

AN UNDERGRADUATE THESIS
AN ANALYSIS OF STUDENT DIFFICULTIES IN USING
ADJACENCY PAIR'S CONVERSATION ON YOUTUBE

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATE THESIS
AN ANALYSIS OF STUDENT DIFFICULTIES IN USING ADJACENCY
PAIR'S CONVERSATION ON YOUTUBE

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By:

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1442 H / 2020 M



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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: AN ANALYSIS OF STUDENT DIFFICULTIES IN USING ADJACENCY PAIR'S CONVERSATION ON YOUTUBE written by: SALWA FAILASIFA AZZAHRA, Student Number 1601070048, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, 28th December 2020 at 10.00-12.00a.m.

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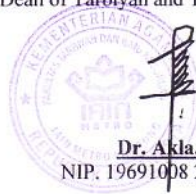
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**AN ANALYSIS OF STUDENT DIFFICULTIES IN USING ADJACENCY
PAIR'S CONVERSATION ON YOUTUBE**

ABSTRACT

By : Salwa Failasifa Azzahra

The objectives of this research were to investigate the most dominant types of adjacency pairs in students' conversation on youtube and to analyze the difficulties in using adjacency pairs in students' conversation on youtube. The researcher analyzed those phenomena based on the consideration of the students' problem in conversation. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using adjacency pairs on conversation.

The method of this research was qualitative research in the form of a case study carried out on youtube. The primary sources of this research is the recorded video of students' English conversation on youtube. The researcher used observation and documentation in collecting the data. The observation was conducted to know difficulties in using adjacency pairs in conversation.

Moreover, the first research result is that the most dominant type of adjacency pair used in students' conversation on youtube is question answer that is 63%. In addition, the second research result points out that there are the difficulties of using adjacency pair classified in preface totally 30% and delays totally 70%. In the other words, it was investigated there were ten utterances that contain the difficulties of using adjacency pairs in conversation videos on youtube. All of the difficulties were classified to the question-answer type.

Keyword: analysis, adjacency pairs, conversation, youtube, qualitative research.

ANALISIS KESULITAN SISWA DALAM MENGGUNAKAN PERCAKAPAN PASANGAN KEDEKATAN DI YOUTUBE

ABSTRAK

By : Salwa Failasifa Azzahra

Tujuan dari penelitian ini adalah untuk mengetahui jenis pasangan kedekatan yang paling dominan dalam percakapan siswa di youtube dan untuk menganalisis kesulitan penggunaan pasangan kedekatan pada percakapan siswa di youtube. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam percakapan. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena penggunaan pasangan berdampingan dalam percakapan.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus yang dilakukan di youtube. Sumber utama penelitian ini adalah rekaman video percakapan bahasa Inggris siswa di youtube. Peneliti menggunakan observasi dan dokumentasi dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan penggunaan pasangan yang berdampingan dalam percakapan.

Selain itu, hasil penelitian pertama menunjukkan bahwa jenis pasangan kedekatan yang paling dominan digunakan dalam percakapan siswa di youtube adalah jawaban pertanyaan yaitu 63%. Selain itu, hasil penelitian kedua menunjukkan adanya kesulitan penggunaan pasangan berdampingan yang diklasifikasikan pada kata pengantar sebanyak 30% dan keterlambatan sebanyak 70%. Dengan kata lain, diselidiki ada sepuluh ujaran yang mengandung kesulitan penggunaan pasangan berdampingan dalam video percakapan di youtube. Semua kesulitan diklasifikasikan ke dalam tipe tanya jawab.

Kata Kunci: analisa, pasangan kedekatan, percakapan, youtube, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, December 2020

The writer



Salwa Failasifa Azzahra

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, Desember 2020

Penulis



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, there are difficulties in addition to ease of”

(Q.S. Al-Insyirah:5)

فَاصْبِرْ صَبْرًا جَمِيلًا

“So be patient with beautiful patience”

(Q.S. Al-Ma’arij:5)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. Allah who always give the rohmah and blessing.
2. My beloved parents, Mr. M Najih Widodo and Mrs. Endang Impriyati who always pray and support in their endless loved.
3. My beloved all of my family. They are Hawa Failasifa Salsabila, M. Ramdan Saka and Habibah Afdila Hira Sabina Andalusia who always support me in finishing this thesis.
4. My beloved all of my friends who always help me in finishing this thesis.
5. My Almamater IAIN Metro the place where I got much knowledge and good experience.

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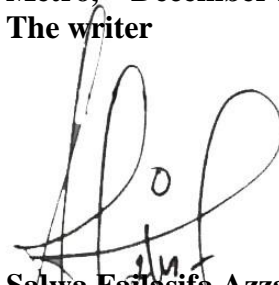
In the name Allah SWT, who has given us the merciful and blessing Sholawat and Salam are also delivered to our prophet Muhammad SAW, who guide us from the darkness until the brightness, so the writer is able to complete an undergraduate thesis entitled “An Analysis of Student Difficulties in Using Adjacency Pairs Conversation on Youtube”.

Furthermore, this research could not be successful without support, guidance, advice, help and encouragement. Regarding to the undergraduate thesis, the researcher offers her big thanks for:

1. Dr. Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
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6. My parents, all of my friends who always give me support, motivation, inspiration and their prayer in the process of writing and counseling this undergraduate thesis.

As human being, the writer realizes that this undergraduate thesis still has a plenty of weakness. The writer do apologizes for all mistakes she has made in writing. All constructive comments and suggestion are very welcomed to measure the quality of this research proposal. Hopefully, this research proposal can be a meaningful benefit for the writer especially for our campus.

Metro, December 2020
The writer

A handwritten signature in black ink, appearing to be 'Salwa Failasifa Azzahra', written over a horizontal line.

Salwa Failasifa Azzahra
NPM. 1601070048

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language that has important function in the world. English has been agreed to be used as a means of communication throughout the world as the primary language of several countries. English mastery has positive influence to human life. By the presence of English, people are able to increase their knowledge. In addition, English helps people to communicate with others when they come to another country for business, study, holiday and many more. In Indonesia, English is a foreign language that should be studied well in formal or informal institution. Teaching English consist of four skills including of speaking, listening, reading and writing.

Therefore, as one of English language skills, speaking is a very complex skill including vocabulary, grammar, pronunciation, fluently, the ability to structure talk or even non-verbal abilities. Speaking is an act of making sounds. In the other words, speaking is used to converse, to express some thoughts and feelings in spoken language. Besides that, speaking is a talk processing something that concern on exchange information.

In addition, speaking has the important function in various aspects in human life. Speaking activity increases the speaker's confidence. By speaking, people can share their insights to others. It is beneficial in career advancement. Public speaking skill can lead people to have a good career, like a motivator and many others. To be a good career we have to have a good conversation.

Conversation is an activity that needs more than two speakers to apply linguistic forms and nonverbal signals to relate interactively. Conversation consists of transactional and interpersonal.

In addition, the students' conversation problem is caused by the low grammar mastery. Besides that, the students also feel difficult in improving idea in the process of speaking. The students' conversation problems are also caused by a lack of motivation of speaking and a lack of speaking habit.

Moreover, the students' conversation problems should be analyzed the phenomena in the conversation. One of the phenomena is adjacency pairs. Adjacency pair is conversational unit that contain the exchange of turns produced by different speakers. Adjacency pair is a set of two or more speakers who take turns speaking sequentially at the same time, like a question/answer sequences and greeting/greeting exchanges. An adjacency pair is the type of utterance that usually comes in pairs. For example, question is followed by an answers, greeting is responded by greeting and invitation followed by an acceptance/declinations. Adjacency pair has influence in determining speaking quality of student speaking.

In addition, there are the problems of using the adjacency pair in conversation. Such as the student haven't understand that caused the conversation being pause or the speaker silent each other. In the other words, sometime the each speaker give some question at the same time that caused collision.

Based on all of definition above, the researcher would like to analyze the student difficulties in the use of adjacency pair conversation. To achieve it, the researcher will conduct a qualitative research. Therefore, the researcher constructs an undergraduate thesis entitled "An Analysis of student difficulties in using Adjacency Pairs Conversation on youtube"

B. Research Question

The research questions are pointed out as follows:

1. What are the most dominant types of adjacency pairs in students' conversation on youtube?
2. What are the difficulties in using adjacency pairs in student' conversation on youtube?

C. Objective and Benefits of the Study

1. Objectives of the research

Based on the research questions that was formulated, the researcher determine the purpose of research as follows:

- a. To investigate the most dominant types of adjacency pairs in students' conversation on youtube.

- b. To analyze the difficulties in using adjacency pairs in students' conversation on youtube.

2. Benefits of the Study

a. For the Students

This study is expected to be able to provide useful information for students in realizing the phenomena of the use of adjacency pair on conversation. The phenomenon is the most difficult elements of adjacency pairs that are used by the graders. After knowing student adjacency pair competent in speaking, this research will be basic for student to find out solution alternative for solving problem.

b. For the Teacher

The studies benefit is also directed for English teachers. It is caused this study will provide an information for a teachers about the most difficult elements of adjacency pairs that is used by the students. This research also will guide the teacher to prepare alternative, the effort to upgrade student speaking quality.

c. For the Next Researchers

The researcher hopes that this study can provide valuable contribution for future researchers who will conduct research with the same research topic that is adjacency pair. The research result will one day become a reference for the researchers that will solve problem about weak of student speaking quality. It is caused this research will give

illustration about step of taking and cultivating data that taken in the use of adjacency pair on speaking.

