

**PREFERENCE STRUCTURE AND CONVERSATIONAL STYLES USED BY  
ELLEN AND NATE SELTZER IN THE ELLEN SHOW**

**THESIS**

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**ENGLISH LETTERS DEPARTMENT  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2018**

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ELLEN AND NATE SELTZER IN THE ELLEN SHOW**

**THESIS**

**Presented to:  
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**MALANG**

**2018**

## APPROVAL SHEET

This is to certify that Zeni Fitria Ningsih' thesis entitled *Preference Structure and Conversational Style used by Ellen and Nate Seltzer in the Ellen Show* has been approved by the thesis advisor for further approval by the board of examiners.

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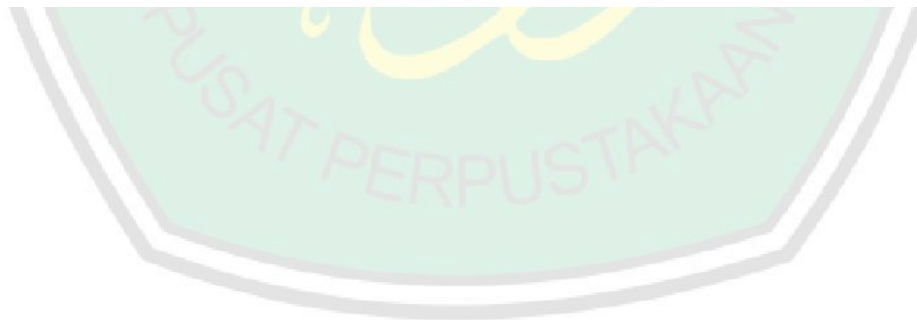
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Hereby, I declare that the thesis entitled *Preference Structure and Conversational Style used by Ellen and Nate Seltzer in the Ellen Show* is truly my original work that I wrote to fulfill the requirements for the degree of Sarjana Sastra (S.S). It does not incorporate any materials previously written or published by other person, except those indicated in quotation and bibliography. Due to this fact, I am the only responsible person for the thesis if there is any objection or claims from others.

Malang, August 20, 2018  
The Author

A green rectangular stamp with the text "MATERAI TEMPEL" at the top, "68D2ADF797E39494" in the middle, and "6000" at the bottom. To the right of the stamp is a handwritten signature in black ink.

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## MOTTO

مَا أَصَابَ مِنْ مُصِيبَةٍ إِلَّا بِإِذْنِ اللَّهِ وَمَنْ يُؤْمِنْ بِاللَّهِ يَهْدِ اللَّهُ قَلْبَهُ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

“No disaster strikes except by permission of Allah, and whoever believes in Allah- He will guide his heart, and Allah is knowinf of all things.”

(At-Taghabun 94: 11)

“Being a successful person is not necessarily defined by what you have achieved, but by what you have overcome.” — Fannie Flagg



## **DEDICATION**

I proudly dedicate this thesis for:

My father, M. Shodiq who has been supporting me in all paths of my life.

My mother, Kasmini who always prays unto our God to ask all the best matters for me in my life.

My big brother, M. Fredi Pradana, S.T. who has been accompanying me to pass the sequences of my life.

My little sister, Resa Umami who has taught me many new things of life.

All of the members of BSI HEROES 2014 who have been there with me through the ups and downs of college life from freshman year up to now. Especially for, Ndari, Ayu, Adam, Aang, Hanifa, Uci, Irga, Mandor, Fauji, Nayli and many more, you all wholeheartedly mean a lot to me. Thank you so much!

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The research spent a great deal of time to finish this research. It is not simple to accomplish this thesis without sacrificing many things that the researcher loves. Nevertheless, by the supports and encouragements from all, this thesis is done. Thus she expresses her gratitude to her advisor, Dr. Yayuk Widyastuti Herawati, M.Pd who had given guidances and supports during the process of doing this thesis.

It is also can not be denied that the role of all the members of humanities faculty, especially English Letters Department have helped the researcher so much. For instance the lecturers who have taught and shared many things. The researcher is also very thankful to her father, mother, brother, sister and her friends who had supported, motivated and accompanied from the start of the stage.

Malang, August 20, 2018

The Researcher



### ABSTRACT

Ningsih, Zeni Fitria. 2018. *Conversational Style and Preference Structure used by Ellen and Nate Seltzer in the Ellen Show*. Thesis. English Letters Department. Faculty of Humanities. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Advisor : Dr. Yayuk Widyastuti Herawati, M.Pd

Keywords : Conversational Style, Preference Structure, Ellen and Nate Seltzer.

Conversation helps people to share what is on their minds. There are at least two turns in conversation, those are called first pair part or initiator and second pair part or hearer. When first pair part initiates the conversation by making question, request, assessment, offer or invitation and proposal, it leads first pair part to expect an expected answer, agreement or acceptance from the second pair part. Somehow, second pair part will not response with a positive response only, but it is also possible for second pair part to response with a negative response. This phenomenon is called Preference Structure which consists of Preferred and Dispreferred Responses Levinson (1983). In having conversation, people also have their own style in order to reach certain things, this is called as Conversational Style which consists of High Involvement person and High Consideration person (Beaumont, 2000).

My study aimed to see how is the use of Preference Structure and Conversational Style used by Ellen as a show host in the Ellen Show and Nate Seltzer as the child guest in the talkshow. I selected Ellen show because Ellen show is categorized as a well-known variety show which can be accessed easily on the internet and it provides rich data as well. The collected data of this research was analysed by the theory of Levinson (1983) about Preference Structure and the theory of Beaumont (2000) about Conversational Style. This theory provides the features of Preference Structure and Conversational Style clearly and explicitly. In addition, methodologically the researcher adopts qualitative as the research design and Conversation Analysis as the approach.

The results showed that Preference Structure and Conversational Style in the Ellen show with Nate Seltzer are effectively applied through the conversation in the Talkshow. The preferred and dispreferred responses have been appropriate with the features used, first pair part mostly occurs in question with the second pair part is expected answer, some are features also occurred in the data like request-agreement, and assessment-acceptance. However, the unexpected answer, refusal and also disagreement are also occurred in the data, but it is only a bit. It means that Ellen and Nate Seltzer prefer to use positive responses than negative responses. This is also found in the previous studies under the title "The comparison of Oprah shows from the theory of conversational style and preference structure".

Finally, the next researchers can focus on using different context in analysing preference structure and conversational style, such as in an academic programs like seminar, presentation, debate, or a meeting, because those are formal programs. Therefore it will give other form of preference structure and conversational style. Also, the next researcher can add other topics like cooperative principle a topic about cooperative principal in order to discover the more unique finding and discussion about conversation analysis.

## نبذة مختصرة

نينغسيه ، زيني فتيريبا. 2018. أسلوب المحادثة والتفضيل المستخدم من قبل Ellen و Nate Seltzer في عرض Ellen. أطروحة. قسم الحروف الانجليزية. كلية العلوم الانسانية. جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. المستشار: الدكتور يايك ويدياستوتي هيراوات

كلمات البحث: أسلوب المحادثة ، هيكل الأفضلية ، إيلين ونيت سيلتزر

يمكن المحادثة الحفاظ على العلاقة الاجتماعية للناس. من خلال المحادثة ، يستطيع الأشخاص مشاركة ما يدور في أذهانهم. هناك ما لا يقل عن اثنين من المنعطفات من المتكلم وسماع في إجراء محادثة والتي تسمى الجزء الأول زوج أو بادئ الحركة والجزء الثاني زوج أو السامع. عندما يبدأ جزء الزوج الأول في المحادثة من خلال طرح الأسئلة ، أو الطلب ، أو التقييم ، أو العرض ، أو الدعوة ، والاقتراح ، فإنه يؤدي إلى أول جزء من الزوجين متوقعًا الإجابة أو الاتفاق أو القبول المتوقع أيضًا. حيث سيتم إنتاج تلك الردود من خلال جزء الزوج الثاني في المحادثة. وبطريقة ما ، لن يستجيب الجزء الثاني من الزوج مع الإجابة أو الاتفاق أو القبول المتوقع ، ولكن من الممكن أيضًا أن يكون جزء الزوج الثاني رداً على الإجابة غير المتوقعة أو عدم الموافقة أو الرفض. يعتمد ذلك على الأجزاء الزوجية الثانية أو على المستمعين أنفسهم. وهذا ما يسمى هيكل التفضيل الذي يتكون من الاستجابات المفضلة والمتناقضة ليفنسون (1983). في إجراء محادثة ، يكون لدى الأشخاص أيضًا أسلوبهم الخاص للوصول إلى أشياء معينة ، ويطلق على هذا اسم نمط المحادثة (Conversational Style) الذي يتألف من الشخص المشارك العالي والشخص ذو الأهمية العالية. (Beaumont,2000)

هدفت دراستي لمعرفة كيف يتم استخدام بنية التفضيل ونمط المحادثة المستخدمة من قبل إيلين كمستضيف برامج في برنامج إيلين ونيت سيلتزر كضيف الطفل في برنامج المحادثة. لقد اخترت عرض إيلين لأن تصنيف إيلين مصنف على أنه برنامج متنوع معروف يمكن الوصول إليه بسهولة عبر الإنترنت. كما يوفر هذا البرنامج أيضًا بيانات ثرية حول بنية التفضيل ونمط المحادثة ، لذلك اختار الباحث هذا الموضوع كموضوع للبحث. تم تحليل البيانات التي تم جمعها من هذا البحث من قبل نظرية Levinson (1983) حول بنية التفضيل ونظرية Beaumont (2000) حول أسلوب المحادثة. توفر هذه النظرية ميزات بنية التفضيل ونمط المحادثة بشكل واضح وصريح. بالإضافة إلى ذلك ، من الناحية المنهجية يتبنى الباحث نوعًا مثل تصميم البحث وتحليل المحادثة كنهج.

أظهرت النتائج أن بنية التفضيل ونمط المحادثة في عرض إيلين مع نيت سيلتزر يتم تطبيقها بشكل فعال من خلال المحادثة في Talkshow. كانت الاستجابات المفضلة والموزعة ملائمة مع الميزات المستخدمة ، يحدث الجزء الأول للزوج في الغالب مع الجزء الثاني من الزوج الذي يُتوقع الإجابة عليه ، وبعضها يظهر أيضًا في البيانات مثل طلب الطلب ، وقبول التقييم. ومع ذلك ، فإن الإجابة غير المتوقعة ، والرفض والخلاف أيضًا تحدث في البيانات ، ولكنها ليست سوى قليلا. هذا يعني أن Ellen و Nate Seltzer يفضلون استخدام الردود الإيجابية على هذه الردود السلبية. وقد وجد هذا أيضًا في الدراسات السابقة تحت عنوان "مقارنة بين عروض أوبرا من نظرية أسلوب المحادثة وبنية التفضيل."

وأخيرًا ، يمكن للباحثين القادمين التركيز على استخدام سياق مختلف في تحليل بنية التفضيل والأسلوب التحادثي ، كما هو الحال في البرامج الأكاديمية مثل الندوة أو العرض التقديمي أو النقاش أو الاجتماع ، لأن تلك هي برامج رسمية. لذلك سوف يعطي شكل آخر من بنية التفضيل وأسلوب المحادثة. أيضًا ، يمكن للباحث التالي إضافة مواضيع أخرى مثل مبدأ التعاون في تحليل المحادثة من أجل الحصول على فهم أعمق حول الموضوعات.

## ABSTRAK

Ningsih, Zeni Fitria. 2018. Gaya Percakapan dan Struktur Preferensi yang digunakan oleh Ellen dan Nate Seltzer di Ellen Show. Skripsi. Jurusan Sastra Inggris. Fakultas Ilmu Budaya. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Yayuk Widyastuti Herawati, M.Pd

Kata kunci: Gaya Percakapan, Struktur Preferensi, Ellen dan Nate Seltzer.

Percakapan membantu orang untuk membagikan apa yang ada di pikiran mereka. Setidaknya ada dua giliran dalam percakapan, yang disebut pasangan pertama atau inisiator dan bagian atau pendengar pasangan kedua. Ketika bagian pasangan pertama memulai percakapan dengan membuat pertanyaan, permintaan, penilaian, penawaran atau undangan dan proposal, itu memimpin pasangan pertama untuk mengharapkan jawaban yang diharapkan, kesepakatan atau penerimaan dari bagian pasangan kedua. Entah bagaimana, bagian pasangan kedua tidak akan merespon dengan respon positif saja, tetapi juga mungkin untuk bagian pasangan kedua untuk merespon dengan respon negatif. Fenomena ini disebut Preference Structure yang terdiri dari Preferred and Dispreferred Responses Levinson (1983). Dalam percakapan, orang juga memiliki gaya mereka sendiri untuk mencapai hal-hal tertentu, ini disebut sebagai Gaya Percakapan yang terdiri dari orang Keterlibatan Tinggi dan Orang Pertimbangan Tinggi (Beaumont, 2000).

