?"* *("huh?").* As a result, S1 told again of what she wanted although the statement was not the same as her previous question but at least she stressed on her willingness, *"nyucio lagi"* *("develop your photograph again").* Still, F1 did not understand what Susan had asked, *"opoo?"* *("What's up?")* in line 678. After S3 stressed her words again, F made a response on that.

Those extract and the explanation above explains the mechanisms that the speakers used Uptakes strategy. Meanwhile, the other strategy in Taking the Turn, Link, it did not often occur. Therefore, because of the minimum of the data, the writer would not explain about this strategy.

IV.1.1.2 Starting Up

This was the second strategy, which was mostly used by the females during the conversation (21.9%). When using this strategy, the speakers wanted to begin or start a conversation with a neat preparation. The explanation about Clean Start would describe first because the percentage was higher than Hesitant Start.

In this chatting, the speakers used Clean Start to attract the listener, who she wanted to talk to by using the address terms. The part of the conversation can be seen below.

Extract 4.

	line
M1 : **Nik** . koen kemaren . nggawa apa? . keritingan ta?	131
N1 : iyo . basin kabeh	132
T1 : kritingan? . Iho . kok nggak mbok cuci Nik? . enti?	133
N2 : dikongkon nyuci . dikongkon njemur	134
S1 : mbake . meh dikeriting	135
T,S,M : (laughing)	136

(M1 was curious to know about a thing that N had carried yesterday. The conversation began with the topic of curling hair).

Extract 5.

	line
N1 : ***Fang** - apa nomer mobile Alen *	326
nomere piro?	327
F1 : 468 . VW - N - N . N	328
N2 : ndak to yo . ndak	329
F2 : N . Alen . N	330
N3 : L . BMWne . L . lek . genione . N	331
F3 : apa N? . genioto - L88GG	332
N4 : 88? - dua nomer tok?	333

(N1 was asking about F boyfriend's car number. After F1 gave an answer to N, she did not agree with that).

In these two extracts, both of them showed that the speakers used the address term to open the conversation. It seemed that by using the address term, the conversation would continue. In the extract 4, it was clear that M1 used the address term to call her friend (N1) to start a conversation, *"Nik"*. However, N1 responded it and it was followed by the other speakers who wanted to join in that conversation (see line 133-136). So here M1 had attracted some speakers to join in the conversation. Furthermore, in the example 5, the speaker (N1) also used the address term to attract F's attention, *"Fang"*. Yet, in this conversation, it was not followed by the other speakers, only the conversation between N and F (see line 328-333). However, the result was the same as in the extract 4. Once N1 opened the conversation, F1 would respond and it was followed by the other roles until the talk was finished.

The other attempts of making a clean start also could be seen when the speaker wanted to tell her activities or experiences to their other friends just like the extract below.

Extract 6.

	line
N1 : aku TA . dino iki gak melbu koen . wis mbolos petang	**204**
kali aku koen Mek . yo opo Mek?	**205**
T1 : yo wis E (laughing) yo opo maneh	206
M1 : lho . gak oleh lebih dari empat to . empat kan wis	207
S1 : iya . gak oleh lho . gak oleh lho . empat terakhir	208
T2 : empat wis gak oleh neh	209
N2 : tak pikir tiga lho?	210

(N1 told her friends that she was absent four times in one of her class. Her friends commented that four times absent was the maximum of the absence).

It was mentioned here, in extract 6, that N1 informed her friends that she was absent four times in TA class, *"aku TA . dino iki gak melbu koen . wis petang kali aku koen Mek . yo opo Mek?"* ("Today I was absent on TA class and this has been the four times I was absent, what will happen to me?").. The effect was that her friends respond to her statement, just like what T1, M1, S1, and T2's comment (see line 206-210) and the turn taking began to continue.

The last thing that the speaker did in making a clean start was that she broke the silence during the conversation. There was a time when the speakers and the listeners stopped the conversation because there was nothing more to talk about. The result is that in the middle of the conversation, there was a pause. In order to fill out the silence, someone (the speaker) had to break the silence and started the conversation again. If there were no other persons who wanted to speak, then the conversation was over. The extract of this.