D. Prior Research

This research was conduct with considering some prior researchers. The first prior research was conduct by Wiwin Widiyastuti and Rustono with the research title *Adjacency pair of Conversation on Interactional Discourse in High School Learning*.¹ The objective of the first prior research is to explain the adjacency pair in the conversation of teacher and student in interactional discourse in high school learning. Qualitative research is the method that used on first prior research. The sample of the first prior research is teacher and student. The findings of the first previous research suggest to teachers that there are kind of language characteristics of high school students that must be considered.

Moreover, the first prior and this research there is similarity and difference. The similarity among the second prior and this research is on the research topic. The research topic used by these two studies is adjacency pair on conversation. The differences among this and the first prior research are the location of the study and the research sample. The primary source of this research will involve the students on youtube. Meanwhile, the primary source of the first prior research is student and teacher of SMA 1 Karang Anyar, Demak, Jawa Tengah.

¹ Wiwin Widiyastuti and Rustono, “*Adjacency pair of Conversation on Interactional Discourse in High School Learning*”(Semarang:Universitas Negeri Semarang, 2018) p.293.

Another difference is on the purpose of both researches. The first prior research has one aim. It is to explain the adjacency pair in the conversation of teacher and student in interactional discourse in high school learning. Meanwhile, this research has three aims to investigate the students' difficulties in applying adjacency pair in conversation, to analyze the students get difficulties in applying adjacency pair in conversation, and to investigate the solution to overcome the students' difficulties in applying adjacency pair in conversation.

Moreover, the second prior research was conducted by Gati Asti Putri Indarti entitled "*Adjacency Pairs Analysis on Teaching Learning Process*".² The objective of the first prior research is to analyze adjacency pairs in teaching learning process functioning as a unit of Conversation Analysis (CA). Qualitative research method is the method that used on previous research. The teacher and the students are samples of the previous prior research. The finding of the first prior research is to make interaction interactively by using appropriate types of adjacency pairs like question, assessment, and other types suited class conditions. Moreover, they should express more on compliment as students also need an appreciation. In short, types of adjacency pairs should be applied properly in teaching learning process.

In addition, among the second prior research and this research have similarities and difference. The research topic is same something in this

²Gati Asti Putri Indarti, "*Adjacency Pairs Analysis on Teaching Learning Process*". Vol. 02 (2018). p. 204

research. The research topic both this research is adjacency pair on conversation. The difference of this research and the second prior research is on research sample. The primary source of this research will involve the student English conversation videos on youtube. Meanwhile, the primary source of the second prior research is the member of BBC, ETS Semarang 2, Tlogosari.

Another difference is on the research purpose of both this research. The second prior research has one aim. It is to analyze adjacency pairs in teaching learning process functioning as a unit of Conversation Analysis (CA). Meanwhile, this research has three aims to investigate the students' difficulties in applying adjacency pair in conversation, to analyze the students get difficulties in applying adjacency pair in conversation, to investigate the solution to overcome the students' difficulties in applying adjacency pair in conversation.

The third prior research was conducted by Fitriyah Dewi with the research title "Turn Taking in the Conversation Produced by Members of English Speaking Community at Surabaya State University".³ The objectives of the research are to explain the categories of turn taking that occur in conversations generated by member of the English speaking community and to find out how the phenomena of turn taking strategies through interruption, overlap and backchannel occur during the conversation. Qualitative research is the method that used on the third prior research. The samples of the third prior

³Fitriyah Dewi, "Turn Taking in the Conversation Produced by Members of English Speaking Community at Surabaya State University" Vol.04 No.03.(2016) P. 64

research are Members of English Speaking Community. The findings of the previous third study indicated that adjacency pair and improvement pairs were the largest category that emerged in conversation among participants. Overlaps and interruptions occur at the same time but in different purposes, if overlapping is used to show enthusiasm and closeness while interruptions can be indicated as strength in conversation. Participants use understanding signal, listen to participants' opinions and ways they cannot answer questions from the leader.

The third prior research and this research have similarity and differences. The research topic that is adjacency pair is the same something among them. The difference is on the research sample. The primary source of this research will involve the students' conversation videos on youtube. Meanwhile, the primary source of the third prior research is the member of English Speaking Community (ESC) in Universitas Negeri Surabaya.

Another difference is on the research purpose both of these researches. The second prior research has two aims. It is to explain the categories of turn taking that occur in the conversation generated by member of English speaking community and to find out how the phenomena of turn taking strategies through interruption, overlap and backchannel happen during the conversation. Meanwhile, this research has three aims to investigate the students' difficulties in applying adjacency pair in conversation, to analyze the students get difficulties in applying adjacency pair in conversation, to

investigate the solution to overcome the students' difficulties in applying adjacency pair in conversation.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Conversation

1. The Nature of Conversation

According to Susan E. Brennan, Conversation is a joint activity that more than two participants are used linguistic forms and nonverbal signals to relate with each other interactively.¹ It can be said that conversations include an activity that need two or more participant to communicate interactively.

Moreover, according to Paltridge states conversation is the primary way people come together, share information, negotiate and maintain social relation.² In the other words, conversation is an interaction of some people to get something, such as get the information, negotiate, etc.

Furthermore, Levinson explains, conversation is not a structural product in the same way that sentences are more the result of an interaction of more than two independents, goal-directed individuals, with often different interests.³ It is noted that conversation is not structural product, but the result of an interaction.

¹ Brennan, S. E, "Conversation and dialogue" (2010)

² Paltridge, B, *Making Sense of Discourse Analysis*. (Queensland: Antipodean Educational Enterprises, 2000), p.91

³ Levinson, Stephen C, *Pragmatics*, (Cambridge: Cambridge University press, 1983), p.294

Based on Sinwongsuwat in the journal of Asia TEFL, the natural conversation is the primary object of the analysis as it is the predominant form of human interaction through which we organize our social world, learn about our society and become exposed to social order.⁷ It can be said that conversation includes human interaction through organize the social world.

Based on definition above, the researcher concludes that conversation is a process interaction of two or more participants about social world such as exchange information, negotiate and maintain social relations.

2. The Types of Conversation

Conversation involves more than two speakers and further consists of exchanges that promote social relationships (interpersonal) and whose purpose is to convey propositional or factual (transactional) information. Conversation requires more than two people. It is divided into 2 types according to their purpose.⁸ It can be said that, a conversation requires two or more people. It is divided into 2 types based on its purpose. The first is to aim at social relations. The second is to aim at conveying propositional or factual information. The following are the types of conversation:⁹

⁷ Sinwongsuwat, K. et. al “CA-informed Conversation Teaching: Helping Thai Students Unpack English Conversations to Become Conversationally Competent” The Journal of Asia TEF, no. 3 (2018): 702

⁸ H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New York: Longman, 2001), p.251.

⁹ Ibid., p.273-274.

1) Transactional

Transactional language is used to convey or share certain information which is an extension of responsive language. Conversation is more of a negotiating nature than responsive speech.

Example:

T: what is the main idea in this essay?

S: the united nations should have more authority.

T: more authority than what?

S: than it does right now.

T: what do you mean?

S: well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: you don't think the UN has that power now?

S: obviously not. Iraq is still manufacturing nuclear bombs.

The conversation above can not only be done by two people.

However, it can also be done in groups.

2) Interpersonal

Interpersonal language is used more to maintain social relationships than to convey facts and information. This conversation is a little tricky for students because it can involve some or all of the following features:

- a) Casual register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang
- e) Ellipsis
- f) Sarcasm

g) A covert “agenda”

Example:

Amy: Hi, Bob, how’s it going?

Bob: oh, so-so

Amy: Not a great weekend, huh?

Bob: well, far be it from me to criticize, but I’m pretty miffed last week

Amy: what are you talking about?

Bob: I think you know perfectly well what I’m talking about

Amy: oh, that... how come you get so bent out of shape over something like that?

Bob: well, whose fault was it, huh?

Amy: oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we’d settled this before. Well, what more can I say?

Based on explanation above, the researcher concludes there are two types of conversation. The first is transactional; Transactional is one of the types of conversation that has an aim to conveying or exchanging information. The second is interpersonal; Interpersonal is types of conversation that has an aim about social interaction.

3. The Aspect of Conversation

According to Schegloff, Conversational organization involves many aspects consist of turn taking, turn organization, action formation, sequencing, improvement, word selection or use, recipient design and the overall organization of the interaction event.¹⁰ Therefore, conversation is very important in fostering the sociolinguistic competence of students, linguistic competence, discourse competence and strategic competence.

¹⁰Schegloff, E. A., Koshik, I., Jacoby, S., & Olsher, D. *Conversation analysis and applied linguistics*. (2002) Annual Review of Applied Linguistics, 22, 3-31

In addition, Paltridge states that conversations have examined aspects of spoken discourse consist of related speech sequences (proximity pairs), preferences for certain speech combinations (preference organization), turn-taking, feedback, corrections, conversation opening and closing, discourse markers and response tokens.¹¹

In addition, Hutchby and Wooffitt discussed three basic facts about conversation: “(1) turn-taking occurs; (2) one speaker tends to talk at a time; and (3) turns are taken with as little gap or overlap between them as possible”.¹²

Based on definition above, the researcher concludes that conversation has many consist of repair, turn taking, turn organization, action formation, word selection, feedback, conversational openings and closings, recipient design and overall organization of the occasion of interaction sequence. One of the conversations’ aspects is turn taking. Turn taking is a process in conversation that has to do among two speakers. Paltridge states that sequences of related utterances are adjacency pairs.

