The Adjacency Pairs in the Bing Bunny Animated Series

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ABSTRACT

An animated series narrated about a preschool bunny named Bing shows how he interacts with the world around him with the support of his caretaker through little everyday experiences. The goal of this study is to explore the pattern of adjacency pairs among Bing and his friends with their caregivers in the Bing Bunny animated series. This study applied qualitative methods and conversational analysis. The data was gathered from the conversation of all characters in Bing Bunny's official channel on YouTube. The result shows that adjacency pairs in five episodes of the Bing Bunny animated series consist of 10 types. They are greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimization, assertion-agreement, announcement-acknowledgement. The adjacency pair patterns reveal the successful engagement among the children and the caregivers. The exposure of adjacency pairs to children will contribute to language acquisition, cognitive development, social understanding, and overall learning.

Keywords: *adjacency pairs, Bing Bunny, animated series, children*

1. Introduction

Conversation between parents and children shows the connection and increases the children's intelligence. Numerous studies suggest that children's vocabulary development and academic success are influenced by meaningful family conversations. (Knight, 2017). To discover and describe the factors in children's language acquisition, both in terms of grammatical and social competence, conversations with young children have been studied (Filipi, 2009). In addition, Bodur et al.(2021) explained that at the intersection of social, cognitive, and linguistic development, the investigation of how children acquire conversational skills is a significant scientific frontier with significant applications in child-focused AI, education, and health care. Furthermore, it was reported that children were happier when they had more conversations with their parents and were exposed to structural parenting attitudes that provided guidelines (Mun & Lee, 2021).

Conversations between parents and children can reflect how parents support children's learning process. Parents could be biological or nonbiological caregivers (e.g., adoptive or stepparents), and parent-child communication takes place at all ages and developmental stages of the child. In addition, In terms of children's social language turn-taking, parental language input is one of the best predictors of language achievement. (Ramirez et al., 2019). By the mid-1970s, psychologists, linguists, and anthropologists were discussing the negotiated social construction of such parent-child interactions (Heath & Thomas, 1992).

Conversation contains turn-taking of the speakers in a talk. Schegloff, (2007) defines turn-taking as a sort of serial organization which entails the relative arrangement of speakers, turn-constructional units, and different kinds of utterance. The general structural arrangement is a kind of

series organization; determined by its pattern, some types of actions/speech are initially placed in a talk (e.g., greetings) and others at the end of the talk (e.g., arrangement-making, farewells). Levinson, (1983) explains turn-taking in conversation can be one speaker, A, who speaks and then stops, while another, B, begins, speaks, and then stops, setting up an A-B-A-B-A-B pattern between two speakers. All sequences of turns can be checked to figure out what types of action are being progressively assigned through them, what possible answers are being made relevant, what results are being achieved, and what organization patterns are being completed, assigned, or intended. That is, turn sequences have a pattern and can be checked to see where they are from, what is being conducted through them, and where they might be going (Schegloff, 2007).

Adjacency pair is the part of conversation analysis which shows two utterance sequences. Sack (in Purwoko, 2008) argues that the notion of adjacency pair entails (1) utterance, (2) generated by various participants, (3) organized as one first section and one-second section, (4) has a category, so that a certain first part needs a certain second part. Schegloff (2007) states that an adjacency pair is a sequential shift from the speaker to his or her partner. The conversation consists of a regular sequence as spoken by the speaker and the partner. Such sequences are expected to be interrelated.

In short, the adjacency pair is central to sequence organization and provides a powerful tool for determining how speakers organize their speech. Schegloff, (2007) elaborates that an adjacency pair has the following characteristics in its most basic, unexpanded form: (a) two turns, (b) by different participants, (c) adjacently placed; that is, one after the other, (d) these two turns are relatively ordered; that is, they are differentiated into "first pair parts" and "second pair parts". The first pair of parts are utterance types such as question, request, offer, invitation, announcement, and so on - these are the types that initiate some exchanges. The second pair of parts are utterance types like answer, grant, reject, accept, decline, agree/disagree, acknowledge, and so on. (e) pair-type related; that is, not every second pair part can follow any first pair part properly. Adjacency pairs make up pair types, which are exchanges like greeting-greeting, question-answer, offer-accept/decline, and so on. In the second part format of the adjacency pair, is related to preferred and dispreferred. Levinson, (1983) draws a correlation of content and format in the adjacency pair second part namely preferred and dispreffered. Pattern for the preferred second part in the adjacency pair are request-acceptance, offer/invite-acceptance, assessment-agreement, question-expected answer and blame denial, while for dispreferred second part comprise request-refusal, offer/invite-refusal, assessment-disagreement, question-unexpected answer/ non-answer and blame-admission.