Extract 7.

		line
M : Sabtu engko . ojo lungo lungo San -	stay here	18
S :	kenopo?	19
N : memange kencan . dienteni . yo kono to yo . sing kudu		20
ngenteni . teko sekali gak ono . ulang meneh toh		21
M : he eh		22
T : he eh . emange juga usaha toh?		23
N : he eh . cowok yang harus berusaha		24
- -		**25**
M : Sabtu . katae kape teko . Minggu kape teko pisan maneh		26
L : edan . dien*ak enakno*		27
N : *yo ngono . * kongkon nggawa buah tangan		28
T : oh iyo . dikaploki (laughing) tanda tangan		29

(M was telling S to stay at home at Saturday because she wanted to introduce S to her boy friends. The other friends, however, made some various comment on M's said).

The symbol of double dashes (- -) here in extract 7, indicated that there was a long pause after the subjects had made a conversation. It seemed that the person who started the conversation before the silence and after the silence was the same person, M. The first conversation that was done by her was talking about the coming of her boy friends. Her utterance, "*Sabtu engko . ojo lungo lungo San – stay here*" *("San, don't go away next Saturday – stay here")* was appointed to S. Yet, before S commented on it, her friends, N, M, and T had already commented. The last person who made a comment on the other friends' chatting was N. After that there was a long pause. To break the silence, M had initiated the talk first, "*Sabtu . katae kape teko . Minggu kape teko pisan maneh*" *("These guys will come on Saturday, and Monday will come too")*. However, it seemed that M continued the talk with the same topic with the previous talk.

Beside Clean Start, the speaker can also do Hesitant Start. However, the findings showed that the percentage of hesitant start was not as high as clean start. It only had 7.3%. In making hesitant start, it was said that the speaker was not ready or doubted with her question or statement. There were two actions, which the females had already done in making the hesitant start. It could be seen in the extract below.

Extract 8.

		Line
M1	: bendino mangane . kodokan terus hi	37
T1	: kok sombong toh . kodok goreng . cecak goreng dul	38
	(laughing)	39
L1	: gak iso ngomong sampe'an	40
S1	: bingung aku	41
T2	: grogi	42
L2	: (laughing) iyo	43
T3	: modele lho Ninik *yo opo*	44
S2	**: *lho - meh* dikenalne ambek sopo . Mek? - meh**	**45**
	dikenalne ambek sopo Mek?	**46**
M2	: hm? kamu ta? – Tanti . ape katene *tak kenalno*	47
	ambek Komar - Komar konco SMP-ku sisan - Komar iku	48
L3	: *sapa kira * sapa tau . jodo	49

(After M, T, L, and S were talking about dinner, suddenly S changed the topic with asking M about her boy friends).

From the example above, in line 37-44, the females were talking about dinner. They teased S who was going to have dinner. The conversation about this topic stopped when S2 made a hesitant start in line 45, *"lho – meh dikenalno ambek sopo . Mek? – meh dikenalno ambek sopo Mek?"* *("em – Mek, with whom are you going to introduce me?")*. The utterance above was clearly marked by marker *"lho"*. By using *"lho"*, it seemed that S2 was not ready with her question, especially she had repeated her words twice. Moreover, after *"lho"*, she made a silent pause. Besides, S2 was curious to know further about the other previous topic that was about boys. By repeating questioning the previous topic, the last topic that just talked about would be abandoned by the speakers. In this case, S raised an interesting topic and her friends responded it very well.

Besides, the marker *"lho"* was also often used in making the hesitant start. The use of *"lho"* was making a completely new topic. The topic was not talked before. The extract below would explain about it.

Extract 9.

		line
T1	: iyo . mbencekno	217
S1	: udan udan . menempuh udan angin	218
T2	: (laughing) koyo modele to . disambar gledek kling	219
	(laughing) wis menghindari bledek koyo ngono . salane	220
	. tetep gak ono . ya opo	221
	- -	222
T3	**: lho . ko Joni iku . ejek tetep kerja dek Chiyoda to?**	**223**
S2	: hah . ko Joni?	224
T4	: iya . he eh . eh WEM Cycle ya?	225
S3	: WIM Cycle (laughing) aku tadi ketemu ko Joni . to .	226
	meh nabrak lho aku ambek Singgih	227

(T and S had joked on N's absent until T changed the topic into her friend whom S also knew him).

This extract described that, in line 217-221, T and S were talking about N's lecturer. They made a joke on it. Finally, when T2 (line 219-221) had finished her talk, no one who responded again. The silence then occurred. In order to break the silence, T3 had initiated a new topic to her friend, S, *"lho . ko Joni iku . ejel tetep kerja dek Chiyoda to?"* ("em – Does Joni still work in Chiyoda?")..This topic that discussed by T was never talked before. When she finished with her talk, S directly response her and the conversation about it continued.