¹¹Paltridge, B, *Making Sense of Discourse Analysis*. (Queensland: Antipodean Educational Enterprises, 2000),p.90

¹²Hutchby, I., & Wooffitt, R, *Conversation analysis*, (Cambridge, UK: Polity Press,1998),p.47

B. The Concept of Adjacency Pairs

1. The Nature of Adjacency Pairs

According to Paltridge, adjacency pairs are a fundamental unit of conversational organization and a key way in which meanings are communicated and interpreted in conversations.¹³ It means that adjacency pair is very important in the conversation process. Therefore, when there are no adjacency pairs, it can be said conversation.

Furthermore, Crystal also describes that adjacency pair is a term used in sociolinguistic analyses of conversational interaction to refer to a single stimulus-plus-response sequence by the participants.¹⁴ The adjacency pair has been analyzed in the conversation with the stages of starting, maintaining and closing the conversation; for example changing the subject in a conversation. It can be said that the adjacency pair very considered in conversation.

Moreover, Seedhouse states that adjacency pairs are paired utterances so that in the production of the first part of the pair like a question, the second part of the pair like an answer becomes conditionally relevant".¹⁵ This does not mean that the second part must exist, but rather is a normative frame of reference, and therefore its absence also has meaning. In the other words, adjacency pairs are utterances produced by

¹³Paltridge, B, *Making Sense of Discourse Analysis*.p.97

¹⁴Crystal, David, *Dictionary of Linguistics and Phonetics*. (UK: BlackwellPublishing Ltd, 1985)p.11

¹⁵Seedhouse, P. *Conversation Analysis and Language Learning. Language Teaching*, 38, (2005),p.167.

more than two speakers that consecutive that turns in with the way that the second speaker as follow-up to the first utterance.

In addition, Wong and Waring state that an adjacency pair is a type of utterance that conventionally comes in pairs.¹⁶ It can be said that the adjacency pairs are part of conversation. For example, questions are followed by answers; greetings are returned with greetings, and invitations are followed by acceptances/declinations.

Levinson explains that adjacency pair is the kind of paired utterances of which question followed by answer, greeting followed by greeting, offer followed by acceptance, apology followed by minimization, etc., are prototypical.¹⁷ It is noted that this is closely related to the turn-taking system as a technique for choosing the next speaker

Based on definition above, the researcher concludes that adjacency pair is utterance made by the two speakers in turns in conversation where questions are followed by answers; greetings are returned with greetings, and invitations are followed by reception / declination.

2. The Importance of Adjacency Pairs

Interaction in classroom contains the same expressions as that in everyday life, such as requesting, offering/inviting, assessing, questioning, giving compliment, and other expressions. Those expressions need responses; preferred or dis-preferred responses. The expressions and

¹⁶Wong, J. and Zhang Waring H, *Conversation Analysis and Second Language Pedagogy*. (New York: Routledge, 2010),p.57

¹⁷Levinson, Stephen C, *Pragmatics*, (Cambridge: Cambridge University press, 1983), p.303

responses are called adjacency pairs which are defined as pairs of utterances consisting of a first part and a second part.¹⁸ In teaching-learning process, a teacher should have good communication skills by using several appropriate types of adjacency pairs needed in a classroom. Therefore, the adjacency pairs are an important part that must be had in an interaction that is in the conversation

3. The Types of Adjacency Pairs

According to Schegloff, adjacency pairs have several types. The following are the types of adjacency pairs.¹⁹

1. Greeting-greeting

Example:

A: "Hello"

B: "Hi"

It can be said that the first speaker give a greeting to the second speaker, and the second speaker answer with greeting too.

2. Question-answer

Example:

A: "Do you know what time it is?"

B: "Four o'clock"

It can be said that the first speaker give some question to the second speaker, and the second speaker responds with the answer.

3. Offer-accept/decline

Example:

¹⁸Ibid.

¹⁹Schegloff, E. A, *Sequence Organization in Interaction: A Primer Conversation Analysis I.*(Cambridge: Cambridge University Press, 2007),p.14

A: "Would you like a cup of coffee?"

B: "No, thanks"

It can be said that the first speaker give an offer to the second speaker, and the second speaker is able to accept or decline it.

Furthermore, Ian Hutchby and Robin Wooffitt explain that one of the most noticeable things conventionally come in pairs; for instance, questions and answers, greeting and return greetings, or invitations and acceptances/declinations.²⁰ It means that there are one another adjacency pair. It is invitations and acceptances/declinations. Invitation acceptances/declinations are the first speaker invites the second speaker to do something. Meanwhile, the second speaker is able to accept or decline the invitation.

According to Levinson, common adjacency pairs and typical preferred and dispreferred second pair parts.²¹

First pair part	Second pair part	
	Preferred	Dispreferred
Request	Acceptance	Refusal
Offer/invite	Acceptance	Refusal
Assessment	Agreement	Disagreement
Question	Expected answer	Unexpected answer or non-answer blame
Blame	Denial	Admission

²⁰Hutchby, I., & Wooffitt, R, *Conversation analysis*, (Cambridge, UK: Polity Press,1998),p.39

²¹Levinson, Stephen C, *Pragmatics*, (Cambridge: Cambridge University press, 1983), p.336

Based on the types of adjacency pair above, there are several another types of adjacency pairs. It is request, assessment, blame. Request is when the first speaker asks the second speaker to do something, and the second speaker is able to accept or decline it. Assessment is when the first speaker makes a statement to the second speaker, and the second speaker is able to answer with the agreement or disagreement. Blame is when the first speaker blames the second speaker, and the second speaker is able to deny or admit the second speaker.

Based on all of explanation above, the researcher concludes that there are seventh types of adjacency pairs. The types are greeting-greeting, question-answer, offer-accept/decline, invitation-acceptances/declinations, request-acceptance/refusal, assessment-acceptance/refusal, and blame-denial/admission. It is the types are able to do by pairs.

C. The Difficulties of Using Adjacency Pairs in Conversation

According to Levinson, there are two problems of using adjacency pairs in conversation, including:

1. Insertion Sequences

An insertion sequence is one adjacency pair within another.²² It means that the utterances from the first part immediately create hope for utterances from the second part of the same pair. Failure to produce a second answer would be considered a significant and therefore meaningful

²² Yule, George, *Pragmatics*. (New York: Oxford University Press, 1996), p.78

absence. In the other words, the utterance of the first speaker is not necessarily welcomed with the expected response. Sometimes the second speaker turns to question or silence.

In addition, the example of adjacency pairs' problem in insertion sequences is stated by Levinson, as follows:

A: May I have a bottle of Mich?	(Q ₁)
B: Are you twenty one?	(Q ₂)
A: No	(A ₂)
B: No	(A ₁)

Based on conversation above, Q₁ labels the first question; Q₂ labels the second question, A₁ it's the first answer, and A₂ as the second answer. It can be said that the first speaker give a question to second speaker, and second speaker also give a question to first speaker. Then, the first speaker answer question from the second speakers' question, it is followed the second speaker answer question from the first speaker. It can be seen the conversation above had a collision.

2. Preference Organization

The basic rule for adjacency pairs is when the first speaker finishes speaking, and then it is possible for the second speaker to respond. The second speaker has the freedom to respond to some parts of the first pair. According to Levinson, alternative second parts to first parts of adjacency pairs generally are not have of the same status on the contrary, some second rounds are preferred and others dispreferred.²³ It can be said that,

²³ Levinson, Stephen C, *Pragmatics*, (Cambridge: Cambridge University press, 1983), p.332

the speaker has the freedom to respond to what the first speaker said. Basically a conversation is produced by more than two people related to each other, like a question followed by an answer. The answer from the second speaker can be in accordance with what is expected (preferred) or it can also be an unexpected answer (dispreferred).

Preference structure consist of preferred and dispreferred social acts. Levinson observed that dispreferred seconds are distinguished by combining the following features;²⁴

- a) Delays are indicated by pause before delivery, the use of a preface, by displacement over a number of turns via use of repair initiators or insertion sequences.
- b) Prefaces are indicated by the use of markers or announcers of dispreferreds like *uh* and *well*, the production of token agreement before disagreement, the use of appreciations if relevant (for offer, invitations, suggestions, advice), the use of apologies if relevant (for request, invitations, etc.), the use of qualifiers such as I don't know for sure, but..., hesitation in various form, including self-editing.
- c) Accounts: carefully formulated explanations for why the (dispreferred) act is being done.
- d) Declination component: of a form suited to the nature of the first part, but characteristically indirect or mitigated.

²⁴ Ibid.,p.334

The following is the example of the feature of dispreferred second pair part in conversation considering the following pair of invitations and their responses as shown below:

a) Delays.

Example:

A: What's your major?