Penelitian saya bertujuan untuk melihat bagaimana penggunaan Struktur Preferensi dan Gaya Percakapan yang digunakan oleh Ellen sebagai pembawa acara di Ellen Show dan Nate Seltzer sebagai tamu anak dalam talkshow. Saya memilih Ellen show karena Ellen show dikategorikan sebagai variety show terkenal yang dapat diakses dengan mudah di internet dan juga menyediakan data yang kaya. Data yang dikumpulkan dari penelitian ini dianalisis oleh teori Levinson (1983) tentang Preference Structure dan teori Beaumont (2000) tentang Gaya Percakapan. Teori ini memberikan fitur Struktur Preferensi dan Gaya Percakapan secara jelas dan eksplisit. Selain itu, secara metodologi peneliti mengadopsi kualitatif sebagai desain penelitian dan Analisis Percakapan sebagai pendekatan.

Hasil penelitian menunjukkan bahwa Struktur Preferensi dan Gaya Percakapan dalam pertunjukan Ellen dengan Nate Seltzer secara efektif diterapkan melalui percakapan dalam Talkshow. Tanggapan yang disukai dan yang tidak disukai telah sesuai dengan fitur yang digunakan, bagian pasangan pertama sebagian besar terjadi dalam pertanyaan dengan bagian pasangan kedua adalah jawaban yang diharapkan, beberapa fitur juga terjadi dalam data seperti permintaan-perjanjian, dan penerimaan-penilaian. Namun, jawaban yang tidak terduga, penolakan dan juga ketidaksepakatan juga terjadi dalam data, tetapi hanya sedikit. Itu berarti bahwa Ellen dan Nate Seltzer lebih suka menggunakan respons positif yang respons negatifnya. Ini juga ditemukan dalam studi sebelumnya di bawah judul "Perbandingan Oprah menunjukkan dari teori gaya percakapan dan struktur preferensi".

Akhirnya, peneliti berikutnya dapat fokus pada penggunaan konteks yang berbeda dalam menganalisis struktur preferensi dan gaya percakapan, seperti dalam program akademik seperti seminar, presentasi, debat, atau rapat, karena itu adalah program formal. Oleh karena itu akan memberikan bentuk struktur preferensi dan gaya percakapan yang lain.

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## CHAPTER 1

### INTRODUCTION

This chapter provides the description of Background of the Study, Research Question, Research Objective, Research Significance, Scope and Limitation, definition of the Key Terms, and Research Method as the following descriptions.

#### 1.1 Background of the Study

The presence of talkshows has become the distinctive attractiveness from the television programs. This phenomenon is interesting to be investigated in some aspects, such as the way of the show host in interviewing the guest star and the way of the guest in responding the question from the host through conversation. Like what have been stated by Wulandari (2015) that in having conversation, when the listeners respond to the speaker, they usually tend to accept one thing or refuse the other one. The listeners are only able to respond when they have comprehended the main of the question from the speaker. Afterwards, they will accept it when they agree and refuse it when they disagree. The thing that make the different is about Nate seltzer who is a five years old kids who is the guest which will be analysed, he is categorized as a children guest, the researcher thinks that it will be very attractive to see the way of Nate in having conversation with Ellen as the show host who is an adult speaker. Therefore I am obsessed to investigate what is happening in a conversation between the Ellen and Nate Seltzer in the talkshow.

Related to the conversation between the host and the children guest above, this study is aimed to see preference structure and the conversation style in the

talkshow. Levinson (1983) stated that Preference structure is an expectation of first pair part (First speaker or initiator) to get an acceptance from the second part (second speaker) by making a request. Concerning to this, Blythe (2013) also said that preference structure is an organizational principles that guide speakers in how the best way to construct their talk, and how to understand what they're hearing when they are interacting socially. Other definition is stated by Cutting (2002) that preference structure is acts which are ordered with a first part and a second part and categorized as question-answer, offer-accept, blame-deny and so on, with each first part creating an expectation of a particular second part. Each first part has a preferred and dispreferred response. The phenomenon of preference structure in the talkshow will happen repeatedly. Moreover, if the guest of the talkshow which will be analyzed in this research is Nate Seltzer who is a children guest, it will be more interesting to investigate, because a host in a talkshow must be able to pull the guest getting along with the conversation in a talkshow. In a context of Ellen talkshow, the researcher want to see how Ellen who is an adult guides the flow of the interview with the children guests. The researcher also want to know whether the guest can get along with Ellen in doing the interview or can not, because their age are very far apart. Hence, analysing preference structure in the Ellen show using the theory of Levinson (1983) will turn out some good points, because it can reveal about how a host and a guest, especially child guest should communicate in a talkshow in order to make the talkshow runs effectively.

The next concern in this study is about the conversational style used in the talkshow. Beaumont (2000) states that conversational styles are divided into two kinds, those are high involvement style and high considerate styles. The definition of High involvement style and High Considerate style, High involvement style is a conversation style which is indicated by the way person doing the conversation, that is when the person is a very energetic conversationalist who accustomed to excitedly jump into random ideas in sharing what is on his/her mind, keep the intensity high and develop the dialogue in a very fast speed. While a High Considerateness person is a very respectful conversationalist, one who politely waits for the other to finish their thought before responding, taking a few seconds to finish their own thoughts before responding. A High Considerateness person holds themselves and their communication partner in high regard, with responses that are thoughtful and deliberate appreciative of a healthy dialogue. In a context of Ellen talkshow, the researcher wants to see how the child and the host maintain a conversation. This is a natural setting, it must have lots of good points to see based on the theory of Beaumont (2000). Because, the flow of the conversation will not depend on the script that has been designed, but it will depend more on the intention from the speakers. In short, conversation plays a role for human in social life, because it can represent a social action. Through conversation people are able to share ideas, argue, justify, entertain, complain and so forth. The fact shows that the way people have interaction or communication with others are various, this is called conversational style. It also defines as a way of people to have interaction with other based on their want. For this reason, the way how conversational style used in a

talkshow is interesting to be investigated, because it can show how conversation between the show host and the guest star in a talkshow will run smoothly. The researcher chooses Ellen show as the object of this study because Ellen show is categorized as a well-known variety show, it is supported by the track record of this talkshow in which oftenly invited some classy guest stars, such as: president, governor, cross-country artist and genius child. One of the genius child is Nate Seltzer who is the subject of this research. Nate Seltzer is a five-years-old kids who is really loves geography, maps, countries, states, flags and Lightning McQueen. Nate is able to recognize every piece of globes including the map of countries, the flags of countries, and many more. Therefore, the researcher is very interesting to see the flow of the talkshow between Ellen and Nate Sletzer. Since, even though Ellen has magnificent guest stars, but this talkshow is not always held in a formal or serious way. Instead, Ellen always makes the atmosphere of the talkshow in a comedy vibes. Therefore, Ellen is able to attract and get along with whoever her guests are. Moreover, within the talkshow provides a conversational discussion. In a talkshow will always have a show host and a guest star. In most cases, the guests invited are adult, however Ellen show frequently has child guest that is Nate Seltzer to be invited and interviewed as well. The main object of this study is the child guest of the Elen show. The way child and adult communicate are very different, because adults have more facts, words and grammatical rules, while child are still learning the very fundamental rules of conversation such as: listening, turn-taking, and keeping to the same topic (Wolf, 2010). The other thing which distinguish child and adult is proposed by Roy (2014), he said that the main



difference between child and adult speech is the fundamental frequency response. For child, they have shorter vocal track and smaller vocal fold. That is why child utterance have higher fundamental frequency than adults. In order to create a smooth and good conversation in a talkshow with child guests, Ellen as the host of a talkshow tend to use certain style of conversation and preference structure. From this phenomenon, the researcher is very interested in investigating the use of conversational styles and preference structure by Ellen and Nate Seltzer in the Ellen show.

For this research, the researcher analyzes the conversational styles and preference structure with the conversation of the host and child guests of Ellen show as the data sources . There are some previous studies which is able to be the stepping stone of this research. Likewise, the previous studies provided are expected to be able to support this study. The first is the study of conversational analysis has been done by Sulistiani (2014) entitled “Conversation Analysis of Prabowo Subianto and Babita Sharma on BBC News Intevieu: The Construction of Repair”. The aim of this study is to analyze the types and the strategies of repair in the news interview. This research employed descriptive qualitative as the method of this research. The theory applied in this research is about conversation analysis proposed by Schegloff (2007). The result of this study revealed two types of repair and five strategies used by Prabowo Subianto and Babita Sharma. The types are self-initiated self-repaired and other -initiaters self-repair. The dominant of repair used is self-initiated self-repair, which occurred on 8 data from 11 data. While the repair strategies are non lexical perturbations (lexical filler, cut off, sound stretch),

repetition, and turn constructional devices. The dominant of repair strategy is repetition, which occurred on 7 data. The second dominant strategies are lexical perturbations, lexical filler, which occurred on 3 data. The difference between this research and mine is that the object which is adult guest, while my research has child guest as the object. However, the main focus between those are just the same, that is about analysing conversation in a talkshow.

The next is Wulandari (2015) entitled “Conversation style and preference structure employed by the host and foreign guests in Sarah Sechan NET.TV”. The goal of this study is to know the conversational style and preference structure used by the host and the foreign guest in Sarah Sechan talkshow NET TV. The method of this study is qualitative. The theory used is Schegloff’s theory. The result of this study shows that the host uses high-involvement style in guiding the talk show. Host’s conversational style in guiding the talk show is to enhance the communication when she talked with a less active guest and also to show her enthusiasm and interest in the topic of conversation or the guests’ talk. Moreover, 4 out of 5 guests in the show also use high-involvement style while one of them uses high-considerateness style. Guests’ high-involvement style in the show is to convey their interest in the conversation. The researcher also found when some high-involvement users come in a place and have a conversation; there will be a speaker who unexpectedly becomes less active. Meanwhile, high considerateness style in the show happens because the speaker tends to wait the other to finish talking before he takes his turn. The preference structures which are often used in ‘*Sarah Sechan*’ talk show NET. TV are assessments, requests, and invitations. The responses are negative (dispreferred)

and positive (preferred). There are also many kinds of ways in giving responses; given directly, delayed 'yes', and given through an action. The thing that distinguish my research and this research is that the object who are all adults, while in my research are adult and child. But the focus are just the same in all ways, those are about preference structure and conversational style.

The last is Dewi (2012) entitled "The comparison of Oprah shows from the theory of conversational styles and preference structure", she used the theory of Levinson and Beaumont. The method of this is descriptive qualitative because she does not put any numeric data in her research. In her paper she intends to compare the conversational styles and the preference structure between Oprah shows in FRIENDS which is in a group guest and J.K. Rowling in a single guest. The findings that in FRIENDS edition, the conversational style is high considerateness style and in J.K. Rowling edition is high involvement style. The conversation in FRIENDS edition is relatively slower than in J.K. Rowling edition. Oprah as the host uses high involvement style in both editions. In FRIENDS edition, the first part of pairs that mostly occurs is question which the second part is expected answer, while J.K. Rowling is assessment which the second part is agreement. It means that they prefer using positive response rather than negative response. From those previous studies, the researcher found the gap to fulfill the previous studies, it is about the style of conversation and preference structure between Ellen as the host of Ellen show and child guest. It is related to the fact that all of the object of the studies are adult, while this research concerns to the child guests as the object. The single guest and group guest are becoming the different object between this study and my study. Yet, the subject are just the same, that is about preference structure and conversational style. Accordingly, this research is quite new and interesting to be investigated.

This study has the same theory which is the theory of Levinson and Beaumont. The researcher uses the different data sources from the previous reseaches in order to make a clear understanding about the subject. In this research, the reseracher concerns with the analysis of preference structure and conversational style from the conversation of Ellen and child guest in the Ellen Show using the theory of Beaumont and Levinson. This study used this theory of Levinson and Beaumont because the theories have quite clear and explicit explanations that explain the type of preference structure and conversational style, and also how to classify the data to the feature of them.

This study is necessary to be done because of three reasons. Firstly, the study about preference structure and conversational style with child guest as the object is quite new to be analyzed. Secondly, this study also proposes how is the way a host lead a talkshow with the child guests in order to make the talkshow run smoothly and effectively, therefore this can be used by people who are going to conduct a talkshow surely with child guest also. The researcher thinks it is worth to do the study. Due to the fact that hosting a talkshow with adult guests and child guests will be definitely different. Last, this study continues the previous study by Dewi (2012) about “The comparison of Oprah shows from the theory of conversational styles and prefrence structure” By this research, the researcher hopes that the readers know and understand deeper about preference structure and conversational style.

## 1.2 Research Question

How are the Preference Structure and Conversational Styles used by Ellen and Nate Seltzer in the Ellen show?

## 1.3 Research Objective

To find out the conversational styles and preference structure which are often used by Ellen and child guests in the Ellen show.

## 1.4 Research Significance

My study is theoretically and practically expected to give contributions. The theoretical contribution is first given to the study of talk in interaction, particularly to describe the conversational styles and preference structure which are used by Ellen and child guest in the Ellen show, whether they influence the flow of the conversation between people, and how they are applied in the conversation to make it effective. The researcher also wants to see the preference structure plays a role in the conversation between the host and the child as the guests. In this study the theory on the preference structure and conversational style proposed by Levinson and Beaumont are used. Additionally, this research is expected to enrich the example of the application of preference structure and conversational style.

Practically, the results of my study are important for lecturers and students. For lecturers, my study can provide empirical data on the stages of conversational styles and preference structure, and on the stages of the sequence of conversation. In addition, this research is also expected to give the ways for a host to lead a talkshow with child guests. Hence this study can be the guideline

for the people about how to lead a talkshow with child guests. Designing conversation by using preferred and dispreferred responses makes the flow of the conversation becomes smooth. The last practical contribution is that my study can be the starting point for the next researcher in the same field of conversation analysis.

