

# Turn-Taking Analysis in EFL Research Seminar at Graduate Program of State University of Makassar

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**Abstract:** The aim of this research is to probe the types of turn-taking strategy and its functions in interaction of EFL students' research proposal seminars. This research was conducted purposively toward four students of English education study program in the fourth semester in 2018, Graduate Program of State University of Makassar. For collecting data, the researcher employed descriptive qualitative method based on conversational analysis as a part of discourse analysis approach by using video recorder. It was conducted to monitor, analyze, and interpret the spoken language used by presenters, audiences, and examining committee in research proposal seminars. Findings of this research revealed that there are some kinds of turn-taking strategies used in EFL students' research proposal seminars interaction, i.e. (1) taking the turn in terms of starting up, taking over, and interrupting; (2) holding the turn in terms of filled pause, silent pause, lexical repetition, and new start; and (3) yielding the turn in terms of prompting, appealing, and giving up. This research found new functions of prompting, namely ensuring and suggesting. Moreover, there are new functions of lexical repetition, namely repairing and emphasizing.

**Keywords:** *Turn-taking, English as Foreign Language (EFL) students' research seminars.*

## Introduction

Research seminar is one of academic activities which involve people and language within research presentation. It is one of the prominent things in academic setting since remember that competition in education world is running continuously follows globalization era especially about research presentation scientifically. Ordinarily, in academic rule, research seminar is a formal conversation conducting by students to present their research in the presence of supervisors, examiners, and audiences as prerequisite to fulfill their study. Since this is a formal work, the conversation rule is very required for the research presentation to run smoothly. Success in communication is achieved whenever messages are conveyed and transferred clearly and understandable (Mahmud, 2017). One of the ways to make it happened is to create a good conversation each other through talking in sequence. However, it is usually sensitive to take the turn of the demands in particular conversation. Any kind of interaction has to somehow manage the coordination of turn-taking in speaking. Turn-taking strategies are happened for the first time when someone in a particular has an initiative to speak and then the other participants give respond toward the current speaker's utterance. Since it is difficult to speak and listen at the same time, interlocutors take turns in speaking and this turn-taking has to be

coordinated (Sacks, Schegloff, & Jefferson, 1974). Setting and speakers who are involved in a conversation will produce different linguistic choices and different reasons for taking turn (Flora & Emzir, 2015). In this case, it shows that one of the crucial things in human interaction especially in research seminar is turn-taking. This study deals with EFL students' research presentation. In this work, there is an interaction between presenter, audiences, and examining committee. Thus, the aim of this study is to probe the spoken language in terms of turn-taking strategy of that interaction and its function in EFL student's research seminar.

## RELATED LITERATURE

Turn-taking is the change of an interlocutor from listener to speaker in a natural spoken dialog (Wesselmeier & Müller, 2015). Turn-taking strategies are the way how to manage the roles in conversation whether becomes speaker or listeners. There are rules and practices structuring turn-taking in interactions such as who can speak, when they can speak, how long they can speak, and what can they speak (Gorjian & Habibi, 2015). Study on issue about turn-taking in conversation was conducted by Ismaliyah (2015) in her research untitled "Conversational Analysis of Turn Taking Mechanism in Piers Morgan Tonight Talk

Show” disclosed that every conversation always occurs the turn and the taking to make conversation flows well and there are three kinds of turn-taking mechanism i.e. taking the floor, holding the floor, and yielding the floor. Distinctively, this study is about turn-taking in research presentation that collected the data through direct records and observation in the students’ research seminar while hers used existing record or bibliography technique because using written sources to get data.

Based on theory of Stenstrom (1994), there are three turn-taking strategies in conversation, they are as follows:

### ***Taking the turn***

Taking the turn can be complicated because the speaker who responds the current speaker may not have the preparation well. This situation may appear during the conversation. Therefore, taking the turn divided into three strategies i.e. starting up, taking over, and interrupting. Starting to talk can be a difficult thing. Sometimes, a speaker makes a hesitant start because has not a good preparation at the beginning of the conversation. After the first speaker started a conversation, it is followed by some responses from the listeners. If the listener responds to the speaker, it is called as a taking over in the conversation. During the conversation, the speaker does not always finish his/her talk. Sometimes, the listener interrupts at the beginning or middle of the current speaker’s talk.

### ***Holding the turn***

Holding the turn means to carry on talking. It happens when the speaker cannot control or hold the turns all the time because it is quite difficult to plan what to say at the same time. S/he has to stop talking and start preplanning halfway through the turn. Silence should be avoided, unless is strategically placed, because the listener mistakes it for a takeover signal. In other words, the speaker has to play for time. There are some ways for holding the turn to avoid a breakdown or take over, those are: *filled pauses and verbal fillers* to indicate that the speaker is trying to think what he/she is going to say and it is only used in the short time, *silent pauses* to keep the listener wait until the current speaker finish his/her talking, *lexical repetition* to repeat the words because the speaker wants to go on speaking, and *new start* in a conversation to start all over again.

### ***Yielding the turn***

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give away the turn rather reluctantly, but usually the speaker yield the turn without much objecting. It occurs as sequentially. It is

the relationship between utterances that follow another one (Richards & Schmidt, 2002). It involves prompting, appealing, and giving up. Prompting might be urged in order to inviting, greeting, offering, questioning, requesting, objecting, and apologizing.

## **RESEARCH METHOD**

This research employed descriptive qualitative method based on conversational analysis as a part of discourse analysis approach to monitor the spoken language event in research proposal seminar produced by presenters, audiences, and examining committee in EFL context. The approach in conversational analysis is essentially descriptive and qualitative (Rahman, 2006). This research was conducted purposively toward four students of English education study program who presented their research proposal in the fourth semester in 2018 with different supervisor/examiner who spoke English dominantly in each seminar and some students as audiences at Graduate Program of State University of Makassar. To collect data, the researcher used video recorder to monitor, analyze, and interpret the spoken language used by presenters, audiences, and examining committee in research proposal seminar. In analyzing the data, the researcher intended to describe the turn-taking strategies by using the turn-taking theory revealed by Stenstrom.