Some research about adjacency pairs has been undergone by some researchers. Iswara et al. (2019) investigated adjacency pairs pattern in a roundtable talk participated by Susi Pudjiastuti. The adjacency pair patterns found are greeting, assessment, request, announcement, question, offer, and assertion. The pattern indicates that to foster cooperation within the conversation itself, the participants in the discussion have opportunities to speak, express their ideas and pose questions. Widiyastuti & Rustono (2018) analyzed adjacency pairs in the international interaction of high school students and teachers. The outcomes indicated that eleven adjacency pairs, including the interlocutor of greeting, call-answer, complaint-aid, complaint-apologies, request-allow, request-giving information, request-offer, request-acceptance, assignment-approval, offer-acceptance, and proposal-acceptance are beneficial as a contribution to teachers the existence of specific linguistic features of high school students that need to be taken into account. Wiratno et al., (2018) look into adjacency pairs and implicature of President Joko Widodo's talk in the episode of Di Balik Dinding Istana of the Mata Najwa TV Program. The talk show has 18 adjacency pair structures, eleven of which are preferred adjacency pairs and the rest are dispreferred adjacency pairs. The preferred adjacency pairs' structures are a reflection of President Joko Widodo's approach to answering Najwa

Shihab's inquiries about Indonesia's political climate, which is anticipated to be secure, tranquil, stable, and comfortable to avoid upsetting and dividing the Indonesian general public.

The previous research on adjacency pairs tends to take adult context in the politics and higher education domain as the object of research. However, the issues of communication patterns between children and their parents or caregivers become crucial for children's development to gain a better future and national development in the wider context. Communication patterns greatly influence children's personality so parents should have a good communication pattern (Kusumawati et al., 2019). A good and effective communication pattern demonstrates good values that guide children to be empathetic, sympathetic, honest and have interactive conversations (Hidayah et al., 2022). Lestari et al. (2020) emphasize that communication pattern with conversation orientation is shown by the close relationship among family members which is shown by interacting with each other, freely expressing opinions, having discussion routines and inviting children to make decisions. To fill the gap of the object and concern on parent-children conversation, it is taken a children's animated series as the object of research which draws the realization of conversation between a toddler and his caretaker and it is specifically discuss adjaceny pairs as the element of conversation pattern. Animated series now become the one of exposure for children at home. Children who learn at home, for instance, by becoming habituated to watch movies with instructional elements, especially good character, might develop excellent character (Arsyad et al., 2021). One of the many things that young children engage in is watching animated cartoon television. Children have a great tendency to imitate all they see when they are young. This is essential since children are exposed to and regularly watch a variety of animated cartoon films, which definitely affects their character and personality (Fardani & Lismanda, 2019)

Bing is an animated series created by Acamar Films, Brown Bag Films, Tandem Films, and Digitales Studios, based on Ted Dewan's books with the same title 'Bing. The main character of the series is Bing, a fun-loving preschool rabbit. He lives with his caregiver named Flop who guides him to experiment with various activities and help him to solve problem. Bing has some friends namely Sula, Pando, Coco and Charly. His friends also have caregivers. Sula's caregiver is Amma and Pando's caregiver is Padget. According to (Kepins, 2022), what makes Bing the best show for kids are the bright and colourful visual, Bing's world with his friends which always show fun learning, and the way the caregiver faces the child's trouble which is gentle. The caregiver regards that it is okay to make mistakes so the child can learn from that. Based on the information stated in Bing's official channel on YouTube (Phelan, 2015), the production process was completed with full support from specialist educational and child development experts. Therefore, it is considered that the series emphasizes the big stories in children's life moments, and is designed to encourage young children to gain balanced social and emotional growth.

In the UK, it was first aired in 2014. Then, Acamar Film made the Bing series available on YouTube in English in 2018. In addition, there are also Bing's YouTube channels in various languages such as Greek, Croatian, Latvian, Polish, German, Italian, Dutch, Spanish, French, Russian, Malaysian and Indonesian. Hence, international viewers from many countries have been able to watch the series.

In the context of Indonesian children's characters, Kurniasih & Ramadhianti (2022) investigated the character values in the Bing Bunny animated series based on the characters formulated by the Education and Culture Ministry. Several characters such as curious, creative, friendly, caring and responsible are revealed. From that study, it is clear to sum up that the characters portrayed in the Bing Bunny animated series are appropriate for Indonesian children. As long as this research is part of conversation analysis on toddler interactions, it has some benefits such as giving

us new information that can have a significant impact on the quality of children's care and education and providing teachers with perspectives and opportunities for reflection on their instructional methods (Gunnarsdottir & Bateman, 2017). Besides, this research also potential to become useful material in the context of teaching English to young learners. In the study conducted (Nurnaningsih, 2021), many young mothers need teaching media for their children to teach English. Therefore, examples of adjacency pairs in the Bing animated series are relatable to the child's daily life and can be taught to children both at home with parents or in the classroom with teachers. Moreover, audio-visual media in the form of cartoon series has been tested as an effective way to teach English vocabulary to children (Munir, 2016). From the explanation above, this research discusses the adjacency pairs shown in the Bing Bunny animated series.

2. Methodology

This research uses qualitative design to run a conversation analysis. As Koyama, (2006) explained conversation analysis research is qualitative because it takes complex behaviour, and explanations for it will require an understanding of that complexity, which cannot be justified until we learn more about what happens in conversation. Conversation analysis has emphasized the existence of c in conversation, the phenomenon of conversational repair, and the microanalysis of actual occurring verbal interaction (Bublitz, 2006). Furthermore, Hanks's (2006) Conversation analysis considers the speaker in interaction to be an active creator of context, one who understands the procedural system of turn-taking, the conditional relevance of conversational moves, how to hold the floor, call for a repair, and invite or block certain inferences. The data source is the video of the Bing Bunny Series on the Bing Bunny Official YouTube Channel in 5 episodes, Bye-bye, Swing, Hose Pipe, Musical Statue and Nicky. In gaining the data, the researcher watched and transcribed the conversation in the Bing Bunny animated series. Then, the researcher categorised the adjacency pairs, described the findings and drew conclusions.