### **1.5 Scope and Limitation**

According to the previous explanation in the background of the study, the scope of this research is Pragmatics study. The researcher focuses on analysing the conversation analysis, preference structure and conversational style. The data source used is the conversation between Ellen as the host of The Ellen show and the child as guests star. This study used the theory of Levinson and Beaumont in order to get clear understanding about the study.

The focus or limitation of this study is to investigate the use of conversational styles and preferred and dispreferred responses in a talkshow with Nate Sheltzer focusing on the responses. The script of the dialogues can be gained from the internet like what the researcher have done. Furthermore, the dialogues provide some linguistics uniqueness in conversation, especially in its responses. Therefore, this data is interesting to be investigated.

### **1.6 Definition of the Key Terms**

1. Pragmatics is the study of the relations between language and context that are basic to an account of language understanding (Levinson : 1983– 21)

2. Conversational style is divided by two categories according to the speaker (Beaumont, 1996a):

a. High involvement style

Speakers initiation in a conversation will be very active, that speaking rate will be relatively fast, with almost no pausing between turns, and with some overlap or even completion of the other's turn.

b. High considerateness style.

Speakers use a slower rate, expect longer pauses between turns, do not overlap, and avoid interruption or completion of the other's turn

3. Preference structure Yule (2008) explained that basically the first part which contains a request is made by expectation that the second part will be an acceptance. Generally, an acceptance is more likeable than a refusal. This condition is called preference. In preference structure of preferred response and dispreferred response (p.78).

4. In this case, preferred response means the positive responses from the hearer as expected by the speaker, while dispreferred means the negative responses (Levinson, 1983, p.336)

5. The criteria of preferred and dispreferred responses was based on schegloff's explanation of features of preferred and dispreferred responses (2007) including mitigation, elaboration, default, and positioning. mitigation, elaboration and positioning are the features of dispreferred response while default is the feature of preferred response.

## **1.7 Research Method**

This section provides the description of research design, research instrument, data source, data collection and data analysis.

### **1.7.1 Research Design**

My study is categorized as qualitative research design because it provides word-expression and rich descriptions which is commonly called as soft data in order to investigate high involvement and high considerateness of conversational style, and also preferred and dispreferred responses in the dialogue between Ellen as the host of Ellen show and child guests. As proposed by Ary (2010) that qualitative research is to discover the human participant's perspective about social phenomena in natural setting. It is also added by Crocker (2009:5) that qualitative research entails collecting primarily textual data and examining it using interpretive analysis.

Additionally, my study adopted descriptive method because it clearly functioned to describe the conversational style of Ellen and the child guests, and also to describe preferred and dispreferred responses which is produced in the form of utterances not numbers. Meanwhile, this study used conversation analysis approach as it analysed the phenomenon of language in conversation or talk in interaction which focused on questions and responses.

### **1.7.2 Research Instruments**

The researcher used the human instrument in this research because, she involves herself in obtaining, transcribing, collecting, and analysing the data. Thus, the researcher does not control or treat any participant of this research. Moreover,



the researcher could not directly interview people who are involved in the dialogues, such as the host and all the child guests who were directly involved in the conversation. According to Moloeng (2008:168) the status of the researcher in qualitative research is very complex. Therefore, in order to investigate the preference structure and conversational style in the dialogues, the researcher was the one who collected, interpreted, and analyzed the data that are already provided in the dialogues

### **1.7.3 Research Subject**

The subject of this study is the conversation between Ellen as the host of the Ellen Show and Nate Seltzer as the guests star of the talkshow. This subject is choosed because this conversation contains the feature of the study such as: question-answer, offer-accept, blame-deny. Besides, in most cases a talkshow will have adult to be the guest rather than child. It is caused by consideration that child still have less words, informations and grammatical rules. Therefore, this analysis is fascinating to be done.

### **1.7.4 Data Source**

The data used in my study are the utterances, and dialogue which were produced by the host and the guests in Ellen talkshow. Thus, the researcher directly read the script while matching the dialogues in the audio with the script that the researcher got from internet. the researcher choosed this link because the script is quiet clear and match with the dialogues happened in the video itself.

### 1.7.5 Data Collection and Analysis

For the purpose of getting the accurate data and findings, data collection and data analysis were done through these following steps. Firstly, the researcher downloaded the script from Internet. Secondly, the researcher watched the video while listening to the audio to confirm the dialogues or conversation from the dialogues with the provided script. Thirdly, the researcher identified every sentence that contained sequence of conversation or adjacency pairs. The criteria of adjacency pairs is when the conversation contained two turns including the base first pair part and second pair part, then deciding the conversational styles used. Then, After getting the data, the researcher analyze them by using conversation analysis theory by Levinson and Beaumont. The researcher classify some dialogues that indicate high involvement or high considerateness conversational style, and also contain invitation, request, offer, and apology sequences. Then, the dialogues will be analyzed according to preference structure and conversational style in conversation analysis.

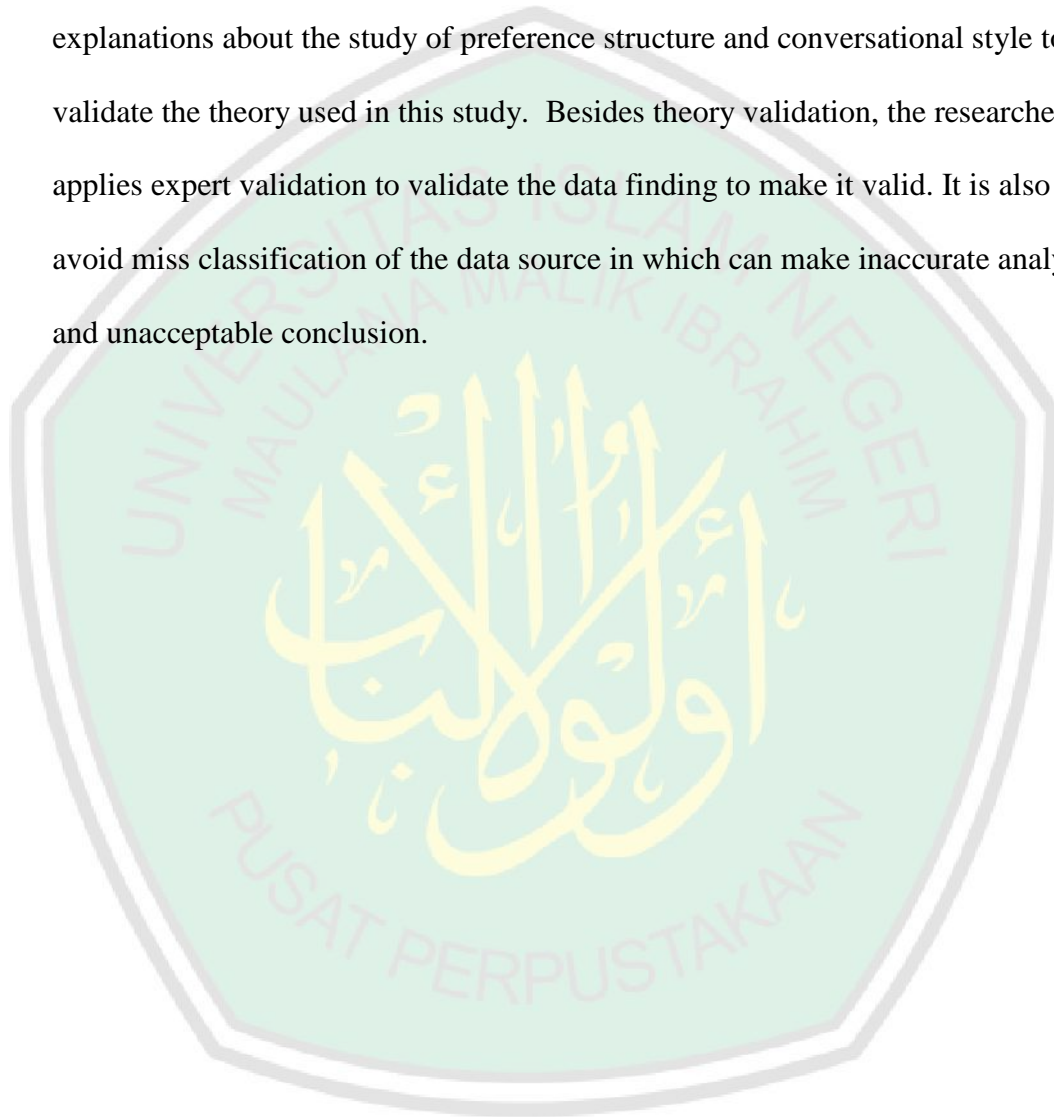
The researcher classify the datum from the object which has the same types in order to ease me to analyse and get the the result. The researcher repeat the same thing to every data that I got from the the conversation of the dialogues.

### 1.7.6 Triangulation

In doing the process of triangulation, the researcher aims to validate the data and the result of the analysis. The researcher uses the concept of Conversation Analysis on Pragmatics, specifically about preference structure and conversational style from some experts.

The theory of Levinson and Beaumont are applied in this research in order to check the result of the study. Furthermore, the researcher also recheck the result of the study by understanding deeper about the theory of Levinson and Beaumont. Thus, it definitely supports the researcher to obtain the valid data.

Additionally, the researcher also uses some sources to get more explanations about the study of preference structure and conversational style to validate the theory used in this study. Besides theory validation, the researcher also applies expert validation to validate the data finding to make it valid. It is also to avoid miss classification of the data source in which can make inaccurate analysis and unacceptable conclusion.



1.7.7 Table 1.1 Corpus of the Data Collection

Analysing Data					
No.	Collecting Data	Conversational Style		Preference Structure	
		High Involvement Style	High Consideration style	Preferred Response	Dispreferred Response
1.	A: welcome back to California, do you like California?	√			√
	B: uh no I do not like the hotel, the hotel cheesie's door was terrible.		√		
2.	A: how come Pete?	√			√
	B: I don't know I just wanted to make it so.		√		
3.	A: Do you have a favorite state in the in the United States?	√		√	
	B: Yes.		√		
4.	A: All right um, tell me about this map! Okay? First we'll start with Antarctica! Okay?	√		√	
	B: Okay.		√		

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses about the theory of the study and presents review of related literature of the study. There are Pragmatics, Conversation Analysis, preference structure and conversational style.

#### 2.1 Pragmatics

Pragmatics is the study which belief is what is communicated is more than what is said. It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule, 1996: 3). Here, what Yule wants to emphasize is that meaning that the speakers have is more than the words they say. To understand speakers' meaning, we might also pay attention to the context. Thus, pragmatics also concerns with context. This is in line with Leech (1983: 6) who says that pragmatics is the study of meaning which is related to the speech situations. More clearly, Yule (1996) continues that pragmatics should also consider aspects of context such as who people are talking to, when, where, and under what circumstances that will determine the way they say and what they want to say.

We cannot simply judge the meaning through the words people say. Beyond those words, there are some aspects of context that we need to be aware of. In line with this, Richard and Schmidt (2002) chose that pragmatics is the study of the use of language in communication related to sentences and the context and situations in which they are used.

## **2.2 Conversation Analysis**

Conversation Analysis is known as one of the approaches that are usually used as the study of talking and interaction in all kinds of conversation (Schegloff, 2007). It gives a particular attention to everyday spoken interaction such as casual conversation, chat, and ordinary narratives (Paltridge, 2000 p.83). Psathas (1995) also states that CA is the study that concerns with ordinary social interaction which has been developed in the form of systematic procedures as a tool for studying those interactions.

The organization of talk or conversation (whether 'formal' or 'informal') was never the main defining focus in Conversation Analysis. Rather it is the organization of meaningful conduct of people in society, that is how people in society produce their activities and make sense of the world about them (Pomerantz and Fehr, 2000). In addition, Pomerantz and Fehr (2000, p.65) merely claim that the analytic approach of Conversation Analysis is not limited to an explication of talk alone but is amenable to analyse of how conduct, practice, or praxis, in whatever form, is accomplished. Studies within this tradition which focus on talk view talk, nonetheless, as social action. In short, Conversation Analysis can be derived from what was stated by Sacks, Schegloff, and Jefferson (1974) that Conversation has its own dynamic structure and rules, and the methods used by speakers to efficiently structure the conversation.

## **2.3 Preference Structure**

Conversation has a compulsory role in here. In conversation at least there are two turns of speaker and hearer which are named as the base first pair and the second

pair part. Moreover there are several alternative types of responses that operate as the key feature or item of series or sequence of conversation. These are called preferred and dispreferred responses. Yule (2008) explained that basically the first part which contains a request is made by expectation that the second part will be an acceptance. Generally, an acceptance is more likeable than a refusal. This condition is called preference. In preference structure, this second part of pairs which the part for responding first part is divided into two, they are preferred response and dispreferred response (p.78). Some kinds of adjacency pairs are marked by preference for a particular type of second part. For instance, invitations, requests, and questions have preferred response (positive) and dispreferred response (negative) answer as the second part (Finegan, 1999, p.313). In this case, preferred response means the positive responses from the hearer as expected by the speaker, while dispreferred means the negative responses i.e. the unexpected responses from the hearer. According to Levinson (1983, p.336), he indicated the general patterns of preferred and dispreferred responses.