## **FINDINGS AND DISCUSSION**

After investigating the data from the recording, some turn-taking strategies used by the presenters, audiences, and examining committee in research presentation are as follows:

### **A. Taking the turn**

Taking the turn in research seminar is person’s utterance who is taking a part for starting to be a speaker in a conversation of research seminar session either in the opening, presenting, sharing, or closing section.

#### ***Opening***

a. Presenter

Excerpt 1: Starting up in the opening section of research seminar

*P : First of all, thanks to the God, Allah SWT who had been given us chance so that we can attend this place. Secondly, salam and shalawat to our prophet Muhammad SAW who has change us from the darkness to lightness in this world.*

Excerpt 1 above illustrates the opening section of the research seminar by the presenter (P). In the beginning of the seminar, before the presenter presents the content of his research, he started to open by saying

**First of all** thanks to the God, Allah SWT who had been given us chance so that we can attend this place. It means the presenter starts to open his presentation in order to greet the God and prophet.

b. Audience

In the opening section, there was not taking the turn used by the audiences. They were just listened the supervisor opening the research seminar while waiting for research presentation by the presenter.

c. Supervisor/examiner

Excerpt 2: Starting up in the opening section of research seminar

S1 : **Okay, well**, as usual we give the chance to explain your... major research. Your.. voi- the voice from your research proposal. E.. fifteen minutes.. jangan lewat nah. Fifteen minutes and then followed by the question and comments from participants and.. both of us, yah? Ok, Ms.K, please!

(**Okay, well**, as usual we give the chance to explain your... major research. Your.. voice from your research proposal. E.. fifteen minutes.. do not pass! Fifteen minutes and then followed by the question and comments from participants and.. both of us, right? Ok, Ms.K, please!)

Excerpt 2 above illustrates the opening section of the research seminar by the first supervisor (S1). In the beginning of the seminar, before the presenter presents the research, the supervisor started to open by saying **Okay, well** followed by explaining about chance to explain the major research as usually. It means the supervisor starts to open in order to give chance to the presenter to present the research readily.

Excerpt 3: Starting up in the opening section of research seminar

S2 : **Well, E...** \$Mr.M\$ that's why I call him. It's just the same with my son's name, Mr.M. Iyah, you will have about fifteen minutes to.. present brief about your research proposal. And the next, there will be question section, suggestion, comments. The audiences pay attention to the presentation and then give comments. Well, I think time is yours!

(**Well, E...** \$Mr.M\$, that is why I call him. It is just the same with my son's name, Mr.M. Yes, you will have about fifteen minutes to present brief about your research proposal. And the next, there will be question section, suggestion, comments. The audiences pay attention to the presentation and then give comments. Well, I think time is yours!)

Excerpt 3 above illustrates the opening section of the research seminar by the second supervisor (S2). In the beginning of the seminar, before the presenter presents

the research, the supervisor started to open by saying **Well, E...** followed by intermezzo about name then giving time to present. It means the supervisor opens hesitantly in order to give time to presenter to present the research briefly.

**Presenting**

a. Presenter

Excerpt 4: Starting up in presenting the material of research seminar

P : **So..** let me explain my research proposal. So, my title is *Corrective Feedback used by EFL Teacher with Non-English Language Teaching Background*. So, there are three main points here, the first one is introduction, the second one is literature review, and the last one is research method.

Excerpt 4 above illustrates the presentation section of the research seminar by the presenter (P). In the beginning, the presenter started to present the research proposal by saying **So..** followed by explanation about the title of the research. It means the presenter starts the presentation hesitantly by using conjunction.

b. Audience

In the presenting section, there was not taking the turn used by audiences. They were just listened the presenter's presentation.

c. Supervisor/examiner

In the presenting section, the examining committee was not taking the turn. They were just observed the thesis while listen the research presentation.

**Sharing**

a. Presenter

Excerpt 5: Starting up in the sharing section of research seminar

P : **Em..** all of the researcher researches the students' engagement and interest. So, this study concludes not only the students' achievement but also the students' participation in speaking class.

Excerpt 5 above illustrates the sharing section of the research seminar by the presenter (P). In this section, the presenter answered the previous question by saying **Em...** It means the presenter starts to answer the previous question hesitantly.

Excerpt 6: Interrupting in the sharing section of research seminar

E2 : **E...** are you.. are you only going to look at the three types of error that the teacher may provide E.. so, pronunciation, vocabulary, and grammar.

P : **(four Sir)**

E2 : *What is the other one?*

Excerpt 6 above illustrates the sharing section of the research seminar between the second examiner (E2) and the presenter (P). In this section, the examiner was giving comments to presenter. However, when the examiner's talk was still ongoing, the presenter suddenly talked by saying *four Sir*. It means presenter intervenes examiner's talk.

b. Audience

Excerpt 7: Starting up in the sharing section of research seminar

A1 : *Ok.. morning, thank you for the chance. E.. Just a simple question. What is the difference between the previous research and your research?* <XMamX>.

