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TEACHER'S ADJACENCY PAIRS IN EFL CLASSROOM DISCOURSE AT A PRIVATE SECONDARY SCHOOL

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Abstract

This research focuses on the types of adjacency pairs, the functions of adjacency pairs, and the effects of preferred and dispreferred responses in classroom discourse. This research employed a qualitative approach using classroom discourse analysis. The participant of this research was an English teacher of private secondary school. The data was collected by observing and recording the voice of the teaching-learning process. The findings reveal: 1) Seven types of adjacency pairs are greeting- greeting, question-expected or unexpected answer, request-acceptance or refusal, summons-acknowledgment, command-compliance or noncompliance, thanking-response, and leave-taking. 2) Seven functions found: to greet, to obtain information, to clarify a matter, to do something, to obey a command, to thank for something, and to end the conversation. 3) Ten effects found: greeting and to the point, expected answer and to the point, acceptance and to the point, acknowledgments and to the point, compliance and to the point, response and to the point, taking and to the point, unexpected and to the point, unexpected and positioning, refusal and defaults. The use of adjacency pairs determines the listener's response according to classroom activities. Understanding how to produce the right first part of adjacency pairs will assist teachers in managing classroom activities more interactively.

Keywords: *adjacency pairs, classroom discourse, teacher's utterances*

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Introduction

Speakers and listeners change roles continuously following the flow of communication. There are times when the person who



took the current turn to speak becomes a listener after the chosen person takes their turn in the conversation (Pardede et al., 2021). Mey (2001) proposes that the main characteristic of conversation is that one person speaks at a time. A system needs to organize the turn-taking starting to speak and determine who will take the first turn and who will continue it. Levinson (1983) pinpoints that a conversation is marked by the turn of one participant when A speaks and then stops, and B continues to speak and stops to obtain the A-B-A-B-A-B pattern of speech. This pattern is not clearly achieved because, in conversation, there are often overlaps, interruptions, and pauses between one person and another. In classroom discourse, the teacher has a role in building interactive learning with students. Two-way communication between teachers and students can be formed during learning. Teachers are expected to be able to arrange good conversations to build meaningful interactions and close relationships with students in the classroom (Fenyi & Nyarkoh, 2022; N. L. Pardede et al., 2021; Sukmawati et al., 2026; Zhou, 2024). Starting with how to greet students and offering questions that invite students to actively participate in the classroom.

Having a good understanding of English, the teacher helps students to communicate and follow the English lesson well. Students can understand and respond to what the teacher says. Students can respond to the teacher every time the teacher asks a question, gives an assignment, or explains the material. Besides that, the teacher also asks questions that encourage students to participate in the conversation. Thus, interactive learning can be formed between teachers and students. When engaging in interactive conversations, teachers and students produce utterances that follow a structural organization called adjacency pairs. In the learning process, several types of adjacency pairs can be used by teachers and students according to classroom needs (Aropi et al., 2022).

Adjacency pairs refer to local management organizations in a conversation to choose the next speaker. Levinson (1983) proposes that adjacency pairs are produced by two different people and have first parts and second parts that are close together. The speech in the second part is the expectation of the first part. Alignment and harmonization are needed in conversation so that the ideas and meanings of the two parts can be conveyed. In other words, adjacency pairs are used to organize the natural flow of dialogue (Wiratmoko et al., 2025) and to maintain relationships (Azennoud et al., 2025). Rymes (2016) proposes that adjacency pairs have ten types: greeting-greeting, question-expected or unexpected answer, apology-acceptance or refusal, assessment-agreement or disagreement, invitation-acceptance or refusal, summons-acknowledgment, request-acceptance or refusal, command-compliance or noncompliance, thanking-

response, and leave-taking. Yule (1996) adds that communication in local interactions can produce automatic patterns in the conversation structure. For example, the greeting uttered by the speaker in the first part will get a response in the form of a greeting from the second part of the speaker. It indicates that the adjacency pairs pattern has been successfully achieved. Moreover, Rymes (2016) proposes seven functions: to greet, to obtain information, to clarify a matter, to do something, to obey a command, to thank for something, and to end the conversation. Not all response structures in the second part are expectations of the first part. These structural patterns are called preferences. Preferences are divided into preferred and dispreferred responses. Preferred is a plus response and is in line with expectations for the first part, while dispreferred is a negative response and is not as expected for the first part.

