

THE ANALYSIS OF CLAUSE COMPLEX IN THE STUDENTS' CASUAL CONVERSATION

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Abstract: This study reported on an analysis of the transcript of the students' conversation. It highlighted the way in which the transcript was analyzed qualitatively on the issue of clause complexity based on the perspective of Systemic Functional Linguistics (SFL). In detail, this study demonstrated the clause complexity of the transcript of the students' conversation which was related to, for example, inter-clausal relations (logico-semantic relation), coordination (parataxis) and subordination (hypotaxis) as mainly outlined by Halliday (1994), Halliday & Matthiessen (2004) and Eggins (2004). The results of the analyses indicated that the students showed a positive trend of developments in the use of semantic relations in their conversation. The students produced clause complexes (37.71%) less than clause simplexes (62.29%), In the syntactic dimension, the students produced hypotaxis (50.65%) more than parataxis (49.35%). In hypotaxis, the students produced expansion (92.31%) more than projection (7.69%). It also occurred in parataxis where students also produced expansion (92.11%) more than projection (7.89%). In the logico-semantic dimension, students produced expansion (92.47%) more than projection (7.53%). In the case of projection, locution (57.14%) was produced more than idea (42.86%). In addition, in the case of expansion, elaboration (40.70%) was the most frequently used by the students rather than both of extension (34.88%) and enhancement (24.42%).

INTRODUCTION

Nowadays, Linguists and language researchers have been interested in investigating clause complex. It has been a major topic in English education that an ability to write complex clauses is required for language learners or EFL and ESL writers. In current context, there are many studies involved with this issue. As proposed by Halliday (1994) a sentence can be interpreted as a clause complex: a Head clause together with other clauses that modify it. He further states that a combination of clauses related paratactically or hypotactically but not through embedding; the mode of combination is the mode of organization of the logical subtype of the ideational metafunction. In this regard, he attests that for example, clauses combined through coordination form a clause complex. He argues that the notion of ‘clause complex’ thus enables us to account in full for the functional organization of sentences (p. 216). Further, Eggins (2004) defines that the term “clause” itself is called clause complex. Based on this notion, clause is considered as a complexion of words. In addition, Setia, and Sutjaja (2011) state that “clause or clause simplex equals simple sentence in formal grammar and clause complex equals complex sentences” (p. 1).

According to Halliday (1994) the interrelation between constituent clauses in clause complexes can be interpreted in terms of logical components of the linguistics system: the functional-semantic relations that make up the logic of natural language. There are two systemic dimensions in the organization of the clause complex: one is in the syntactic dimension – the system of interdependency, or taxis system which is general to all complexes, and the other is the semantic dimension – the logico-semantic system, specifically an inter-clausal relationship. These two together provide the functional framework for describing the organization of clause complex.

The Syntactic Dimension – the Taxis System

The syntactic properties of clause complexes are realized through the interdependency relations between element clauses in the clause complexes, which consist of independency (paratactic) and dependency (hypotactic). Parataxis relationship in clause complex is the linking of clauses of equal status. Both the initiating and the continuing clauses are free, in the sense that each could stand as a functioning whole. Hypotactic relationship is the binding of clauses of unequal status, the dominant clause is free, but the dependent clause is not.

Taxis works on a univariate principle: the reiteration of units of the same functional role. Taxis thus contrasts with embedding, also called rank-shift. In embedding phenomenon, the embedded clause functions as immediate constituents of what is called the superordinate clause. The embedded clause is a rank-shifted clause, which means it operates in the whole as though they were member of the lower rank. Therefore, embedding relation seems to relate more to complementation, not complexion, so it is not considered an interdependency relation. In principle, the paratactic relationship is logically (i) symmetrical and (ii) transitive, thus can be exemplified by the “and” relation. The hypotactic relationship is logically (i) nonsymmetrical and “non-transitive”.

The Semantic Dimension – the Logicosemantic Relations

The system of logico-semantic relationship specifies what its name suggests: the particular kind of logical interconnection. This is, of course, the ultimate source of logic in its formal and symbolic sense; but since such systems of logic are derived from natural language, not the other way round, it is not very profitable to try and interpret natural-language logic as an imperfect copy of a logic that has been designed. The basic distinction in the language system, in the logical-semantic relationship in the clause complex, is between the two types: expansion and projection, which function in very different ways. Both these types of relationship can be construed between equal and unequal clauses.