P : *Ok. thank you thanks for the chance. You are-- E.. what is the difference between my research and the previous research? Well, based on the result of reviewing many.. E.. many E.. articles, I found that, E.. most of them just focus or concern in one or two aspects of communicative competence while in this research, I would like to.. ya.. I would like to analyze the students' communicative competence, focus on three components of.. <Xlike termX> %*

Excerpt 7 above illustrates the sharing section of the research seminar by the first audience (A1). In the beginning, before audience asked question, she started to ask by saying *Ok.. morning*. It means the first audience is still hesitant for asking question directly. Therefore she greets firstly.

c. Supervisor/examiner

Excerpt 8: Taking over in the sharing section of research seminar

P : *The hypothesis here, there is no significant difference of the students' speaking ability between storytelling method and role play, and the second one is there is significant difference.*

S1 : *But your question is, which.. which is more prominent.. prominent.*

Excerpt 8 above illustrates the sharing section of the research seminar between the presenter (P) and the first supervisor (S1). In this section, the presenter explained about hypothesis to the supervisor then it was directly followed by supervisor by saying *But your question is*. It means the supervisor takes the turn in terms of link.

Excerpt 9: Interrupting in the sharing section of research seminar

P : *Yes, important Prof, but E.. based on --*

E2 : *(Em) (why you don't include as the scope of your research)*

Excerpt 9 above illustrates the sharing section of the research seminar between the presenter (P) and the second examiner (E2). In this section, the presenter was explaining to the examiner. However, when the presenter's talk was still ongoing, the examiner suddenly said *Em* then *why you don't include as the scope of your research*. It means the examiner intervenes the presenter's talk.

**Closing**

a. Presenter

In the closing section, there was not taking the turn used by presenter. They were just listened the supervisor closing the research seminar while waiting for the value of research proposal seminar.

b. Audience

In the closing section, there was not taking the turn used by audiences. They were just listened the supervisor closing the research seminar while waiting for announcing of the value of presenter's research proposal seminar.

c. Supervisor/examiner

Excerpt 10: Starting up in the closing section of research seminar

S2 : *Iya, I think that is all I can suggest and ask for this seminar, thank you.*

Excerpt 10 above illustrates the closing section of the research seminar by the second supervisor (S2). In this section, the second supervisor ended his talk by saying *Iya, I think that is all I can suggest and ask for this seminar, thank you*. It means the supervisor starts to close the seminar.

**B. Holding the turn**

Holding the turn in research seminar is speaker's utterance which is holding a part as current speaker in a conversation of research seminar session either in the opening, presenting, sharing, or closing section.

**Opening**

a. Presenter

Excerpt 11: Silent pause in the opening section of research seminar

P : *Well.. thanks for the chance. E.. the honorable my first advisor, Mrs.M. The honorable, my second advisor, Mr.L. The honorable, my second examiner, Mr.K, and all of my beloved participants for today, thanks for coming. Assalamualaikum Warahmatullahi Wabarakatuh.*

S/E,A:Waalai kumsalam °Warahmatullahi Wabarakatuh°.

Excerpt 11 above illustrates opening section of the research seminar by the presenter (P). In the beginning of the seminar, before the presenter presented the content of her research, she started to open by saying *well.., thanks for the chance* then honored to supervisors and examiner. It means the presenter starts to open her presentation with silent pause before express the main point of this section.

#### b. Audience

In the opening section, there was not holding the turn used by audiences. They were just listened the supervisor opening the research seminar while waiting for research presentation by presenter.

#### c. Examining committee

Excerpt 12: Filled pauses in the opening section of research seminar

*S1 : Today, E.. we schedule for proposal seminar by Ms.S that supervised by Mrs.M and Mr.L, and will examined by Mr.B, ya? and Mr.K% Alhamdulillah Rabbil Alamin. Well then E.. in the name of Allah SWT, represented Bismillahirrahmanirahim, I open this proposal seminar% Now, I invite the supervisor, Mrs.M to chair this proposal seminar, °time's yours!°.*  
*(Today, E.. we are scheduled for proposal seminar by Ms.S that supervised by Mrs.M and Mr.L, and will examined by Mr.B, ya? and Mr.K% Alhamdulillah Rabbil Alamin. Well, then E.. in the name of Allah SWT, represented Bismillahirrahmanirahim, I open this proposal seminar% Now, I invite the supervisor, Mrs.M to chair this proposal seminar, °time's yours!°).*

Excerpt 12 above illustrates the opening section of the research seminar by the first supervisor (S1). In the beginning and in the middle of the seminar opening, the supervisor said *E..* to continue his talk. It means the supervisor opens the seminar by using fillers.

Excerpt 13: Silent pauses in the opening section of research seminar

*S2 : Alhamdulillah Rabbil Alamin. Well, today, Ms.S.. is.. going to.. present her.. major.. research.. about discourse strategic and sociolinguistic competence in EFL classroom interaction. Ya, as usual.. you are given the chance to explain your major points about your research, ya? fifteen minutes. Fifteen to.. twenty minutes. Ya, please Ms.S!*  
*(Alhamdulillah Rabbil Alamin. Well, today, Ms.S.. is.. going to.. present her.. major.. research.. about discourse strategic and sociolinguistic competence in EFL classroom interaction. Yes, as usual.. you are given the*

*chance to explain your major points about your research, right? fifteen minutes. Fifteen to.. twenty minutes. Yes, please Ms.S!)*

Excerpt 13 above illustrates the opening section of the research seminar by the second supervisor (S2). In the beginning of the seminar opening, the supervisor said *Ms.S.. is.. going to.. present her.. major.. research..;* in the middle of opening she said *as usual..;* and in the end of opening she said *fifteen to...* It means the supervisor opens the seminar by keeping silent.

Excerpt 14: New start in the opening section of research seminar

*S1 : Assalamualaikum Warahmatullahi Wabarakatuh. Welcome to the supervisors. <X I go to here... explainedX> by Mr.H <X to seeX> about-- E.. he called me to open-- Ok, well, on behalf of pascasarjana, I officially open this research proposal seminar by reciting Basmalah.*

Excerpt 14 above illustrates the opening section of the research seminar by the first supervisor (S1). In the beginning of the seminar, the first supervisor welcomed the other supervisor then suddenly said *he called me to open-- Ok, well, on behalf of pascasarjana, I officially open this research proposal seminar by reciting Basmalah.* It means the supervisor continues her talk without finishing the previous talk clearly.