Yule (1996) views that structural patterns are used to indicate social forms in conversation rather than referring to individual interests or desires. Preferred responses are structurally expected second-part responses and dispreferred responses as structurally unexpected second-part responses. Schegloff (2007) also adds the main problem in the organization is “preference” and “dispreference” related to the alignment of the first parts with the application of responses to the second parts. Preferred responses are known as plus responses because they show positive responses and also mean approval of what was given by the speaker in the first part. On the other hand, dispreferred responses are known as minus responses because they show negative responses and also mean disapproval of what was given by the speaker in the first part. Schegloff (2007) highlights that preferred responses are short and simple. Its effect seems to be on point and has no delay. In conversation, preferred responses are delivered normally after the current speaker has finished producing the first part or after a single beat of silence. While dispreferred responses could have a short answer with the effect of responses to the point. There are seven effects of dispreferred responses, such as mitigation, elaboration, defaults, and positioning (Schegloff, 2007). In this regard, preferred and dispreferred responses are social features or interactions in the order of speech and not related to the speaker's personal preferences. So both response categories refer to structural relationships among successive parts.

There are four prior studies related to adjacency pairs. The first, Indah and Farida's research (2022) aims to explore Adjacency Pairs in talk shows. There are ten types of adjacency pairs, and the question-answer is the dominant type. The second, Latifah and Gunawan (2023), examines conversation patterns and response types based on the adjacency pair

pattern. There are five conversation patterns and preferred responses that are the dominant type in the conversation. The third, Arigama and Pujiati (2024) aims to identify the use of adjacency pairs in conversation on YouTube Channel. There are five types of adjacency pairs, and the question-answer is the dominant type. The fourth (2025) explores the most common types of adjacency pairs in the conversation between teachers and 12th-grade students with intellectual disabilities. Based on the findings, question-answer adjacency pairs are identified as the most prevalent in the conversation between the teacher and the students. These pairs are used by the teacher to maintain student engagement and support communication in the classroom. In this regard, prior studies (Arigama & Pujiati, 2024; Indah & Farida, 2022; Latifah & Gunawan, 2023; Setiani et al., 2025) undertake the study of adjacency pairs in intellectual disability classrooms, talk shows, and YouTube to examine adjacency pair types, the dominance of adjacency pairs, and the conversation pattern and the types of responses based on the adjacency pair pattern. Therefore, the current research explores the types and functions of adjacency pairs and the effects of preferred and dispreferred responses in interactions between English teachers and students during English lessons. The current research attempts to provide knowledge for teachers related to when and how to use the right adjacency pairs in classroom discourse.

Research Methods

Design

This research used a qualitative method. This method aims to understand the meaning of data in the form of words or sentences in an utterance or conversation. Creswell and Creswell (2018) explain that qualitative methods aim to understand the meanings of both individuals and groups in relation to social or human problems. The results of the research are presented as written reports following a process involving questions and procedures, which are then analyzed inductively. In addition, this research applied classroom discourse analysis to get a deeper understanding of linguistic elements (Kristanti et al., 2023, 2024), notably to gain a deeper understanding of the types of adjacency pairs, the functions of adjacency pairs, and the effect of preferred and dispreferred responses in interactions during English lessons at a private secondary school.

Participant

An English teacher at a private secondary school participated in the research by voluntarily completing the consent form. In this research, the researchers provided the teacher with information about the entire research

process. The teacher had more than five years of teaching experience and several years of experience attending educational workshops. In other words, the participant had a professional background that was quite mature and experienced in English language learning, specifically regarding teaching strategies, student characteristics, classroom management, and learning challenges. In this research, the teacher's identity was kept confidential, and a pseudonym was used. This was done to maintain the participant's privacy and confidentiality.

Instrument

A qualitative research instrument was a tool for collecting qualitative data. The main instrument in this research was the researchers themselves as data collectors. The other instruments were an observation checklist and a voice recorder. The observation checklist was used by the researcher to observe the classroom interaction in person, and the voice recorder assisted the researchers in obtaining complete data regarding teacher and students' interaction during the learning process. The data obtained with the observation checklist were then classified in a table by assigning a code to each data point.