B: (5 seconds) English.. Well, I haven't really decided yet.

b) Prefaces:

Example:

A: Um I wondered if there's any chance of seeing you tomorrow sometime, morning or before the seminar.

B: Ah um (.) I doubt it

A: Uhm huh

B: The reason is I'm seeing Elizabeth

c) Account:

Example:

A: Why don't you come up and see me?

B: I don't think I can make it this morning. hh um I'm running an ad in the paper and uh I have to stay near the phone.

d) Declination component:

Example:

A: She says you might want that dress I bought; I don't know whether you do.

B: Oh thanks (well), let me see I really have lots of dresses

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

The researcher considers the importance of adjacency pairs in students' conversation to be explored. The researcher decides to use qualitative research to analyze the difficulties of using adjacency pairs conversation on youtube.

According to Creswell qualitative research, it is to explore and understand the meaning of an individual or group that is considered a social or human problem.¹ It can be said that qualitative research is research which is used to investigate and understand problems that exist in humans or socially by individuals or groups. Qualitative research is research that aims to describe and explain the study of existing phenomena.

Furthermore, understanding of phenomena can be learned by describing and exploring through written or oral descriptive data of observed objects and behaviors. It also includes descriptive studies that are used to gather up-to-date information, identify problems, make comparisons and evaluations and learn from other people's experiences to make decisions.

¹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

The characteristic of this research is that it focuses on descriptive qualitative research. Researchers will conduct surveys that can be used to describe phenomena and make conclusions. The purpose of using surveys for descriptive research is to find weaknesses and progress in specific areas. Descriptive qualitative analysis includes illustrations of the general characteristics underlying the data. Descriptive qualitative research serves as providing important information about the average member of a group.²⁶ In this study, researcher will apply a case study.

Based on the description above, the purpose of this study is to identify and analyze student difficulties in using adjacency pair conversations on YouTube.

B. Data Resources

The research consisted of two source items. It is primary and secondary.

1. Primary sources

Primary sources are the main ingredients on which the research is based. This is direct evidence about a topic that is being researched. They present the information in its original form, not narrated or summarized or evaluated by other authors. The main source of this research is the video recording of students' English conversations on YouTube. The number of students is 10 students. It means that there will be 5 pairs of students.

²⁶GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

2. Secondary sources

Secondary sources are interpretation and analysis based on primary sources. They can illustrate major sources and to support a particular opinion or to corroborate that opinion so that the reader will accept the point of view with confidence. Secondary sources in this study are documentation, journals, e-books and articles related to research.

C. Data Collecting Technique

Qualitative research usually follows the process of collecting data taken from the data analysis process into theory or interpretation. Creswell said that “in qualitative studies, research collects a wide variety of data and takes a long time to gather information”²⁷. The data collection is the accumulation of specific evidence from the correct results of the researcher analysis from all activities through research procedures.

These data are important things needed in scientific research to be used as raw materials for data management. It provides definite direction and answers to research investigations. In addition, data is needed to support various opinions in research findings.²⁸

Qualitative researchers also have a toolbox for data collection techniques, including interviews, observation and document analysis.²⁹ In this

²⁷John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

²⁸Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

²⁹Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

study researchers used to collect data. The researcher took the documentation from the analysis of the adjacency pair in the student's conversation.

In this study, researchers conducted two data collection techniques. There are observation and documentation.

1. Observation

Observation is the process of gathering information by observing people and places at a research site.³⁰ As a result of data collection, observation has both advantages and disadvantages. Strengths include the opportunity to record information occurring in a situation to study actual behavior and to study individuals who have difficulty expressing their ideas, for example, preschoolers. Some of the drawbacks of observing are that you will be limited to the sites and situations that you have access to and on those sites, you may have difficulty developing relationships with individuals.

The observation will be done to investigate the following things :

- a) The recorded video of students' conversation on youtube in the analysis focus on adjacency pairs.

2. Documentation

Qualitative researchers can use written documents or other artifacts to obtain information about the phenomenon under study.³¹ In this study, researchers used document to data collection techniques.

³⁰John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

³¹*Ibid.*, 432

D. Data Analysis Technique

An important part of this research is data analysis because the research results are the conclusions of all studies. Data analysis means studying the material that is structured to determine meaning. It involves breaking down existing complex factors into simple parts for interpretation purposes. Qualitative data are generally in the form of words. Researchers must organize and categorize a number of data so that it can be described and interpreted. In qualitative research, data analysis consists of two aspects, namely aspects of text analysis and development of descriptions and themes.

The researcher will implement Miles and Huberman model to analyze the data.³² The components of this analysis model are illustrated in the figure below.

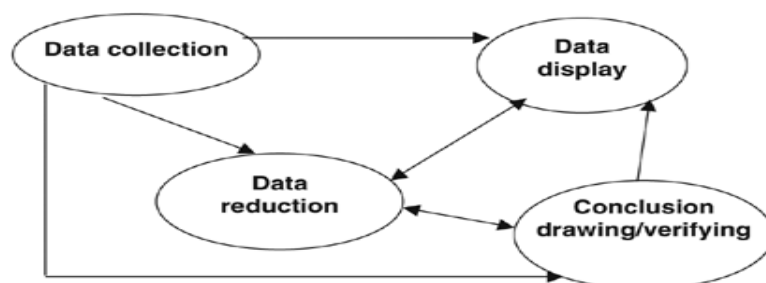


Figure 1. *Analysis Components*

- 1). Data collection is the step when the researcher collects all the data used to complete the research.
- 2). Researchers reduce the data obtained by summarizing and selecting certain things.

³²Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): (London, CA: Sage, 1994), 429.

- 3). To display data, researchers usually use graphs, pictures, or graphs. Views must be able to describe the content of all data.
- 4). Finally, the researcher verified her research by drawing conclusions from the data findings.

Therefore, it can be concluded that data analysis has several functions consist of making meaningful raw data, testing the null hypothesis, obtaining significant results, describing conclusions and calculating parameters.

E. Research Approach

The researcher applied a six-step research process, as follows:³³

1) Identifying a Research Problem

The researcher begins the research by identifying the topics to be researched, usually problems in education that need to be resolved. Identifying research problems consists of determining the problem to be researched, developing opinions and opinions to study and suggesting the importance of the research to someone who will read the report.

2) Reviewing the Literature

The skills needed to review the literature develop over time and with practice. The researcher can learn how to find journals and books in the library, access computer databases, select and evaluate the quality of research on your topic and summarize it. It is important to have a strategy

³³John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

for searching the literature and reviewing it because there are so many library resources.

3) Specifying a Purpose for Research

If the research problem includes a broad topic and concern, the researcher needs to focus on the thing being researched so that the researcher can study it. A focused restatement of the problem is a statement of purpose. This statement confirms the overall research objectives. Therefore, this is the foremost statement in your research.

4) Collecting Data

Evidence helps provide answers to research questions and hypotheses. To get these answers, the researcher take steps to collect data and identify and select objects for research, obtain permission to conduct research and collect information by observing their behavior.

5) Analyzing and Interpreting the Data

During data collection, the researcher needs to understand the information provided by the individuals in this study. Analysis includes splitting the data to determine individual responses then aggregating to summarize them.

6) Reporting and Evaluating Research

After conducting the research, the researcher will develop a written report and distribute it to selected audiences such as students that can be used as information.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

This research was conducted in the corona pandemic in 2020 by investigating English conversation on youtube as primary source. The researcher obtained some English conversation videos by downloading the videos from youtube. The videos contain English conversation practiced by the students of junior high school, as the following:

- a. English conversation video A entitled *Tugas Bahasa Inggris Membuat Video Percakapan Bahasa Inggris*.

The English conversation video downloaded from link <https://www.youtube.com/watch?v=J2emkxWg5xc> that consists of conversation about introducing friend was conducted by three people. The complete script is provided on appendix.

- b. English conversation video B entitled *Percakapan Bahasa Inggris SMP Takhassus Al Qur'an Kalibeber*.

The English conversation video downloaded from link <https://www.youtube.com/watch?v=IpFX6hLK180> that consists of conversation about opinion was conducted by three people. The complete script is provided on appendix.

- c. English conversation video C entitled *Dialog Bahasa Inggris Chapter 1 Kelas 8F*

The English conversation video downloaded from link https://www.youtube.com/watch?v=md4_zZXTdqw that consists of conversation about opinion was conducted by two people. The complete script is provided on appendix.

- d. English conversation video D entitled *Percakapan Bahasa Inggris Murid SMP Integral Hidayatullah*

The English conversation video downloaded from link <https://www.youtube.com/watch?v=6eWDdXz8830> that consists of conversation about favorite food was conducted by two people. The complete script is provided on appendix.

- e. English conversation video E entitled *Contoh Percakapan Bahasa Inggris Tentang Making Orange Juice oleh Siswi SMP IT Ma'arif Al Ghozali*

The English conversation video downloaded from link <https://www.youtube.com/watch?v=PRuSGxOQVNM> that consists of conversation about procedure text was conducted by two people. The complete script is provided on appendix.

2. Description of Research Result

In presenting description of research result, the researcher answers the research questions that include of *What are the most dominant types of adjacency pairs in students' conversation on youtube; What are the*

difficulties in using adjacency pairs in students' conversation on youtube.