#### Presenting

##### a. Presenter

Excerpt 15: Filled pauses in presenting the material of research seminar

*P : And the second is what the students-- facilitate the student in A.. in learning English specific speaking skill. And the last is for the next researchers, as the opinion or contribution. A.. It can be taken as references in seminar.. in the research concerning in the same area. And the last is the scope of the study. This study will conduct.. at STAIN Watampone.. on fourth semester academic year 2017/2018%*

Excerpt 15 above illustrates the presentation section of the research seminar by the presenter (P). In delivering materials, he said *A..* for continuing his talk by talk. It means the presenter presents the material by using filler.

Excerpt 16: Lexical repetition in presenting the material of research seminar

*P : And interview, the first one I will ask the interviewees the-- when and where they could be interviewed, and then I will ask permission for them, then I will record the voice and take some*

*pictures during the interview, and then I will explain the purpose, and I will interviewing the learners.. **I will interview the learners** individually by using semi structure interview.*

Excerpt 16 above illustrates the presentation section of the research seminar by the presenter (P). In explaining materials, she said ***I will interviewing the learners.. I will interview the learners***. It means the presenter repeats her talk in order to repair and emphasize the explanation of material.

Excerpt 17: New start in presenting the material of research seminar

*P : So, the background.. **I choose three--. E.. for the background, why corrective feedback?** Why EFL teacher with non-English language background? And why .hhh BRITON International School?*

Excerpt 17 above illustrates the presentation section of the research seminar by the presenter (P). In the beginning of presentation, she explained the background of research by saying ***I choose three--. E.. for the background, why corrective feedback?***. It means the presenter continues her talk without finishing the previous talk clearly.

Excerpt 18: Silent pauses, filled pause, and lexical repetition in presenting the material of research seminar

*P : **And then.. move to..** discourse competence. According to Canale 1984, discourse competence, it is an ability **Em.. of E.. mastering about.. of how to.. of how to** combine and produce the forms and the meaning in order to receive unified text by utilizing coherence and cohesion. Coherence refers to forms while coherence refers to meanings. That's why I will just focus on coherence because I want to analyze the students' meaning E.. students' utterance refers to meaning.*

Excerpt 18 above illustrates the presentation section of the research seminar by the presenter (P). While delivering the material, she said ***And then.. move to..*** to keep silent in spaces of her talk. She said ***Em..*** as a filler in space to continue next talk. She also said ***about.. of how to.. of how to***. It means keep silent in a short time followed by repeating talk to continue what she is going to talk next.

a. Audience

In the presenting section, there was not holding the turn used by audiences. They were just listened the presenter's presentation.

b. Supervisor/examiner

In the presenting section, the examining committee was not holding the turn. They were just observed the thesis while listen the research presentation.

### Sharing

a. Presenter

Excerpt 19: Silent pause and filled pauses in the sharing section of research seminar

*P : And video camera, **I will...** put the camera in the back of the class in order to reduce the students' **E.. Em..** anxiety or the students' nervous. And mobile phone, in order to take some pictures during the learning process.*

Excerpt 19 above illustrates the sharing section of the research seminar by the presenter (P). While delivering the material, she said ***I will...*** to keep silent in space of her talk. She said ***E.. Em..*** as a filler in space was to continue what she is going to talk next.

b. Audience

Excerpt 20: Lexical repetition in the sharing section of research seminar

*A2 : *Iya, there are two methods here, iya, I will ask you, how you.. how the way you compare between these methods?**

*P : How do? (asking to repeat)*

*A2 : **the way, the way to compare**, thank you!*

Excerpt 20 above illustrates the sharing section of the research seminar by the second audience (A2). In this section, the second audience asked question to presenter. However, the presenter repeated the audience's question. Therefore, the audience repeated by saying ***the way, the way to compare, thank you!***. It means the audience uses lexical repetition to make the question clear.

c. Supervisor/examiner

Excerpt 21: Lexical repetition in the sharing section of research seminar

*E1 : **Teacher-student, teacher - student interaction**, student-student interaction, student-teacher interaction. Mungkin perlu ditulis disitu jenis-jenisnya, supaya orang yang membaca tau what.. what do you know about this interactions. Dan, kan ada di bawah itu student-student interaction, it means that.. E sorry. **The reader know now that, the readers know now that** you are focusing on student-student interaction.*

*(Teacher-student, **teacher - student interaction**, student-student interaction, student-teacher interaction. It may need to be written there types, so that people who read know what .. what do you know about this interactions. And, there is below that student-student interaction, it means that .. E*

sorry. ***The reader know now that, the readers know now that you are focusing on student-student interaction.***

Excerpt 21 above illustrates the sharing section of the research seminar by the first examiner (E1). In this section, the examiner gave comments by saying ***Teacher-student, teacher - student interaction.*** It means the examiner repeated his talk in order to clarify the explanation about interaction. Then, the examiner still gave comment by saying ***The reader know now that, the readers know now that*** . It means the examiner also repeats his talk in order to repair and emphasize his comment.

Excerpt 22: New start in the sharing section of research seminar

***P : Ok. thank you thanks for the chance. You are-- E.. what is the difference between my research and the previous research?***

Excerpt 22 above illustrates the sharing section of the research seminar by the presenter (P). In this section, the presenter answered the question from audience. When presenter held the turn, she repeated the question previously by saying ***You are-- E.. what is the difference between my research and the previous research?***. However, when she wanted to repeat it, the previous talk was not finished clearly.

### ***Closing***

#### ***a. Presenter***

In the closing section, there was not holding the turn used by presenter. They were just listened the supervisor closing the research seminar while waiting for the value of research proposal seminar.