3. Result and Discussion

The researcher analysed conversations from five episodes of the Bing Bunny animated series into types of adjacency pairs drawn in the following table:

Table 1. Adjacency Pair in Bing Bunny Animated Series

No	Adjacency Pair	Frequency
1	greeting-greeting	10
2	summon-answer	1
3	question-answer	35
4	request-acceptance	18
5	request-refusal	3
6	offer-accept	3
7	blame-denial	1
Table 1. Adjacency Pair in Bing Bunny Animated Series		
8	apology-minimisation	2
No	Adjacency Pair	Frequency

9	assertion-agreement	33
10	announcement-acknowledgement	5
Total		111

Based on the table above, it is found 111 adjacency pairs which categorized into ten patterns: greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimisation, assertion-agreement and announcement-acknowledgement.

Next, it will be discussed how each pattern of adjacency pairs is shown in the conversation of the five episodes of Bing Bunny animated series.

3.1 Greeting-greeting

The greeting is a polite expression as a sign of welcome or recognition. The adjacency pair of greeting-greeting consists of ten. These are the examples of greeting-greeting on the episode of Swing and Nicky:

Flop: Hello, Pando

Pando: Hello

Adjacency pairs above are between Flop and Pando in the swing episode. It was in a playground when Bing and Flop played swing, and then Pando and Padget came and wanted to play swing too. Flop greet Pando first by saying "Hello Pando" and then it responds to Pando by saying "Hello".

In addition, adjacency pair greeting-greeting is shown in the hose pipe episode. Bing was experimenting with mixing up colour painting. He was being guided by Flop to make it beautifully. Suddenly, Sula and Amma came so Flop greeted Sula and Amma.

Flop: Hello, Sula. Hello, Amma

Amma: Hello, everyone!

Flop's greeting then was responded to by Amma by saying "Hello, everyone." which means greeting both Flop and Bing who were there.

Next is the adjacency pair greeting-greeting shown in the Nicky episode. It happened when Flop had some business to do so he sent Bing to Sula's home. After Flop and Bing arrived at Sula's home, Bing shouted to call Sula then Amma opened the door. Then Bing greeted Ama by saying "Hello Amma!"

Bing: Hello, Amma!

Amma: Hello, Bing!

Bing's greeting was responded by saying "Hello, Bing.". Every episode always reveals greeting-greeting adjacency pairs and "Hello" is the word that is always expressed by all characters in greeting.

Based on the examples elaborated above, the interaction in the pattern of greeting-greeting was acted by child-caregiver, caregiver-child, child-child and caregiver-caregiver. It shows all have interacted with each other every time they meet.

3.2 Summon- answer

Summon means asking someone to come. Adjacency pair of summon answer found only one in the Bing Bunny animated series, exactly in the bye-bye episode as follows:

Bing: Flop.

Flop: Yes, Bing.

At that time, Bing found a balloon that had not been blown. Then he summons Flop to come to help him. Bing summoned Flop by saying "Flop" and then it was responded by Flop by saying "Yes, Bing."

From the example above, it is clear that summon-answer is shown in the interaction between child-caregiver. The child calls the caregiver to come if they have something to ask.

3.3 Question-answer

Question refers to asking expression to find out some information. The adjacency pair pattern of question-answer is the most dominant in the conversation among Bing with his friends and caregivers. It comprises 35 items. The following are several examples:

Bing: Can you make it big so I can keep it?

Flop: Sure, if you wait for me to tie the knot then it'll stay

The adjacency pair example above is in the episode of bye-bye. At that time, Bing asks Flop how to make the balloon keep big. Then Flop answered by saying that the balloon would stay if it was tied to the knot. The next example is the following:

Flop: Are your feet, okay?

Bing: Yeah

The example above is in the episode of Swing. Flop asked Bing whether he was okay or not as far as he stopped Pando when he was swinging. Then Bing fell. Then, Bing answered it by saying "yeah" which means he was all right, although he fell.

Sula   Why does it make it shaky snake?

Flop: If we turn it on fast, the water washes and makes the hose do a shaky snaky

The example of the adjacency pair above is in the episode of Hose Pipe. At that time, Sula asks Flop why the pipe can be made into a shaky snake. Then Flop answered that when the hydrant was on fast, the water passed through the hose then it making it shaky and snaky.

Bing: Uhm... Will Floppy be back soon?

Amma: Yes, Bing. He will.

The example above is in the episode of Nicky. At that time, Bing visited Sula's house because Flop had something to do so he played there. When Flop went out Bing asked Amma whether Flop would be back soon or not.

Next is the series of question-answer adjacency pairs in the bye-bye episode. It started when Bing found something in his coloured pencil case. It was a balloon with an orange colour. Then, Flop blew up the balloon and bound it. Bing played it by hitting the balloon to Flop and then up above. Suddenly the balloon disappeared. Bing asked in the following:

Bing: Where's balloon?