IV.1.1.3 Interrupting

In this data, it had been described that the listeners, in these cases it were made by whether the second or the third speakers, made Alerts during the chatting although it was not so many. Based on the data, the reasons why the listeners did Alerts were that the listeners wanted to respond or make comment on the topic, which was on the discussion. The extract was like:

Extract 10.

	line
S : Iho Fang . kok jalan?	318
T : *iyo . kamu kok pake r*omantis barang . kok pake	319
payung barang	320
L : *Iho memange ngabur * - dari Sen Fong kok	**321**
S : oh . dari Sen Fong	322
L : dari Sen Fong .ngabur	323
S : tak pikir . dari kuliah	324

(F had arrived at the boarding house. When she joint in the conversation, she had asked by S why she walked).

In this extract, we could see that S, who acted as the first speaker, started the conversation first (line 319). Then, T, as the second speaker, followed it, which still continued the talk with making a comment (line 319-320). Before T finished her talk, L had already alerted her by making the comment on S's said, "*Iho memange ngabur* - Sen Fong kok" ("huh? run away? She's from Sen Fong's house"). The asterisk symbol showed that Alert happened. By making this kind of action, L explained where F was and in this case, S understood that she was mistakenly guessed that F was from attending the lecturer (line 322-324).

Another mechanism that the second or third person did was that the speaker initiate another topic. She did not listen to her friend's talk and suddenly she directly talked about something else, which she interested to talk. The part of the conversation was given below.

Extract 11.

	Line
T : alismu apik	537
S : kapan? S*MA?*	538
N : *opo iki? *. ono beret berete	**539**
S : lho . kamu SMA . wis dek sini ta?	540
M : yo ndak .* liburan* tok	541
T : *liburan*	**542**
F : he eh	543
- -	544
F : satu bulan . pigi Surab*aya*	545
N : *Fang *. iki KTP gini . koen buat dek mana? . dek Petra	**546**
. opo dek Banjarmasin?	**547**
F : Banjarmasin	548
N : *mosok sih*	549
T : *oh . Pasuru*an iki . emang (laughing)	**550**

(These girls were talking about F's photograph. They wanted to know further where she made that nice photograph. The conversation continued with N who asked about F's identity card).

The topic of conversation above was a photograph. In this extract, there were four Alerts, which were done by the speakers and the function of those four alerts were different to each other. The first Alert was made by N (line 539), "*opo iki?* . ono beret berete" ("What is this? There is a scratch in here"). By saying that, N had alerted her friend, S who was still asking F about when she took the picture. Here, N alerted S because she found out that there was a scratch on F's photograph. She did it unintentionally. Meanwhile, in the second Alert, it seemed

that M and T answered almost at the same time for S's question, "*liburan* ("for vacation"). They had already known what would be the answer. After F agreed with her friends' answer, the silence occurred. Then, she added some information about the previous talk, "satu bulan pigi Surabaya" ("I stayed one month in Surabaya"). Before F had finished her talk, suddenly N came up with another topic, about the identity card, "*Fang* . iki KTP gini . koen buat dek mana? . dek Petra . opo dek Banjarmasin?" ("Fang, where did you make this identity card? Did you made it in Petra or in Banjarmasin?"). She intentionally said that because she had looked for F's identity card on the table. When F answered her question, another alert came up. It was T who made the alerts. She teased N who did not believe with F's answer, "*oh . Pasuru*an iki . emang".

Besides Alerts, in Interrupting, there was also Metacomment. However, according to the explanation of the theory, which tell that it is often used in formal situation, therefore, there was no metacomment used in this conversation.

From those explanations, we knew that Taking Over was making a lot of influence during the conversation. The next explanation will talk about the dominant speakers.

IV.2. The Dominant Speakers in Chatting at Boarding House

Based on one of the statement of the problems whether there were some dominant speakers or not, the writer had found out that there were indeed some females dominating the conversation. The result could be seen below.