#### ***b. Audience***

In the closing section, there was not holding the turn used by audiences. They were just listened the supervisor closing the research seminar while waiting for announcing of the value of presenter's research proposal seminar.

#### ***c. Supervisor/examiner***

Excerpt 23: Silent pauses, lexical repetition, and filled pause in the closing of research seminar

***S1 : Gitu yah.. gitu... saya kira begitu yah, saya kira begitu yah saran saya gitu ya. Em.. nilainya belum bisa dikumpulkan kalau begitu yah, anda belum lulus hari ini.***

***(So yeah .. so ... I think so, I think so yeah my advice like that. Em .. the score cannot be collected then so yeah, you have not passed today).***

Excerpt 23 above illustrates the closing section of the research seminar by the first supervisor (S1). In this section, the first supervisor ended his suggestion by saying ***yeah .. so ... I think so, I think so yeah my advice like that.*** It means the supervisor starts to close the seminar. He kept silent in the beginning of talk by using spaces. Then it was followed by repetition sentence. After that, the supervisor also continues her new talk by saying ***Em ...*** It indicates filler is used to begin the talk.

### ***C. Yielding the turn***

Yielding the turn in research seminar is speaker's utterance which is yield a chance to the listener for talking in a conversation of research seminar session either in the opening, presenting, sharing, or closing section.

#### ***Opening***

##### ***a. Presenter***

Excerpt 24: Prompting in the opening section of research seminar

***S1 : Well, E... \$Mr.M\$ that's why I call him. It's just the same with my son's name, Mr.M. Iyah, you will have about fifteen minutes to.. present brief about your research proposal. And the next, there will be question section, suggestion, comments. The audiences pay attention to the presentation and then give comments. Well, I think time is yours! (Well, E... \$Mr.M\$, that is why I call him. It is just the same with my son's name, Mr.M. Yes, you will have about fifteen minutes to present brief about your research proposal. And the next, there will be question section, suggestion, comments. The audiences pay attention to the presentation and then give comments. Well, I think time is yours!)***

***P :Bismillahirrahmanirahim, Assalamualaikum Warahmatullahi Wabarakatuh***

***A,S/E:Waalaiikumsalam Warahmatullahi Wabarakatuh.***

Excerpt 24 above illustrates the opening section of the research seminar by the first supervisor (S1). In the last of seminar opening, the first supervisor invited the presenter to begin the research presentation. Therefore, the presenter responded by saying ***Bismillahirrahmanirahim, Assalamualaikum Warahmatullahi Wabarakatuh.*** It means the presenter greets the audiences and examining committee to start the research presentation.

##### ***b. Audience***

In the opening section, there was not yielding the turn used by audiences. They were just listened the supervisor opening the research seminar while waiting for research presentation by presenter.

c. Supervisor/examiner

Excerpt 25: Prompting in the opening section of research seminar

*S1 : Today, E.. we schedule for proposal seminar by Ms.S that supervised by Mrs.M and Mr.L, and will examined by Mr.B, ya? and Mr.K% Alhamdulillah Rabbil Alamin. Well then E.. in the name of Allah SWT, represented Bismillahirrahmanirahim, I open this proposal seminar% Now, I invite the supervisor, Mrs.M to chair this proposal seminar, °time's yours!°.  
(Today, E.. we are scheduled for proposal seminar by Ms.S that supervised by Mrs.M and Mr.L, and will examined by Mr.B, right? and Mr.K % Alhamdulillah Rabbil Alamin. Well, then E.. in the name of Allah SWT, represented Bismillahirrahmanirahim, I open this proposal seminar% Now, I invite the supervisor, Mrs.M to chair this proposal seminar, °time's yours!°).*

*S2 : Thank you very much. E.. Assalamualaikum Warahmatullahi Wabarakatuh.*

Excerpt 25 above illustrated the opening section of the research seminar by the first supervisor (S1) by saying **time's yours** to the next supervisor (S2) with spoken softly after greeting in order to open the research proposal seminar. It means the first supervisor prompts in order to invite the second supervisor for chairing the seminar.

**Presenting**

a. Presenter

Excerpt 26: Appealing in presenting the material of research seminar

*P : ..... I will use the likert scale to measure their interest. **Okay!** I think that's all, thank you for your \$nice attention\$, \$Wassalamualaikum wr.wb\$*

*S1 : Ok. Ya. I would like to invite the examiner one.*

Excerpt 26 above illustrates the presentation section of the research seminar by the presenter (P). In the end of presentation, she appealed by saying **Okay!**. It means the presenter appeals that what she had been delivered is enough.

b. Audience

In the presenting section, there was not yielding the turn used by audiences. They were just listened the presenter's presentation.

c. Supervisor/examiner

In the presenting section, the examining committee was not yielding the turn. They were just observed the thesis while listen the research presentation.

**Sharing**

a. Presenter

Excerpt 27: Giving up in the sharing section of research seminar

*P : **Yes, important Prof, but E.. based on --**  
E2 : (Em) (why you don't include as the scope of your research).*

Excerpt 27 above illustrates the sharing section of the research seminar between the presenter (P) and the second examiner (E2). In this section, the presenter answered the question from examiner. However, she did not finish her talk by saying **Yes, important Prof, but E.. based on --**. It means she does not know what she is going to say.

b. Audience

Excerpt 28: Appealing in the sharing section of research seminar

*A1 : Ok, Ya. Thank you for your opportunity. So, this is my question, E.. how do you describe your subject? E.. the teacher, that you are going to research. **iya!***

Excerpt 28 above illustrated sharing section of the research seminar by the first audience (A1). In this section, the audience asked question and in the end of asking question, the audience said **iya!**. It means the audience appeals to presenter to respond his question.

c. Examining committee

Excerpt 29: Prompting in the sharing section of research seminar

*S1 : Ok. Now, Mr.X. **Please, ya!**  
**Ok. Ask question or maybe give comments!** About Ms.S's presentation or Ms.S's research. **Please!** No? **What about you?** (point out another audience).*

Excerpt 29 above illustrates the sharing section of the research seminar by the first supervisor (S1). In this section, the supervisor invited a name of audience in the seminar by saying **Please, ya!**. It means the audience is prompted by supervisor to keep talking. Afterwards, the supervisor said **Ask question or maybe give comments!**. It means she offers questions or comments that what the audience wants to deliver. Then it was followed by inviting again by saying **Please!**. In the last of talking, the supervisor asked question by saying **What about you?** while pointing out another audience. It means the supervisor prompts the audience in order to ask question.