Data Collection

Data collection refers to how researchers collect data. In this research, the researchers used non-participant observation to get natural and authentic data regarding interactions between English teacher and students during English lesson. The interaction continued as it should, without being disturbed by the researcher's presence. The researchers kept the distance from sequentially observed events to avoid affecting them. The researchers only focused on obtaining data by observing and recording the voice of interaction on English teacher and students during English lessons. In this regard, verbatim transcription was applied in this study. After transcribing the data, this study only focused the data related to the research questions.

Data analysis

Miles et al.'s theory (2014) was applied to analyze the data, namely data condensation, data display, drawing, and verifying conclusions. In data condensation, the data were given codes to categorize pieces of data and then classify the segments related to the research questions, such as: GG for Greeting-Greeting, QEU for Question- Expected or Unexpected, AAR for Apology- Acceptance or Refusal, AAD for Assessment-Agreement or Disagreement, IAR for Invitation- Acceptance or Refusal, SA for Summons-Acknowledgment, RAR for Request-Acceptance or Refusal, CCI for Command-

Compliance or Incompliance, TR for Thanking-Response, LT for Leave-Taking, *gr* for greeting, *exp* for expected, *unx* for unexpected, *acc* for acceptance, *rfl* for refusal, *agr* for agreement, *dsg* for disagreement, *Rsp* for response, *cp* for compliance, *tkg* for taking, *icm* for incompliance, and *ack* for acknowledgment. After the data was classified, the researchers explained the analysis of how teacher’s adjacency pairs occur in classroom interaction by using Rymes’s theory (2016) and Schegloff’s theory (2007). Furthermore, the researchers drew and verified conclusions based on research findings, namely the types of adjacency pairs, the functions of adjacency pairs, and the effect of preferred and dispreferred responses.

Results and Discussion

Results

The types of teachers’ adjacency pairs

There are seven types of adjacency pairs used by the teacher. Teacher’s adjacency pairs can be found in the following table.

Table 1. The Types of Teacher’s Adjacency pairs

No.	Type of Teacher’s Adjacency pairs	Frequency
1.	Greeting-greeting	2
2.	Question-expected or unexpected answer	19
3.	Summons-acknowledgment	3
4.	Request-acceptance or refusal	2
5.	Command-compliance or incompliance	8
6.	Thanking-response	1
7.	Leave-taking	1

Table 1 shows that teachers tend to use questions with expected or unexpected answers in classroom discourse. The teacher uses this type to enhance students’ engagement. Each type of teacher’s adjacency pairs is described in the following analysis.

1. *Greeting-greeting*

Datum 1 (03/GG/gr/Ttp/gt)

T: “And for all of you here, my students, especially for this class 12 science 6. Right ya?”

S: “ Yes..”

T: “Who already come to this school with a good spirit here.”

T: “ **How are you, girls?**”

S: “**I am fine.**”

T: “Okay, Alhamdulillah. Keep your spirit ya. Although maybe some of you don’t have your breakfast yet. Still, keep the spirit.”

The conversation in this situation occurred after the teacher finished giving several introductory words to open the class. From the teacher's utterances, in the first part the teacher greets the students after their long holidays by saying "How are you, girls?" in the first part then students respond in the second part by answering "I am fine.". Therefore it is categorized as a type of greeting-greeting because the first part of the teacher's utterances above aims to greet students and occurs at the beginning before the teacher starts learning material.

2. Question-Expected or Unexpected Answer

Datum 1 (04/QEU/exp/Ttp/oi)

T: "Okay, if you see the sentence 'a day in my life'. Maybe you were at home some of you like to make or see the video of someone, a YouTuber or TikTokers who makes the video a day in my life."

T: "If you say, if you see I mean, sentence 'a day in my life'. **So it will show your.. what is it?"**

S: "Activity."

The data above occurred when the teacher wants to ask students about the assignment for making a story with the theme a day in my life. From this utterance, the teacher wants to find information from the students about what will be shown in the story with the theme a day in my life. As can be seen from the teacher's utterances, the teacher gives a question by saying "If you say, if you see I mean, sentence 'a day in my life'. So it will show your.. what is it?". The word "So it will show your... what is it?" in the first part is categorized as a type of question because the teacher wants to look for information about what will be shown in a day in my life's story. Then students provide information in the second part by saying "Activity."