In addition, the description of research results include of, as follow:

a. The Most Dominant Types of Adjacency Pairs in Students' Conversation on Youtube

The researcher used the research instruments that include observation and documentation in investigating the most dominant types of adjacency pairs at English conversation on youtube. The researcher analyzed the types of adjacency pairs in the conversation conducted by some students. The researcher observed five English conversation videos on youtube. The description of each video of English conversation includes of the adjacency pairs types are:

1) English conversation video A

In English conversation video A, the researcher finds some types of adjacency pairs are greeting-greeting, question-answer and request-accept/decline. In this case, the researcher finds one statement of greeting-greeting, nine statement of question-answer and two statement of request-accept/decline. In this observation the researcher does not find invite-accept/decline, offer-accept/decline, assessment-accept/decline, and blame-denial/admission. In observation process, the researcher finds that question-answer becomes the most dominant types in this video because there are seven use than others.

The types of adjacency pair provided in English conversation video A are as follow:

a) Greeting-Greeting

In observation process, the researcher found a single use of adjacency pair that is *greeting-greeting* in the form of the following statement.

B: "Yes, how are you?"

A: "I'm fine"

b) Question-Answer

In observation process, the researcher found a nine use of adjacency pair that are the *question-answer* in the form of the following statement.

(a) A: Sorry, are you Arlina?

B: Yes I'm Arlina

(b) A: This is really you?

B: Haha, yes I haven't seen you in long time

(c) B: When did you return to Nias?

A: I just returned yesterday, how are you?

(d) A: I just returned yesterday, how are you?

B: Good. What are you doing here?

(e) B: Good. What are you doing here?

A: Emm.. I was just travelling for a long time. I haven't been here.

(f) A: Oh.. you have a friend who work here

B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place?

(g) B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place?

A: Good idea. Then try con.. (3s) tacting your friend.

(h) C: Yes. This is with me. What's wrong?

B: I'm at the museum. Going out with my friend. Can you guide our trip?

(i) A: What she said?

B: Yes can guide us today.

c) Request-Accept/Decline

In observation process, the researcher found a second use of adjacency pairs that are *request-accept/decline* in the form of the following statement.

(a) B: Hello. Can I talk to Angel?

C: Yes. This is with me. What's wrong?

(b) B: I'm at the museum. Going out with my friend. Can you guide our trip?

C: Yes, of course. I can be for my friends what's can't be?

Based on the research result, it was investigated that the total of adjacency pair in English conversation video A is 12, including of 1 greeting-greeting, 9 question-answers, 2 request-accept/declines. While, the types of adjacency pair that did not appear on English conversation video A are offer-accept/decline, invite-accept/decline, assessment-accept/decline, blame-denial/admission. The most dominant types of adjacency pair are question-answer. While, the type of adjacency pair that seldom appear is greeting-greeting. In conclusion, the most dominant types of adjacency pair illustrated in the following table, as follows:

Table 1
The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos A on Youtube.

No	Type of Adjacency Pair	Data	
		Video A	
		Total	Frequency
1	Greeting-Greeting	1	8%
2	Question-Answer	9	75%
3	Request-Accept/Decline	2	17%
4	Offer-Accept/Decline		

5	Invite-Accept/Decline		
6	Assessment-Accept/Decline		
7	Blame-Denial/Admission		
Total		12	100%

2) English conversation video B

In English conversation video B, the researcher finds some types of adjacency pairs are greeting-greeting and question-answer. In this case, the researcher finds two statement of greeting-greeting and eight statement of question-answer. In this observation, the researcher does not find offer-accept/decline invite-accept/decline, request-accept/decline, assessment-accept/decline, and blame-denial/admission. In observation process the researcher finds that question-answer being the most dominant types in this video because there are eight times using than others.

The types of adjacency pair provided in English conversation video B are as follow:

a) Greeting-Greeting

In observation process, the researcher found a second use of adjacency pairs that are *greeting-greeting* in the form of the following statement.

(a) A: Assalamu'alaikum bro.
All: Wa'alaikumsalam.

(b) B: Okay my friends, thank you your information. See you.
All: See you.

b) Question Answer

In observation process, the researcher finds an eight use of adjacency pairs that are *question-answer* in the form of the following statement.

- (a) B: Robby, your pen is new. Where do you buy is your pen?
C: Yes, my pen is new. Mmm...ib... I buy in the shop.
- (b) B: Waw, I like is your pen. How much is your pen?
C: My pen is four thousand.
- (c) D: How is attitude of Mr. Rofiq, Zaki?
A: Mr. Rofiq is very good.
- (d) D: Why do you like Mr. Rofiq?
A: Mr. Rofiq is my strong and my handsome.
- (e) C: What does your father so blue?
B: My father is worker.
- (f) C: Where is your father work blue?
B: My father work in Jakarta.
- (g) A: What your animal pet?
D: My animal pet is Cupang fish.
- (h) A: Why.. (3s) do you like Cupang fish?
D: Because Cupang fish is very strong and very cool.

Based on the research result, it was known that the total of adjacency pair in English conversation video B is 10, including of 2 greeting-greeting and 8 question-answers. While, the type of adjacency pair that did not appear on English conversation video B are request-accept/decline, offer-accept/decline, invite-accept/decline, assessment-accept/decline, blame-denial/admission. The most dominant types of adjacency pair is question-answer. While, the least types of adjacency pair is

greeting-greeting. As a whole can be illustrated at the table as follows:

Table 2
The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos B on Youtube.

No	Type of Adjacency Pair	Data	
		Video B	
		Total	Frequency
1	Greeting-Greeting	2	20%
2	Question-Answer	8	80%
3	Request-Accept/Decline		
4	Offer-Accept/Decline		
5	Invite-Accept/Decline		
6	Assessment-Accept/Decline		
7	Blame-Denial/Admission		
Total		10	100%

3) English conversation video C

In English conversation video C, the researcher finds some types of adjacency pairs are greeting-greeting, question-answer and request-accept/decline. In this case the researcher finds four statement of greeting-greeting, one statement of question-answer and one statement of request-accept/decline. In this observation the researcher does not find invite-accept/decline, request-accept/decline, assessment-accept/decline, and blame-denial/admission. In observation process the researcher finds that question-answer being the most dominant types in this video because there are three times using than others.

The types of adjacency pair provided in English conversation video C are as follow:

a) Greeting-Greeting

In observation process, the researcher found a four use of adjacency pairs that are *greeting-greeting* in the form of the following statement.

(a) A: Hi Rafi.

B: Hi Saka.

(b) A: Bye.

B: Bye.

(c) A: How are you today?

B: I'm fine, thank you. And you?

(d) B: I'm fine, thank you. And you?

A: I'm fine too, thank you.

b) Question-Answer

In observation process, the researcher found a single using of adjacency pairs that is *question-answer* in the form of the following statement.

B: What do you think about the class?

A: I think that class is clean and the class is very appearance.

c) Request-Accept/Decline

In observation process, the researcher found a single use of adjacency pairs that is *request-accept/decline* in the form of the following statement.

B: Look.. (3s) at the class!

A: Okay.

Based on the research result, it was known that the total of adjacency pair that are English conversation video C is 6, including 4 greeting-greeting, 1 question-answer, and 1 request-

accept/decline. While, the type of adjacency pair that did not appear on English conversation video C are request-accept/decline, offer-accept/decline, invite-accept/decline, assessment-accept/decline, blame-denial/admission. The most dominant types of adjacency pair are greeting-greeting. While, the types of adjacency pair that seldom appear is question-answer and request-accept/decline. As a whole can be illustrated at the table as follows:

Table 3
The Most Dominant Types of Adjacency Pairs in Students' Conversation on Videos C Youtube.

No	Type of Adjacency Pair	Data	
		Video C	
		Total	Frequency
1	Greeting-Greeting	4	67%
2	Question-Answer	1	16,5%
3	Request-Accept/Decline	1	16,5%
4	Offer-Accept/Decline		
5	Invite-Accept/Decline		
6	Assessment-Accept/Decline		
7	Blame-Denial/Admission		
Total		6	100%

4) English conversation video D

In English conversation video D, the researcher finds some types of adjacency pairs are greeting-greeting, question-answer and invite-accept/decline. In this case the researcher finds one statement of greeting-greeting, five statement of question-answer and one statement of invite-accept/decline. In this observation the researcher does not find request-accept/decline, assessment-

accept/decline, and blame-denial/admission. In observation process the researcher finds that question-answer being the most dominant types in this video because there are five times using than others.

The types of adjacency pair provided in English conversation video D are as follow:

a) Greeting-Greeting

In observation process, the researcher found a three use of adjacency pairs that is *greeting-greeting* in the form of the following statement.

(a) A: Hi ji.

B: Hi da.

(b) A: How are you today?

B: I'm fine. How about you?

According to

(c) B: I'm fine. How about you?

A: I'm fine. Can I ask you?

According to

b) Question-Answer

In observation process, the researcher found a three use of adjacency pairs that are *question-answer* in the form of the following statement.

(a) A: I'm fine. Can I ask you?

B: Oh yes.

(b) A: What is your favorite food?

B: My favorite food is fried tempe and.. (3s) seafood. How about you?

(c) B: My favorite food is fried tempe and.. (3s) seafood. How about you?

A: I like fried chicken and fried rice.

c) Invite-Accept/Decline

In observation process, the researcher found a single use of adjacency pairs that is *invite-accept/decline* in the form of the following statement.