Flop: When you bounced up and down balloon went
                 pop. Oh here.

Bing asked where the balloon was, then Flop answered by explaining that when the balloon was bounced up and down the balloon popped. He did not tell where the balloon was directly but explained it first. Afterwards, he showed me where the balloon was. Bing asked again as follows:

Bing   Can we make it bigger again?

Flop: I can't Bing he went pop

Bing: Can I keep him?

Flop: Sure, let's think of a place we can put him where you won't
                 forget him.

The conversation above is the series of question-answer adjacency pairs after they found the balloon which had bounced up and down. Bing asked whether Flop could make the balloon big again. Afterwards, Flop answered that he could not if the balloon went pop. Then Bing posed the next question by saying whether he could keep it or not. Flop was not sure, so he got him to think. The way Flop answers stimulates the problem-solving skill for Bing.

The next example is in the episode of musical statues. Bing and all his friends, Sula, Pando, and Coco were playing in Sula's house. Then, Amma, the caregiver of Sula invited everyone to play a game together as follows:

Amma: Who's ready to play a game?

All: Me… me… me…

Bing and all his friends said "me" which means they all agreed to play.
The other question-answer adjacency pair in the episode of Musical Statue is the following:

Coco: Can we start again?

Amma: Good idea and remember to focus and when the music stops stand statue still

Coco asked whether they could start again or not then Amma answered that was a good idea and reminded them to be focused when the music stopped, they had to stand like a statue. In this adjacency pair the way Amma asks is not by saying yes, however, she compliments Coo that starting over the play was a good idea then she also reminds the rules of the game.

Based on the elaboration of the example of the question-answer pattern, questions are dominantly posed by child and the questions shows their curiosity about many things. It was also good that the caregiver could give the answer easily understood by the child.

3.4 Request-Acceptance

A request is asking for something politely. It is responded to by acceptance. The adjacency pair of request-acceptance is found in 18 pairs of conversations. The examples are explained in the following:

Bing: Watch Flop.

Flop: Easy Bing. He might go pop.

It is in the episode of Bye-bye when Bing finds a balloon in his coloured pencil case. At that time, Bing asked Flop to watch the balloon, then Flop answered by saying that was easy for Bing and he might go pop. It means that Bing's request is accepted by Flop. The other example of a request-acceptance pattern in the bye-bye episode is below:

Flop: Ready to put the bye-bye box away Bing?

Bing: Yup

In that context, the balloon that was found than played by bouncing it up and down and then banged. Bing was so disappointed because the broken balloon could not be back. Flop asked him what he should do. Then Bing said that we could put it into a bye-bye box. After that Flop asked Bing whether he was ready or not to put the balloon which was broken into a bye-bye box, then Bing responded by saying "Yup", the other way to say 'yes'. It means that he accepted the request from Bing.

The next example is in the episode of swing. In the swing episode, Bing and Flop went to a playground were a swing and other play equipment. After they almost arrived at the playground, Bing requested Flop to hurry as follows:

Bing: Come on Flop hurry Flop!

Flop: Coming

Then, Flop responded by saying "coming". It means that he accepted what Bing requested. A child needs a fast response when they request something.

The other example of a request-acceptance pattern in the episode of swing is below:

Pando: Swing swing Hurry up Padget

Padget: Getting there Pando

When Bing was in the playground and playing swing, Pando came with his caregiver. Pando wanted to play swing and then asked his caregiver to hurry up too. Then, Padget said to get there Pando which means that she accepts Pando's request to hurry. After Pando invited his caregiver to hurry, he asked that he wanted to play with the big swing that was being played by Bing.

Pando: I want the big swing

Padget: It'll be your turn in a minute

His caregiver accepted his request but with delayed by saying that it would be his return in a minute. Accepting requests with delay is a strategy if the request can be realized soon for sure. Then, because Pando wanted to play swing that was played by Bing, Flop requested Bing to take turns with Pando as said below:

Flop: Bing how about counting to ten and then it's Pando's turn

Bing: Okay

As in the conversation, Flop requests Bing to take turns to Pando by posing an idea to count to ten. Then, Bing accepted by saying okay. It shows that to give a request to a child, it's important not to make an imperative sentence but with a negotiation strategy so the child can accept it. In some ways, it was the turn of Pando. However, he broke the agreement. He kept playing swing. Bing was angry. To restrain Bing's anger, Flop requested as follows:

Flop: Why don't we do something else while we're waiting for Pando to count?

Bing: Ah okay

The conversation above shows how Flop offer alternative activities to Bing because Pando refuses to take a turn. Bing accepted the idea with a sad face then he asked to play see saw.

Next is the pattern of request-accept in the episode of the hose pipe. At that time Bing was doing mixing up painting. He wanted to paint Flop. He had already three major colours on the pallet. Afterwards, he mixed between red and yellow which became orange. That was good. It became brown when he mixed it up with other colours then Flop gave him a direction as follows:

Flop   If you are doing mixing clean your brush between colours. Dip it, wipe it.

Bing   Dip it! Wipe it!