Table 1 The general patterns of preferences structure

First Part	Second Part	
	Preferred Response	Dispreferred Response
Request	Acceptance	Refusal
Offer and Invitation	Acceptance	Refusal
Assessment	Agreement	Disagreement
Question	Expected answer	Unexpected answer / non answer
Proposal	Agreement	Disagreement

Yule (2008) gives some other examples of the styles usually used in order to express dispreferred response second turn, as in Table 2.

Table 2 The pattern of dispreferred response

How to do a dispreferred response	Examples
a. Delay or hesitate	pause; er; em; ah
b. Preface	well; oh
c. Express doubt	I'm not sure; I don't know
d. Token Yes	That's great; I'd love to
e. Apology	I'm sorry; what a pity
f. Mention obligation	I must do X; I'm expected in Y
g. Appeal for understanding	You see; you know
h. Make it non-personal	Everybody else; out there
i. Give an account	Too much work; no time left
j. Use mitigators	Really; mostly; sort of; kinda
k. Hedge the negative	I guess not; not possible

Dispreferred response the second part can be indicated by a pause and begins with hesitation elements such as well or uh. It is different with preferred response second part which indicates the response without a pause and use simple structured second part. Dispreferred response the second part also begins with the use an expression of appreciation or apology or state the acceptance or agreement, and finally accompanied by an explanation (Finegan, 1999).

In addition, the manners or alternatives that are applied by speaker and hearer to do turn taking in conversation are related with the sequence of conversation, response of hearers, and understanding of topics, some also usually related to the cultural and educational background knowledge. For instance, to start their speech, speaker and hearer have their own manner to switch and control their roles, and this is named as turn-taking (Coulthard, 1985). Therefore, both speaker and hearer have to focus in completing one main topic in a conversation, because when they talk other



topics directly before finishing one main topic, the sequence of conversation is not in a good order and relevant (Sidnell, 2010). While the sequence which is consisted of first pair part and second pair part is called adjacency pair.

Additionally, the utterances that are uttered by speaker need to be agreed or disagreed by the hearer in common when they apply the conversation in a certain manner or relative. Those are called agreement and disagreement responses. Agreement and disagreement responses are called as a preference organization in which consist of preferred and dispreferred response (Sidnell, 2010). Usually, some hearers also face troubles in understanding the point of speaker's utterance and they just perceive those troubles when they have delivered response, so they need to repair their responses. Repairing the response because of facing trouble of comprehending the point of speaker's utterance is defined as repairing mechanism (Sidnell, 2010). This repair is needed to get correct and relevant response of speaker's utterance.

Pomerantz (1984:64) states that the preference status of actions can be located in turn shape: preferred actions are typified by turns which are produced with minimum gap and overtly stated function; dispreferred actions, on the other hand and 'nonexplicitly stated action components'.

Sacks (1987:64) notes 'that there is one sort of way that a questioner can be seen to be orienting to getting agreement, i.e. they try to end up with a form that can be agreed with'. This orientation to elicit preferred responses is not only found within adjacency pairs, but is also manifested in surrounding talk. Pre-sequences, for example, constitute a further procedure through which speakers can collaborate

in forwarding preferred sequences or actions and avoiding (or aborting) dispreferred ones' (Heritage 1984:278). It has been shown that presequences are intended to avert the possible production of a dispreferred response to requests and invitations (Atkinson and Drew 1979). Conversational devices for avoiding dispreferred responses are not limited to pre-sequences.

From those several theories about conversational style and preferred structure which proposed by Sacks (1987), Pomerantz (1984), and Yule (2008), the theory proposed by Yule (2008) about preference structure is used in this study. While the theory about conversational style which are proposed by (Beaumont, 2000), Yule (1996), and Frye (2015), are only chosen one of them, that is the theory of (Beaumont, 2000). This study used the theories of Levinson and Beaumont because the theories have quite clear and explicit explanations that explain the type of preference structure and conversational style, and also how to classify the data into the feature of them.

#### **2.4 Conversational Style**

Conversational styles are divided into high involvement style and high considerate styles (Beaumont, 2000). Yule mentions that in high involvement style, people speak faster than usual and there are a lot of interruption or overlap as well as fast turn taking. The conversation contains emotion which determines the faster rate of the speech. According to Yule (2008), if two speakers having different styles meet, in which the first speaker uses high involvement style and the second speaker uses high considerateness style, the conversation can be opposed. High considerateness

condition is inverted with high involvement style. As it was mentioned before high involvement style is faster than high considerateness style, so the negative perception of high considerateness style appeared. However, the negative perception of high involvement style also appears in high considerateness speaker. High considerateness speaker assumed that high involvement which begin the conversation or turn faster can be seen as noisy, aggressive, selfish, forceful, and even annoying.

Conversational style is divided by two categories according to the speaker (Beaumont, 1996a):

c. High involvement style

Speakers initiation in a conversation will be very active, that speaking rate will be relatively fast, with almost no pausing between turns, and with some overlap or even completion of the other's turn.

d. High considerateness style.

Speakers use a slower rate, expect longer pauses between turns, do not overlap, and avoid interruption or completion of the other's turn

Frye (2015) added about the definition of High involvement style and High Considerate style, High involvement style is a conversation style which is indicated by the way person doing the conversation, that is when the person is a very energetic conversationalist who accustomed to excitedly jump into random ideas in sharing what is on his/her mind, keep the intensity high and develop the dialogue in a very fast speed. While a High Considerateness person is a very respectful conversationalist, one who politely waits for the other to finish their thought before

responding, taking a few seconds to finish their own thoughts before responding. A High Considerateness person holds themselves and their communication partner in high regard, with responses that are thoughtful and deliberate appreciative of a healthy dialogue.

## **2.5 Talkshow**

According to Merriam Webster, the definition of talk show is: a radio or television program in which usually well-known persons engage in discussions or are interviewed. A talk show or chat show is a television programming or radio programming genre in which one person (or group of people) discusses various topics put forth by a talk show host. While Talkshow based on Cambridge dictionary is a radio or television program on which famous guests are asked questions about themselves, or members of the public discuss a particular subject.

Usually, guests consist of a group of people who are learned or who have great experience in relation to whatever issue is being discussed on the show for that episode. Other times, a single guest discusses their work or area of expertise with a host or co-hosts. A call-in show takes live phone calls from callers listening at home, in their cars, etc. Sometimes, guests are already seated but are often introduced and enter from backstage. There have been many notable talk show hosts; in many cases, the shows have made their hosts famous.

## **2.6 Previous Studies**

The first is The study of conversational analysis has been done by Sulistiani (2014) entitled “Conversation Analysis of Prabowo Subianto and Babita Sharma on

BBC News Interview: The Construction of Repair”. The aim of this study is to analyze the types and the strategies of repair in the news interview. This research employed descriptive qualitative as the method of this research. The theory applied in this research is about conversation analysis proposed by Schegloff (1977). The result of this study revealed two types of repair and five strategies used by Prabowo Subianto and Babita Sharma. The types are self-initiated self-repaired and other -initiated self-repair. The dominant of repair used is self-initiated self-repair, which occurred on 8 data from 11 data. While the repair strategies are non lexical perturbations (lexical filler, cut off, sound stretch), repetition, and turn constructional devices. The dominant of repair strategy is repetition, which occurred on 7 data. The second dominant strategies are lexical perturbations, lexical filler, which occurred on 3 data. The difference between this research and mine is that the object which is adult guest, while my research has child guest as the object. However, the main focus between those are just the same, that is about analysing conversation in a talkshow.

The second researcher is Wulandari (2015) entitled “Conversation style and preference structure employed by the host and foreign guests in Sarah Sechan NET.TV”. The goal of this study is to know the conversational style and preference structure used by the host and the foreign guest in Sarah Sechan talkshow NET TV. The method of this study is qualitative. The theory used is Schegloff’s theory. The result of this study shows that the host uses high-involvement style in guiding the talk show. Host’s conversational style in guiding the talk show is to enhance the communication when she talked with a less active guest and also to show her

enthusiasm and interest in the topic of conversation or the guests' talk. Moreover, 4 out of 5 guests in the show also use high-involvement style while one of them uses high-considerateness style. Guests' high-involvement style in the show is to convey their interest in the conversation. The writer also found when some high-involvement users come in a place and have a conversation; there will be a speaker who unexpectedly becomes less active. Meanwhile, high considerateness style in the show happens because the speaker tends to wait the other to finish talking before he takes his turn. The preference structures which are often used in '*Sarah Sechan*' talk show NET. TV are assessments, requests, and invitations. The responses are negative (dispreferred) and positive (preferred). There are also many kinds of ways in giving responses; given directly, delayed 'yes', and given through an action. The thing that distinguish my research and this research is that the object who are all adults, while in my research are adult and child. But the focus are just the same in all ways, those are about preference structure and conversational style.

The next researcher has been done by Dewi (2012) entitled "The comparison of Oprah shows from the theory of conversational styles and preference structure", she used the theory of Levinson and Beaumont. The method of this is descriptive qualitative because she does not put any numeric data in her research. In her paper she intends to compare the conversational styles and the preference structure between Oprah shows in FRIENDS which is in a group guest and J.K. Rowling in a single guest. The findings that in FRIENDS edition, the conversational style is high considerateness style and in J.K. Rowling edition is high involvement style. The conversation in FRIENDS edition is relatively slower than in J.K. Rowling edition.

Oprah as the host uses high involvement style in both editions. In FRIENDS edition, the first part of pairs that mostly occurs is question which the second part is expected answer, while J.K. Rowling is assessment which the second part is agreement. It means that they prefer using positive response rather than negative response.

From those previous studies, I found the gap to fulfill the previous studies, it is about the style of conversation and preference structure between Ellen as the host of Ellen show and child guest. It is related to the fact that all of the object of the studies are adult, while this research concerns to the child guest as the object. The single guest and group guest are becoming the different object between this study and my study. Yet, the subject are just the same, that is about preference structure and conversational style. This study has the same theory which is the theory of Levinson and Beaumont. The method used is also the same, that is qualitative. The writer uses the different data sources from the previous reseaches in order to make a clear understanding about the subject. In this research, the reseracher concerns with the analysis of preference structure and conversational style from the conversation of Ellen and child guest in the Ellen Show using the theory of Levinson and Beaumont.

## CHAPTER III

### FINDING AND DISCUSSION

This chapter presents the finding and the discussion of the research. The finding consisted of the data presentation followed by a discussion about the analysis of the data based on the responses (Preferred or Dispreferred) and in the end, it identified the conversational style used by the show host and Nate Seltzer.

#### 3.1 Preference Structure

In my study, I focus on analysing the responses of the questions given by Ellen as the show host in the Ellen Talkshow to Nate Seltzer as the child guest invited to the talkshow. I also want to know the conversational style used by Ellen as the key point of the program in leading the flow of the talkshow in order to make it run well and effective, and also the conversational style used by Nate Seltzer.

In this research, I analyse the utterances produced by the Ellen and the child guest name Nate Seltzer. There are 4 transcripts of the videos which will be analysed related to the preferred and dispreferred responses phenomenon and the conversational style of them. Those four transcripts of the videos have several topics, those are Ellen Meets a 5-Year-Old Geography Expert, Kid Geography Expert Nate Seltzer Is Back!, Geography Expert Nate Seltzer Talks Bodies of Water and Pink Floyd, and Ellen Helps Make Kid Expert Nate Seltzer's Movie Dream Come True. I will analyse all of the utterances from the transcript of the talkshow because every part of the interview contains responses, whether it is preferred or dispreferred responses. Then, in the end I will be able to see how is the conversational style used



by both of the speaker through all of the conversations in those transcripts of 4 videos.

In addition, to make this analysis to be systematic, each character was coded as follows: Ellen (E) and The Children guests (Nate Seltzer) (G). Afterwards, numbering (1,2,3..) was placed in each line of paragraph to differentiate utterance in each line and to make it easier to analyse because each utterance might indicate an important thing.

### 1. Excerpt 1

In this part will be provided the analysis of the responses from the children guest, each data will be followed with the analysis of it. It will be presented as follows:

- 1 E: *Our next guests can pretty much identify every place in the world*
- 2     *and he's only 5 years old from Stratford Connecticut*
- 3     *please welcome Nate seltzer.*
- 4     *You memorize the entire globe right?*
- 5 G: *Uh-huh.*
- 6 E: *Do you have a favorite state in the in the United States ?*
- 7 G: *Yes*
- 8 E: *What is it?*
- 9 G: *Missouri*
- 10 E: *Oh Missouri, why is that?*
- 11 G: *Cause it starts with the M*
- 12 E: *So does Montana ?*
- 13 G: *And the Michigan, Massachusetts, and Maryland in Maine*
- 14 E: *Yeah and Main, but still you chose, yeah anything else uh ?*
- 15     *Mississippi?*
- 16 G: *Hahaha*
- 17 E: *But so how come Missouri ? you just like It?*
- 18 G: *yeah*

The above conversation is taken from the transcript of the video under the title “*Ellen Meets a 5-Year-Old Geography Expert*“, it was going on for 41 seconds started from 00.00-00.41 seconds concerning to the duration of the video. In this case, Ellen as the show host is greeting Nate Seltzer as the children guest by asking about Nate’s favorite thing, that is about globe. In the excerpt of interview above, there are eight questions given by Ellen to Nate Seltzer as the children guest. **Five** of them are categorized as **preferred responses** and the rest **three** are categorized as **dispreferred responses**.