The nature of projection is quite simple: we use language to talk about phenomena in the world, but one group of phenomena that can be talked about is stretches of language. If we include in our message the wording or the meaning of the original language event, we are not directly representing non-linguistic experience but giving a representation of a linguistic interpretation. The two modes of projection are quoting and reporting.

The system of expansion allows us to develop on the experiential meanings of a clause in three main ways: through elaboration, extension and enhancement of its meaning. In clause combining by elaboration, one clause expands another by elaborating on it in greater detail, by exemplifying it or by clarifying it in other words. In clause combining by extension one clause expands another by adding something new, giving an alternative or an exception. In clause combining by enhancement, clauses of time, place, condition, purpose, cause or concession expand the primary clause by contributing these circumstantial features.

The relationships of projection and expansion are different in that projection is an essential part of the meaning of the projected clause and therefore the meaning of the

projected clause will change radically if the projection is taken away, whereas typically an expanded clause would not change its meaning radically if the expansion were taken away. Therefore, expansion is a macrophenomenon and projection is a metaphenomenon (Halliday, 1994, p. 395).

This study focuses on the analysis of clause complex in syntactic dimension (parataxis and hypotaxis) and the semantic dimension (logical relations between clauses and between clause complexes – relations) in a transcript of the students' conversation. In this regard, a research question was set up to meet the purpose of the study which was to observe the analysis clause complex in syntactic dimension and the semantic dimension of in the transcript of the students' conversation.

METHOD

The data of this study is the transcript of the students' conversation during three minutes. The analysis of this data was developed in order to provide for the possibility of findings relating to developments in the students' language in spoken style at a more micro level – at the level of the clause and of clause connections. Any number of areas of meaning making might usefully and revealingly have been made the focus of analytical attention. It was decided, therefore, to focus on the resources by which speakers establish clause simplex and clause complex, taxis (hypotaxis and parataxis) and “logical” relations between clauses and between clause complexes – relations which Halliday has broadly divided into those of “projection” and “expansion”, and, within “expansion”, into “extension”, “elaboration” and “enhancement” (Halliday & Matthiessen, 2004, chapter 7). More specifically:

1. “projection” (where one clause “projects” another as reported speech or thought),
2. “extension” (where one clause adds to another or provides alternation or a replacement),
3. “elaboration” (where one clause elaborates another via exemplifying or specifying the other clause),
4. “enhancement” (where one clause enhances another by indicating, for example when the process presented in the other clause occurred, or what caused the process, or what its purpose was, and so on.).

FINDINGS AND DISCUSSIONS

The result of the clause complex analysis is shown in the table below:

Information of the Conversation	
Number of words in the conversation	1492
Number of sentences in the conversation	175
Number of clause simplexes	109 (62.29%)
Number of clause complexes	66 (37.71%)
Number of clause complexes of 2 clauses	54 (81.81%)
Number of clause complexes of 3 clauses	7 (10.61%)
Number of clause complexes of 4 clauses	2 (3.03%)
Number of clause complexes of >4 clauses	3 (4.55%)

Figure 1 Clause complex summary of the transcript

The table displays that the students produced 1.492 words in three minutes. They also produced 175 sentences which consisted of 109 (62.29%) clause simplexes and 66 (37.71%) clause complexes. From data above, it can be stated that those students produced clause simplex more than clause complex. It was due to the students' intention to maintain the conversation run smoothly. Since this was casual conversation, maintaining the conversation was very important to create a good conversation. However, the students also tried to develop and explain the conversation in order to make their interlocutors understand their utterances. The deviation between the production of clause simplex (62.29%) and clause complex (37.71%) was high enough. It was due to the students gave short responses to their interlocutors. They often used minor clause to respond their friends' speaking. Most of clause complexes were created in two sentences (81.81%). However, there are some clause complexes which were created in three (10.61%), four (3.03%) and more than four sentences (4.55%). It indicated that students tried to explain their intention as clear as possible.