3. Summons-Acknowledgments

Datum 1 (15/SA/ack/Ttp/ds)

T: "**Bilqis?**"

S: "**Yes, Mom?**"

T: "Where are you? Come forward."

This data takes when the teacher called one of the student's names with the aim that the student would come forward and read her story. In the first part the teacher calls students by saying "Bilqis?" and students respond in the form of calls also by saying "Yes, Mom?" and continues with the intent and purpose of calling the student. The teacher's call to Bilqis is categorized as summons because the teacher not only calls her names but also wants her to do something.

4. Request-Acceptance or Refusal

Datum 1 (29/RAR/rfl/Dfl/ds)

T: “And the third one is... you are in special class. It means that you are?”

S: “Special.”

T: “Ya kan ya?” (Yes, right?)

T: “So, I want you for this 12th grade, again, **please try to speak English more.**”

S: “**Yah... Mom.**” (Well... Mom)

T: “*Ya? Jadi tolong speak up English nya mulai di gerakkan lagi. At least 70% English and 30% Indonesia.*” (Yes? So please start speaking up English again. At least 70% English and 30% Indonesian)

S: “Okay..”

The data above happens when the teacher in the previous utterance reminds them that they are students from a special class. So in 12th grade, the teacher asks them to speak English at least 70% of the time. In the first part, the teacher requests by saying, “So, I want you for this 12th grade, again please try to speak English more.” The words “please try to speak English more.” is a form of request in this type. This sentence pattern is categorized as request types because the teacher asks students as speakers in the second part to do something.

5. Command-Compliance or Incompliance

Datum 1 (20/CCI/cp/Ttp/oc)

T: “Jenni. Okay you **please read your paper.**”

S: “**Yes Mom.**”

T: “Good, thank you.”

S: “Yes, Mam.”

In this data, the teacher commands the students to come forward and read the story. As can be seen from the teacher's utterances, in the first part the teacher commands by saying “Jenni. Okay you please read your paper.” In the second part, the students give a responses by saying “Yes Mom”. This data is categorized as a command because the first part of this conversation is an instruction to the second speaker to come forward.

6. Thanking-Response

Datum 1 (18/TR/rsp/Ttp/ts)

T: “So, you stay in your dormitory?”

S: "Yes, Mam."

T: "**Thank you.**"

S: "**Okay, Mom.**"

The 18/TR/rsp/Ttp/ts shows that students gives their assignments and accepts by the teacher. In this situation the teacher thanks the students for giving an assignment by saying "Thank you" and the student responds by saying "Okay, Mom.". This pattern is categorized as a Thanking type because the speaker of the first part has received something from the speaker of the second part.

7. Leave-Taking

Datum 1 (23/LT/tkg/Ttp/ec)

T: "Enough for today, ya. Because the time is up and it's time for you to take a rest. **Wassalamualaikum Warahmatullahi Wabarokatuh.**"

S: "**Waalaiumsalam Warahmatullahi Wabarokatuh.**"

This data shows that the teacher closes the lesson. In closing the conversation, the teacher says "Enough for today, ya. Because the time is up and it's time for you to take a rest. Wassalamualaikum Warahmatullahi Wabarokatuh." The word "Wassalamualaikum Warahmatullahi Wabarokatuh." Is categorized as a type of leave to end the conversation because the speaker in the first part wants to end the conversation with the speaker in the second part.

The functions of adjacency pairs

There are also seven functions of adjacency pairs used by teacher. The functions of teacher's adjacency pairs can be seen in the following table.

Table 2. The Functions of Teacher's Adjacency pairs

No.	The Functions of Teacher's Adjacency pairs	Frequency
1.	To greet	2
2.	To obtain information	19
3.	To clarify a matter	3
4.	To do something	2
5.	To obey a command	8
6.	To thank for something	1
7.	To end the conversation	1

Table 2 illustrates that teacher tends to obtain information in classroom discourse. Teacher uses this function to know the students' knowledge and understanding. Each function of teacher's adjacency pairs is explained in the following analysis.