- The question **in line 4**” *You memorize the entire globe right?*”,**6**” *Do you have a favorite state in the in the United States ?*”,**8**” *What is it?*”,**10** “*Why is that?*” lead to get preferred responses, because Ellen’s question are answered with expected answers which means positive responses. The expected answers or positive responses in this excerpt are appeared in the words “*Uh-huh*” in line 5, “*Yes*” in line 7, “*Missouri*” in line 9, and the utterance “*cause it starts with the M*” in line 11.
- The second question in line 17 is categorized as preferred response because Nate Explicitly responses Ellen’s question “*You just like it?*” with the utterance “*Yeah* ” which shows positive response or expected answer from second pair part.
- While the rest three questions in line 12, 14 and the first question in line 17 are classified into dispreferred responses. The question in line 12 is categorized as dispreferred responses because the answer of the

question are the unexpected answers given by the host. It is when Ellen asks to the guest which the point is “*how about Montana? Because it also with letter M*”, but the guest do not answer with a reason, but he elaborates the question by giving more information about Montana, it can be seen in the utterance “*In the Michigan? excuse me, it's in Maryland in Maine*” in line 13.

- The next question is in line 14 is also categorized as dispreferred response, because the question is still answered with unexpected answer or negative response given by the guest. Instead of answering the question of “*anything else, uh Mississippi?*”, Nate even replied the question with *laughter* in line 16. Therefore it indicate dispreferred response with *laughter* as the feature of dispreferred response in case of non answer. Then, the first question in line 17 is also categorized as dispreferred response, because Nate did not answer the question of “*How come Missouri?*” given by Ellen.

## 2. Excerpt 2

- 1 E: *Okay. I'm not gonna question you anymore*
- 2 *um here's some maps that you drew*
- 3 *tell me about these maps right here! okay ?*
- 4 G: *First let's choose this one!*
- 5 E: *Okay . which one ?*
- 6 G: *First*
- 7 E: *This one?*
- 8 G: *Uh no no, that is not a Map that's not a map no, that's a house*
- 9 E: *Yeah that's really sweet*
- 10 G: *That is universal studios*
- 11 E: *Oh look at that!*

- 12 G: *Have a look!*
- 13 E: *Yeah it is smaller than I remember all right um tell me about this map !*
- 14 G: *Okay first we'll start with Antartica !*
- 15 E: *Okay okay*
- 16 G: *See this! you know the black thing a hard – penguin that's okay*
- 17 *woman this is an iceberg in its melting and this is just a little ice cube.*
- 18 E: *Oh wow! so you put little things depending on what lives there.*
- 19 *what is this right here?*
- 20 G: *That's Russia*
- 21 E: *And what is that on Russia ?*
- 22 G: *It's really funny*
- 23 E: *What is it?*
- 24 G: *Trump*
- 25 E: *Why What? why is Trump on Russia?*
- 26 G: *Cause he likes Russia*
- 27 E: *Cause he likes Russia ?. Okay, alright.*
- 28 *And what else do we have?*
- 29 G: *That's Africa*
- 30 E: *And and who's there?*
- 31 G: *Um, this is the pyramid of Giza*
- 32 E: *Uh-huh oh wow*
- 33 *and then that looks like termites or bumble bees or something ?*
- 34 G: *No*
- 35 E: *What is it?*
- 36 G: *Um that's a tiger*

This conversation is still taken from the same tittle of the transcript from the video “*Ellen Meets a 5-Year-Old Geography Expert*”, but the duration is started from 00.43-02.22 minutes. Related to the ability or the genius of Nate Seltzer in recognizing the whole part of globe, the topic which is discussed in this excerpt of interview is about the sketch of map which is made by him, Ellen asks Nate to

explain about his drawing. In this case appear 9 preferred responses and 5 dispreferred responses in form of 4 requests, 9 questions and 1 assessment.

- The first request is in the utterance *“Tell me about these maps right here! okay?”* in line 3, and then it is answered with negative response or unexpected answer by mentioning obligation in the utterance *“First, lets choose this one”* in line 4. Therefore it is categorized as dispreferred response by using the feature of it, that is mentioning obligation.
- The second request is in the utterance *“Oh look at that!”* in line 11, and then it is replied by utterance in line 12 *“Have a look!”* which is also a request, so it shows a refusal. Accordingly, it is categorized as negative response or dispreferred response.
- The third request is in line 13 *“Yeah it is smaller than I remember all right um tell me about this map !”*, later on it is followed by a response in line 14 *“Okay first we'll start with Antartica !”*, this answer is categorized as positive response or expected response because it explicitly answer the question with the word *“Okay”* which is indicating an acceptance. Therefore, this is clasasified into preferred response.
- While the last request is in line 16 *“See this! Etc”*, and then followed by an answer in line 18 *“Oh wow! Etc”*, this answer is categorized as positive response or expected response from the second pair part because the answer tells about the feedback of the sketch, it means that

the first pair part has accepted the request from the second pair part by seeing the sketch and then responding by the utterance “*Oh wow! etc*” in line 18. Therefore, this is classified into preferred response as well.

The following is about the questions appeared in the excerpt of the interview above. There are 9 questions with the classification, 7 are categorized as preferred response and the last 2 are categorized as dispreferred response.

- The first question and answer session which indicate preferred structure is located in the utterance “*Which one?*” in line 5, and then the response indicates positive response or expected answer, it can be seen from the utterance “*First*” in line 6. Therefore, this is classified into preferred response.
- After that, the second question in line 19 “*what is this right here?*” is followed by the answer in line 20 “*That’s Russia*”. This section is classified as preferred response because it shows positive response or expected answer from the second pair part to the first pair part.
- The next is the question in line 23 “*What is it?*” then it is followed by the answer in line 24 “*Trump*”, therefore this section is categorized as preferred response in form of positive response because it shows expected answer from the second pair part to the first pair part.
- Later on, the question in line 25 “*Why is Trump in Russia?*” is followed by the answer in line 26 “*Cause he likes Russia*”, therefore this section

is categorized as preferred response in form of positive response because it shows expected answer from the second pair part to the first pair part.

- The next is question in line 28 “*What’s else do we have?*” is followed by the answer in line 29 “*That’s Africa*”, therefore this section is categorized as preferred response in form of positive response because it shows expected answer from the second pair part to the first pair part.
- Afterwards, the question in line 30 “*And who’s there*” is followed by an answer in line 31 “*Um, this is the pyramid of Giza*”, therefore this section is categorized as preferred response in form of positive response because it shows expected answer from the second pair part to the first pair part.
- The last preferred response is in line 35 “*What is it?*” and then followed by a clear answer in line 36 “*That is a tiger*”. therefore this section is categorized as preferred response in form of positive response because it shows expected answer from the second pair part to the first pair part.
- The last two questions in this section is categorized as dispreferred responses. Firstly, it is located in the utterance “*This one?*” in line 7, and then followed by answer in line 8 “*Uh no no, that is not a Map that's not a map no, that's a house*”, this section is categorized as

dispreferred response because the answer is kind of refusal which it is the submenu of dipreferred response, and also this answer is a negative answer or the unexpected response from the second pair part to the first pair part.

- Secondly, in the utterance “*And what is that on Russia ?*” in line 21, then followed by answer in line 22 “*That is really funny*”, this kind of answer is categorized as a negative response or unexpected answer because instead of answering the question with a right answer, the second pair part even give a token yes and keep not answering the question. Therefore this is the class of dispreferred response with the use of token yes as the feature of it.
- Thereafter, in this excerpt of interview also contains 1 assessment in the utterance “*and then, that looks like termites or bumble bees or something ?*” in line 33, then clearly followed by an answer in line 34 “*No*”, this answer shows negative response or unexpected answer from the second pair part, consequently this is classified into dispreferred response.

### 3. Excerpt 3

- 1 E: *Oh sorry alright so sorry.*
- 2 *let's go over some of these let's look at flags cuz*
- 3 *you can identify every single flag right ?*
- 4 G: *Yes. uh-hu*
- 5 E: *Alright, this is really impressive to me you're 5 years old ?*
- 6 G: *Yes*
- 7 E: *And I like, what is this ?*



- 8 G: *Canada*
- 9 E: *That is right and this is ?*
- 10 G: *Japan*
- 11 E: *That's right and this is?*
- 12 G: *Denmark*
- 13 E: *That's right and?*
- 14 G: *Chad*
- 15 E: *Sure um*
- 16 G: *Estonia*
- 17 E: *Estonia*
- 18 G: *The Maldives*
- 19 E: *That's right*
- 20 G: *No rule*
- 21 G: *Kazakhstan*
- 22 G: *Tonga*
- 23 G: *Yemen*
- 24 G: *The Gambia*
- 25 G: *Bertrade Oh*
- [Applause]
- 26 G: *Are there more?*
- 27 E: *Yeah, there is more. it's really good and then*
- 28 *what yeah there's more is this fun for you?*
- 29 G: *It's really fun*
- 30 E: *It's really amazing This is?*
- 31 G: *Italy*
- 32 E: *Sure is*
- 33 G: *Mexico*
- 34 G: *China*
- 35 G: *The Seychelles*
- 36 G: *Russia*
- 37 G: *Djibouti*
- 38 E: *Djibouti*
- 39 G: *KanzakStan*
- 40 G: *Guatemala*
- 41 G *Kuwait*
- 42 E: *Wow*
- [Applause]
- 43 G: *Is there more?*
- 44 E: *That's all.*

This conversation is still taken from the same title of the transcript from the video “*Ellen Meets a 5-Year-Old Geography Expert*”, but the duration is started from 02.24-03.46 minutes. The topic of the interview above is still related to the skill of Nate Seltzer in recognizing all countries in the world, in this case Ellen used flags to test Nate. This excerpt contains of 24 preferred responses and 1 dispreferred response.

- The first is a question “*you can identify every single flag right ?*” in line 3, and the answer is in line 4 “*Yes, uh-hu*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- The second is in the utterance “*Alright, this is really impressive to me you're 5 years old ?*” in line 5, and the answer is “*Yes*” in line 6, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- The third is in line 7 “*what is this ?*”, and the answer is “*Canada*” in line 8, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- The next is in line 9 “*That is right, and this is?*”, and the answer is in line 10 “*Japan*” , this answer shows positive

response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.

- The fifth is in line 11 “*That is right, and this is?*”, the answer is in line 12 “*Denmark*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
  - The sixth is in line 13 “*That is right, and ?* (raising her voice while showing a picture of a flag)”, the answer is in line 14 “*Chad*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
  - The seventh is in line 15 “*Sure, um?*(raising her voice while showing a picture of a flag)”, the answer is in line 16 “*Estonia*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
  - The eighth is in line 17 “*Estonia* (repeating the answer of first pair part in a raising voice, while continuing to show a picture of a flag)”, then followed by answer from second pair part in line 18 “*The Maldives*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.

- The ninth is in line 19 “*That is right* (Ellen keeps continuing to show a picture of a flag)”, then followed by answer form second pair part in line 20 “*Nauru*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- In the next interview Ellen did not ask Nate Seltzer with question in form of utterance but only using a gesture of showing a picture of flag repeatedly for around four times, those are in line 22 “*Tonga*”, 23 “*Yemen*”, 24 “*The Gambia*”, 25 “*Bertrade*”, those answers show positive response or expected answer from the second pair part to the first pair part, therefore they are classified as preferred response.
- Then the next is in line 26 “*Are there more?*”, and the answer is in line 27 “*Yes, there is more*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- After that in line 28 “*what yeah there's more is this fun for you?*”, and the answer is in line 29 “*It is really fun*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.

- The utterance in line 30 “*It is really amazing. This is?*” (while showing a picture of a map)”, and followed by answer in line 31 “*Italy*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- Also in line 32 “*Sure, is ?* (keep showing a picture of a map)”, and the answer is in line 33 “*Mexico*”, this answer shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- In the next interview Ellen did not ask Nate Seltzer with question in form of utterance but only using a gesture of showing a picture of a map repeatedly for around seven times, those are in line 34 “*China*”, 35 “*The Seychelles*”, 36 “*Russia*”, 37 “*Djibouti*”, 39 “*KanzakStan*”, 40 “*Gautemala*”, 41 “*Kuwait*”, those answers show positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response.
- The last question and answer session is in line 43 “*Is there more?*”, and followed by answer in line 44 “*Thats all*”. This shows dispreferred response, because the answer indicates negative response or unexpected answer from the first pair part.

## 4. Excerpt 4

- 1 E: *But wait, I heard you want to design cars?*  
 2 G: *Mm-hmm*  
 3 E: *So I got you a little gift*  
 4 I think you're gonna like it a whole lot  
 5 G: *Uh-huh*  
 6 E: *Look at it come over here!*  
 [Applause]  
 7 G: *Oh my goodness*  
 8 E: *Isn't that way. Isn't that Great?*  
 9 G: *This is awesome*  
 10 E: *I know, that's yours*  
 11 G: *Dad, you really has to see this*  
 12 E: *Mommy does have to see this*  
 13 G: *It is made of flags auntie?*  
 14 E: *Of flags and the the wheels have globes on them*  
 15 *that's yours take that home! Alright ?*  
 16 G *Well thank you very much*  
 17 E: *Oh you are welcome.*

This conversation is still taken from the same title of the transcript from the video “*Ellen Meets a 5-Year-Old Geography Expert*”, but the duration is started from 03.48-04.30 minutes. In this session, Ellen gave a gift to Nate, that is a car with a unique design. In this excerpt of interview appears 8 preferred responses with some different features of it.