Excerpt 30: Prompting in the sharing section of research seminar

S1 : @@@ untuk meneliti ini, satu tahun, ini satu tahun, ini satu tahun (pointed every competency in a paper) but I think you have for that, ndak apa-apa tiga-tiganya yang penting kamu punya alasan. Dan alasan itu, rasional, bisa diterima. **Coba, saya mau mendengarkan alasannya dulu!** (@@@ to research this, one year, this one year, this one year (pointed every competency in a paper) but I think you have for that, nothing three important that you have a reason. And that reason is rational, acceptable. **Let me listen to the reason first!**)

Excerpt 30 above illustrates the sharing section of the research seminar by the first supervisor (S1). In this section, the supervisor gave comments to presenter. Then asking her to give the reason related her previous explanation by saying **Let me listen to the reason first!**. It means the supervisor requests a reason from the presenter.

Excerpt 31: Prompting in the sharing section of research seminar

S1 : Ya, if your recordings.. any of your data indicate all of those competences are there, kamu harus diskusikan semua ini!  
(Yes, if your recordings.. any of your data indicate all of those competences are there, **you have to discuss all of these!**)

Excerpt 31 above illustrates the sharing section of the research seminar by the first supervisor (S1). In this section, the supervisor asked the presenter to discuss by saying **you have to discuss all of these!**. It means the supervisor gives suggestion to presenter.

Excerpt 32: Prompting in the sharing section of research seminar

P : to answer the first problem statement Sir.  
E1 : **Ha?**  
P : to answer the first problem statement.  
E1 : **@justru itu problem statementnya tidak perlu ada@@@**

(P : to answer the first problem statement Sir.  
E1 : **What?**  
P : to answer the first problem statement.  
E1 : **@exactly that problem statement is not important@@@**)

Excerpt 32 above illustrates the sharing section of the research seminar between the presenter (P) and the first examiner (E1). In this section, the first examiner responded the presenter by saying **what?**. It means the examiner asks to ensure what the presenter said previously. Therefore, presenter re-answered which was then followed by saying **@exactly that problem statement is not important@@@** from examiner. It means the examiner suggests the presenter.

Excerpt 33: Appealing in the sharing section of research seminar

E1 : *Let me show you. You try to show us the reason why you need this research.. on page 3. When you interview one of the lecturer, I don't know whether she or he. But the emphasis is shyness and confidence, **right!***

P : °Yes Prof°.

Excerpt 33 above illustrates the sharing section of the research seminar between the first examiner (E1) and the presenter (P). In the end of presentation, she appealed by saying *But the emphasis is shyness and confidence, **right?***. It means the presenter appeals to get feedback after give comments.

Excerpt 34: Giving up in the sharing section of research seminar

S2 : *The last point is.. the fourth one is the relevant. **So, novelty, urgency, feasibility, and relevant. E...***  
S1 : (significant)  
S2 : *Ya, this signify, the significant of your research, right?*

Excerpt 34 above illustrates the sharing section of the research seminar between the second supervisor (S2) and the first supervisor (S1). In this section, the second supervisor (S2) was giving explanation toward presenter. However, at the end of his explanation, he said *So, novelty, urgency, feasibility, and relevant **E...***. It means he does not know what he will explain next.

### Closing

#### a. Presenter

In the closing section, there was not yielding the turn used by presenter. They were just listened the supervisor closing the research seminar while waiting for the value of research proposal seminar.

#### b. Audience

In the closing section, there was not yielding the turn used by audiences. They were just listened the supervisor closing the research seminar while waiting for announcing of the value of presenter's research proposal seminar.

#### c. Supervisor/examiner

Excerpt 35: Appealing in the closing section of research seminar

S2 : *I think it's enough. **Waiting for the score, please!***

Excerpt 35 above illustrates the closing section of the research seminar by the second supervisor (S2). In this section, the second supervisor ended his talk by saying

**Waiting for the score, please!**. It means the supervisor appeals the presenter to wait the research seminar score.

There were thirty five excerpts presented as the sample of research proposal seminar interaction which were transcribed from four EFL students' seminar sessions. Based on those excerpts, types and functions were described in the following explanation:

### 1. Types of turn-taking strategies used by presenters, audiences, and examining committee in research seminars

Table 1. Types of taking the turn in research seminar used by presenters, audiences, and examining committee.

Research Seminar Section	Types of taking the turn		
	Presenters	Audiences	Supervisors/ Examiners
<b>Opening</b>	Starting up: <i>First of all</i>	-	Starting up: <i>Okay, well</i>  Starting up: <i>Well, E...</i>
<b>Presenting</b>	Starting up: <i>So..</i>	-	-
<b>Sharing</b>	Starting up: <i>Em..</i>  Interrupting: <i>(four Sir)</i>	Starting up: <i>Ok.. morning</i>	Taking over: <i>But your question is,</i>  Interrupting: <i>(Em) (why you don't include as the scope of your research)</i>
<b>Closing</b>	-	-	Starting up: <i>Iya,</i>

Table 1 above describes the types of taking the turn in research proposal seminar. In the opening section, taking the turn was used by presenters and examining committee, i.e. starting up with some kinds of talk. In presenting section, taking the turn was used by presenters only, i.e. starting up. In sharing section, taking the turn was used by presenters, audiences, and examining committee, i.e. starting up, interrupting, and taking over. In closing section, taking the turn was used by examining committee only, i.e. starting up.