1. *To greet*

Datum 1 (03/GG/gr/Ttp/gt)

- T : “And for all of you here, my students, especially for this class 12 science 6. Right ya?”
- S : “ Yes..”
- T : “Who already come to this school with a good spirit here.”
- T : “ How are you, girls?”
- S : “I am fine.”
- T : “Okay, Alhamdulillah. Keep your spirit ya. Although maybe some of you don’t have your breakfast yet. Still, keep the spirit.

In the data above the teacher in the first part says “How are you, girls?”, this sentence is not to ask about the students' condition but is used by the teacher to greet students after they have a long holiday. It is categorized as a type of adjacency pairs which has a function to greet because the two parts in the sentence in the form of greeting one another.

2. *To obtain information*

Datum 1 (06/QEU/exp/Ttp/oi)

- : “Your?”
- : “Activity.”
- : “Yeah, your activity from morning to...?”
- : “Night..”
- : “Night ya.”

In this data, the teacher wants to obtain information about the time of the activity that will be described in the story with the theme "a day in my life". The teacher in the first part saing “Yeah, your activity from morning to...?” then get a response from the students as a form of information that is “Night..”. So the information obtained is that the story with the theme a day in my life contains activities from morning to night.

3. *To clarify a matter*

Datum 1 (02/QEU/exp/Ttp/cm)

- : “And to the mediators of our prophet Muhammad SAW who already struggling for this religion until come to us.
- : “And for all of you here, my students especially for this class 12 science 6. **Right ya?**” (And for all of you here, my

students especially for this class 12 science 6. Right?")

: "Yes.."

The teacher wants to make sure that this is class XII MIPA 6. So in the first part, the teacher clarifies this by saying, "And for all of you here, my students, especially for this class 12 science 6. Right ya?" The word "Right ya?" in these sayings is a form of question to clarify a matter. In the second part the students clarified that it was true it is XII MIPA 6.

4. *To do something*

Datum 1 (07/RAR/acc/Ttp/ds)

: "From you wake up, from your sleep. Kan biasanya ada di TikTok bikin video dari pagi ngapain aja." (From you wake up, from your sleep. Usually they are on TikTok making videos from the morning on what they're doing)

: "Karena tidak bikin video, so for this meeting ***I want you to write your activity in here.*** In Gadingmangu from morning to night."

: "Yes, Mom."

"And I am sure that all of you here have a different activity. Have a different habit."

At the first meeting, the teacher conducted a diagnostic assessment by asking students to write a story with the theme A Day in My Life. This data is categorized as this function because the teacher in the first part said "I want you to write your activity in here." the teacher asks the students to do something, that is write a story and the students in the second part respond by saying "Yes, Mom."

5. *To obey a command*

Datum 1 (20/CCI/cp/Ttp/oc)

: "Jenni?"

: "Yes, Mom?"

: "Jenni. Okay you please read your paper."

: "Yes Mom"

: "Good, thank you."

: "Yes, Mom."

The teacher asks students to come forward. In the data above, the teacher gives a command to students by saying "Please read your paper." Then the students give the response "Yes, Mom." as a form of obedience to the command.

6. *To thanks for something*

Datum 1 (18/TR/rsp/Ttp/ts)

- : “So, you stay in your dormitory?”
- : “Yes, Mam.”
- : “Thank you.”
- : “Okay, Mam.”

In the previous situation, the teacher asks students to come forward and read their stories. After reading, the teacher gives a question to the students about her story. Then the teacher is thanks for what receives, that is students want to come forward and read their stories by saying “Thank you.”

7. *To end the conversation*

Datum 1 (23/LT/tkg/Ttp/ec)

- : “Enough for today, ya. Because the time is up and it’s time for you to take a rest. **Wassalamualaikum Warahmatullahi Wabarokatuh.**”
- : “Waalaikumsalam Warahmatullahi Wabarokatuh.”

In the data above, the teacher wants to end the conversation with students during the learning process that day by saying “Enough for today, yes. Because the time is up and it's time for you to take a rest. Wassalamualaikum Warahmatullahi Wabarokatuh” to close the conversation.

