Chapter 2

Theoretical framework

Review of Related Theory

The focus of the research is the pre-sequence in the conversation uttered by the main characters, Jammie and Landon, to each other. The writer uses the definition and classification of pre-sequence proposed by Levinson (1984). Also considering about the different communication style of gender, the writer uses the theory of gender by Holmes (2003).

Conversation

According to Mey (2002: p.214), conversation is a way of using language socially, of `doing this with words` together with other person. Thus conversation means that language can be looked in two different point of views. First of all, it is about the content in which the people attentions have focused or the topic discussed, and others. Second point is about the function of conversation is creating a context in which it categorizing in pursuing goals or `small talk`.

The other definition of conversation is a social activity involving two or participant who talk about something. That is why conversation is more about social conversation that is created by many people through their interaction. Conversation also produces one at a time as people carry out certain joint activities. Then, a joint activity itself is one in which two or more people have to coordinate with each other to succeed for instance waltzing, playing a piano duet.
playing tennis, gossiping, planning a party, and negotiating a contract. In addition, every joint activity also has public goals—mutually agreed upon purposes for carrying them out.

**Conversation Analysis**

Conversation analysis is a method of studying the sequential structure and coherence in conversation (Crystal, 1997: p.92) It means that conversation analysis uses to analyze the structures of the turn in the conversation. Actually the main purpose of conversation analysis is to locate analyze the way speakers manage institutions in social conversations, that is, institutionally. That is why conversation analysis attempts to describe orderliness, structure and sequential patterns of interaction, whether this is institutionally (in the school, doctor’s surgery, courts or elsewhere) or casual conversation.

**Sequences**

Sequence is a part of “conversational analysis”, a popular approach to the study of discourse analysis which is a way of thinking about and analyzing the pragmatics of ordinary conversation, focusing on the interactive, practical construction of everyday interchanges. “Sequence is a clear structure that occur is not necessarily without a break utterance” (Coulthard, 1985: p.76) There are three types of sequence: Pre-sequence, Inserted sequence, and Side sequence. Those sequence are related to the main sequence which is the main stream of a conversation. The main sequence can be similar to the main topics of the conversation. The concept of each sequences below help the writer to differentiate pre-sequence from inserted sequence and side sequence.
**Pre-sequence**

Pre-sequence is one part of sequence. Pre-sequences consists of utterances used as an introduction before stating the main topic in a conversation. The advantage of the pre-sequence element is it can be answered either with a “go ahead” response or with a “stop” response (Yule, 1996: p.25). A “go ahead” is a positive response given by the listeners so the speaker can utter their purpose of asking a question. Meanwhile, a “stop” response is a negative response given by the listeners so the speakers know that the answer of their question is a rejection. Pre-sequence can be found in the form of pre-request, pre-invitation, pre-announcement, pre-arrangement, and pre-closing.

A pre-sequence occurs when some preliminary actions are taken before initiating the first part of an adjacency pair, and the preliminary action itself involves an adjacency pair. Before making a request, for instance, it often makes sense to check whether the other person has the item one wants. Here a question answer pair (turn 1 and 2) prepares for a request-agreement (or request-rejection) pair (initiated in turn 3).

A : Do you have the spanner? \( \rightarrow \) Pre-sequence

B : Yes

A : Can I have it please?

B : (.....)
Another example:

Teacher: Mike, do you think you know the answer to question four?

Mike: Yes

Teacher: Can you tell the class, then, please?

Mike: (.....)

In this context, the teacher’s utterances is indicated as pre-request in the form of question to make sure that Mike knows the answer or not. Mike’s answer “yes” here is a “good head responses”. After knowing that Mike knows the answer, the teacher then utter request in which he/she asks Mike to tell the answer in front of the class. If Mike says “No”, in this case is “a rejected response”, the teacher will not ask him to tell the class.

**The classification of pre-sequence according to Levinson (1984)**

**Pre-request**

A pre-request is a pre-sequence that pre-figures a request, possibly by ascertaining the ability of the respondent to satisfy the coming request. “A pre-request is used for delivering request utterances which become the opening before the main request itself and it is in simple structure” (Mey, 1993: p.222) The advantage of pre-request is it can be answered without giving other assumption to the hearer.

Example:

Angel: Do you have a blackberry jam?

Rudi: Yes

Angel: Can I have half a pint then?
Rudi : Sure.

In this scene, Angel actually want to borrow Rudy’s blackberry jam. In order to save her face, she starts the conversation by uttering the pre-request. If Rudi gives rejecting signal, Angel will postpone her request, but in this context, Rudi gives accepting signal. Therefore, Angel continues her request.

