

## **Students' Overlap on EFL Classroom Interaction at A Senior High School**

Suriani

[surianihading00@gmail.com](mailto:surianihading00@gmail.com)

### **ABSTRACT**

This paper discusses the use of overlap by students on EFL classroom interaction. The main focus are; (1) the types of overlap used by the students in EFL classroom, (2) the functions of overlap used by the students, and (3) the effects of students' overlap on the classroom interaction.

This research applied a qualitative research. Four classes at tenth grade and four classes at eleventh grade, and two teachers were chosen as the participants through purposive sampling technique. The data were obtained through observation and interviewed and analyzed based on the procedures of data analysis that consist of data condensation, data display and data drawing/conclusion.

The result of findings indicates that; firstly, Three types of overlap occur in classroom interaction. They are transitional, recognitional, and progressional overlap. Secondly, two functions of overlap are found in classroom interaction. Cooperative and intrusive are the function. Thirdly, from the student's point of view, most of students overlap because they want to ascertain what the teacher has explained. Whereas from the teacher's point of view, teachers actually respond well to students who often overlap in the classroom interaction, provided that the overlap is still in accordance with the purpose of learning and does not interfere with class conditions.

*Keywords: Overlap, type, function and effect.*

## 1. Introduction

Overlap is simultaneous talked by two or more conversational participants, irrespective of its status in participants' minds as an interruption. When the speakers are speaking to the interlocutor, the interlocutor usually respond by using word *yeah, uhm*. It means that the message from the speakers is received.

Tannen (1991) states that overlap is two voices talking at once. It means that when the one speaker says while the other speaker also says in one time. So, the voice of them occurs in one time and the voice is not clear.

In classroom interaction, unexpected things can unconsciously happen such us overlap by the students. It is never impossible that the teacher's talk is cut by the student's question, comment or event argument. . The interaction between the teacher and the students is an essential part of teaching and learning process. The interaction might includes the concept of turn-taking mechanism, communication, overlap of talk and miscommunication. Overlap teacher's talk may seem impolite so the students have to consider the strategies and the functions when they give overlap. A discussion of issues relating to personal reflexivity as overlap, in which the personal interest of the researcher in this study will be explored.

Some research has been conducted on the use of overlap by the students, for example Imanah (2015), Lutfi (2015) and Helder M (2010). The discussion of overlap in this paper is mainly based on Jefferson (1983) that explains about types of overlap such as: Transitional overlap, Recognitional overlap, and progressional overlap. Scheggloff (2001) combined with Kennedy & Camden with Han Z. Li's theory about function of overlap, such as: cooperative and intrusive (Li, 2001). Cooperative overlap consists of agreement, assistance and clarification. Whereas intrusive overlap consists of disagreement, floor taking, and topic change.

The results of the preliminary observation also reveal that interaction between the teacher and students in the classroom is often colored by overlap by the student. In accordance with this, the researcher eagerly intends to conduct a research under the title “ Students’ Overlap in EFL Classroom Interaction at a Senior High School ”.

## **2. Research Method**

This research was conducted at X MIA 1,2,3,4 and XI MIA 1, 2, 3, and 4 at SMA *Negeri 5 Bulukumba* of academic year 2018/2019 and two teachers who taught at those classes. To determine the subject in this research, the researcher applied purposive sampling technique. In this research, the researcher collected the data totally in eight meetings through observation and interview then; the data was analyzed and interpreted through interactive model of Milles & Huberman (2014). Observation was aimed to provide careful description of teacher and students’ activities in the classroom interaction. Interview was used to get the data that supported the result of the observation. Therefore, it used to clarify and to emphasize the result of the observation. In this case, it was conducted to find out the data about the effects of students’ overlap on the classroom interaction.

## **3. Findings and Discussion**

This part illustrated some extracts of conversation between teacher and students in classroom. To find out the types, function and teachers’ and effects of students’ overlap , the researcher did the observation and interview. Observation by utilizing video-audio recording and observation checklist to get broad descriptions of the types of overlap that happened in the classroom interaction that totally in eight meetings.

### **1) Types of overlap used by the students in EFL classroom**

#### **a. Transitional overlap**

Transitional overlap was the most common overlap that occurs in classroom interaction especially in teaching English. It has the simple pattern

among all the types. Therefore, this type of overlap also appears mostly in classroom interaction in two levels of the classes which are tenth and eleventh grade. Totally in eight meetings, it occurs 79 times in the conversation between teacher and students, students and students in the classroom interaction.