The effect of preferred and dispreferred responses in the interaction

There are ten effects of preferred and dispreferred responses in classroom discourse. The effects of preferred and dispreferred responses are shown in the table below.

Table 3. The Effects of preferred and dispreferred responses

No.	The Effects of preferred and dispreferred responses	Frequency
1.	Greeting and to the point	2
2.	Expected answer and to the point	15
3.	Acceptance and to the point	1
4.	Acknowledgments and to the point	3
5.	Compliance and to the point	8
6.	Response and to the point	1
7.	Taking and to the point	1
8.	Unexpected and to the point	2
9.	Unexpected and positioning	2
10.	Refusal and defaults	1

Table 3 illustrates that expected answer and to the point teacher frequently occur in classroom discourse. Each affect of preferred and dispreferred response is explained in the following analysis.

1. *Greeting and to the point*

Datum 1 (01/GG/gr/Ttp/gt)

: "Let us start now. Assalamualaikum Warahmatullahi
Wabarokatuh."

: "Walaikumsalam Warahmatullahi Wabarokatuh."

The data above is categorized as a type of adjacency pairs that is greeting-greeting. This data get a response in the form of preferred responses which have to the point effect. As explains in the previous chapter, preferred responses have simple and to the point answer. The utterance "Walaikumsalam Warahmatullahi Wabarokatuh" in the form of a greeting that directly refers to the utterance in the first part. So it accordance with the type of adjacency pairs, namely greeting-greeting with response to the point affect.

2. *Expected answer and to the point*

Datum 1 (05/QEU/exp/Ttp/cm)

: "If you say, If you see I mean, sentence 'a day in my life'
so it will show your...what is it?"

: "Activity."

: "Your?"

: "Activity."

: "Yeah, your activity from morning to...?"

: "Night.."

The data has a response in the form of a preferred response with to the point affect and short answer. The utterance "Activity." as an answer to the first part which looks for clarification on what will be shown in the story with the theme a day in my life story. So the two utterances are adjacent to each other.

3. *Acceptance and to the point*

Datum 1 (07/RAR/acc/Ttp/ds)

: "Karena tidak bikin video, so for this meeting ***I want you to write your activity in here.*** In Gadingmangu from morning to night." (Because I don't make videos, so for this meeting I want you to write your activity in here. In Gadingmangu from morning to night.)

: "Yes, Mom."

The data gets a response to the point affect and short answers. Categorized as preferred response because the speaker in the second part

accepts the request given in the first part. In this data, the speaker of the first part requests “I want you to write your activity in here.” and gets the response “Yes, Mom.” So that it is categorized as an acceptance response with a to-the-point affect.

4. *Acknowledgments and to the point*

Datum 1 (21/SA/ack/Ttp/ds)

: “Nanda?”

: “Yes Mom?”

: “Okay, please your read your story here.”

: (read her story)

The data shows the preferred response in the form of acknowledgment with a to the point answer affect, namely “Yes Mom?”. Because the response given in the second part is in the form of a call which refers to the first part in the form of a call. So that the two utterances are related to each other.

5. *Compliance and to the point*

Datum 1 (35/CCI/cp/Ttp/oc)

: “For this meeting I want you to check first your last assessment diagnosis. I will give you a spare time because I have something to do. But I ask you in this class.”

: “**Okay...**”

The response of the second part of the datum above is categorized as a preferred response because students compliance by saying “Okay” on teacher’s command who wants students to stay in class even though they are given spare time. The response in the second part is in the form of compliance with affect of answers to the point and short answers.

6. *Response and to the point*

Datum 1 (18/TR/rsp/Ttp/ts)

: “So, you stay in your dormitory?”

: “Yes, Mam.”

: “Thank you.”

: “Okay, Mam.”

Based on the datum 1 (18/TR/rsp/Ttp/ts), the teacher in the first part asked the students in the second part to come forward and read her story. After finishing reading, the teacher expresses gratitude for what the student has received by saying “Thank you.” Because she wants to come forward and

read her story, so in this data she received the preferred response with the to-the-point affect and a simple answer, "Okay, Mom."