The characteristic of pre-request can be divided into two types, which are:

- Unstated, hope for
  It means that pre-request can be treated as request and it can be seen by action being performed.
  For example: Do you have a spare pen? (by looking at the pen)

- Help
  It means that pre-request can be used for granting of request help.
  For example: Do you mind if I use your phone?

1. Pre-request with a “go ahead” response.
   Jack : Are you busy? \(=\) (pre-request)
   Judy : Not really. \(=\) (go ahead)
   Jack : Check over this memo. \(=\) (request)
   Judi : Okay. \(=\) (accept)

   In the example above, it shows that the response of Jack’s question is positive. That is why he can state his request to Judy.

2. Pre-request with a”stop” response
   Jack : Are you busy? \(=\) (pre-request)
Judy: Oh, I must finish my report. = (stop)

The example shows that the response of jack’s question is negative. Because of that, he does not mention his request to judy. If he still insist of stating his request, he will receive a rejection from her.

**Pre-announcement**

A pre-announcement is a pre-sequence used before proposing an announcement or news. It consists of a turn which the announcing participant checks on the newsworthiness of the item, and may also consist of a turn in which the recipient allows or disallows the newsworthiness of the item before beginning a request-answer sequence to elicit the announcement (Levinson, 1984: p.349). That is why announcement turn is often set up through pre-announcement and the function is to discover whether the recipient of the potential announcement already knows the news or not.

Example: A: Oh, guess what.

B: What?

A: Professor Deelies put another book on his order.

Pre-announcement has four signals which are the characteristics of pre-announcement namely:

- Checking attention
  
  It usually happens for checking someone’s attention about the message delivered by the speaker.

  For example:

  Child: Mom,...
Child: Hey!

- **Good news**
  It uses for delivering good news to someone else.
  For example:
  A: I forgot to tell you the two best things that happen to me today.

- **Terrible news**
  It uses for delivering terrible news to someone else.
  For example:
  A: Oh. You know, Yuri did a terrible thing

- **Story**
  It uses for delivering story to someone else.
  For example:
  A: Oh, guess what

**Pre-invitation**

A pre-invitation is a pre-sequence that is likely to be understood by the respondent as a signal of a coming invitation. The coming invitation may be a question-answer sequence concerning the availability of the participant to be invited. “Pre-invitation is commonly used in making invitation treated as transparent by the hearer so the respond clearly attuned to the fact that an invitation (or related act)” (Levinson, 1984: p.346).

Example:
A: Hi, John
B: Say, what are you doing?
A : Well, we are going out. Why?

B : Oh, I was just gonna say come over here this evening.

There are two criteria of pre-invitation:

- **Making invitation**
  
  It means that the speaker wants to make invitation to the hearer.
  
  For example:
  
  A : Are you doing anything later

- **Planning invitation**
  
  It means that the speaker plans to invite to the hearer.
  
  For example:
  
  A : What are you doing this Friday?

**Pre-invitation with a “go ahead” response**

Joe : What are you doing this Friday? = (pre-invitation)

July : Hmm, nothing so far. = (go ahead)

Joe : Come over for dinner. = (invitation)

July : Oh, I’d like that. = (accept)

In the example above, it can be seen that Joe’s response is positive.

Knowing that there is a possibility for her to accept his invitation, Matt asks her to have dinner at his house.

**Pre-arrangement**

A pre-arrangement is a pre-sequence in which in attempt is made to arrange for later contract, as by means of a question-answer sequence determining
the availability of one of the participants. “Pre-arrangement is frequently indistinguishable from pre-invitation except in context. It is a turn in which sets up the possibility of making conversation for the following day or next conversation (Levinson, 1984: p.47) Actually, the function of pre-arrangement is to help the speaker in making better plan in the next conversation or in the following day conversation.

Example:

A : *Erm, what are you doing today?*

B : Er, well, I’m supervising at quarter past.

A : Why don’t, hmm, would you like to come by after that?

B : I can’t, I’m afraid, no

Pre-arrangement has three types of characteristics, namely:

- **Making plan**
  
  It is used for making plan with other person.
  
  For example: *What about this Sunday?*

- **Appointment**
  
  It can be used in making appointment with other person.
  
  For example: *Can I meet you this afternoon sir?*

- **Future contact**
  
  It can be used for arranging the next conversation with other person.
  
  For example: *What are you doing today?*
**Pre-closing**

A pre-closing is a pre-sequence that signals the end of a conversation is near. It provides opportunity for the discussion of any additional remaining topic before the participant proceeds with the closing sequence. It illustrates as prefiguring an upcoming action of collaboration in that action or collaboration in avoiding that action (as pre-self-identification) (Levinson, 1984: p.346). It means that pre-closing is used to present an utterance which interpreted the beginning of ending conversation spoken by the speaker before the recipient ends the conversation. Besides, the pre-closing also shows how people arrange utterances in closing a conversation. Sometimes pre-closing can be found in telephone conversation which can be used for closing or ending the conversation.