Table.2. The Dominant Speakers

Name	Taking the Turn						Total	%
	Starting up		Taking over		Interrupting			
	h.s	c.s	u	l	a	m		
(F)ang Fang	2	20	63		8		93	14.13%
(L)ily	12	26	63		19		120	18.24%
(M)elly	1	10	14		4		29	4.41'%
(N)inik	6	36	67		17		126	19.15%
(S)usan	9	16	72	1	3		101	15.35%
(T)anti	18	36	121	1	13		189	28.72%
Total	48	144	400	2	64	0	658	100%
	192		402		64			

From the table above, it seemed that Tanti had dominated in the conversation (28.72%). She almost controlled all of the Taking the Turn strategies. Those were Starting Up and Taking Over. Whereas the second dominant speaker was Ninik (19.15%). She did Clean Start the same as Tanti. Besides, her Interrupting was higher than Tanti. Moreover, the third dominant speaker was Lily with 18.24%. It was clearly stated that Lily had the highest point in Interrupting. Whereas in other sub strategies, she did not get the points as high as the two other dominant speakers. From those three dominant speakers, it would be explained one by one the reasons why they had used along the conversation.

IV.2.1. The Most Dominating Speaker

T was the most dominating speaker in the chatting. Based on Taking the Turn strategy, she took the most Starting Up and Taking Over the Turn. However, the main reason why she was the first dominant speaker was that she get involved in all topics during the conversation, that was 23 topics. (The list of the topic could be seen in the appendix). Besides, she often initiated the talk first. The extract of this:

Extract 1.

		line
T	: yang mbuka - pertama . yang nyicipi	476
L	: laku keras	477
T	: oh . Ninik koen . paku sikep (laughing) kepeti . wo	478
	sungguhan (laughing) iki . yo gak moi iki . rosoku	479
	(laughing)	480
N	: mangkane gak usah dideloki terus . gak kesat kesat	481
	nanti	482
T	: (laughing) dilirik lirik	483
N	: lho lho lho lho . wis pekno . kwaci ae	484
T	**: ya apa . San . nanti . melobi . ko Joni ya?**	**485**
S	: hm?	486
T	: melobi ko Joni . masalae besok lho . ngomonge yo opo	487
	Iki	488
S	: besoke opoo?	489
T	: besok pagi . masalae . pergie	490

(T torn one of the snack on the table. After she did that, the conversation began with the topic of that snack. Suddenly, T changed the topic into another topic).

From the extract above, line 476-484 were talking about snack. It seemed that T who started the conversation first (line 476), *"yang mbuka - pertama . yang nyicipi"* *("first come, first serve")*. After that, the conversation rolled up until N was asking for watermelon seeds (line 484). Then this topic did not continue

because instantly T asked S with another topic, that was about her friend, "*ya apa .
San . besok melobi ko Joni ya?*" *("San, will you accompany me to talk to Joni
tomorrow?").* By saying that, it meant that T had initiated another topic and she
intentionally cut the topic of the conversation that just happened.

Besides that reason above, she often made Starting up first when there was
a silence during the conversation. In order to fill the quietness, she broke the
silence first among her friends. In other words, she made an initiative to start the
conversation again. The extract of it could be seen below.

Extract 2.

		line
T : Agung sombong?		64
	L : Agung sopo . sombong malan	65
	T : tak pikir . dengerku sombong	66
	L : durung kenal kok wis sombong . yo opo teruse	67
	--	**68**
T : tapi aku takut lho . nek misale dikenalno . engko dicap .		69
	dinilai . oh gini gini . gendut . *elek . opo . opo*	70
M : *wong kenalan tok* . ae lho		71

(T mistakenly heard what her friend's (L) said. As a result, L fixed T's statement.
When the talk of this topic finished, T started the conversation again).

The extract above explained that before T initiated the talk first in line 69,
"*tapi aku takut lho . nek misale dikenalno . engko dicap . dinilai . oh gini gini .
gendut . *elek . opo . opo*" ("but I am afraid that when you introduce me to them,
they will think that I am too fat, ugly, and so on)* there was a long pause. The last
person who made the last turn was L. After that, there were no speakers who made
the conversation. Whenever T started to talk again, her friend would response on
her talk, just what M did in line 71.

Another reason why T had become the most dominanting speaker was that she was the oldest person in the conversation. This is based on the Sociolinguistic theory, which explains that age can influence the way the people talk (Holmes, 1994). When you are the oldest person among your friends, it will encourage you to speak more rather than your friends because you feel that you know more than they do. Besides, being the oldest person will make you to have more power than your other friends. Every speech that you have been made will get the attention from them.

IV.2.2. The Second Most Dominating Speaker

This second most dominating speaker mostly dominated in making Clean Start and also Alerts. Although her Alerts was lower than the third dominant speaker, it was higher than the first most dominating speaker. Based on this finding, it would be discussed the reasons why she often did that. The first reason why she did that was because she often shared and told her activities to her friends. The extract could be seen below.

