

TURN TAKING BETWEEN TEACHER AND STUDENTS IN EFL CLASSROOM INTERACTION

Akhmad Ludfhy Rahim

State University of Makassar

Murni Mahmud

State University of Makassar

Kisman Salija

State University of Makassar

Abstract

This research aim to find out; (1) kinds of turn taking appeared in EFL classroom interaction between teacher and students of State University Makassar, (2) the most frequently appeared turn taking between the English teacher and the students during the classroom interaction of State University Makassar, (3) the impacts of teacher's turn taking on students speaking in the classroom interaction of State University Makassar. The research is qualitative research. The participants of the research are Graduate Program of State University Makassar 2018/2019 academic year. The data of this research were collected through classroom observation, interview and modified from Cook (1989) and technique of data analysis modified from Gay (2006). The data were analyzing the data that transcribe into written form and interviewed the students to get the qualitative data. The research results show that (1) The highest frequency of types of overlapping talks is simultaneous onsets. Simultaneous onsets appeared 29 times total data (20.13%). The lowest frequency is third party mediation 5 times (3.47%). Repair that divided into other-initiated other-repair, self-initiated other-repair, self-initiated self-repair and other-initiated self-repair. All kinds of repair was appeared. The highest frequency of types of repair is other-initiated other-repair, self-initiated other-repair and other-initiated self-repair that have same appeared frequency 2 times (1.38%) and the lowest frequency is self-initiated self-repair 1 times (0.69%). For sequence, there are only two kinds of sequence that appeared during 3 meetings. First, Adjacency pairs that reached the highest frequency that appeared 9 times (6.25%). The second, pre-sequence that reached the lowest frequency that appeared only 1 times (0.69%). (2) the most frequently appeared turn taking that used by the teacher and students in classroom interaction of State University Makassar, from three kinds of turn taking, overlapping talk was reached the most frequently appeared turn taking that appeared 127 times with percentage 88.19%. The second was sequence that appeared 10 times with percentage (6.94%). The lowest was repair with percentage only 4.86 % and appeared 7 times. (3) the impacts of teacher's turn taking on students speaking in classroom interaction. Because of teacher's turn taking, some students didn't feel confidence. The students think that doing interruption while teacher explain the material was something very impolite and it

made the students don't have a bravery to talk even they have question about the material. In this case, it become obstacles for the students and cannot increase their speaking ability. But, some students who already understand more about turn taking said that doing interruption while teacher explaining the material was still polite as long as they did it at a good time and good way such as raise their hand before doing interruption.

Keywords: Turn Taking, Interaction, and Classroom Interaction.

Introduction

English is one of languages in the world that has important role in communication. It has become international language and almost practiced in all part of life, especially in this global era that has full of competition. English becomes one of determiners factors and assessments of the competition. So, it is important for people to learn English. According to Brown (2007), with language, people can express their ideas, feeling or wishes whether they use it as their local environments or worldwide communication.

Language and society have strong relationship. Wardaugh (2002: 1) stated that language is a product of society. The society is any group of people who are drawn together for a certain purpose or purposes, and a language is what the members of particular society speak. Thus, it is clear for us that language and society are inseparable. In society, language is used as a tool to communicate and talk to each other.

Every people do communication or get interacted one and another. It cannot be denied that communication is the most important one for asking information and conversely for delivering information, and speaking is the direct system of communication. Verbal communication is one of the social interactions that people always do. The social interaction plays a fundamental role in daily life.

Communication is not only when there are two people or more get involved in communication whether it is written or oral, but also the teachers who teach in front of the classroom. In this term, between the teacher and students, they do oral communication or conversation. Dagarin (2004) stated that conversation is the exchange of our ideas, observations, opinions, or feelings with others by used speaking.

A turn is the time when a speaker is talking and turn-taking is the skill of knowing when to start and finish a turn in a conversation. It is an important organizational tool in spoken discourse. One way that speakers signal a finished turn is to drop the pitch or volume of their voice at the end of an utterance. Turn taking is a type of organization in conversation and discourse where participants speak one at a time in alternating turns. In practice, it involves processes for constructing contributions, responding to previous comments, and transitioning to a different speaker, using a variety of linguistic and non-linguistic cues.

Teaching process is one of conversation which happens through spoken discourse or called talk-in-interaction (Seedhouse, 2004). It is important for the teacher or lecturer as well as students to create a successful communication in the class. Both teacher/lecturer and students required to have knowledge about turn taking. If one of them does not have turn taking skill, it will break the classroom communication. For example, a teacher gives the turn to his/her students by questioning but the students do not grasp the teacher's mean. It is called a violence of conversation.

Violance of conversation happens when the listener responds with an apparently irrelevance, inadequacy or inappropriateness towards the speaker's

utterance (Levinson in Coulthard, 1985). Sometimes, one of the participants against the rules of conversation for some reasons such as the listener getting bored of long talk of speaker, the speaker failed to signaling what he/she means and/or the listener cannot understand what the speaker means. The act of breaking those rules can be in the form of overlap, interruption, or repair.