Example:

A : Okay?
B : Okay
A : Bye
B : Bye

Another example of pre-closing is the word “Uhh...” This word alone is enough as an indication for the second speaker to know the first speaker actually want to close the conversation. This signal used a lot to make others (our partner of conversation) know that we want to end in communication in our daily life, we cannot directly say “good-bye” to others. Instead, we should use some signals, the closing signals in our communication. Furthermore, the first speaker is the one
who usually initiates to do the pre-close as an indication that he or she wants to
close the conversation rather than the receiver.

Pre-sequence can be called as pre-closing if it has one of the characteristics
below:

- Okay
  For example: Okay, don’t forget for tomorrow
- Well
  For example: Well, we can discuss it again tomorrow
- Summarizing devices
  For example: To sum up this all up…..or Let us pray…..

**Theory of Gender Communication Style**

According to Holmes (2003: p.707), gender has an important role in
communication; the speaker have to be concerned with whom s/he talks to
whether male or female. Furthermore, he believes that in all speech communities,
women and men tend to use contrastive linguistic forms; there are differences in
quantities and the frequencies of using those forms. She also states about the role
of vernacular language in expressing masculinity. Woman are less direct in their
speech and more polite in their conversation. Holmes states that the standard
forms of language seem to be female’s language.

For example, Indirect request (with pre-sequence)

A: Are you free tonight? (pre-request)
B: Yes, I am. Why? (go ahead response)
A: Would you come with me to the party? (request)
A: Are you free tonight? (pre-request)
B: No, I’m busy. Why? (stop response)
A: Just asking. (no request)

Tannen in his book (1990: p.211), points out how men and women have different communication styles. The way men communicate with one another is very direct and hierarchical, which women are more sensitive when talking with one another. They are much more aware of what they say in order to avoid sounding bossy, aggressive, or unfeminine. Women are also more indirect when giving orders, to always try to maintain equality in their relationship with others and avoid the “one-up one-down” situation. Men are direct and women are indirect when it comes to getting people to do what we want. But there are many situations when men are likely more indirect than women. For example, apologizing, when many men may find many ways to say they’re sorry without saying it outright or implying criticism. One might be admitting fault, admitting that he doesn’t know, or talking about a personal problem or something that he fell “heavy” about. These might all be things where men might be more indirect than women.

The theory of gender communication style above will help the writer in comparing and interpreting the gender communication style of pre-sequence expressions in the next chapter.
Definition of Film

Turner (1991: p.128) states that the film is also a medium of communication, does not reflect or even record reality; as another representation of the film medium only construct and bring back picture of reality through the codes, conversation myths and idiology of cultural as a way to practice the special significant of the medium. The definition above is clearly stated that film is the colaboration of arts production which has function as a medium of communication.

Sobur (2006: p.127) explain that film as one the communication medium always contains the picture of fenomenon in a society where it is created. Film always capture the reality which grows and develops in a society and then performs it into a scene. Based on the statement above film is one media to medium communication was may interesting with used picture phenomenon in where place it is created, not just about the reality but also imagination or idea from film maker itself.

Review of Related Studies

In this study, the writer reviews one related study from previous researcher from the same field of study. The previous study was conducted byHenny Putri Saking Wijaya (2003) in Sequences in the Conversation between the Main Characters in Ionesco's the Lesson by Henny Putri Saking Wijaya (2003). In her study, Putri wanted to identify the structure of sequence in all conversations
happened in the film. She wanted to reveal what sequences occur in conversation and whether there is a relation between the main characters, change of attitudes, and the occurrence of the sequences.

Putri analyzed the data and found out that there is a clear structure in all kinds of conversations. Even in absurd plays where the structure is difficult to understand, the sequences can still be analyzed. The writer collected the data by rewriting the conversation between the Professor and the young Pupil. All three types of sequences - Pre-sequences, Inserted sequence, and Side sequence - categorized by Levinson (1984) can be found in the conversation between the Professor and the Young Pupil in *The Lesson*.

The writer uses the study of Putri because it is related to her research. The research is very useful, as it can help her to understand more about the pre-sequence, which is part of the sequence, and how to identify them. Also, the writer gets much input from the theory of Levinson (1984) and some examples provided taken from Yule (1996). Even though Putri analyzed three types of sequences and the writer analyzed only one type of them, her research is different to Putri's considering to the topic. In this research, the writer analyzed the expressions of pre-sequences based on gender.