The direction from Flop who guides Bing on how to mix up colour properly. It should clean the brush between the colour, and tip and wipe it first. Bing accepts his request by repeating his directions to dip and wipe the brush. It worked. Afterwards, Sula and Amma came. They saw Bing was doing a mix-up painting. Sula requested to do mix-up painting too as in the following:

Sula: Can I do a mix-up painting too?

Amma: Of course, sure you can as long as you wear a painting bib

Sula's request was responded to by her caregiver, Amma. She allowed her to do mix-up painting with the condition that she had to wear a painting bib. Sula was happy that her caregiver accepted her request.

In the episode of Nicky, it is also found the pattern of the request-acceptance adjacency pair. At that time Bing was sent to Sula's house because Flop has some business to do. There, he met

Nicky, her adorable cousin who wore glasses. Then, Amma asked them to do paper ripping and prepare all the tools and materials as in below:

Amma:	Alright. Everyone can have a mats, paper, and a pen. We have to do a drawing first.
Sula:	Oh, Oh! I'm gonna make my sparkliest star!

Sula responded by saying her imagination on the ripping paper would be the sparkliest star. It means that she accepted her request to be ready for ripping paper activities. In the progress, Bing, then, asked Sula to give him a brown paper, which was near her.

Bing:	Can I have that brown paper, Sula?
Sula:	Yes, Bing. It's okay.

Then Sula responded by saying 'yes' and 'it's okay'. It shows clearly that Sula accepted Bing's request. When Sula and Bing were ripping paper, Nicky was playing Bing's speedy car and bumped into Bing's work. It made Bing little scream by saying to be careful Nicky. However, then, Sula was a little offended and asked Bing to be nice to Nicky as in below:

Sula:	Be nice to Nicky, Bing! He's only little!
Bing:	Oh yeah, I'm being nice. He's playing with my speedy car.

Bing replied sadly that he was being nice. Although Bing replied to Sula's request with sad intonation, he accepted her request.

From the examples elaborated above, it can be seen that the interaction in the request-acceptance pattern is between child-caregiver; caregiver-child and child-child. The child gives some requests and then responds to the caregiver with some explanation and rules to maintain their self-regulation. The request from the caregiver was accepted by the child mostly responded by saying 'okay'. It also happens in child interaction. This pattern reveals the good relationships during the activities they do to support the learning process of the children.

3.5 Request-refusal

Request as asking for something politely is not always accepted. There are adjacency pairs which show request-refusal in some episodes. The first example is in the episode of bye-bye. In the episode, Bing was played with a balloon which was found in his coloured pencil case. He bounced it up and down. After some time, the balloon was popped. He was surprised, and he asked Flop if he wanted the balloon to come back as in below:

Bing:	I want him back ah
Flop:	It can't come back Bing. It went pop and when balloons go pop no matter how much you try, they won't blow up again

Flop answered Bing's request by explaining that the balloon that popped could not be blown again even if he tried again and again. Through the explanation, it implied that his request could not be realized.

The other example of request-refusal is in the episode of Musical Statues. At that time, Bing and his friends were in Sula's house. Amma invited them to play a game together and asked Bing to choose the game. However, Sula made a request as expressed below:

Sula:	Can I choose the game please?
Amma:	Next time Sula, it's Bing's turn today

However, Amma refused Sula's request not by saying 'No" but by an explanation that Sula could choose next time and that day had been Bing's turn. Although it is a yes-no question, Amma did not answer by saying no. It intends to not hurt Sula's feelings so she chooses to explain.

The next example is in the episode of swing. It is while Bing was playing swing, Pando came and wanted to play in the swing that was played by Bing. His caregiver, Padget offers an alternative way by giving him a request the following:

Padget: You could always swing in this one Pando
Pando: That doesn't go high enough

Padget asked Pando to take another swing beside the swing that was being used by Bing. However, he was refused by the reason that the swing could not go high enough.

After there was an agreement offered by Flop that each of them would take turns playing swing in the counting to ten. Bing left the swing after the counting and then gave it to Pando. However then, in the Pando's turning, he refused to count until ten. He counted at first but very slowly and not in the sequence. It made Bing impatient. He asked Pando to hurry as in below:

Bing: Hurry up Pando. You're counting too slow
Pando: Look at me

After Bing requested Pando to hurry up, he just did not continue his counting. He made another request to Bing to look at him. It implied that he refused Bing's request.

Based on the three examples of the request-refusal pattern, it can be seen that some conditions caused refusal as the second turn. First is if the condition is impossible to realise and if the child dislikes the request. It is a normal reaction for the child to refuse because they tend to do what they like. However, if we see the continuation of the conversation, the caregiver has some ways so the child can make the request.

3.6 Offer-accept

Offer is asking someone if they would like to have something. The adjacency pair of offer-accept consists of three pairs of conversations in the episode of Nicky. When there was a quarrel between Bing and Sula because Nicky's glasses were broken, Bing was sad and he wanted Flop's presence. However, Nicky approached Bing to show that his glasses could be repaired. Finally, Sula apologized to Bing and they made peace. To make the condition much better, Amma offered her special carrot cake:

Amma: Okay. Who's ready for my special carrot cake?!
Sula: Me!

The adjacency pair above is in the episode of Nicky. At that time, Amma offered to make a special carrot cake. Then Sula accepted it by saying "me". She was excited and wanted the special carrot cake made by Amma. Not long after the offer, Flop came, all welcomed and opened the door. Flop came in then Amma offered him a cup of tea like below.