B: Okay.. let's go to canteen together.

A: Okay. Let's go.

Based on the research result, it was known that the total of adjacency pair that are English conversation video D is 7, including 3 greeting-greeting, 3 question-answers and invite-accept/decline. While, the type of adjacency pair that did not appear on English conversation video D are request-accept/decline, offer-accept/decline, offer-accept/decline, assessment-accept/decline, blame-denial/admission. The most dominant types of adjacency pair is question-answer and greeting-greeting. While, the types of adjacency pair that seldom appear is invite-accept/decline. As a whole can be illustrated at the table as follows:

Table 4
The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos D on Youtube.

No	Type of Adjacency Pair	Data	
		Video D	
		Total	Frequency
1	Greeting-Greeting	3	43%
2	Question-Answer	3	43%
3	Request-Accept/Decline		
4	Offer-Accept/Decline		
5	Invite-Accept/Decline	1	14%
6	Assessment-Accept/Decline		
7	Blame-Denial/Admission		
Total		7	100%

5) English conversation video E

In English conversation video E, the researcher finds some types of adjacency pairs are question-answer and offer-accept/decline. In this case the researcher finds six statement of question-answer and one statement of offer-accept/decline. In this observation the researcher does not find invite-accept/decline, request-accept/decline, assessment-accept/decline, and blame-denial/admission. In observation process the researcher finds that question-answer being the most dominant types in this video because there are six times using than others.

The types of adjacency pair provided in English conversation video E are as follow:

a) Question-Answer

In observation process, the researcher found a six use of adjacency pairs that are *question-answer* in the form of the following statement.

- (a) A: Hi Eva. What is your favorite food?
B: My favorite food is orange juice.
- (b) A: Can you make.. (3s) orange juice?
B: Of course
- (c) A: What are the material to make orange juice?
B: Blender, orange, sugar, water and syrup.
- (d) A: What is the next step?
B: Click the blender, wait until mix and then sour into the glass.
- (e) A: What is the last step?
B: The last step is.. (3s) put the orange juice into glass and now ready to drink.

- (f) A: Em.. If you want orange juice is cold, can you add ice?
 B: Of course, we can add ice after put the orange juice in the glass.

b) Request-accept/decline

In observation process the researcher found a single use of adjacency pairs that is *request-accept/decline* in the form of the following statement.

A: Can you repeat step by step?

B: Of course. The first prepare the material, and then put the orange. After that put the little sugar in the blender.

Based on the research result, it was known that the total of adjacency pair that are English conversation video E is 7, including 6 question-answers and offer-accept/decline. While, the type of adjacency pair that did not appear on English conversation video E are greeting-greeting, request-accept/decline, offer-accept/decline, invite-accept/decline, assessment-accept/decline, blame-denial/admission. The most dominant types of adjacency pair is question-answer. While, the types of adjacency pair that seldom appear is greeting-greeting. As a whole can be illustrated at the table as follows:

Table 5
The Most Dominant Types of Adjacency Pairs in Students' Conversation video E on Youtube.

No	Type of Adjacency Pair	Data	
		Video E	
		Total	Frequency
1	Greeting-Greeting		

2	Question-Answer	6	86%
3	Request-Accept/Decline	1	14%
4	Offer-Accept/Decline		
5	Invite-Accept/Decline		
6	Assessment-Accept/Decline		
7	Blame-Denial/Admission		
Total		7	100%

Based on all of the description above the researcher concludes that the most dominant type of adjacency pairs on conversation is question-answer. This is clearly stated in the table below.

Table 6
The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos on Youtube.

No	Type of Adjacency Pair	Video					Total	Frequency
		A	B	C	D	E		
1	Greeting-Greeting	1	2	4	3		10	23%
2	Question-Answer	9	8	1	3	6	27	63%
3	Request-Accept/Decline	2		1		1	4	9%
4	Offer-Accept/Decline							
5	Invite-Accept/Decline				1		2	5%
6	Assessment-Accept/Decline							
7	Blame-Denial/Admission							
Total							43	100%

b. The Difficulties of Using Adjacency Pairs in Students' Conversation on Youtube

The difficulties of using adjacency pairs in students' conversation on youtube are analyzed based on the error use of adjacency pair in students' conversation.

1) English conversation video A

In observation process, the researcher finds the inappropriate adjacency pairs on conversation A. The explanation of each difficulties are explained as follows:

a) The Difficulties of Adjacency Pair Practiced in Conversation A

(1) Question-Answer

In observation process, the researcher finds the students' difficulty in the type of adjacency pairs of question-answer in the form of the following statement.

(a) B: Good. What are you doing here?

A: Emm.. I was just travelling for a long time. I haven't been here.

The use of adjacency pairs *question-answer* above is inappropriate because in the beginning of the answer the speaker stated "Emm...." so it is not spoken fluently by the student.

(b) A: Oh.. you have a friend who work here?

B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place?

The use of adjacency pairs *question-answer* above is inappropriate because there is delay in the next

sentence for a few seconds. So, it is not spoken fluently by the student.

(c) B: Yes, she is my school friend. How about we.. (4s)
invite her to help us in this place?

A: Good idea. Then try con.. (3s) tacting your friend.

The use of adjacency pairs *question-answer* above is error because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by student.

2) English conversation video B

In observation process the researcher finds the inappropriate of adjacency pairs on conversation B. The explanation of each difficulties are explains as follows:

a) The Difficulties of Adjacency Pair Practiced in Conversation B

(1) Question-Answer

In observation process, the researcher finds the students' difficulty in the type of adjacency pairs of question-answer in the form of the following statement.

(a) B: Robby, your pen is new. Where do you buy is your pen?

C: Yes, my pen is new. Mmm...ib... I buy in the shop.

The use of adjacency pairs *question-answer* above is inappropriate because in the beginning of the answer the speaker stated "Emm..." so it is not spoken fluently by the student.

(b) A: Why.. (3s) do you like Cupang fish?

D: Because Cupang fish is very strong and very cool.

The use of adjacency pairs *question-answer* above is inappropriate because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by the student.

3) English conversation video C

In observation process the researcher finds the inappropriate of adjacency pairs on conversation C. The explanation of each difficulties are explains as follows:

a) The Difficulties of Adjacency Pair Practiced in Conversation C

(1) Request-Accept/Decline

In observation process, the researcher finds the students' difficulty in the type of adjacency pairs of *request-accept/decline* in the form of the following statement.

(a) B: Look.. (3s) at the class!

A: Okay.

The use of adjacency pairs *request-accept/decline* above is inappropriate because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by the student.

4) English conversation video D

In observation process the researcher finds the inappropriate of adjacency pairs on conversation D. The explanation of each difficulties are explains as follows:

a) The Difficulties of Adjacency Pair Practiced in Conversation D

(1) Question-Answer

In observation process, the researcher finds the students' difficulty in the type of adjacency pairs of question-answer in the form of the following statement.

- (a) B: My favorite food is fried tempe and.. (3s) seafood.
How about you?
A: I like fried chicken and fried rice.

The use of adjacency pairs *question-answer* above is inappropriate because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by the student.

5) English conversation video E

In observation process the researcher finds the inappropriate of adjacency pairs on conversation E. The explanation of each difficulties are explains as follows:

a) The Difficulties of Adjacency Pair Practiced in Conversation E
(1) Question-Answer

In observation process, the researcher finds the students' difficulty in the type of adjacency pairs of question-answer in the form of the following statement.

- (a) A: Can you make.. (3s) orange juice?
B: Of course.

The use of adjacency pairs *question-answer* above is inappropriate because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by the student.

- (b) A: What is the last step?
B: The last step is.. (3s) put the orange juice into glass and now ready to drink.

The using of adjacency pairs *question-answer* above is inappropriate because there is delay in the next sentence for a few seconds. So, it is not spoken fluently by student.

- (c) A: Em.. If you want orange juice is cold, can you add ice?
B: Of course, we can add ice after put the orange juice in the glass.

The use of adjacency pairs *question-answer* above is inappropriate because in the beginning of the answer the speaker stated "Emm...." so it is not spoken fluently by the student.

Table 7
The Difficulties of Adjacency Pairs in Students' Conversation Videos on Youtube.

No	Types of A.P	Video	The Inappropriate Utterance	The Difficulties	Total
1	Question-answer	A	(a) B: Good. What are you doing here? A: Emm.. I was just travelling for a long time. I haven't been here.	Preface	3
			(b) A: Oh.. you have a friend who work here? B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place? (c) B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place? A: Good idea. Then try con.. (3s) tacting your friend.	Delay	
			B	(a) B: Robby, your pen is new. Where do you buy is your pen? C: Yes, my pen is new. Mmm...ib... I buy in the shop.	
		(b) A: Why.. (3s) do you like Cupang fish? D: Because Cupang fish is very strong and very cool.	Delay		
		D	(a) B: My favorite food is fried tempe and.. (3s)	Delay	1

			seafood. How about you? A: I like fried chicken and fried rice.		
		E	(a) A: Can you make.. (3s) orange juice? B: Of course (b) A: What is the last step? B: The last step is.. (3s) put the orange juice into glass and now ready to drink.	Delay	3
			(c) A: Em.. If you want orange juice is cold, can you add ice? B: Of course, we can add ice after put the orange juice in the glass.	Preface	
		C	B: Look.. (3s) at the class! A: Okay.	Delay	1

B. Discussion

The discussion of this research results is described in explanation as follows.