Table 2. Types of holding the turn in research seminar used by presenters, audiences, and examining committee.

Research Seminar Section	Types of holding the turn		
	Presenters	Audience s	Supervisors/ Examiners
<b>Opening</b>	Silent pause: <i>Well..</i>	-	Filled pause: <i>E..</i>  Silent pauses: <i>Ms.S.. is.. going to..</i>

			<i>present her.. major.. research..;</i> <i>Fifteen to..</i>  New start: <i>he called me to open-- Ok, well, on behalf of pascasarjana,</i>
<b>Presenting</b>	Filled pause: <i>A..</i> Lexical repetition: <i>I will interviewing the learners..</i> <i>I will interview the learners</i>  New start: <i>I choose three-- E.. for the background, why corrective feedback?</i>  Silent pauses, filled pause, lexical repetition: <i>And then.. move to..; Em..; about..of how to.. of how to</i>	-	-
<b>Sharing</b>	Silent pause, filled pauses: <i>I will...; E.. Em..</i>	Lexical repetition: <i>the way, the way to compare</i>	Lexical repetitions: <i>Teacher-student, teacher - student interaction;</i> <i>The reader know now that, the readers know now that</i>  New start: <i>You are-- E.. what is the difference between my research and the previous research?</i>
<b>Closing</b>	-	-	Silent pauses, lexical repetition, filled pause: <i>yah.. gitu... saya kira begitu yah, saya kira begitu yah;</i> <i>Em..</i>

Table 2 above describes the types of holding the turn in research proposal seminar. In the opening section, holding the turn was used by presenters and examining

committee are filled pause, silent pauses, and new start. In presenting section, holding the turn was used by presenters only, i.e. filled pause, lexical repetition, new start, and silent pauses. In sharing section, holding the turn was used by presenters, audiences, and examining committee, i.e. silent pause, filled pauses, lexical repetition, new start. In closing section, holding the turn was used by examining committee only, i.e. silent pauses, lexical repetition, and filled pause.

Table 3. Types of holding the turn in research seminar used by presenters, audiences, and examining committee.

Research Seminar Section	Types of yielding the turn		
	Presenters	Audiences	Supervisors/ Examiners
Opening	Prompting: <i>Bismillahirrah manirahim, Assalamualaikum Warahmatullahi Wabarakatuh</i>	-	Prompting: <i>time's yours</i>
Presenting	Appealing: <i>Okay!</i>	-	-
Sharing	Giving up: <i>Yes, important Prof. but E.. based on --</i>	Appealing: <i>iya!</i>	Prompting: <i>Please, ya!;</i> <i>Ask question or maybe give comments!;</i> <i>Please!;</i> <i>What about you?</i>  Prompting: <i>Let me listen to the reason first!</i>  Prompting: <i>you have to discuss all of these!</i>  Prompting: <i>What?;</i> <i>@exactly that problem statement is not important@@@</i>  Appealing: <i>right!</i>  Giving up: <i>So, novelty, urgency, feasibility, and relevant. E...</i>
Closing	-	-	Appealing: <i>Waiting for the score, please!</i>

Table 3 above describes the types of yielding the turn in research proposal seminar. In the opening section, yielding the turn was used by presenters and examining committee, i.e. prompting. In presenting section, yielding the turn was used by presenters only, i.e.

appealing. In sharing section, yielding the turn was used by presenters, audiences, and examining committee, i.e. giving up, appealing, and prompting. In closing section, yielding the turn was used by examining committee only, i.e. appealing.

Considering three tables above, turn-taking strategies was used in all of seminar sessions. Overall of the presenters, audiences, and examining committee of the seminar mainly used turn-taking in research seminar sessions for each of turn-taking strategies as mentioned by Stenstrom (1994). However in this research, sometimes turn-taking strategies are not used by presenter, audiences, or examining committee in certain section of research seminar.

## 2. The functions of turn-taking strategies used by presenters, audiences, and examining committee in research seminars

In taking the turn strategy, there are three types, i.e. starting up, taking over, and interrupting. There were starting to open, present, share, and close the research proposal seminar by saying *first of all, okay, well, so, ok.. morning, and iya*. The function of those is to help the current speaker preparing his/her talk in the beginning. *E.. Em...* are also starting up to help the current speaker preparing his/her talk in the beginning by using filler. Both filler is useful to help the current speaker thinks what s/he was going to talk in the beginning of talking or avoiding silent while thinking what the current speaker wanted to share. Those indicate the function of starting up when the speaker takes the turn. It confirms the theory from Stenstrom (1994) that the speaker uses a hesitant start when taking the turn by filled pauses. However, this research found other kinds of starting up, i.e. *okay* and *well*. Saying *But your question is* as taking over. Its function is as preceding response to the previous speaker by using link before continues the main feedback. Another type is interrupting such as (*four Sir*) and (*Em*) (*why you don't include as the scope of your research*). The aim of saying *four Sir* is to become the second speaker in order to overlap as well as remind and clarify the wrong talk. It is supported by Kohonen (2004) who states that overlap is an observable situation in the sequence of interaction in which the current speaker has started his/her turn as a second speaker interrupting the previous speaker. The next interruption by saying *Em* and then *why you don't include as the scope of your research* are as an agreement and giving feedback soon. This finding is related with the theory from Coulthard (1985) who states that overlap deals with one speaker ending his/her turn quickly, gaps between turns by another

speaker beginning his/her turn or simply indicating that his/her turn has begun and incorporating the silence into it.