7. *Taking and to the point*

Datum 1 (23/LT/tkg/Ttp/ec)

: "Enough for today, ya. Because the time is up and it's time for you to take a rest. **Wassalamualaikum Warahmatullahi Wabarokatuh.**"

: "Waalaikumsalam Warahmatullahi Wabarokatuh."

In datum 23/LT/tkg/Ttp/ec the teacher in the first part ends the conversation with the students in the second part by using a greeting. In this data, it receives the preferred response with the response in the form of taking and to the point affect.

8. *Unexpected and to the point*

Datum 1 (14/QEU/unx/Ttp/oi)

: "Finish?"

: "Not yet, Mom."

The sentence pattern in the data above is categorized as a type of adjacency pair question-unexpected answer. In the first part the teacher asks whether students have completed assignment or not. The responses given by the students in the second part included the dispreferred response with an unexpected answer and the to-the-point affect refers to the first part, namely "Not yet, Mom" as a response to the question "Finish".

9. *Unexpected and positioning*

Datum 1 (13/QEU/unx/Pst/oi)

: "You know what the different between take a bath and take a shower, and take a bathtub?"

: (silent)

: "*ee...*"

: "*Kalau mandi yang pakai bak berarti?*" (What does that mean when you shower using a tub?)

: "Take a bath."

: "*Kalau kalian pakai shower?*" (If you use the shower?)

: "Take a shower."

The data in the example above is categorized as a type of adjacency pairs question with unexpected answer. The response in the second part obtained from the data above includes the dispreferred response with an

unexpected answer and the positioning response affect, namely the inter-turn-gap. The students in the second part have a gap before the dispreferred response is given. Silence occurs between the first and second part. In the data, the students gave an unexpected answer by saying “ee...” which was categorized as a dispreferred response because it did not match the first part.

10. Refusal and Default

Datum 1 (29/RAR/rfl/Dfl/ds)

: “And the third one is... you are in special class. It means that you are?”

: “Special.”

: “*Ya kan ya?*” (Yes, right?)

: “So, I want you for this 12 grade, again ***please try to speak English more.***”

: “***Yah... Mom.***” (Well... Mom)

The data receives a response in the second part as a dispreferred response, namely refusal with the default response affect. The student gives a refusal to the teacher by saying “Yah... Mom.” Because they had a slight objection to what was requested by the teacher in the first part which wants them to communicate using English. It is categorized as default affect because the response looks like the preferred response even though the dispreferred response in the form is produced as preferred response. The sentence pattern is a type of adjacency pairs, namely request-refusal.

Discussion

Seven types of adjacency pairs are found in English teachers’ utterances during English lessons, as proposed by Rymes (2016). They are: greeting-greeting, question- expected or unexpected answer, request-acceptance or refusal, summons- acknowledgment, command-compliance or non-compliance, thanking- response, and leave- taking. The interaction between teacher and students in the teaching-learning process is systematically structured by adjacency pair patterns. This concept is identified as the basis for understanding how classroom discourse is constructed through pairs of interrelated utterances between the first and next speakers. In classroom discourse, communication does not occur randomly, but follows a certain conversational structure that maintains smooth learning interactions. In addition, the expected answer type is the most commonly used by the teacher because the learning process in the classroom is filled with interactions between the teacher and students through questions, as noted in Arigama & Pujiati’s (2024) and Indah & Farida’s research. In this sense, the teaching-

learning process are focused on the question and answer activities between the teacher and students. Questions are viewed as the major strategy for teachers to build interaction, check students' understanding, direct the focus of learning, and maintain students' participation during the learning process. The teacher's questions function to get information and to assist students in developing thinking and language skills.

Seven functions of teachers' adjacency pairs based on Rymes (2016) are to greet, to obtain information, to clarify a matter, to do something, to obey a command, to thank for something, and to end the conversation. The Function to obtain information is mostly used by English teachers because teachers tend to dominate classroom conversations, students need to be involved in classroom interactions through conversations and questions posed by the teacher, and questions, or the way the teacher obtains information, are useful for testing students' understanding. In other words, classroom interactions tend to focus on communication aimed at supporting the teaching-learning process.