1. The most dominant types of adjacency pairs in students' conversation on youtube.

Discussion of the research results related to the most dominant types of adjacency pairs in students' conversation on youtube based on theory that taken from Schegloff, Ian Hutchby, Roobin Woofit and Levison related to the types of adjacency pairs including greeting-greeting, question-answer, request-accept/decline, offer-accept/decline, invite-accept/decline, assessment-accept/decline, blame-denial/admission.

Based on the observation of conversation videos on youtube, the researcher found that the dominant types of adjacency pair include of greeting-greeting 23%, question-answer 63%, request-accept/decline 9% and invite-accept/decline 5% while the other types is not found, including offer-accept/decline, assessment-accept/decline and blame-denial/admission in student conversation who researcher downloaded. The least type of adjacency pair that researcher found is invite-accept/decline. The most dominant type of adjacency pair used in students' conversation on youtube is question answer that is 63%. Therefore, the researcher concluded that the dominant type of adjacency pair in conversation is question-answer.

It is concluded that the research result is explained at the table and diagram in the bellow.

Table 8
The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos on Youtube.

No	Type of Adjacency Pair	Total	Frequency
1	Greeting-Greeting	10	23%
2	Question-Answer	27	63%
3	Request-Accept/Decline	4	9%
4	Offer-Accept/Decline		
5	Invite-Accept/Decline	2	5%
6	Assessment-Accept/Decline	-	-
7	Blame-Denial/Admission	-	-
Total		43	100%

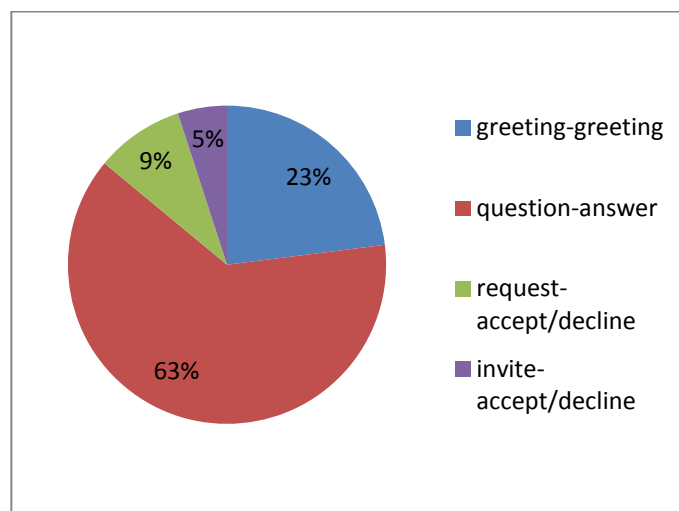


Figure 2. The Most Dominant Types of Adjacency Pairs in Students' Conversation Videos on Youtube.

2. The difficulties of using adjacency pairs in student conversation on youtube.

The result research discussion about the students' difficulties in using adjacency pairs in conversation on youtube is developed based on the theory from Levinson who stated the difficulties in using adjacency pairs is insertion sequences and preference organization. Preference organizations are delays, preface, accounts and declination component. The research results show that there are ten difficulties of using difficulties in conversation videos on youtube. All of the difficulties were classified to the question-answer type. The difficulties of using adjacency pair is classified in preface totally 30% and delays totally 70%. By the all of explanation above, the researcher confirms the data of research result with the table and diagram as follow.

Table 9
The Difficulties of Adjacency Pairs in Students' Conversation Videos on Youtube.

No	Types of A.P	The Difficulties	Total	Frequency
1	Question-answer	Preface	3	30%
		Delay	7	70%

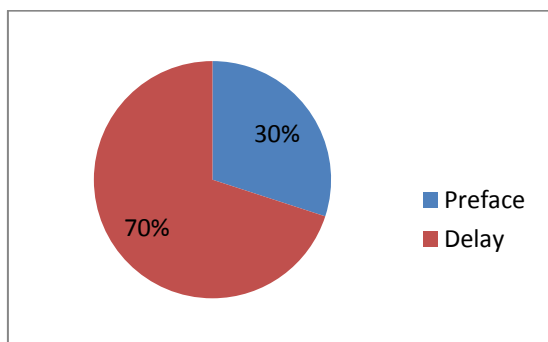


Figure 3. The Difficulties of Adjacency Pairs in Students' Conversation Videos on Youtube.

Based on the table and diagram above, delay and preface in English conversation happened intensively in this research. Therefore, the difficulties of adjacency pair in student conversation that most dominant are delay and preface.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

The researcher provides the conclusion of this research by briefly explaining the research results. The first one is that the researcher found that the types of adjacency pair used in the students' conversation include of greeting-greeting 23%, question-answer 63%, request-accept/decline 9% and invite-accept/decline 5%. The most dominant type of adjacency pair used in students' conversation on youtube is question answer that is 63%. Therefore, the researcher concluded that the dominant type of adjacency pair in conversation is question-answer.

Moreover, the second research result points out that there are the difficulties of using adjacency pair classified in preface totally 30% and delays totally 70%. In the other words, it was investigated there were ten utterances that contain the difficulties of using adjacency pairs in conversation videos on youtube. All of the difficulties were classified to the question-answer type.

B. Suggestion

It is suggested, in order to the next researcher can be explore this research to more comprehensive. In this case, the next researcher can be identifying the all of types and difficulties in adjacency pairs. As for the readers, it is suggested in order to the research result are compare to other

result. It is can be adding knowledge about the structure of adjacency pairs in various and relevant studies.

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APPENDICS

1. Observation Sheet

Observation Sheet

Observation Script of Students' Conversation on Youtube

Conversation A

No	Utterance	Conversation Script
1	U. 1	A: Sorry, are you Arlina?
2	U. 2	B: Yes I'm Arlina.
3	U. 3	A: Look like em.... I know you. I'm Audian.
4	U. 4	B: Audian? OMG!! This is really you?
5	U. 5	A: Yes, I haven't seen you in long time
6	U. 6	B: Yes, how are you?
7	U. 7	A: I'm fine.
8	U. 8	B: When did you return to Nias?
9	U. 9	A: I just returned yesterday, how are you?
10	U. 10	B: Good. What are you doing here?
11	U. 11	A: Emm.. I was just travelling for a long time. I haven't been here.
12	U. 12	B: I see.. (3s) I'm also meeting a friend of.. (5s) mine who.. (3s) work here.
13	U. 13	A: Oh.. you have a friend who work here.
14	U. 14	B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place?
15	U. 15	A: Good idea. Then try con.. (3s) tacting your friend.
16	U. 16	B: Okay. Wait a minute.
17	U. 17	A: Okay.
18	U. 18	B: Hello. Can I talk to Angel?
19	U. 19	C: Yes. This is with me. What's wrong?
20	U. 20	B: I'm at the museum. Going out with my friend. Can you guide our trip?
21	U. 21	C: Yes, of course. I can be for my friends what's can't be? Hahaha
22	U. 22	B: All right then we wait for you in front.. (3s) of the museum.
23	U. 23	C: Yes Arlina.
24	U. 24	A: What she said?
25	U. 25	B: Yes can guide us today.
26	U. 26	A: Okay Arlina.

Conversation B

No	Utterance	Conversation Script
1	U. 1	A: Assalamu'alaikum bro.
2	U. 2	All: Wa'alaikumsalam.
3	U. 3	B: Robby, your pen is new. Where do you buy is your pen?
4	U. 4	C: Yes, my pen is new. Mmm...ib... I buy in the shop.
5	U. 5	B: Waw, I like is your pen. How much is your pen?
6	U. 6	C: My pen is four thousand.
7	U. 7	D: How is attitude of Mr. Rofiq, Zaki?
8	U. 8	A: Mr. Rofiq is very good.
9	U. 9	D: Why do you like Mr. Rofiq?
10	U. 10	A: Mr. Rofiq is my strong and my handsome.
11	U. 11	C: What does your father so blue?
12	U. 12	B: My father is worker.
13	U. 13	C: Where is your father work blue?
14	U. 14	B: My father work in Jakarta.
15	U. 15	A: What your animal pet?
16	U. 16	D: My animal pet is Cupang fish.
17	U. 17	A: Why.. (3s) do you like Cupang fish?
18	U. 18	D: Because Cupang fish is very strong and very cool.
19	U. 19	B: Okay my friends, thank you your information. See you.
20	U. 20	All: See you.

Conversation C

No	Utterance	Conversation Script
1	U. 1	A: Hi Rafi.
2	U. 2	B: Hi Saka.
3	U. 3	A: How are you today?
4	U. 4	B: I'm fine, thank you. And you?
5	U. 5	A: I'm fine too, thank you.
6	U. 6	B: Look.. (3s) at the class!
7	U. 7	A: Okay.
8	U. 8	B: What do you think about the class?
9	U. 9	A: I think that class is clean and the class is very appearance.
10	U. 10	B: Yes.
11	U. 11	A: Bye.
12	U. 12	B: Bye.