Extract 1: Reading script

The following extract presents a dialogue occurring in the classroom where the teacher asked the students to read the script of Prediction two. While one of the students was reading the text, the teacher told him to continue, and the student spontaneously overlapped the teacher.

*Student: In this section of the text, you will have the chance to show how well you understand the spoken English. There are four parts in this section will special direction for each part.*

*Teacher: Lanjut! Part satu  
go on [part one]*

*Student: [Part one]*

The above extract displays an example of transitional overlap that occurred in the classroom. It happened when the teacher instructed the student to continue reading. As we have seen, the student paused his reading, and the teacher encouraged him to resume by saying “go on *“part one”*”. Hearing that, the student directly continued reading the text.

b. Recognition Overlap

The second most frequently type was recognitional overlap in eight meetings in the classroom observation. Recognitional overlap emerges 11 times. Even though the gap between the amounts of previous types was quite wide, recognitional overlap still considered as a dominating type in the research. Recognitional overlap onset considers interpolations such as *uh huh* and *mm hm* to be part of this category. According to Jefferson (1983), by using continuers, other participants understand that current speaker holds the floor and has not completed his/her turn yet.

#### Extract 2: Asking someone

The following extract tells about the student who suddenly answered the teacher's question even though the teacher still continued her sentences.

*Teacher : Siapa itu? Ciri-ciri itu yaa. [Siapa itu?] Didalam kelas tidak bersemangat, didalam kelas tidur saja. Ciri pengguna!*

*( Who is she, ? that is the characteristic. **Who is he?**. In the classroom*

*Student : Arif bu (Spontan menunjuk teman). Tidur-tidur terus saja kalau menjelaskan:[Arif, Mom] spontaneously pointed. Sleep just kep on explaining ).*

Extract 2 above described the situation in the classroom, when the teacher asked something and one of the students directly pointed his friend. When the student did overlap, there was no break in continuity in teacher's speech although the student Y did overlap. Teacher kept her floor until she succeeded in completing the message to be delivered, even though student Y tried to steal it. On the other hand, student Y, who becomes an interrupter, also could finish his word by taking the floor from the teacher.

#### c. Progressional Overlap

Defines These are causes in which the current speaker of a non-possible completion point yields to another or invites another to speak in his turn's space, conditional on the other's use of that opportunity to further the initial speaker's undertaking". For example, the next speaker may be invited to help the current speaker initiates an utterance and provides the next speaker with the correct word for completion.

#### Extract 3, Answering the questions

The following extract shows the situation in the classroom when the teacher asked the student about the answer of the text.

*Teacher : So, the answer is. Jawabannya adalah?*

*(So, the answer is ?)*

*Student : E ( E)*

*Teacher : Apa? putuskan jawabannya. Tetapkan jawabannya. Yang mana?*

*What? Decide your answer, [which one ]?*

*Student : E*

Extract 3 above shows the use of progressional overlap in the dialogue done by teacher and students in the classroom during the learning process.

Progressional overlap occurred when the teacher asked to answer the choice of the question. The teacher said “ *What? Decide your answer, ”which one*”. When the teacher paused, the student directly answered by “*E*”. From the sentence, we can conclude that the student wanted to immediately confirm the teachers’ question.

## 2) Functions of overlap used by the students in EFL classroom

Cooperative overlap happened when the students want to show that she/he enthuses and listens to the teacher. The students overlap their teacher to show agreement or to revise the statement. In tenth grade, totally 63 cooperative overlap happened. In agreement, there were 6 extracts, 5 extracts in assistance and 17 extracts in clarification. While in eleventh grade, totally 35 extracts found. 4 extracts in agreement, 2 extracts in assistance, and 29 extracts in clarification.

While intrusive interruption is the opposite of cooperative overlap. The students tried to stop the ongoing speech and take the floor intentionally. In tenth grade, totally 26 intrusive, 5 extracts in disagreement, 14 extracts floor taking, 7 extracts in topic change. While in eleventh grade, totally 16 extracts happened. 8 extracts in disagreement, 6 extracts in floor taking and 4 extracts in topic change.

### a) Cooperative

#### 1. Agreement

Extract 4, asking permission.