- The first one is a question in line 1 “*I heard you want to design cars?*”, then followed by an answer in line 2 “*Mm-hmm*”, this is classified into preferred response because it shows positive response or expected answer from second pair part.
- The next is an assessment in line 4 “*I think you're gonna like it a whole lot*”, then followed by an agreement in line 5 “*Uh-huh*”, this is

classified into preferred response because assessment and agreement are the sub menu of it.

- Later on, a request in line 6 *“Look at it! Come over here!”*, then followed by an acceptance in line 7 *“Oh my goodness”* is classified into preferred response also because it uses the feature of it, those are request and acceptance.
- The next is a question in line 8 *“Isn’t that great?”*, then followed by an expected answer or positive response in line 9 *“This is awesome”*, accordingly this is categorized as preferred response as well. For the next is an assessment in line 11 *“Dad, you really has to see this”*, then followed by a response from Ellen in line 12 *“Mommy does have to see this”*, this response indicates an agreement from Ellen, therefore this is also classified into positive response or expected answer from the second pair part, automatically this is the class of preferred response.
- The next is also a question in line 13 *“It is made of flags auntie?”*, then followed by an answer from Ellen in line 14 *“Of flags and the the wheels have globes on them”*, this answer shows positive response or expected answer from the second pair part, even Ellen gives additional information of it in order to clearly answer the question, therefore this is classified into preferred response.

- The next is a request in line 15 *“Thats yours. Take that home! Alright?”*, then followed by answer in line 16 *“Well , thank you very much”*, this shows an agreement from the second pair part to take the gift home, therefore it is classified into preferred response.
- The last is an utterance in line 16 *“Well, thank you very much”* which is directly followed by an answer in line 17 *“Oh you are welcome”*, this explicitly indicates positive response or expected answer from the second pair part, thus it is classified into preferred response.

#### 5. Excerpt 5

- 1 E: *Hey Nate how are you?*
- 2 G: *Good*
- 3 E: *Yeah it's good to see you again ,*  
*(Pause)*
- 4 *Okay*
- 5 *Say it's good to see you again too Ellen !*
- 6 G: *It's good to see you again too Ellen*
- 7 E: *Oh thanks, that's so sweet of you to say,*
- 8 *mmm so you beat Andy in the game you played.*
- 9 *how's that feel ?*
- 10 G: *Good*
- 11 E: *Yeah I bet you posted it on Instagram,*
- 12 *and you said you liked my trophy?*
- 13 G: *Uh hu*
- 14 E: *Yeah that's right, you're rubbing it in his face,*
- 15 *look at that! so we gave you some cheese balls last time you*  
*were here,*
- 16 *did you eat all of them?*
- 17 G: *We gave most of them to our friends*
- 18 E: *Oh that's nice of you, that's because we gave you a lot of*  
*them.*
- 19 *you didn't keep anything?*
- 20 G: *I did, I kept one of them.*



This conversation is taken from the transcript of a video under the title “Kid Geography Expert Nate Seltzer Is Back!”, the duration is started from 00.00-00.38 seconds. This part happened when Ellen was greeting Nate Seltzer in the beginning of the talkshow. In this part of excerpt, here are 5 sessions which indicate preferred response and 1 dispreferred response.

- The first is a question in line 1 “*Hey nate, how are you?*”, then followed by an answer in line 2 “*Good*”, this shows question and expected answer, in consequence this is classified into preferred response.
- The next is a request in line 5 “*Say it's good to see you again too Ellen !*”, then followed by an acceptance in line 6 “*it's good to see you again too Ellen!*”, this form of talk is classified into preferred response, because it uses request and an acceptance.
- Then, a question in line 9 “*How is that fell?*”, and it is answered by an utterance in line 10 “*Good*”, this answer represents positive response or expected answer, therefore it is categorized into preferred response.
- The next is a question in line 12 “*And you said you like my trophy?*”, then followed by an answer in line 13 “*Uh-hu*”, this also represents positive response or expected answer, therefore it is classified into preferred response.

- The last preferred response is showed in line 19 “*So you did not keep anything?*”, then followed by an answer in line 20 “*I did, I kept one of them*”, this is classified as preferred response because it shows positive response or expected answer.
- While the rest section which indicates dispreferred response is a question in line 16 “*Did you eat all of them?*” and an answer in line 17 “*We gave most of them to or friends*”, this section shows a question with a negative response or unexpected answer, therefore this is classified into dispreferred response.

#### 6. Excerpt 6

- 1 E: *Okay let's talk about this, you made something for me*  
 2 *because I gave you some Legos and you made this,*  
 3 *this is amazing, so this is my set, this is the Ellen Show?*  
 4 G: *Uh-hu*  
 5 E: *All right, well let's face this way so everyone can see it.*  
 6 *so where am i ? right here? Wearing a helmet?*  
 7 G: *Right there,*  
 8 E: *Okay tell me why I'm wearing a helmet ?*  
 9 G: *Because you want to go to the race car store*  
 10 E: *How come ?*  
 11 G: *Bb..bb.. I don't know I just wanted to make it*  
 12 E: *So I went to the race car store didn't have*  
 13 *time to take the helmet off before I started the program ?*  
 14 G: *Yes*  
 15 E: *And this is the audience?*  
 16 G: *Uh-hu*  
 17 E: *That's great who am I talking to?*  
 18 G: *Me*  
 19 E: *Oh this is you?*  
 20 G: *We can have black hair*  
 21 E: *Okay, okay that's fantastic, that's so good, that's really*  
 22 *good,*  
 23 *You really did make this?*  
 24 G: *Uh-hu*  
 24 E: *It's really good, you're very talented.*

This conversation is still taken from the transcript of a video under the title "Kid Geography Expert Nate Seltzer Is Back!", the duration is started from 00.40-01.31 minutes. In this moment, Ellen and Nate were discussing about a design made of legos by Nate, the design is about the set of Ellen show. In this section appears 7 preferred responses and 2 dispreferred responses.

- The preferred responses is located in the question "*this is the Ellen Show?*" in line 3, and an answer is in line 4 "*Uh-hu*", this shows a question with positive response or expected answer from second pair part, therefore it calls as preferred response.
- The next is a question in line 6 "*so where am i ? right here? Wearing a helmet?*" and an answer in line 7 "*Right there*", this also shows preferred response with positive response or expected answer.
- The next is a request in line 8 "*Tell me why I am wearing a helmet!*" and followed by a positive response or expected answer in line 9 "*Because you want to go to the race car store*", therefore this is the part of preferred response.
- After that, a question in line 12-13 "*So I went to the race car store didn't have time to take the helmet off before I started the program ?*", and followed a positive response in line 14 "*Yes*", therefore it is classified into preferred response.

- The next is a question in line 15 “*And this is the audience?* (while pointing the lego design at a certain point)”, then Nate answered with “Uh-huh” in line 16, this is called as preferred response as well.
- After that, a question in line 17 “*That’s great. Who am I talking to?*”, and a positive response or expected answer in line 18 “*Me*”, this is also categorized as preferred response.
- The last preferred response is a question in line 22 “*You really did make this?*”, and of course followed with positive response or expected answer in the following line 23 “*Uh-hu*”, this answer makes this part to be classified into preferred response.
- Whereas, the 2 dispreferred response also appear in this section, the first is located in a question in line 10 “*How come?*”, then followed by a negative response using doubt expression in the following line 11 “*Bbb...bb.. I don’t know, I just want to make it*”, this response is classified into unexpected answer as the sub menu of dispreferred response.
- The next is a question in line 19 “*Oh this is you?*”, and then instead of answering with yes or no, Nate even changing the subject by saying “*We can have a black hair*”, in line 20, therefore this is classified into dispreferred response.

#### 7. Excerpt 7

1 E: *Okay so let's show everybody when you're*  
 2 *really really, you're, see this is*  
 3 *impressive, so I'm gonna show you this is*  
 4 *a grid of a city and you're gonna tell*

- 5        *me what city and what state this is?*
- 6 G: *Los Angeles*
- 7 E: *This is Los Angeles, you know that everybody when you look at*
- 8        *that grid? all right and what is this?*
- 9 G: *Kandy*
- 10 E: *Kandy where's that?*
- 11 G: *Sri Lanka yes and it count*
- 12        *it looks like underpants. get it? Look! get it?*
- 13 E: *Sure I do. So that's Sri Lanka right? and then this is ?*
- 14 G: *Chicago*
- 15 E: *This is Chicago? how do you*
- 16        *know these things ? how can you tell that Chicago?*
- 17 G: *Because, I accidentally peeked*
- 18 E: *Cause what?*
- 19 G: *I peeked*
- 20 E: *Oooh*
- [Laughter]
- 21 E: *Well that's that's really great that you're being honest,*
- 22        *but the whole point is that you see them.*
- 23        *okay I'm gonna go way down here, what's this?*
- 24 G: *Poputo*
- 25 E: *Where is that?*
- 26 G: *Mozambique*
- 27 E: *I mean come on. Okay, where's this?*
- 28 G: *Transylvania*
- 29 E: *Where's that ?*
- 30 G: *Romania*
- 31 E: *Oh God, where's this?*
- 32 G: *Sofia*
- 33 E: *Sofia ?*
- 34 G: *Bulgaria*
- 35 E: *Yes. where's this?*
- 36 G: *Wellington*
- 37 E: *Wellington ?*
- 38 G: *In New Zealand*
- 39 E: *How do you know this is Wellington's?*
- 40 G: *Because it hasn't W right there*
- 41 E: *Well that gives it away all right. Where is this?*
- 42 G: *Canberra*

- 43 E: *Yeah in Australia?*  
 44 G: *Yes*  
 45 E: *How do you know that?*  
 46 G: *Because,...*  
 47 E: *Oh that right there okay and this is?*  
 48 G: *Cordova*  
 49 E: *Spain, yes*  
 50 E: *And this is?*  
 51 G: *Ice burg*  
 52 E: *Pennsylvania*  
 53 G: *Uh-huh*  
 54 E: *Yep and this is?*  
 55 G: *Wall wall Washington*  
 56 E: *Wall Wall Washington and where is this?*  
 57 G: *Springfield it won't only*  
 58 E: *And how do you know it's Springfield ?*  
 59 G: *Because there's a dragon here*  
 60 E: *Amazing all right you're incredible.*  
 61 *You are so smart I got you a gift you*  
 62 G: *Woow legos*

This conversation is still taken from the transcript of a video under the title " *Kid Geography Expert Nate Seltzer Is Back!* ", the duration is started from 00.54-04.26 minutes. In the conversation above is the moment when Ellen is interviewing Nate Seltzer still about the thing that Nate really loves, that is maps. There are 22 responses which indicate preferred responses. Those are divided into three kinds, the first is in form of 20 questions-answers, 1 request-acceptance and 1 assessment-agreement.

- Firstly, below are 20 forms of question-answer session:
  - A question in line 5 "*what state this is?*", and followed by an answer in line 6 "*Los angeles*".

- The next is question in line 8 *"Alright, what is this?"*, and an answer in line 9 *"Kandy"*.
- Then , question in line 10 *"Kandy, where is that?"*, and an answer in line 11 *"Sri Lanka"*.
- Question in line 13 *"and then this is ?"*, and an answer in line 14 *"Chicago"*.
- Line 16 *"how can you tell that Chicago?"* then followed by an answer in line 17 *"Because, I accidentally peeked(wispering to Ellen)"*.
- Line 18 *"Cause what?"*, and the answer in line 19 *"I peeked"*.
- Line 23 *"okay I'm gonna go way down here,what's this?"*, and the answer in line 24 *"Poputo"*.
- Line 25 *"Where is that?"*, and the answer in line 26 *"Mozambique"*.
- Line 27 *"Okay, where's this?"*, and the answer is in line 28 *"Transylvania"*.
- Line 29 *"Where is that?"*, and the answer in line 30 *"Romania"*.
- Line 31 *"Oh God, where's this?"*, and the answer is in line 32 *"Sofia"*.

- Line 35 “. *where's this?*”, and the answer is line 36 “*Wellington*”.
- Line 39 “*How do you know this is Wellington's?*”, and the answer in line 40 “*Because it hasn't W right there*”.
- Line 41 “*Well that gives it away all right. Where is this?*”, and the answer is in line 42 “*Canberra*”.
- Line 43 “*Yeah in Australia?*”, and the answer is in line 44 “*Yes*”.
- Line 47 “*Oh that right there okay and this is?*”, and the answer is in line 48 “*Cordova*”.
- Line 50 “*And this is?*”, and the answer is in line 51 “*Ice Burg*”.
- Line 54 “*Yep and this is?*”, and the answer is in line 55 “*Wall Wall Washington*”.
- Line 56 “*and where is this?*”, and the answer is in line 57 “*Springfield*”.
- Line 58 “*And how do you know it's Springfield ?*”, and the answer is in line 59 “*Because there's a dragon here*”

All of those twenty questions and answers above show positive responses or expected answers from the second pair part to the first pair part, therefore those all are classified into preferred response.