Amma   Cup of tea?
Flop   Oh, lovely.

Responding to Amma's offer, Flop said "Oh, Lovely". It implied he agreed delightfully.

Offer-acceptance pattern which is found also in the hose pipe episode. It is when Sula had been joined mixing up painting with Bing, Flop offers Amma a cup of tea like in the following:

Flop   Cup of tea, Amma?
Amma   Oh yes please, Flop.

Then Amma accepted it by saying "Oh yes please, Flop." Based on some examples above, the offer is usually in the context of offering food and drinks which are then responded to by acceptance.

Based on some examples above, the adjacency pair of offer-accept is shown by caregiver-

child and caregiver-caregiver. The offers are about offering food and drink.

3.7 Blame-denial

Blame is to say or think that someone commits something wrong and they are responsible for something bad happening. The adjacency pair blame-denial consists of one pair. Here is an example:

Sula: Bing you should have looked after Nicky

Bing: I did!

The denial above is in the Nicky episode. At that time, Bing was playing with Nicky in Sula's house. They were playing slide. Sula blame Bing that because he played slide, Nicky's glasses were broken. She blamed Bing for looking after Nicky but he did not. Then Bing denied it. He said that he did look after Nicky. Denial act after blaming is the expression of how Bing defended himself and tried to prove that he was not guilty of the broken glass of Nicky.

This pattern is the least adjacency pair acted by child-child. It means sometimes this can happen during the play of the child. However, if we see the continuation of the conversation, it turns out to be apologizing to each other.

3.8 Apology-minimization

An apology is the act of saying sorry if we do something wrong. The adjacency pair of apology-minimization consists of two pairs in the conversation of the Bing Bunny animated series. The first example is in the episode of Nicky. After the blame denial about the broken glass of Nicky between Sula and Bing. Bing was very sad and walked to be alone. It was followed by Amma and Nicky. Then Nicky showed him that his broken glass could be repaired. Bing was very happy. Sula saw it too. Soon Sula apologized to Bing as in the below conversation:

Sula: Oh, I'm sorry Bing

Bing: Sorry Sula

After Sula said sorry, Bing also said sorry too. Bing's response is meant as a minimization, although he said sorry too.

The next example is in the episode of Hose-Pipe. When Bing was doing mixing up painting, he was guided by Bing. Suddenly, the paint dropped into Flops' hand making the painting become a mess too. Bing apologized to Flop as follows:

Bing   Sorry, Flop.

Flop   It's okay. Try again, Bing.

The example of the apology-minimization adjacency pair above is in the episode of Hose Pipe. Bing asked for an apology to Flop by saying "Sorry, Flop." Then, Flop minimizes it by saying "It's okay. Try again Bing." In short, Flop wanted to encourage Bing to keep trying until he could make his mix-up painting better.

From the two examples of the apologize-minimization pattern, it is seen that the children are accustomed to saying sorry if they make mistakes. The caregiver also shows encouragement to the child to fix the mistakes.

3.9 Assertion-agreement

Assertion is a statement that is strongly believed to be true. The adjacency pair assertion-agreement is the most common pair that is found in the Bing Bunny animated series. It consists of 33 pairs. These are some examples from five episodes. The first examples are from the bye-bye episode.

It is when Bing found something on his colour pencil case. Afterwards, he told Flop like in the following:

Bing: Oh, hey oh there's something on my colour pencil case, Flop.
Flop: Ah you found a balloon

Bing asserted that there was something on his pen. Then Flop agreed that Bing found a balloon there.

After the balloon was played bouncing up and down, it was popped. Bing was disappointed because the balloon could not be blown again. Flop gave him the advice to keep it in a place where he could see it whenever it was. Then he asserted as in below:

Bing: My bye bye box
Flop: Good idea Bing bunny. Let's get your bye-bye box

After Bing stated that it was his bye-bye box, Flop accepted his idea and asked him to take his bye-bye box. Bing took the bye-bye box. Then, Flop state in the following:

Flop: Ah balloon will be safe in there
Bing: and I can see him whenever I want

After Flop stated that the balloon would be safe in the bye-bye box. Bing added that he could see the balloon whenever he wanted. It implies that he agreed with Flop's assertion.

The next examples are from the swing episode. In this episode, Bing was playing swing in the playpark, when Pando came. He wanted to play swing which was played by Bing. Flop gave the solution to take turns. However, Pando broke the agreement. Bing was angry. He stopped while Pando was still swinging. He fell and Pando stopped his swing. Flop and Padget check Bing's condition. He was asked why he stopped Pando, and then Bing gave an assertion as below:

Bing: It was my turn and I wanted Pando to stop
Flop: It was your turn Bing

Bing asserted that it had been his turn and he had wanted Pando to stop. Then, Flop agreed that it had been Bing's turn. Afterwards, Padget explained that swings needed time to stop as in below:

Padget: When swings are swingy they take time to stop
Flop: Yes, running in front of the swing can't make Pando stop but now Pando's finished on the swing and it's your turn again

Responded to Padget's assertion, Flop agreed then he emphasized again that it was Bing's turn to swing. How Flop responded to the assertion of Bing and Padget shows his wisdom as a caregiver to support Bing because he was right.