The following extract shows the situation in the classroom when the teacher asked the student to come forward

*Students : (maju kedepan) Saya mau ambil HP ku bu di IPS 2 )  
(Walk into front of the class) Can I take my cell phone at IPS 2,  
Ma'am?)*

*Teacher : Kamu, [gelisah sekali ]  
(You're so restless).*

*Other S : Iyaa bu.Huuu, alasannya ji itu [Yes, Ma'am], Hm just his reason )*

Expression presented in extract 4 show the students’ agreement about what the teacher said. For instance, “*You are so restless*”. The sentence spontaneously came out when the teacher said to the student that his answer was

correct and spontaneously other student said “*Yes ma’am*”. Therefore, the sentence uttered by students X is one way to support what the teacher said.

## **2. Assistance**

Extract 5, Attending students’s name

Extract below presents a dialogue between teacher and students in the classroom observation when the teacher explained the material and in the middle of her explanation, and the students directly did overlap to complete what the teacher wanted to say.

*Teacher: Anisa!*

*Anisa!*

*Other S: [Anisa!]*

*Students X: [Anisa!]*

*Students: Present mam!*

In extract 5 above, we can indicate that the student used assistance overlap during the teaching and learning process in the classroom. The students used some utterances to help the teacher, when the teacher was calling the students’ attendance one by one and there were students who were not listening, and other students reflexively called that student. Assistance overlap was simultaneous speech, and before the current speaker finished his/her utterance, the other speaker took the floor. This was done by one of the students when the teacher called one of the students’ names and that the student did not answer. Student X then called the name of that student by saying “*Anisa!*” to make sure the students Y listened to her name.

## **3. Clarification**

Extract 6, listening section.

Extract below is an example of students-teacher conversation in classroom interaction. The teacher and other students talked about something, and the explanation from the teacher was not clear enough for other students so that they needed clarification.

*Teacher :Sebaiknya, kalian pahami. Lepas hp dan bisa disini. Karena nanti kalian akan mendapatkan itu soal disini bukan di HP. Iyaa. Baca teks nya perkalimat. Kemudian translate yaa. Okeh mulai. [Start!]*

*(You should understand. Off hp because later you will get the questions here. Not on your phone. Well,, read the text by sentence. Then translate. Well start.....start )*

*Student :[ **Listening** sectionnya bu ?]  
(Listening section Mom ?)*

*Teacher : Iyaaa. Cepat!  
(Yes, hurry up )*

Clarification request in the form of asking question is indicated in the extract above. “**Listening section ma’am?**”, was the utterance indicated as clarification request in which the students raised a question to emphasize that they needed more explanation or clarification related to the instruction given or the material explained. .

## **b) Intrusive**

### **1. Disagreement**

Extract 7: Do the assignment.

The extract below presents a dialogue between teacher and students in the classroom observation when the teacher explained the material and in the middle of her explanation. The students directly did overlap to complete what the teacher wanted to say.

*Teacher : (membenarkan bacaan siswa)  
(Justify reading of students )*

*Student :Susun kembali kalimat itu kedalam paragraf yang benar dan berarti  
(Rearrange the sentence into correct and meaningful paragraph )*

*Teacher: Iyya, kalimat campur aduk atau kalimat yang acak. Lanjut!  
(Yes, mixed sentences or random sentences. Go on...)*

*Student : Sudah mi saya bu! ]  
[**Me finish ma’am** ]*

*Student X :[ HUU, banyaknya mi ]  
(**HUUU,,,a lot** )*

In the extract above, the disagreement overlap involved when the teacher or other students gave his/her statement and students X did not agree. It also happened in extract above by utterance “**Me finish Maam!**” representing disagreement overlap. “**HUUUU a lot**”, is one of most used expression to show disagreement. Furthermore, when the student said “**HUUU a lot!**”, the use of

exclamation mark here is to emphasize that the student really did not agree on what the teacher said.

## 2. Floor Taking

Extract 8: Explain about uniform

The dialogue presented below is the example of floor taking overlap. The students overlapped to complete teacher's or other students' utterance.

*Student : Dia memakai pakaian olahraga.  
(He is wearing a sport uniform)*

*Teacher : Ya*

*Other S : **Bola**  
[Ball]*

*Teacher: Pakaian olahraga  
(Sport Uniform)*

Extract 8 above, described that the student wanted to express their opinion about what the other students had said before. For example, in extract above, when the teacher asked “*He is wearing a sport uniform, what does it mean?*”, the other student answered “*He is wearing a sport uniform*”, but student X directly overlap by saying “*Ball*”. It seems that student X did not intend to reject what other students had answered before.