- Secondly, below is the preferred response in form of request-acceptance:

- The request-acceptance is located in line 12 “*it looks like underpants. get it? Look! get it?*”, then it is followed by an acceptance “*Sure, I do*” in line 13.

The agreement of the request above shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response as well.

- Thirdly, below is the preferred response in form of assessment-agreement:

- The assessment-agreement is located in line 61 “*You are so smart I got you a gift you*”, then it is followed by an agreement in line 62 “*Woooow Legos*”.

The acceptance to the assessment above shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response as well.

#### 8. Excerpt 8

- 1 E: *You have so many talents,*
- 2 *You're so smart in so many different ways.*
- 3 *And then I just learned that you wrote a movie?*
- 4 G: *Yes*
- 5 E: *OK, what is the name of the movie?*
- 6 G: *Calmed.*
- 7 E: *Calmed? OK, and what's it about?*
- 8 G: *A pirate.*
- 9 E: *It's about a pirate?*

- 10 OK, so you drew storyboards,  
 11 which is how people make movies.  
 12 So he drew storyboards.  
 13 So you're going to describe what's happening here.  
 14 G: He's sailing on a sailboat.  
 15 E: He's sailing on a sailboat, OK.  
 16 And then what happens here?  
 17 G: He, mm gets on an island.  
 18 E: OK, he lands on the island. And then?  
 19 G: He sits on a chair on the island.  
 20 E: He goes to the island and sits?  
 21 There's a chair on the island? OK.  
 22 And then what happens?  
 23 G: He explores a cave.  
 24 E: He goes to a cave and he explores a cave.  
 25 And then? What happens?  
 26 G: Then, a bear comes out of the cave.  
 27 E: A bear comes out of the cave and he's frightened?  
 28 G: Yes.  
 29 E: OK, and then what happens?  
 30 G: He calms down.  
 [LAUGHTER]  
 31 E: I understand now the concept of the movie.  
 32 So he calms down and then  
 33 he sits down on the chair again?  
 34 G: Mm-hm.  
 35 E: OK.  
 36 G: And then, he gets on the ship again?  
 37 E: He gets on the ship and then?  
 38 G: He sails and he sees his friend.  
 39 E: And then he lives happily ever after?  
 40 G: Uh-huh.  
 41 E: That's wonderful.  
 42 This is a good movie.  
 43 This is a really good movie.  
 [APPLAUSE]  
 44 I think it would be a great movie.  
 45 I think somebody should make that as a movie, don't you?  
 46 G: Mm-hm.

- 47 E: *OK, well we want to help you out.*  
 48 *We made a trailer so that it would get attention.*  
 49 *Let's watch the trailer of your movie.*  
 50 E: *Yay.*  
 51 *It's a good movie.*  
 52 *It's a good movie.*  
 53 G: *It is?*  
 54 E: *Yes it is.*

The conversation above is taken from the transcript of a video under the title “*Ellen Helps Make Kid Expert Nate Seltzer's Movie Dream Come True*”, the duration is started from 00.00-02.30minutes. The topic which is discussed in above conversation by Ellen and Nate is about a story of a movie which is made by Nate Seltzer. There are 14 preferred responses found from the above conversation, the 13 are in form of question-answer, 1 is in form of request-agreement, while the rest one is in form of assessment-agreement.

- Firstly, I will present those 12 questions and answers from the conversation above which indicate preferred responses below:
  - A question in line 3 “*And then I just learned that you wrote a movie?*”, then it is answered in line 4 with “*Yes*”.
  - A question in line 5 “*OK, what is the name of the movie?*”, then it is followed by an answer in line 6 with “*Calmed*”.
  - A question in line 7 “*Calmed? OK, and what's it about?*”, then it is answered in line 8 with “*A pirate*”.

- A question in line 16 *“And then what happens here?”*, then it is answered in line 17 *“He, mm gets on an island”*.
- A question in line 18 *“OK, he lands on the island. And then?”* it is followed by an answer in line 19 *“He sits on a chair on the island”*.
- A question in line 22 *“And then what happens?”* then it is answered in line 23 with *“He explores a cave”*.
- A question in line 25 *“And then? What happens?”* and it is answered in line 26 with *“Then, a bear comes out of the cave”*.
- A question in line 27 *“A bear comes out of the cave and he's frightened?”*, then followed by an answer in line 28 with *“Yes”*.
- A question in line 29 *“OK, and then what happens?”*, then followed by an answer in line 30 *“He calms down”*.
- A question in line 33 *“he sits down on the chair again?”*, then answered in line 34 with *“Mm-hmm”*.



- A question in line 37 “*He gets on the ship and then?*”, and it is answered in line 38 with “*He sails and he sees his friend*”.
- A question in line 39 “*And then he lives happily ever after?*”, then it is answered in line 40 with “*Uh-huh*”.

All of those twelve questions and answers above show positive responses or expected answers from the second pair part to the first pair part, therefore those all are classified into preferred response.

- Secondly, I will present 1 of the preferred response from the conversation above in form of request-agreement below:
  - The request and agreement which indicates preferred response is located in line 13 “*So you're going to describe what's happening here!*”, and then it is followed by an answer in line 14 with an explanation “*He's sailing on a sailboat*”.

The agreement of the request above shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response as well.

- Thirdly, I will present 1 of the preferred response from the conversation above in form of assessment-acceptance below:
  - The assessment-agreement which indicates preferred response is located in line 45 “*I think somebody should*”

*make that as a movie, don't you?"*, and then it is responded by Nate with “*Mm-hmm*” in line 46.

The acceptance to the assessment above shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response as well.

#### 9. Excerpt 9

- 1 E: *Nate, I'm so happy to see you again.*
- 2 G: *I'm so happy to see you, too.*
- 3 E: *OK and you've turned six years old since I saw you.*
- 4       *What's changed? Has your musical taste changed?*
- 5       *I heard you have a more mature taste in music.*
- 6 G: *Um, mhm. And I have favorite bands.*
- 7 E: *Who are they?*
- 8 G: *Genesis and Pink Floyd.*
- 9 E: *Genesis and Pink Floyd? Wow.*
- 10       *How did you get turned on to them?*
- 11       *Do your parents listen to them?*
- 12 G: *Yeah.*
- 13 E: *And what's your favorite Pink Floyd song?*
- 14 G: *Another Brick in the Wall.*
- 15 E: *That's a good one. That's a good one.*
- 16       *Does your Valentine like the same music you do?*
- 17       *I heard you had a Valentine.*
- 18 G: *Mhm. I do have a Valentine.*
- 19 E: *Tell me about her!*
- 20 G: *Her name is Bella.*
- 21 E: *Uh-huh. Where did you meet Bella?*
- 22 G: *At school. She's one of my schoolmates.*
- 23 E: *I see. And does she like Genesis and Pink Floyd as well?*
- 24 G: *I don't know. I never asked her.*
- 25 E: *Do you-- but you all talk about other stuff.*
- 26 G: *Yes.*
- 27 E: *Yeah. Does she know how smart you are with all the stuff--*
- 28 G: *Yes.*
- 29 E: *With all of the stuff that you have.*

- 30 G: *Yes, uh-huh*  
 31 E: *Oh, OK. All right.*

The conversation above is taken from the transcript of a video under the title “*Geography Expert Nate Seltzer Talks Bodies of Water and Pink Floyd*”, the duration is started from 00.00-01.07 minutes. The topic which is discussed by Ellen and Nate Seltzer is about the changing of Nate due to the increase of his age. From the excerpt of conversation above appears 10 preferred responses, 9 of them are in form of question-answer, and the rest 1 is in form of request-agreement. It also appears 1 dispreferred response in form of question-answer.

- Firstly, I will present 9 preferred responses in form of question-answer below:
  - In line 4 “*What's changed? Has your musical taste changed?*”, then it is followed by an answer in line 6 with “*Um, mhm. And I have favorite bands.*”
  - In line 7 “*Who are they?*”, then it is answered in line 8 with “*Genesis and Pink Floyd*”.
  - In line 11 “*Do your parents listen to them?*”, then it is answered in line 12 with “*Yeah*”.
  - In line 13 “*And what's your favorite Pink Floyd song?*”, then it is followed by an answer in line 14 “*Another Brick in the Wall*”.

- In line 16 “*Does your Valentine like the same music you do?*”, then it is answered in line 18 with “*Mhm. I do have a Valentine*”.
- In line 21 “*Uh-huh. Where did you meet Bella?*”, then it is followed by an answer in line 22 “*At school. She's one of my schoolmates*”
- In line 25 “*Do you-- but you all talk about other stuff?*”, then it is answered in line 26 with “*Yes*”.
- In line 27 “*Does she know how smart you are with all the stuff?*”, then it is followed by an answer in line 28 with “*Yes*”.
- In line 29 “*With all of the stuff that you have?*”, then it is answered in line 30 with “*Yes, uh-huh*”.

All of those nine questions and answers above show positive responses or expected answers from the second pair part to the first pair part, therefore those all are classified into preferred responses.

- Secondly, I will present 1 of the preferred response from the conversation above in form of request-agreement below:
  - The request and agreement which indicates preferred response is located in line 19 “*Tell me about her*”, then it is directly replied in the following line 20 with “*Her name is Bella*”.



The agreement of the request above shows positive response or expected answer from the second pair part to the first pair part, therefore it is classified as preferred response as well.

- Thirdly, I will present the dispreferred response from the excerpt of the conversation above, below:
  - The dispreferred response is in form of question and answer, and it is located in line 23 “*I see. And does she like Genesis and Pink Floyd as well?*”, then it is answered in line 24 with “*I don't know. I never asked her*”.

The answer in line 24 shows a negative response or unexpected answer from the the second pair part to the first pair part. The answer expresses doubt from the second pair part, therefore it is classified into dispreferred response because expressing doubt is the feature of it.

### **3.2 Conversational Style**

All in all, after analysing the transcripts of those four videos, I am going to identify the conversational style used by Ellen and Nate Seltzer as a children guest in the Ellen show who is being analysed in this research. Concerning to the way of having conversation throughout those videos, Ellen is a High involvement person which means that she is very active and energetic in interviewing the guest during the talkshow, sometimes she also excitedly jumps in to share everything on her mind, in last she frequently speaks very fast as well. In case of Ellen talkshow, Ellen as the

host must be very involved in the process of the talkshow itself. Seeing that Ellen is the leader of the talkshow, therefore Ellen has to be able to lead, control and make the flow of the talkshow runs well, conducive and effective. Accordingly, she is classified into high involvement person. While, Nate as the children guest is categorized as a High consideration person. This is caused by the phenomenon that Nate was mostly listening to the Ellen until she finished her question, then after that Nate will answer the question adequately. Nate is very polite to wait Ellen finishing her speaking in many ways. Thereof, Nate is categorized as High consideration person.



## CHAPTER IV

### CONCLUSION AND SUGGESTION

After analysing the data in the Ellen show, I conclude the findings and provide suggestion. The conclusion is obtained based on the analysis to answer the problem of the study or the research question as stated in chapter one.

Afterwards, I enclose the suggestion. This suggestion is intended to provide information for the academic readers, people who want to lead a talkshow and particularly the next researchers who want to conduct the similar study or to continue this study.

#### 4.1 Conclusion

After analysing all of the obtained data, I found that there are 104 excerpts that shows preferred response and 13 excerpts that show dispreferred response. All of the responses have been appropriate with the features of preferred and dispreferred responses. The features of preferred response which appear in the data are question and expected answer, request and agreement, and the last is assessment and acceptance. Those three features are the sub menu of preferred response which is proposed by Yule (2008) in a form of table in the previous chapter. While the 13 dispreferred response appear in the data as well. The features of it are question and unexpected answer, request and refusal, and the last is assessment and disagreement. From the amounts of the preference structure above, the most appeared responses from the data is preferred response. This means that Ellen has been successfully lead the talkshow with Nate sheltzer who is a child guest. It can be seen from the response

of the questions which almost all of them show positive response, therefore the flow of the talkshows have run very smoothly and effectively. Eventough Nate Sheltzer is a kid, but because he is a genius kid, therefore he could get along with Ellen during the talkshow pleasantly. This is cuased by Ellen who has made very good and effective questions which are related to the passion of the guest. In short, a talkshow with children guest is possible to be conducted.

However, the presence of dispreferred responses are also can not be denied. It can be seen from the analysis of the data in the previous chapter which show that there are 13 dispreferred response. Those dispreferred responses do not definitely change the whole part of the talkshow, specifically the flow of the talkshow. Most of the negative responses or dispreferred response in the data do not caused by the question which is too difficult to be answered by Nate or the unclear speaking by Ellen. Besides, it is because Nate do not want to answer the question, or to agree with the request or even to accept the assessment. Somtimes, Nate consider his answer to be said. Nevertheless, the main point is that Ellen has made such a great talkshow with a kid namely Nate Sheltzer. This is because Ellen has been able to improve and modify the question and situation into very attractive way. Whoever the guests are, a show host must be able to discover and mastered about the guest in a good way, or at least about the passion of them.

In addition, the style of the conversation of a show host must be determined as well. Most of show hosts is High involvement person in having conversation with the guests. This is very normal situation, in which show host tend to be very active and

energetic in interviewing the guests. Nevertheless, it will little bit different when the show host is very silent and not going to be involved in the talkshow. Therefore, Ellen has done a great job in this case.