There are ten effects of preferred and dispreferred responses by using Schegloff's theory (2007). They are: a) greeting and to the point, b) expected answer and to the point, c) acceptance and to the point, d) acknowledgments and to the point, e) compliance and to the point, f) response and to the point, g) taking and to the point, h) unexpected and to the point, i) unexpected and positioning, and j) refusal and defaults. Expected answer and to the point is the mostly uses by the students in the second part by simple and short answer. In this regard, students are often oriented towards the accuracy of answers rather than developing communication. Communicative learning strategies need to be implemented in the classroom so that students are encouraged to produce more interactive responses.

Types of adjacency pairs relate to the functions and the effects of preferred and dispreferred responses of adjacency pairs. The response in the second part is always side by side with the utterance in the first part. Both preferred or preferred responses are always side by side with the type of adjacency pairs in the first part. First, the greeting-greeting types are always accompanied by a response in the form of a greeting in the first or second part, with a function to greet the speaker in the first and second part. Second, the question-answer pairs are presented side by side with the expected and unexpected answers in the second part. Based on the results of this research, the expected answer as a response in the second part has a to-the-point effect, while an unexpected one can have a to-the-point effect as well as a positioning. The adjacency function in this type is to obtain the information and clarify a matter. Third, the type of adjacency pairs, namely summons, is

always accompanied by a response in the form of an acknowledgment with a short response affect with a function to ask the speaker in the second part to do something. Fourth, the request type coexists with the acceptance and refusal response, with the function of its type to want the second part to do something. Fifth, the adjacency pair command type always coexists with compliance and noncompliance as a response effect with a function of its type to obey a command. Sixth, thanks is a type of adjacency pair, side by side with responses, and serves the function of thanks after receiving or giving something. The last is the type of leave, which is always side by side with taking, which has the function of ending the conversation. In other words, the structure of classroom conversation is well organized. The use of adjacency pairs has a crucial role in forming English language learning interactions through conversation patterns that help maintain orderly classroom communication, facilitate the delivery of material, and direct student participation (engagement). In summary, the use of adjacency pair types determines the response from listeners according to the learning design and classroom activities.

Conclusion

This research explores the types and functions of adjacency pairs and the effects of preferred and dispreferred responses in interactions during an English lesson at a private secondary school. Based on the results, there are seven types of adjacency pairs identified in the teacher’s utterances, notably greeting- greeting, question-expected or unexpected answer, request-acceptance or refusal, summons-acknowledgment, command-compliance or incompliance, thanking-response, and leave-taking. In this regard, classroom interaction in the teaching-learning process is systematically constructed through the use of adjacency pairs. Every teacher’s utterance in the first part naturally causes a related response in the next part. In this mode, adjacency pairs play a significant role in maintaining the flow of classroom communication. In addition, there are seven functions of teachers’ adjacency pairs, particularly: to greet, to obtain information, to clarify a matter, to do something, to obey a command, to thank for something, and to end the conversation. To obtain information is mostly used by English teachers and is identified as a function that focuses on evaluating students’ comprehension and maintaining interaction in the classroom. Furthermore, ten affects of preferred and dispreferred responses are found in this research: a) greeting and to the point, b) expected answer and to the point, c) acceptance and to the point, d)acknowledgments and to the point, e) compliance and to the point, f) response and to the point, g) taking and to the point, h) unexpected

and to the point, i) unexpected and positioning, and j) refusal and defaults. Expected answer and to the point affect is recognized as the dominant response. In this sense, students tend to be more oriented towards the accuracy of answers rather than producing longer and more communicative responses. Therefore, students should participate more actively and develop interactive communication skills in the English classroom. Moreover, the results of this research can assist English teachers to be more aware of classroom interaction patterns. The use of more varied adjacency pair patterns is very needed to promote students' engagement and develop more meaningful classroom communication.

There are two limitations in this research. First, this research only recruits one English teacher from a private secondary school. Consequently, the results cannot be generalized in the educational context, particularly in private secondary schools. Furthermore, this research only focuses on linguistic elements and does not focus on nonlinguistic elements, such as gestures, facial expressions, or others that also influence classroom discourse. Therefore, future research should involve more participants from different educational levels and focus on linguistic and nonlinguistic elements of classroom discourse. In addition, how adjacency pairs contribute to students' speaking confidence is an interesting area to explore in future research.

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