The system of taxis captures the dependency, or independency, relationship between adjacent clauses. There are two options: parataxis and hypotaxis (Eggsin, 2004, p. 263). In parataxis, clauses relate to each as equals while in hypotaxis, clauses relate to each other in a modifying or dependency relationship. Based on the data above, the taxis found in the conversation can be seen below:

	Taxis	Conversation
Hypotaxis	Projection	3 (7.69%)
	Expansion	36 (92.31%)
	Total	39 (50.65%)
Parataxis	Projection	3 (7.89%)
	Expansion	35 (92.11%)
	Total	38 (49.35%)

Figure 2 Taxis in the transcript

Based on the result, hypotaxis (50.65%) was produced more than parataxis (49.35%). However, the difference between the number of hypotaxis and the number of parataxis are very low. They produced hypotaxis more since they tried to provide their interlocutors with the central topics of the event. It regards to its use of more hypotaxis than closely to the main sense without much more details. Halliday and Matthiessen (2014) mention the functions of tactic relations as saying “But the idealized function of the paratactic structure is to represent the wording; whereas with hypotaxis the idealized function is to represent the sense or gist”. Hypotaxis requires the interlocutors to pay more attention to comprehend the meaning of the utterances than parataxis. However, the students also produced a lot of parataxis since they wanted to explain their utterances by giving a lot of additional information in order to make their interlocutors understand what they were talking about. Regarding the projection and expansion case, both clauses were mostly connected in expansion since the students tried to declare the statements rather than to declare their ideas.

The system of logico-semantic relations describes the semantic relations, the ways in which clauses that are either independent or dependent build on the experiential meanings of the clauses they relate to (Eggins, 2004, p. 270). The data about the logico-semantic relations in the conversation can be seen in the table below:

	Logico-semantic relations	Conversation
Projection	Locution	4 (57.14%)
	Idea	3 (42.86%)
	Total: projection	7 (7.53%)
Expansion	Elaboration	35 (40.70%)
	Extension	30 (34.88%)
	Enhancement	21 (24.42%)
	Total: expansion	86 (92.47%)

Figure 3 Logico-semantic relations in the transcript

Regarding the sub-categories of projections and expansions, students mostly produced expansion relations (92.47%) rather than projection relation (7.53%). The students produced expansion relation more since they tried to provide the additional information to their interlocutors. In the case of projections, the students produced more locution (57.14%) rather than idea (42.86%). This tendency was used to tell the interlocutors exactly who says to whom to the interlocutors (quoting) and to explain what others say (reporting). In the case of expansion, elaboration (40.70%) was the most frequently used to give additional information. They did it by specifying in greater detail, restatement, exemplification and giving comment to their statements. However, the extension (34.88%) and enhancement (24.42%) were also

used by the students to highlight the sequential and causal relations in the occurrence of the conversation.

CONCLUSIONS AND SUGGESTIONS

This study investigated the transcript of the students' conversation during three minutes. In this transcript, the clause complex became the main topic which was investigated. As can be seen in the analysis, the students produced clause complexes (37.71%) less than clause simplexes (62.29%). However, regarding the clause complexes, the students produced all sub-categories of clause complex in the syntactic dimension (the taxis system) and the semantic dimension (the logico-semantic relations). In the syntactic dimension, the students produced hypotaxis (50.65%) more than parataxis (49.35%) since they tried to provide their interlocutors with the central topics of the event. In hypotaxis, the students produced expansion (92.31%) more than projection (7.69%). It also occurred in parataxis where students also produced expansion (92.11%) more than projection (7.89%). In the logico-semantic dimension, students produced expansion (92.47%) more than projection (7.53%). In the case of projection, locution (57.14%) was produced more than idea (42.86%). Further, in the case of expansion, elaboration (40.70%) was the most frequently used by the students. Both of extension (34.88%) and enhancement (24.42%) were slightly lower used by the students. It indicated that the students tried to explain deeper information so they used elaboration more in their speaking.

Based on the result above, the suggestion that can be given is is for future researchers who will take the similar topic to this study. They should be more accurate in evaluating clause complexes broadly because evaluation will be very useful for readers. They may also add some other variables to be compared such as different nationality and educational background. Since the current research corpus is relatively small, it does not allow for broad generalisations. Thus, it is also suggested for future researchers who are interested in similar topic to analyze deeper and broader in academic context.