#### **4.2 Suggestion**

After conducting this study, the researcher hopes that other researchers use different context in analysing preference structure and conversational style, such as in an academic programs like seminar, presentation, debate, or a meeting. It will show how preference structure from the formal ways will appear. Concerning to the significance of this study that is to know how is the use of preference structure in the Ellen show, the researcher hopes that this research will be useful in giving information about how people who want to lead a talkshow with children guest as well should be conducted. Since this study only focuses on preference structure and conversational style used by Ellen and Nate Sheltzer in the Ellen show, may be the next researcher can add a topic about cooperative principal in order to discover the more unique finding and discussion about conversation analysis

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## APPENDIX

No.	Collecting Data	Analysing Data			
		Conversational Style		Preference Structure	
		High Involvement Style	High Consideration style	Preferred Response	Dispreferred Response
1.	<i>E: You memorize the entire globe right?</i>	√			√
	<i>G: Uh-huh.</i>		√		
2.	<i>E: Do you have a favorite state in the in the United States ?</i>	√			√
	<i>G: Yes</i>		√		
3.	<i>E: What is it?</i>	√		√	
	<i>G: Missouri</i>		√		
4.	<i>E: Oh Missouri, why is that?</i>	√		√	
	<i>G: Cause it starts with the M</i>		√		
5.	<i>E: So does Montana ?</i>	√			√
	<i>G: And the Michigan, Massachusetts, and Maryland in Maine</i>		√		
6.	<i>E: Yeah and Main, but still you chose, yeah anything else uh ? Missisipi?</i>	√			√



	<i>G: Hahaha</i>		√		
7.	<i>E: But so how come Missouri ?</i>	√			√
	<i>G: -</i>		√		
8.	<i>E: you just like It?</i>	√			
	<i>G: Yeah</i>		√	√	
9.	<i>E: tell me about these maps right here! okay ?</i>	√			√
	<i>G: First let's choose this one!</i>		√		
10.	<i>E: Okay . which one ?</i>	√			
	<i>G: First</i>		√	√	
11.	<i>E: This one?</i>	√			√
	<i>G: Uh no no, that is not a Map that's not a map no, that's a house</i>		√		
12.	<i>E: Oh look at that!</i>	√			√
	<i>G: Have a look!</i>		√		
13.	<i>E: Yeah it is smaller than I remember all right um tell me about this map !</i>	√		√	
	<i>G: Okay</i>		√		
14.	<i>G: first we'll start with Antartica !</i>	√		√	

	<i>E: Okay Okay</i>		√		
15.	<i>G: See this!</i>	√			
	<i>E: Oh Wow!</i>		√	√	
16.	<i>E: what is this right here?</i>	√		√	
	<i>G: That's Russia</i>		√		
17.	<i>E: And what is that on Russia ?</i>	√			√
	<i>G: It's really funny</i>		√		
18.	<i>E: What is it?</i>	√			
	<i>G: Trump</i>		√	√	
19.	<i>E: why is Trump on Russia?</i>	√		√	
	<i>G: Cause he likes Russia</i>		√		
20.	<i>E: And what else do we have?</i>	√		√	
	<i>G: That's Africa</i>		√		
21.	<i>E: And and who's there?</i>	√		√	
	<i>G: Um, this is the pyramid of Giza</i>		√		
22.	<i>E: and then that looks like termites or bumble bees or something ?</i>	√			√
	<i>G: No</i>		√		

23.	<i>E: What is it?</i>	√		√	
	<i>G: Um that's a tiger</i>		√		
24.	<i>E: you can identify every single flag right ?</i>	√		√	
	<i>G: Yes, Uh huh</i>		√		
25.	<i>E: Alright, this is really impressive to me you're 5 years old ?</i>	√		√	
	<i>G: Yes</i>		√		
26.	<i>E:And I like, what is this ?</i>	√		√	
	<i>G: Canada</i>		√		
27.	<i>E:That is right and this is ?</i>	√		√	
	<i>G: Japan</i>		√		
28.	<i>E: That's right and this is?</i>	√		√	
	<i>G: Denmark</i>		√		
29.	<i>E:That's right and?</i>	√		√	
	<i>G: Chad</i>		√		
30.	<i>E: Sure um?</i>	√		√	
	<i>G:Estonia</i>		√		
31.	<i>G: Are there more?</i>	√		√	
	<i>E: Yeah, there is more.</i>		√		

32.	<i>E: Is this fun for you?</i>	√		√	
	<i>G:It's really fun</i>		√		
33.	<i>E:It's really amazing This is?</i>	√		√	
	<i>G:Italy</i>		√		
34.	<i>G: Is there more?</i>	√			√
	<i>E: That's all.</i>		√		
35.	<i>E: But wait, I heard you want to design cars?</i>	√		√	
	<i>G: Mm-hmm</i>		√		
36.	<i>E: So I got you a little gift. I think you're gonna like it a whole lot</i>	√		√	
	<i>G:Uh-huh</i>		√		
37.	<i>E: Look at it come over here!</i>	√		√	
	<i>G: Oh my goodness</i>		√		
38.	<i>E: Isn't that way. Isn't that Great?</i>	√		√	
	<i>G:This is awesome</i>		√		
39.	<i>G: Dad, you really has to see this</i>	√		√	
	<i>E: Mommy does have to see this</i>		√		
40.	<i>G: It is made of flags auntie?</i>	√		√	
	<i>E: Of flags and the the wheels have globes on</i>		√		

	<i>them</i>				
41.	<i>E: that's yours take that home! Alright ?</i>	√		√	
	<i>G :Well thank you very much</i>		√		
42.	<i>G : Well thank you very much</i>	√		√	
	<i>E:Oh you are welcome.</i>		√		
43.	<i>E: Hey Nate how are you?</i>	√		√	
	<i>G: Good</i>		√		
44.	<i>E: Say it's good to see you again too Ellen !</i>	√		√	
	<i>G: It's good to see you again too Ellen</i>		√		
45.	<i>E: Oh thanks, that's so sweet of you to say,mmm so you beat Andy in the game you played. How's that feel ?</i>	√		√	
	<i>G: Good</i>		√		
46.	<i>E: Yeah I bet you posted it on Instagram, and you said you liked my trophy?</i>	√		√	
	<i>G: Uh hu</i>		√		
47.	<i>E: Yeah that's right, you're rubbing it in his face,look at that! so we gave you some cheese balls last time you were here, did you eat all of them?</i>	√		√	

	<i>G: We gave most of them to our friends</i>		√		
48.	<i>E: Oh that's nice of you, that's because we gave you a lot of them. you didn't keep anything?</i>	√		√	
	<i>G: I did, I kept one of them.</i>		√		
49.	<i>E: Okay let's talk about this, you made something for me because I gave you some Legos and you made this, this is amazing, so this is my set, this is the Ellen Show?</i>	√		√	
	<i>G: Uh-hu</i>		√		
50.	<i>E: All right, well let's face this way so everyone can see it. so where am i ? right here? Wearing a helmet?</i>	√		√	
	<i>G: Right there</i>		√		
51.	<i>E: Okay tell me why I'm wearing a helmet ?</i>	√		√	
	<i>G: Because you want to go to the race car store</i>		√		
52.	<i>E: How come ?</i>	√			√
	<i>G: Bb..bb.. I don't know I just wanted to make it</i>		√		

53.	<i>E: So I went to the race car store didn't have time to take the helmet off before I started the program ?</i>	√		√	
	<i>G: Yes</i>		√		
54.	<i>E: And this is the audience?</i>	√		√	
	<i>G: Uh-hu</i>		√		
55.	<i>E: That's great who am I talking to?</i>	√		√	
	<i>G: Me</i>		√		
56.	<i>E: Oh this is you?</i>	√			√
	<i>G: We can have black hair</i>		√		
57.	<i>E: Okay, okay that's fantastic, that's so good, that's really good, You really did make this?</i>	√		√	
	<i>G:Uh-hu</i>		√		
58.	<i>E: Okay so let's show everybody when you're really really, you're, see this is impressive, so I'm gonna show you this is a grid of a city and you're gonna tell me what city and what state this is?</i>	√		√	
	<i>G:Los Angeles</i>		√		
59.	<i>E: This is Los Angeles, you know that</i>	√		√	

	<i>everybody when you look at that grid? all right and what is this?</i>				
	<i>G: Kandy</i>		√		
60.	<i>E: Kandy where's that?</i>	√		√	
	<i>G: Sri Lanka</i>		√		
61.	<i>G: it looks like underpants. get it? Look! get it?</i>	√		√	
	<i>E :Sure I do.</i>		√		
62.	<i>E: So that's Sri Lanka right? and then this is ?</i>	√		√	
	<i>G: Chicago</i>		√		
63.	<i>E: This is Chicago? how do you know these things ? how can you tell that Chicago?</i>	√		√	
	<i>G: Because, I accidentally peeked</i>		√		
64.	<i>E: Cause what?</i>	√		√	
	<i>G: I peeked</i>		√		
65.	<i>E: Okay I'm gonna go way down here,what's this?</i>	√		√	
	<i>G: Poputo</i>		√		
66.	<i>E: Where is that?</i>	√		√	



	<i>G: Mozambique</i>		√		
67.	<i>E: I mean come on. Okay, where's this?</i>	√		√	
	<i>G: Transylvania</i>		√		
68.	<i>E: Where's that ?</i>	√		√	
	<i>G: Romania</i>		√		
69.	<i>E: Oh God, where's this?</i>	√		√	
	<i>G: Sofia</i>		√		
70.	<i>E: Yes. where's this?</i>	√		√	
	<i>G: Wellington</i>		√		
71.	<i>E: How do you know this is Wellington's?</i>	√		√	
	<i>G: Because it has W right there</i>		√		
72.	<i>E: Well that gives it away all right. Where is this?</i>	√		√	
	<i>G: Canberra</i>		√		
73.	<i>E: Yeah in Australia?</i>	√		√	
	<i>G: Yes</i>		√		
74.	<i>E: How do you know that?</i>	√		√	
	<i>G: Because,...</i>		√	√	
75.	<i>E: Oh that right there okay and this is?</i>	√		√	

	<i>G: Cordova</i>		√		
76.	<i>E: And this is?</i>	√		√	
	<i>G: Ice burg</i>		√		
77.	<i>E: Yep and this is?</i>	√		√	
	<i>G: Wall wall Washington</i>		√		
78.	<i>E: Wall Wall Washington and where is this?</i>	√		√	
	<i>G: Springfield</i>		√		
79.	<i>E: And how do you know it's Springfield ?</i>	√		√	
	<i>G: Because there's a dragon here</i>		√		
80.	<i>E: Amazing all right you're incredible. You are so smart I got you a gift you</i>	√		√	
	<i>G: Woow legos</i>		√		
81.	<i>E: You have so many talents, You're so smart in so many different ways, And then I just learned that you wrote a movie?</i>	√		√	
	<i>G: Yes</i>		√		
82.	<i>E: OK, what is the name of the movie?</i>	√		√	

	<i>G: Calmed.</i>		√		
83.	<i>E: Calmed? OK, and what's it about?</i>	√		√	
	<i>G: A pirate.</i>		√		
84.	<i>E: It's about a pirate?OK, so you drew storyboards,which is how people make movies. So he drew storyboards. So you're going to describe what's happening here.</i>	√		√	
	<i>G: He's sailing on a sailboat.</i>		√		
85.	<i>E: He's sailing on a sailboat, OK. And then what happens here?</i>	√		√	
	<i>G: He, mm gets on an island.</i>		√		
86.	<i>E: OK, he lands on the island. And then?</i>	√		√	
	<i>G:He sits on a chair on the island.</i>		√		
87.	<i>E: He goes to the island and sits?And then what happens?</i>	√		√	
	<i>G:He explores a cave.</i>		√		
88.	<i>E: He goes to a cave and he explores a cave. And then? What happens?</i>	√		√	
	<i>G: Then, a bear comes out of the cave.</i>		√		
89.	<i>E: A bear comes out of the cave and he's frightened?</i>	√		√	

	<i>G: Yes.</i>		√		
90.	<i>E: OK, and then what happens?</i>	√		√	
	<i>G: He calms down.</i>		√		
91.	<i>E: I understand now the concept of the movie. So he calms down and then he sits down on the chair again?</i>	√		√	
	<i>G: Mm-hm.</i>		√		
92.	<i>G: And then, he gets on the ship again.</i>	√		√	
	<i>E: He gets on the ship and then?</i>		√		
93.	<i>E: He gets on the ship and then?</i>	√		√	
	<i>G: He sails and he sees his friend.</i>		√		
94.	<i>E: And then he lives happily ever after?</i>	√		√	
	<i>G: Uh-huh.</i>		√		
95.	<i>E: I think somebody should make that as a movie, don't you?.</i>	√		√	
	<i>G: Mm-hm</i>		√		
96.	<i>E: OK, well we want to help you out. We made a trailer so that it would get attention. Let's</i>	√		√	
	<i>watch the trailer of your movie.</i>				
	<i>G: (Watching movie)</i>		√		
97.	<i>E: Yay. It's a good movie. It's a good movie.</i>	√		√	

	<i>G: It is?</i>		√		
98.	<i>G: It is?</i>	√		√	
	<i>E: Yes it is.</i>		√		