The next examples are from the musical statues episode. In this episode, Bing and his friends are in Sula's house. Amma offered them to play a game and it was Bing's turn to decide the game. After some time to think Bing said that he wanted to play musical statues still as in the following:

Bing: Musical statues still
All: Okay

After Bing stated the musical statue game that he wanted to play, all his friends agreed with him by saying "Okay". It is a sign of agreement. Later, Bing stated his wish to be the last one in that game

Bing: I wanted to be the last one I chose the game
Flop: Yep, and everybody loved it

Bing's statement was agreed by Flop by saying "yep", then he added that everybody had loved it. In the musical statue episode, the assertions of Bing were responded to by all his friends and Flop, his caregiver. It means his friends and his caregiver give support to Bing.

The next examples of assertion-agreement patterns discussed are in the episode of House Pipe. In that episode, it was painting day. Bing started to take out the colour into the pallet, but it was splattered into the bib. Then Bing said the following.

> **Bing:**   Oh! It's all messy, Flop.
> **Flop:**   Yeah. It's no Bing thing, Bing.

Flop agreed with Bing. He said "Yeah" as a sign of agreement. Then, he added that it was no Bing thing. Therefore, he helped Bing to wipe out the mess on his bib. Bing tried again. He took out the paint gently and made a mix-up of yellow and blue colours. He was happy that it turned out to be green by saying the expression below:

> **Bing:**   Oh! Look, it's green, Flop!
> **Flop:**   Yes. Indeed.

After Bing exclaims that the mix-up colour that he made was green, Flop agrees by saying "Yes, indeed." Later, Bing wanted to paint Flop, so he needed orange colour as stated below:

> **Bing:**   I need orange. I'm going to paint you, Flop.
> **Flop:**   Oh okay, Bing. A little bit of red.

Flop agreed by stating" Oh, okay" then he added that the colour that he mixed up was a little bit red. It means Flop did not directly correct what he was doing. He said yes first then gave a correction.

Another example of this assertion-agreement pattern is in the episode of Nicky. When Flop had some things to do outside the house, he sent Bing to Sula's house. It turned out there was Sula's cousin named Nicky. He played Bing's speedy car as said by Amma

> **Amma:**   Ah yes, Nicky. That's Bing's speedy car!
> **Bing:**   Yes…

After Amma stated that what Nicky was holding was Bing's car. Bing agreed by saying 'yes. They stated" Oh were played together first by making ripping paper. Afterwards, Sula went to her room and it remained Bing and Nicky played with the car. They played slide. Suddenly Nicky fell out after he slipped which made his glasses broken. Sula was very angry with Bing which made him feel sorry and sad. He missed Flop. However, Nicky approaches Bing and shows him that his glasses can be fixed so it makes Sula and Flop apologise to each other. Finally, to make the situation better, Amma offered them carrot cake and they were happy again.

> **Amma**   Well, my carrot cake won't make itself. I'll be in the kitchen!
> **Sula**   Oh, okay Amma!

Amma was glad to hear that they wanted the carrot cake. Then, she asserted that her carrot cake would not make itself so she would be in the kitchen. Her assertion was agreed by Sula by saying "Oh, okay Amma! As stated above.

Based on the elaboration of examples above, the adjacency pair pattern of assertion-agreement is dominantly executed by the child-caregiver. The child finds something. He asserted it then it was agreed by the caregiver with further explanation. It is good for the child's learning process that they can expand knowledge from something that he knows first and then be added by the explanation of the caregiver.

3.10 Announcement-acknowledgement

The announcement gives information about something. The adjacency pair of announcement acknowledgement consists of five pairs. These are some examples from the episodes of hose pipe. At that time, Bing was doing a mix-up painting. He successfully mixed blue and yellow colours into grass then he painted grass. Afterwards, he announced his painting to Flop as expressed below:

> **Bing:**   That's a grass!
> **Flop:**   Oh, lovely, Bing!

Flop responded to Bing's announcement with an acknowledgement "Oh, lovely, Bing!". The other example in this episode is when Sula and Amma come to Bing's house Bing tells them that he had

been mixing up painting. Then Amma appreciated by saying "Clever Bing!" as expressed in the following:

> **Bing:** I'm doing mixing up painting!
> **Amma:** Clever Bing!

The pattern of announcement-acknowledgement reveals the courage of the child to show his work and big appreciation from the caregiver which supports the learning needs and a good environment for the development of the child and a healthy relationship between the child and the caregiver.

Concerning the research question, it was found that the adjacency pair pattern from the most and the least consists of question-answer 31%, assertion-agreement 29,7%, request-acceptance 16,2%, greeting-greeting 9%, announcement-acknowledgement 4,5%, request-refusal 2,7%, offer-acceptance 2,7%, apology-minimisation 1,8, summon-answer 0,9% and blame-denial 0,9%. This result has several implications. Based on the theory of (Levinson, 1983), it is seen that the eight patterns are categorised as preferred correlation such as question-answer, assertion-agreement, request-acceptance, greeting-greeting, announcement-acknowledgement, offer-acceptance, apology-minimisation and summon answer. It means that the response of the first act is as what is expected. In the question-answer pattern, the child asked questions about the things around them. What is it, where is it, and why is it were the questions types of the children and the caregiver answered them simply, clearly and gently. Hence, this pattern accommodates the children's curiosity about many things around them. If it is compared with other research, It has different results. Sudartinah, (2023) explained that children were always the second part to answer the adult question. These differences relate to the cultural background of the conversation where the children are raised.