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APPENDIX

The Analysis of Cause Complex in the Students' Casual Conversation

	Analysis	Text
I	Clause Simplex	(1)Hi Pras!
P	Clause simplex	(2)What are you doing here?
I	Clause simplex	(3i)I am
	Clause simplex	(3ii)I am expecting for the lecturer ...just like the others.
I	Clause simplex	(4)Okay, have you done Your assignment?
P	Clause simplex	(5) Which one?
I	Clause simplex	(6i)It's about um Elena, Evita.
	Clause simplex	(6ii)I mean Evita, Evita Peron.
P	Clause simplex	(7) Yeah, good.
I	Clause simplex	(8)What about you Hanhan?
	Clause simplex	(9)Have you done it?
H	Clause simplex	(10i) Yeah,
	Clause simplex	(10iii) analysis of context I mean context of situation and culture.
P	Clause simplex	(11)Have you done it Hanhan, by the way?
A	Clause simplex	(12)I don't get an idea.
P	1	(13i)Actually I have done it
	+2	(13ii)but I have not completed it
I	A	(14i)Okay, someone tells me
	" β α	(14ii)that there is someone
	Error	(14iii)who have
	= β	(14iv)who has um the movie.
	Clause simplex	(14v) The movie (is) about Evita Peron.
P	Clause simplex	(15)Ooh.
I	Clause simplex	(16)Have you watched it?
P	1	(16i)Yes, I have watched it.
	+2	(17)And I have this ...this movie from Najib actually.
I	Clause simplex	(18)Okay, good.
	Clause simplex	(19)Can you tell me about the story?
P	Clause simplex	(20i)So, actually Evita is
	Clause simplex	(20ii)the full name is um ...
	1	(20iii)this girl is Evita Peron.
	=2 α	(21i)Evita Peron is a second wife of Argentina presiden
	' β	(21ii) which is um Juan Peron.
	+3 α	(22i)And Evita Peron was a very poor girl
	Error	(22ii)which is er
	Error	(22iii)who is er
	= β	(22iv)who were live in a very poor country or in hill.
	+4	(23)And he in short he married Juan Peron.
	+5	(24)And Juan Peron became um president.
	+6	(25)And after that what um Evita became very popular and very powerful girl in the country.. 128ootball woman in the country.

I	Clause simplex	(26)That's beautiful story, yeah?
P	Clause simplex	(27)Yeah.
I	1	(28)I guess
	'2	(29)Evita has a main role in Juan Peron's achievement to be president, right?
P	Clause simplex	(30)Yeah.
I	1	(31)So... Okay, back to our assignment.
	X2	(32i)So, we must um take
	=3	(32i) maybe we must write the content um the context of situation and the context...context of...
H	Clause simplex	(33)Context of..
I	Clause simplex	(34)Culture.
	Clause simplex	(35)Okay, in the context of situation what elements do we should analyze?
P	Clause simplex	(36)Situation?
	1	(37)There are three elements in a context of situation as like field, tenor and mode of communication.
I	1	(38)Er, actually, I'm so interesting with the Pras's explanation about the movie.
	+2	(39)And then, er, may be you can describe about the context of situation.
P	Clause simplex	(40)Context of the situation.
	1	(41)First of all is the field.
H	Clause simplex	(42>About the field.
	Clause simplex	(43)Yeah
P	1	(44i)The field is ...
	x2 α	(44ii)if I'm not mistaken
	Xβ	(44iii)because it's my own understanding.
P	α	(45i)I don't know
	'β	(45ii)whether it is correct or not.
	1	(46)Um, the field is about Evita's feeling.
	Error	(47)So, Evita try to.
	=2	(48)Evita tried to express his feeling to the people.
	Error	(49)He feels.
	Error	(50i)He filled worry
	Error	(50ii)and he felt
	Error	(50iii)um he felt worry
Error	(50iv)and he felt.	
I	Clause simplex	(51)She.
P	Clause simplex	(52)Oh she, sorry sorry sorry.
	Clause Simplex	(53)She is a woman right?
	=3	(54i)She felt worry
	+4	(54ii)and she felt many things.
	+2 1	(55)And in term of mode I think
	'2	(56)it is obvious.
	'3	(57)it is spoken language.
	Clause simplex	(58i)What what is your opinion about the mode?
I	α 1	(58ii)yeah in my opinion, maybe the field of this text, maybe this is about Evita Peron's feeling,
	=β	(58iii)that um loves Argentines people much.