Conversation D

No	Utterance	Conversation Script
1	U. 1	A: Hi ji.
2	U. 2	B: Hi da.
3	U. 3	A: How are you today?
4	U. 4	B: I'm fine. How about you?
5	U. 5	A: I'm fine. Can I ask you?
6	U. 6	B: Oh yes.
7	U. 7	A: What is your favorite food?
8	U. 8	B: My favorite food is fried tempe and.. (3s) seafood. How about you?
9	U. 9	A: I like fried chicken and fried rice.
10	U. 10	B: Okay.. let's go to canteen together.
11	U. 11	A: Okay. Let's go.

Conversation E

No	Utterance	Conversation Script
1	U. 1	A: Hi Eva. What is your favorite food?
2	U. 2	B: My favorite food is orange juice.
3	U. 3	A: Can you make.. (3s) orange juice?
4	U. 4	B: Of course.
5	U. 5	A: What are the material to make orange juice?
6	U. 6	B: Blender, orange, sugar, water and syrup.
7	U. 7	A: Can you repeat step by step?
8	U. 8	B: Of course. The first prepare the material, and then put the orange. After that put the little sugar in the blender.
9	U. 9	A: What is the next step?
10	U. 10	B: Click the blender, wait until mix and then sour into the glass.
11	U. 11	A: What is the last step?
12	U. 12	B: The last step is.. (3s) put the orange juice into glass and now ready to drink.
13	U. 13	A: Em.. If you want orange juice is cold, can you add ice?
14	U. 14	B: Of course, we can add ice after put the orange juice in the glass.
15	U. 15	A: Oh good. I like it.

The Data Collection Instrument

Observation Sheet

The Most Dominant Types of Adjacency Pairs in Conversation on Youtube.

No	Types of Adjacency Pairs							
	Conversation	G-G	Q-A	O-A	I-A	R-A	A-A	B-D
1	Conversation A		10	2				
2	Conversation B	2	8					
3	Conversation C	2	3			1		
4	Conversation D	1	5		1			
5	Conversation E		6	1				

Note :

G-G : Greeting - Greeting

Q-A : Question - Answer

O-A : Offer - Accept/Decline

I-A : Invite - Accept/Decline

R-A : Request - Accept/Decline

A-A : Assessment - Accept/Decline

B-D : Blame – Denial/Admission

Conversation A

No	Utterance	The Types of Adjacency Pairs						
		G.G	Q.A	OA	IA	RA	AA	BD
1	A: Sorry, are you Arlina? B: Yes I'm Arlina		✓					
2	A: This is really you? B: Haha, yes I haven't seen you in long time		✓					
3	B: Yes, how are you? A: I'm fine.	✓						
4	B: When did you return to Nias? A: I just returned yesterday, how are you?		✓					
5	A: I just returned yesterday, how are you? B: Good. What are you doing here?		✓					
6	B: Good. What are you doing here? A: Emm.. I was just travelling for a long time. I haven't been here.		✓					
7	A: Oh.. you have a friend who work here. B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place?		✓					
8	B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place? A: Good idea. Then try con.. (3s) tacting your friend.		✓					
9	B: Hello. Can I talk to Angel? C: Yes. This is with me. What's wrong?					✓		
10	C: Yes. This is with me. What's wrong? B: I'm at the museum. Going out with my friend. Can you guide our trip?		✓					
11	B: I'm at the museum. Going out with my friend. Can you guide our trip? C: Yes, of course. I can be for my friends what's can't be? Hahaha					✓		
12	A: What she said? B: Yes can guide us today.		✓					

Conversation B

No	Utterance	The Types of Adjacency Pairs						
		GG	QA	OA	IA	RA	AA	BD
1	A: Assalamu'alaikum bro. All: Wa'alaikumsalam.	✓						
2	B: Robby, your pen is new. Where do you buy is your pen? C: Yes, my pen is new. Mmm...ib... I buy in the shop.		✓					
3	B: Waw, I like is your pen. How much is your pen? C: My pen is four thousand.		✓					
4	D: How is attitude of Mr. Rofiq, Zaki? A: Mr. Rofiq is very good.		✓					
5	D: Why do you like Mr. Rofiq? A: Mr. Rofiq is my strong and my handsome.		✓					
6	C: What does your father so blue? B: My father is worker.		✓					
7	C: Where is your father work blue? B: My father work in Jakarta.		✓					
8	A: What your animal pet? D: My animal pet is Cupang fish.		✓					
9	A: Why.. (3s) do you like Cupang fish? D: Because Cupang fish is very strong and very cool.		✓					
10	B: Okay my friends, thank you your information. See you. All: See you.	✓						

Conversation C

No	Utterance	The Types of Adjacency Pairs						
		G-G	Q-A	O-A	I-A	R-A	A-A	B-D
1	A: Hi Rafi. B: Hi Saka.	✓						
2	A: How are you today? B: I'm fine, thank you. And you?	✓						
3	B: I'm fine, thank you. And you? A: I'm fine too, thank you.	✓						
4	B: Look.. (3s) at the class! A: Okay.					✓		
5	B: What do you think about the class? A: I think that class is clean and the class is very appearance.		✓					
6	A: Bye. B: Bye.	✓						

Conversation D

No	Utterance	The Types of Adjacency Pairs						
		G-G	Q-A	O-A	I-A	R-A	A-A	B-D
1	A: Hi ji. B: Hi da.	✓						
2	A: How are you today? B: I'm fine. How about you?	✓						
3	B: I'm fine. How about you? A: I'm fine. Can I ask you?	✓						
4	A: I'm fine. Can I ask you? B: Oh yes.		✓					
5	A: What is your favorite food? B: My favorite food is fried tempe and.. (3s) seafood. How about you?		✓					
6	B: My favorite food is fried tempe and.. (3s) seafood. How about you? A: I like fried chicken and fried rice.		✓					
7	B: Okay.. let's go to canteen together. A: Okay. Let's go.				✓			

Conversation E

No	Utterance	The Types of Adjacency Pairs						
		G-G	Q-A	O-A	I-A	R-A	A-A	B-D
1	A: Hi Eva. What is your favorite food? B: My favorite food is orange juice.		✓					
2	A: Can you make.. (3s) orange juice? B: Of course.		✓					
3	A: What are the material to make orange juice? B: Blender, orange, sugar, water and syrup.		✓					
4	A: Can you repeat step by step? B: Of course. The first prepare the material, and then put the orange. After that put the little sugar in the blender.			✓				
5	A: What is the next step? B: Click the blender, wait until mix and then sour into the glass.		✓					
6	A: What is the last step? B: The last step is.. (3s) put the orange juice into glass and now ready to drink.		✓					
7	A: Em.. If you want orange juice is cold, can you add ice? B: Of course, we can add ice after put the orange juice in the glass.		✓					

The Data Collection Instrument
Observation Sheet

The Students' Difficulties of Using Adjacency Pairs in Conversation on Youtube.

No	Data		The Difficulties of Using AP			
			IS	PO		
	Conversation	Pair		D	P	A
1	Conversation A	A: Look like em.... I know you. I'm Audian. B: Audian? OMG!! This is really you?			✓	
		A: Emm.. I was just travelling for a long time. I haven't been here. B: I see.. (3s) I'm also meeting a friend of.. (5s) mine who.. (3s) work here.		✓		
		B: Yes, she is my school friend. How about we.. (4s) invite her to help us in this place? A: Good idea. Then try con.. (3s) tacting your friend.		✓		
		A: Good idea. Then try con.. (3s) tacting your friend. B: Okay. Wait a minute.		✓		
		C: Yes, of course. I can be for my friends what's can't be? Hahaha B: All right then we wait for you in front.. (3s) of the museum.		✓		
		B: Robby, your pen is new. Where do you buy is your pen? C: Yes, my pen is new. Mmm...ib... I buy in the shop.			✓	
2	Conversation B	A: Why.. (3s) do you like Cupang fish? D: Because Cupang fish is very strong and very cool.		✓		
		B: Look.. (3s) at the class! A: Okay.		✓		
3	Conversation C	A: What is your favorite food? B: My favorite food is fried tempe and.. (3s) seafood. How about you?		✓		
4	Conversation D	A: Can you make.. (3s) orange juice? B: Of course.		✓		
5	Conversation E	A: What is the last step? B: The last step is.. (3s) put the orange juice into glass and now ready to drink.		✓		
		A: Em.. If you want orange juice is cold, can you add ice? B: Of course, we can add ice after put the orange juice in the glass.				

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Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperdunya

Metro, 07 Desember 2020
Kepala Perpustakaan

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1.	Rabu / 13-01-20	✓		Bimbingan hpd ADD Subhan: Bel Sapermaka	

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		I	II		
1.	Jumat 04 Des 2020		✓	Cover, spacing, penulisan Bold, make a conclusion.	
2	Senin 07 Des 2020		✓	Appendix	
3	Selasa 08 Des 2020		✓	Aku Subhan Roza ce Enderrri	

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		I	II		
1	Rabu 16 Des 2020	✓		Revisi Skripsi Aca & magamala	

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2. Documentation Sheet
Conversation Videos A



Conversation Videos B



Conversation Videos C



Conversation Videos D



Conversation Videos E



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The name of the researcher is Salwa Failasifa Azzahra. She was born in Onoharjo, October 01, 1998. She is the second child of married couple Mr. M. Najih Widodo and Mrs. Endang Impriyati.

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