The assertion-agreement pattern is mostly shown when the children find something and the caregiver just agrees with their statement. The request–accept pattern happens when the children ask for something and the caregiver allows them. Greeting-greeting illustrated how a child with his friends or other caregivers usually greets each other when they meet. Announcement-acknowledgement is similar to the assertion-agreement pattern. Offer-acceptance was usually initiated by the caregiver to offer food to the children and the children wanted it. Apology-minimization was usually a habitual action that the children did when they made a mistake. The last is summon and the answer is similar to question and answer when the child calls and the caregiver answers or vice versa. The preferred correlation implied a good relationship among children, their caregivers and friends.

Meanwhile, the dispreferred correlation is revealed in the pattern of request-refusal and blame-denial. The dispreferred correlation of request-refusal implies the positive proposition because not all children's requests can be agreed upon. The way the caregiver refuses is by explaining with loving intonation so it will not hurt the child. It is similar to the study of (Averina, 2023) in the context of the classroom domain where the teacher highlight the crucial messages without directly announcing them to the whole class to keep the students' feeling. Dispreffered correlation shows some delay, hesitation and appeals in the second part as the response (Aloyan, 2014). However, this research did not find delay and hesitation. It was just directly refusing after request and denying after blaming. This is because the context of the conversation shows how the caregiver explains the child's request which cannot be fulfilled. In addition, the denial was realized in the context of the displeasure condition of the blaming. It was the part of face-saving act.

Overall, the preferred and dispreferred correlations of adjacency pairs in the Bing Bunny animated series show that children and their carers are successfully and actively interacting with

one another. The most crucial thing to keep in mind is that the carer organises the children's activities and supports them. This show might serve as a beautiful example of how to engage with your kids. However, Zimmerman et al. (2009)found little evidence connecting child exposure to television to language development. As a result, parents should be encouraged to converse with their children in both directions and to provide them with linguistic input through reading or storytelling, and the manner of engagement.

From the adjacency pairs in the Bing Bunny animated series, children can learn multiple skills such as language acquisition, turn-taking and listening skills, critical thinking, problem-solving, as well as social and emotional skills. The adjacency pairs expose kids to phonological, grammatical, syntactic, and vocabulary patterns. Through exposure to actual language use, they develop their ability to create sentences, use various tenses, and successfully interact in various situations. In addition, the adjacency pairs depict turn-taking, in which people change between speaking and listening. Children pick up essential social cues like turn-taking and attentiveness as they learn when it is their turn to speak and when to listen. They learn how to answer greetings with greetings, how to ask questions and express their thought and feelings. In terms of critical thinking and problem solving, when the children ask about something, the caregivers do not directly answer it. They usually ask some questions to children first to stimulate them to think more and find the answer by themselves. Lastly, the adjacency pairs in this animated series teach children to cope with social-emotional skills such as apologizing for mistakes, asking for something politely, saying thank you, being empathetic, actively listening, and how to manage conflicts constructively.

In essence, the adjacency pairs essentially give kids a rich, active learning environment. They not only learn language, but also expand their knowledge of the world and their capacity for social, emotional, and cognitive development. Children's learning experiences from the adjacency pairs in conversation are greatly influenced by their parents, carers, teachers, and classmates. Therefore parents, caregivers and teachers need to have positive conversations. Creating positive conversation habits at home can raise security and build self-confidence so it will guide a child to be well-behaved at school and in the neighborhood.

4. Conclusion

In the interaction among children and their caregivers, adjacent pairs show how the caregivers react to the child's first action in the next turn position and how the children react to the caregivers' subsequent actions. In the context of five episodes of the Bing Bunny animated series. It showed ten adjacency pair patterns, such as greeting-greeting, summon-answer, question-answer, request-acceptance, request-refusal, offer-accept, blame-denial, apology-minimization, assertion-agreement, announcement-acknowledgement. The most dominant adjacency pair found is question-answer and assertion-agreement. It implies that the conversation among the children Bing, Sula, Pando, Nicky, and their caregivers Flop, Amma, and Padget depicts simple conversation in a child's world. The summon-answer and blame-denial pairs are the least adjacency pairs. Summon-answer is the least common because, based on the conversations in each episode, we know that they are always present among the kids and their caretakers, making summoning rare. Then, blame denial is very rare because in each episode, much more is shown about the joy of playing than conflict between the kids. Because the adjacency pairs in the Bing Bunny animated series can serve as a model for interaction at home, it is recommended for children, parents and caregivers to watch it. Besides, the result of this research might be useful for English language learners. From the adjacency pairs shown, the language learners know how the conversation is realized by kids in English. They can also learn and apply it

to their communication skills. In addition, parents also can learn the pattern of communication in this series so they can adapt it into real conversation or interaction with their children. Other researchers can conduct additional research on turn-taking or pragmatics analysis in the future.

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