Extract 3.

	line
N : dikongkon ngene to . ngecrute pelan-pelan . sret . sret .	169
sret . sreeeeet	170
N,T,L : sreeeeet	171
N : dari bawah . pigi atas to	172
S : dari atas ke bawah	173
N : lak . lebih baik atas ke bawah to yo . netese ndek nisor	174
– boros emange	175
T : he eh	176
N : tadi iku lho . penetrale lho . kan bubuk . disuruh kocok	**177**
kocok . golongane sreeet . sing separo durung . lho -	**178**

iya terusno nggak papa . terusno . abis . abis . 179
digaekno maneh to . sebelah sini sek belum . abis abis 180
T : he eh . wong kok cek borose - penetrale ya . la' koen . 181
crot crot gitu 182

(N was telling her friends about how to use curly tonic in someone's hair. The other friends started to make comment on her said).

In this extract, the topic was about hair. Line 169-176 indicated that N told her friends how to use a curly tonic. In this case, her friends was interested in her explanation and made some comment about it. In line 177, N started to make the conversation again and the topic was the same as the previous one. Different from the previous, in making this Starting Up she told her friends about her experience in treating someone's hair while the previous only told how to use it. Moreover, there was no one who asked her to tell about her activities. She herself wanted to tell the story to her friends. Because of her action, her friend, in this case T, responded to her story. Another extract about this was:

Extract 4.

	line
S : TA iku opo to?	196
M : Teori Akuntansi	197
L : Teori Akuntansi . keren rek	198
T : lho . jam piro sampe jam piro . Mek?	199
M : jam sepuluh	200
T : ah - Susan?	201
S : Pengantar Akuntansi	202
T : (laughing) PA . TA	203
N : aku TA . dino iki gak melbu koen . wis mbolos petang	**204**
kali aku koen Mek . yo opo Mek?	**205**
T : yo wis E (laughing) yo opo maneh	206

(S was curious to know about one of M's lecturer until finally, N was telling her story to her friends).

From the extract above, it was clear that N in line 204 began to start her story without asking by her friends, *"aku TA . dino iki gak melbu koen . wis mbolos petang kali aku koen Mek . yo opo Mek?"* *("Today I was absent in TA class and it had been four times I was absent, how about it?").* Moreover, it seemed that N still closeed with the previous talk that was about the study. By listening to her friends' said, she remembered about her lecturer. The same as the previous extract, it had followed by the response of her friends.

Besides, she also made the Clean Start in order to inquire about something that she was interested in to her friends. The extract was:

Extract 5.

		line
S	: lho Fang . kok jalan?	318
T	: *iyo . kamu kok pake r*omantis barang . kok pake payung barang	319 320
L	: *lho memange ngabur * . dari Sen Fong kok	321
S	: oh . dari Sen Fong	322
L	: dari Sen Fong .ngabur	323
S	: tak pikir . dari kuliah	324
T	: *bukan ini'e . ini lho de'e . tertarik . dengan ini lho*	325
N	**: *Fang - apa nomer mobile Alen *** **nomere piro?**	**326** **327**
F	: 468 . VW - N - N . N	328
N	: ndak to yo . ndak	329

(S was surprised when she found out that F had walked to the boarding house. Furthermore, the conversation developed until N asked about F's boyfriend's car).

In this extract, in line 326, N seemed inquiring F to know about F's boy friend's car number, *"*Fang – apa nomer mobile Alen* nomere piro?"* *("Fang – what is your boyfriend car's number?).* From that utterance, it seemed that N made two strategies that were Starting up (Clean Start) and Alerts. She made Clean Start

because she was asking something different from the previous talk. She made Alerts because she had interrupted the previous speaker, T. When N had inquired F, directly F made a response on N's inquiry. We could also see that the previous talk was not about that, but it was about the arrival of F (line 318-325).

N was also making Uptake although it was not as high as the first dominant speaker. In doing Taking Over, she often made a quick response after her friend had said about one topic. Yet, her friend did not ask to respond to her talk. N seemed initiating the talk by herself. The extract of it was:

Extract 6.

	line
T : Mek . beli tase . nok mana Mek? . kok apik . Mek?	124
N : duduk tase Memek . kok iki	**125**
L : oh Memek nyetut kok . nyetut dek endi Mek . oh .	126
pantesan kuliah . baleeke sore sore . njupukan ternyata	127
T : wah . ono ta . apa . la kok . apa mera mera iku . sisir?	128
N : lho . sisire . podo ambek aku les	**129**
T : podo ambek Lili pisan	130

(T was interested in M's bag. Unfortunately, the bag was not M's. The further conversation was talking about a comb).