## 3. Topic Change

Extract 9: Asking permission

The following extracts show the interaction between teacher and students in which the teacher explained the material and directed the students, but the students did overlap due to some purpose.

*Teacher : ... Silahkan baca pilihan jawaban, jadi kemungkinan jawaban. Baca dulu, sebentar kalian dengarkan dan tentukan jawaban. Ya. silahkan baca dulu. I give you time just three minutes[ **from now.**]  
(...Please read the answer options and find possible answers. Read it first, then you'll listen and decide the answer. Yes, please read first. I'll give you time just three minutes [ **from now**])*

*Student : Bu, Saya mau pergi WC!  
(Ma'am, I want to go to toilet!)*

In the extract above, topic change overlap takes an account in the middle and the end of the interaction. The situation was that the student wanted to end the teacher's explanation because he and she wanted to do other thing as illustrated in

extract , *“Ma'am, I want to go to toilet !”* The students changed the topic as he and she grabbed the floor. Both of the overlaps were done by the students because they really wanted to stop the teacher speak.

The conversation above, taking place in the classroom, illustrates the intrusive function of interaction called topic change overlap. It is described when the teacher raised a question for student and instructed what the students should do next. It is fortunate that, due to long explanation and instruction for students to understand clearly, the students felt bored as they had something do to rather than listened to the long talk. Thus, they did overlap in which their overlapping can be classified into intrusive overlap.

### **3) The effects of students' overlap on the classroom interaction.**

The following part dealt with the effects of students' overlap on the classroom interaction. Effect is the result from any activities, or outcome from an activity which had done. Or effect can be define as a product of an act by somebody or something. The definitions of effect here dealt with the effects of students' overlap on the classroom interaction. It means that the researcher wanted ti describe of what was the result or what was the effects as the findings during the researcher did the observation in the classroom, and interview

The teacher explained that the most of students in tenth grade whom she teaches are very active although it is undeniable that in every class, there is one of two mischievous students, who can somewhat affects the teaching-learning process that takes place in the classroom. In fact, there are some students who always do the actual overlap though they already know the answer

Extract 10: Asking teacher's opinion

The following extract shows the situation when the teacher responded about the students who did overlap.

Interviewer : *Iyaaa. Bu saat kita berbicara seperti yang tadi kita katakan, tiba-tiba ada siswa nimbrung atau nyeletuk yang tidak sesuai dengan materi. Kira-kira apa yang kita lakukan?*

(Yes, Ma'am, when you are talking and a student suddenly nudges or overlap which is not suitable with the material, what do you thinks you will do?)

Teacher : *Yaaa, tindakan saya yang pertama, saya arahkan contohnya fira. "Fira materi ini, hari ini ibu. "Tujuan utama kita text recount". Makanya ada tujuan pembelajaran. Tujuan pembelajaran yang pertama itu mengarahkan kita dari awal sampai akhir supaya materi tidak simpang siur.*  
(Yeay, I will firstly guide them, for example Fira: "Fira, this material, today i. "Our main goal is recount text:. That is why we have learning goal. The first goal is to guide us from the beginning to the end, so the material will not be mazy).

In extract above, we can see how the teacher responded to the students who always did overlap in the class. The teacher listened to whether the student's overlaps are in accordance with the material or not. If it is in accordance with the material and can be useful for the student, then the teacher will reply, but on the contrary, if the overlap is not appropriate, then the teachers stops the student's overlap and proceed to the next material.

#### 4. Conclusion

This paper has discussed types, function of overlap and the effects of students' overlap on the classroom interaction. Transitional overlap becomes the most used overlap, because basically the students likely want to show what they feel or their opinion directly and as soon as possible. From the sub categories of overlap function, clarification underlines the most choice of overlap presented in classroom interaction because majority the students at tenth and eleventh grade are active students who often say what they want to share. From the student's point of view, most students overlap because they want to ascertain what the teacher has explained. Whereas from the teachers' point of view, teachers actually respond well to students who often overlap in the class interaction, provided that the overlap is still in accordance with the purpose of learning and does not interfere with class conditions.

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