	X2 α	(59i) So, she does every thing
	= β	(59ii) to give Argentines people free, freedom, and then welfare, and etc.
	x3 x β	(60) So about the mode, um... because this is a song.
	X4 α	(61) So maybe we can know about the mode from the title of the song "Don't cry for me Argentina!"
	α	(62i) The... maybe use imperative sentence
	= β 1 α	(62ii) that means there are people talk to someone
	=2	(62iii) or maybe want to tell someone
	Error	(62iv) maybe don't to...
H	= β	(63) Yeah, um, talking about er the context of situation may be the first one,
	α 1	(64i) actually.. I. I'm still confused
	=2 1	(64ii) about the what's the tenor
	+2	(64iii) or what's the field and mode itself.
I	Clause simplex	(65) Um...
H	Clause simplex	(66) May be you can er tell me about it.
I	Clause simplex	(67) Yeah.
	Clause simplex	(68) In my understanding mood, it is...
H	Clause simplex	(69) Yeah.
P	Clause simplex	(70) Mode... Mode
I	Clause simplex	(71) Mode?
	Clause simplex	(72) Mode or mood?
P	Clause simplex	(73) Mode.
	Clause simplex	(74) M O D E.
I	α	(75i) In my opinion mode is
	X β	(75ii) how language is used.
	X β	(73i) Maybe in this text, um because this is song,
	α	(73ii) so the language style, it's used umspoken style.
	= β	(74i) Talking about tenor,
	α	(74ii) actually I'm still confused about um tenor.
	Clause simplex	(75) Can you explain it to us?
P	1 α	(76i) Tenor is ... is talking about who
	Error	(76ii) who's
	= β	(76iii) who speaks to whom.
	Repeated	(76iv) who speaks to whom.
	=2	(77) In this case um evita speaks to the people.
	X3 α	(78) So um it is actually unequal power
	x β 1	(79) because Evita at that time as I told you
	"2 1	(80) Evita was very powerful very rich and very um famous.
	+2	(81) And he was first lady of Argentina.
	+3	(82) And and she talked to Argentinian people.
	=4	(83) It means um the power is unequal.
	+5	(84) And it is.
	=6 α	(85i) It is proved from the the lyric the lyric um "Don't cry for me Argentina"
	Error	(85ii) because "Don't" Don't means um
	x β 1	(85iii) because that sentence using imperative, right?

I	Clause simplex	(86) Yeah.
P	+2 α	(87i) And someone who uses imperative is....
	= β	(87ii) someone who has higher power.
I	Clause simplex	(88) Higher power?
P	Clause simplex	(89) Yeah.
	X7 1	(90i) So it means
	=2	(90ii) it is unequal.
I	Clause simplex	(91) Um Okay.
H	Clause simplex	(92) What is about the movie and the lyric itself?
	Clause simplex	(93i) It has er
	1	(93ii) I mean
	=2 α	(93iii) it is equal or same er
	X β	(94iv) when you watch the movie.
	Clause simplex	(95) May be you can er tell us about it.
	Clause simplex	(96) Maybe Ifal
I	Clause simplex	(97) Actually, I do the assignment from the story.
	Clause simplex	(98) I am searching in Google right now.
	Clause simplex	(99) I'm still processing to do my assignment.
	Clause simplex	(100) Maybe Pras, Pras have,
	Clause simplex	(101) Pras has um done, right?
P	Clause simplex	(102) Not all of.
	Clause simplex	(103) I haven't completed it but some part of it.
I	Clause simplex	(104) What about the context of culture?
P	Clause simplex	(105) Context of culture?
I	Clause simplex	(106) Have you done?
P	1	(107i) Context of um actually I haven't done that part
	+2	(107ii) but in my understanding it is about the generic structure or the genre.
	1	(108i) It is song
	+2	(108ii) and it should have a genre.
	+3 α	(109i) But I don't know
	= β	(109ii) what genre it is.
	Clause simplex	(110) What do you think?
	Clause	(111) What is the kind of song Evita song?
H	1	(112i) Ooh, yeah, um, actually I don't get the idea
	+2	(112ii) but er it is so interesting about the talking about Argentina itself.
I	Clause simplex	(113i) Yeah,
H	Clause simplex	(113ii) Um, may be you can
	Clause simplex	(114) I mean discuss about the ...
	1	(115i) I mean the football player for Argentina
	+2	(115ii) may be asum like the I mean yeah the biggest
	α	(116i) I mean that has many
	Error	(116ii) that have many,
	= β	(116iii) that has many achievements especially in football as like Messi.
I	Clause simplex	(117) Okay, forget it about our assignment first!
	Clause simplex	(118) Now, it's time to talk about football.
	Clause simplex	(119) So if we are talking about Argentina.
P	X β	(120i) If we are talking about Argentina