The extract above showed that T had initiated the talk first (line 124). She asked M where she bought the bag. In this case, M did not answer T' question but on the other hand N the first person who quickly responded to T's question, *"duduk tase Memek . kok iki"* (*"it was not her bag"*). N knew that the bag did not belong to M's property. Because of that, she made a response to T. Then, it was followed by the other speakers who also responded to T's question. Another uptakes also appeared in line 129 when N responded on T's question, *"lho . sisire .*

podo ambek aku les" (*"My! That comb is the same as the one I used in the course"*). She was surprised when she saw that comb and because of that, she made a comment on it.

Another action that N did in Taking Over was to reply to her friend's question. This was the basic thing that the listener did when she had asked by the speaker. This type of action can be considered as Question-Answer mode. The extract could be seen below.

Extract 7.

	line
T : Nik . dekek kene to - titik titik entek Nik iki . beli nok	91
mana . Nik?	92
N : (krupuk krupuk) . Suki	**93**

Extract 8.

	line
M : Nik . koen kemaren . nggawa apa? . keritingan ta?	131
N : iyo . basin kabeh	**132**

From these two extracts, we could see that N always replied what her friend had asked. The tendency was N made a short answer for replying the question. In extract 7, she answered with one word, "Suki", while in extract 8, she only made three words, *"iyo . basin kabeh"* (*"yes . all was very stinky"*).

IV.2.3. The Third Most Dominating Speaker

Among those three strategies of Taking the Turn, the prominent strategy, which L had made, was Interruption, especially in Alerts. L had done 19 Alerts more than Ninik did (17 Alerts). However, the main reason why she did that was she wanted to have attention from other subjects. She also wanted to get involved in the conversation, although her friends did not ask her to talk. The extract was:

Extract 9.

	line
M : San . konco SMA-ku kan . kemaren telpon . koncone .	1
sinyo Agung . dolore Yeni . maringono . *	2
L : *wah . Susan mukae merah*	**3**
T : *Susan kenal Agung pisan?* - kenal Agung pisan .	4
Susan?	5
M : nggak . durung kok	6
S : kenopo to?	7

(M was telling to S that her Senior High School's friend called her when the other friends cut her saying).

The extract above showed that M initiated to start the conversation. She told S that her friend was calling her. Before M finished with her talk, Lily had alerted her by making comment on S's face, "*wah . Susan mukae merah*" *("Look! Susan's face becomes red")*. The result was T entered the conversation by asking something that still related to M's statement (line 4-5). From here, it seemed that Lily's comment did not response by her other friends (line3). She only wanted to tease her friend, S.

Another strategy, which L had done, was Uptake. Here, she tended to make comments on her friends' talking. This was the same as what she did in the Alert. The part of the conversation could be seen below,

Extract 10.

	Line
T : ya opo iki . besok gak ada sing nganter aku . Mek .	92
kamu besok kuliah apa . Mek?	93
M : TA	94
T : TA . jam piro sampe jam piro?	95
S : TA iku opo to?	96
M : Teori Akuntansi	97
L : Teori Akuntansi . keren rek	**98**
T : lho . jam piro sampe jam piro . Mek?	99
M : jam sepuluh	100

(T was worried because she did not have any person who wanted to accompany her. As a result, she asked her friends whether they had time or not by asking their lecturer time).

Extract 11.

	line
M : sabtu iki kape teko	268
T : lho . katae sabtu depane lagi	269
N : minggu . Minggu ini lho?	270
L : walah kok royo'an . lha nek ngono iku	**271**
diatur	**272**
T : minggu ini? (laughing) pasang karcis	273
. to yo?	274
N : oh ndak . ngene lo . Gung . anten jak metu mangan .	275
nang'di?	276
T : oh . dadi milih sing terbaik	277

(M informed that her boy friends would come this Saturday. Then, T was surprised because she did not believe that they came so soon).

In both extracts, it was clearly seen that L only made a comment on her friend's talking. There was not someone else who responded on her comment. She

just did the same thing when she made the Alerts. In extract 10, she made a comment on M's answer, *"Teori Akuntansi . keren rek" (Accounting Theory, it's cool!")*. While in extract 11, she gave comment like *"walah kok royo'an . lha nek ngono iku diatur" ("Why do they arrive together at the same time? If the situation like that, we have to arranged for their coming")*. From both comments, no one would reply or make response on her.