In holding the turn strategy, there are four types, i.e. filled pause, silent pause, lexical repetition, and new start. Filled pauses in research proposal seminar such as *E.. A.. Em...* The function of those fillers is to avoid silent while thinking what the current speaker want to talk next. Besides, there were silent pauses such as *Well..; Ms.S.. is.. going to.. present her.. major.. research..; Fifteen to..; And then.. move to..; I will...; yah.. gitu....* Those functions are to keep the listeners listen the current speaker talks slowly for clear and/or to space the talk for thinking idea that will be talked next. The next type of holding the turn is lexical repetition, such as *I will interviewing the learners.. I will interview the learners; about.. of how to.. of how to; the way, the way to compare; Teacher-student, teacher - student interaction; The reader know now that, the readers know now that; saya kira begitu yah, saya kira begitu yah.* The functions of those repetitions (signed by underline) are to clarify, repair, and emphasize what the current speaker actually said. It is also useful to avoid silent while thinking what current speaker should say. These lexical repetition functions are different from the previous theory by Stenstrom (1994). They were eliciting lexical repetition function in terms of clarifying, repairing, and emphasizing. One of those findings is supported by Levinson (1983) who found that repair is an alteration that is suggested or made by a speaker, addressee, or audience in order to correct or clarify previous conversational contribution. Another type of holding the turn is new start, such as *he called me to open-- Ok, well, on behalf of pascasarjana; I choose three-- E.. for the background, why corrective feedback?; You are-- E.. what is the difference between my research and the previous research?.* The function of those new starts is to avoid silent when getting lost idea. Therefore, starting a new talk should be a choice to continue between previous talk and further talk.

In yielding the turn strategy, there are three types, i.e. prompting, appealing, and giving up. Some kinds of prompting are *Bismillahirrahmanirahim, Assalamualaikum Warahmatullahi Wabarakatuh.* Its function is to greet the listeners for getting feedback. *Time's yours; Please, ya!* are kinds of prompting which are useful to invite the listener who will be the next speaker. *Ask question or maybe give comments!* is kind of prompting which is useful to offer choice. *What about you?* is kind of prompting which is useful to ask question. *Let me listen to the reason first!* is kind of prompting which is useful to request the reason. *You*

*have to discuss all of these!; @exactly that problem statement is not important@@@* are kinds of prompting which is useful to suggest the listener. As cited the theory in the pertinent ideas (Stenstrom, 1994) that the speaker can make a prompting in terms of inviting, greeting, offering, questioning, requesting, objecting, and apologizing. However, there is also an existed function of prompting which was not existed in latter theory, i.e. suggesting. Another different function is ensuring which is existed when saying *What?* in sharing section of research proposal seminar. Its function is to ensure or confirm what the previous speaker said. Another type of yielding the turn is appealing, e.g. *Okay!; iya!; right!; Waiting for the score, please!* are useful to give signal to the listener for getting response. The last type is giving up, such as *Yes, important Prof, but E.. based on –* is useful to give chance to the next speaker to talk intentionally because give up. *So, novelty, urgency, feasibility, and relevant. E...* is useful to give signal to the next speaker to talk because the current speaker has not idea to continue.

Considering the theory from Stenstrom (1994) in the previous chapter that kinds of prompting in yielding the turn are greeting, inviting, offering, asking question, requesting, objecting, and apologizing. In this research, the researcher found and identified that there are new results of this research which developed that theory. The researcher found some new functions of prompting when yielding the turn in research proposal seminar, i.e. ensuring and suggesting. Ensuring is used when the current speaker asks the previous speaker to ensure or make talk clearly. Suggesting is used when the current speaker prompts the listener by giving suggestion. Moreover, there are also other functions of lexical repetition other than the speaker just wants to go to speak, i.e. repairing, and emphasizing. Repairing is used to repair what the current speaker said in the previous by repetition. Emphasizing is used to emphasize what the current speaker talked in the previous by repeating. Instead of found the new functions of turn-taking in this research, the researcher also found the rather difficult way to distinguish between filled pauses and silent pauses category in holding the turn. Sometimes, the participants of this research keep talking then it was gapped by pauses and it was difficult to count how many second his/her pauses in their talking exactly because the indicator of filled pauses based on the researcher's assumption from Stenstrom (1994) is pauses in the short time while silent pauses is keep silent in more longer time than filled pauses.

## CONCLUSION

Research proposal seminar in Graduate Program of State University of Makassar consists of four sections, i.e. opening, presenting, sharing, and closing section. Those sections are involved in every turn-taking strategies used in EFL students' research proposal seminar in Graduate Program of State University of Makassar, i.e. taking the turn, holding the turn, and yielding the turn. Every strategy of turn-taking has certain types. Each type of turn-taking used by presenters, audiences, or examining committee in research proposal seminar has certain function. In taking the turn, the function of starting up is to help the current speaker preparing or thinking what s/he was going to talk in the beginning of talking; the function of taking over is as preceding response to the previous speaker before talking the main response or giving feedback; the function of interrupting is to become the second speaker in order to overlap as well as remind and clarify the wrong talk. Besides, it is also intended as an agreement and giving feedback soon. In holding the turn, the function of filled pause is to fill the talk as avoiding silent while current speaker is thinking what s/he is going to deliver; the function of silent pause is to make space so that the listener listens the current speaker talks slowly for clear or thinking idea; the function of lexical repetition is to clarify for continuing the speaking; the function of new start is to avoid silent when getting lost idea. In yielding the turn, the functions of prompting are to invite, greet, offer, request, and ask question; the function of appealing is to give signal for getting respond; the function of giving up is to give signal to the next speaker to talk because there is no idea to continue or giving chance to the next speaker to talk intentionally.

There are some new functions of prompting in yielding the turn, i.e. ensuring and suggesting. Moreover, there were also other functions of lexical repetition other than the speaker just wants to go on speaking, i.e. repair and emphasize what the current speaker was talking in previous by repeating.

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