	α	(120ii) directly we related to the to the football and the best player...football player from Argentina.
	Clause simplex	(121) One of the best football player from Argentina is Messi right?
I	Clause simplex	(122) Um yeah, Messi.
H	Clause simplex	(123) Messi and Maradona.
	1	(124i) Maradona is also a wonderful
	Clause simplex	(124ii) I mean
	+2	(124iii) (he) is also famous and very very good player.
P	α	(125i) Yeah there are many people
	$=\beta$	(125ii) that make them be equal.
	$=\gamma$	(126i) That have same,
	1	(126ii) I mean same achievement
	+2	(126iii) but Messi er cannot bring his national team to bethe champion.
I	α	(127) But, actually Messi and Maradone, maybe Messi is better than Maradona.
	$X\beta$	(127) Because you know.
H		(128) Really?
I	$X\beta$	(129) Because Messi plays 132 ootball in the modern era.
	"2	(130i) It is different, very very different with Maradona
	Error	(130ii) who play
	$=\beta$	(130iii) who played in the old era.
	1	(131i) Maybe there are not many people could play football in um Maradona's era,
	+2	(131ii) but right now there are many people
	$=\beta$	(132iii) who played well,
	+2	(132iv) but Messi can show
	$=\beta$	(132vi) that um he becomes one of the best players in the world.
P	$x2$	(133i) So, actually when we are talking about Messi
	+2	(133ii) and when we say
	$=\beta$	(134iii) that messi is the best player
	1	(134iv) some people may not agree about our argument.
	+2	(135i) And in my own um I believe
	$=\beta$	(135ii) that Messi is the best player nowadays.
	Clause simplex	(136) What do you think about um Ronaldo or another group player?
H	Clause simplex	(137) Yeah, um, talking about Ronaldo and Messi, um...
P	Clause simplex	(138) Which one is better in your opinion?
H	1	(139i) I think
	"2	(139ii) Ronaldo is better [[than Messi]].
P	Clause simplex	(140) Really?
H	Clause simplex	(141) Yeah.
I	Clause simplex	(142i) Oh, yes,
	Clause simplex	(142ii) that's good.

	Clause simplex	(143) Okay, okay, Why? Why?
	A	(144i) Can you give me a reason
	x β 1	(144ii) why you umlike Ronaldo
	+2	(144iii) and why you like Messi?
H	Clause simplex	(145i) Um yeah.
	Clause simplex	(145ii) what um actually er my point of view um Ronaldo and Messi itself er I.. I see from the..the characteristic.
	1	(146) I mean the personality er in er..in er, in a stadium or in a..in a out of stadium.
	=2 1 α	(147) As like Ronaldo that..that who cares er to..to many people
	=2	(148) As like er in a the ma..the people that be..the be the..that are be the victim
	x3 x β	(149) And then, although er Messi have good achievements especially the Ballon D'or.
	Clause simplex	(150) Um what is about Pras?
P	Clause simplex	(151) Um it's very obvious.
	1	(152) Messi is the best player in the world.
	+2 1	(153i) And Messi is better than..
	Clause simplex	(153ii) Messi is better than Ronaldo.
	=2 α 1	(154) First, Messi has more Ballon D'Or.
	=2	(155) Ballon D'Or is an achievement.
	=3	(156i) It's a world for the best player in the world.
	X β	(156ii) while Ronaldo has only three.
I	Clause simplex	(157i) Five,
	Clause simplex	(157ii) Messi has five.
P	Clause simplex	(158) Oh, really five?
I	Clause simplex	(159) Yes, five.
P	Clause simplex	(160) Yeah five.
	+4	(161) And Ronaldo has only three, right?
	+5 1	(162) And Messi has brought his team
	α	(163i) What is it?
	= β	(163ii) Barcelona to... to win treble winner
	+2	(163iii) but Ronaldo hasn't ever been done the same thing.
I	Clause simplex	(164) Okay, actually you know right.
	Clause simplex	(165) We have class right now.
P	Clause simplex	(166) Oh really?
	Clause simplex	(167) What time is it.... actually?
I	Clause simplex	(168) It is three ten.
P	Clause simplex	(167) Oh yeah?
	Clause simplex	(168) Okay.
I	Clause simplex	(169) So? ... so?
P	α	(170) So we have to.
	X β	(171) Because the lecturer will come to the class.
I	Clause simplex	(171) Okay, yes.
	Clause simplex	(172) May be um we can go right now.
P	Clause simplex	(173) Yeah let's go.
I	Clause simplex	(174) Yeah.
H	Clause simplex	(175) Okay.