Referring to previous studies above, it can be inferred that the use of turn taking is one of the good speaking methods in teaching English activities. So that, the researcher did a research under title turn taking between teacher and students in EFL classroom interaction.

Review of Related Literature

1. Turn Taking

Conversation is more than merely the exchange of talk. In conversation, according to Richard (1990), two or more people participate in exchanging ideas. It means that there are at least two individuals who take part in the conversation as the speaker and listener and the two participants have to take turn of speaking. Sack et al (1974) stated that each participant has the power to control the floor in ongoing conversation and each participant has their own way to get the floor which can be defined as the right to speak. However, there will be only one participant who speaks at a time. Since there will be two or more participants in a conversation, we could not estimate who will take the turn because each participant has the same right to speak. Therefore, each participant has the same opportunity to take the turn.

Moreover, learning styles have close relation with learning strategies that usually influence each other within educational context. There are three types of learning styles that auditory, visual, and kinesthetic.

In conversation, according to Elliott (2014), there is a set of rules that govern the turn taking system, which is independent of various social contexts: 1) when the current speaker selects the next speaker, the speaker has the right and at the same time, is obliged to take the next turn; 2) if the current speaker does not select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self-selection; and 3) if neither the current speaker selects the next speaker nor any of the participants become the next speaker, the current speaker may resume his/her turn.

2. Definition of Classroom Interaction

Classroom interaction is the interaction between teacher and learners in forms of either teacher-learner interaction or learner-learner interaction (Tsui, 1995). It has been found that frequent interactions between teacher and learners are significantly related to student's achievement and can even promote their achievement (Rosenshine, 1971).

Classroom interaction is a practice that improves the development of the two very important language skills which are speaking and listening among the learners. The communicative process involves interaction between at least two people who share signs. Therefore, interactions do not occur from one side, but

also from two or more object that through giving and receiving messages in order to achieve communication.

Interaction between teacher and students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When the teacher and students, and students and students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process. Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation.

3. Kinds of Interaction

There are various ways in recognizing the classroom interaction. Hook (1981) states that the theories of kinds of interaction are:

1) Student – Teacher Interaction

Theories behind the student and teacher interaction state that this type of interaction is vital for students because it compares to the relationships they will have in their lives, such as the relationship with a boss or superior. Students must learn to interact respectfully, but must also learn how to be assertive without being rude, so that their points and opinions are heard without disruption.

2) Student – Students Interaction

One-on-one student interaction is important because it allows students to understand what it means to work with a partner. Theories of this type of interaction say that it prepares students for one-on-one relationships they will have with work associates, friends, and even their spouses. Students must learn to rely on one other person and must be able to evaluate what their own strengths and weakness are as they try to complete a task.

3) Small Group Interaction

Theories behind small group interaction speculate that this is one of the best ways for students to learn from others. In groups of three to six people, students have equal time to talk and learn to perform a role that they are assigned. They learn to depend on the other members of the group to do their own parts. They also learn that a small group must have a leader and how to incorporate different learning and working style into a group in harmony.

4) Entire Classroom Interaction

Entire classroom interaction allows all students to interact with all of the other students in the classroom. This is important in several different ways, according to different theories. Students learn how it feels to be only a small part of a very large group. They need to learn to wait their turn to talk and be prepared to do much more listening than talking. Students also gain insight

about different types of people and how all will react. This is the interaction that is most closely related to the real world, where students will need to interact with people of all types.

Research Method

This research uses qualitative research. Qualitative research has at least two purposes. Firstly, rich of description. It can be found in the data display that the data displayed in a detailed in a detailed description, as a contrast of qualitative data display which is well-known as a research with measurement, scores, frequencies and ratings. Secondly, natural and holistic representation, qualitative research focused on individuals and its natural setting since the qualitative researcher tend to be more interested in presented the natural phenomenon as the object of the study. This picture includes both broader sociocultural context (e.g., the ideological orientations of the speech community as a whole) as well as micro-level phenomena (e.g., interaction within the classroom).

The data sources of this research were the English teacher and students from some classes at a university in Makassar. This research was take place in State University of Makassar, South Sulawesi, Indonesia. More specifically the researcher recorded the interaction between teacher and students in EFL classroom. The research focused on the turn taking strategies used by the teacher and students during classroom interaction.

The researcher used purposive sampling to select the sample. Gay et al (2006) stated that in purposive sampling, also referred to as judgments sampling, is the process of selecting a sample that is believed. In other words, the researcher selects the sample by using his experience and knowledge of the group to be sampled.

The samples of this research were the English Teacher and the students in that classroom. The researcher selected about 5 students to do interview. The researcher chose them because they are the teacher and the students who directly get involved in interaction or verbal communication in the classroom. So, there would be about 4 or more meetings as sample of this research.

Findings

The findings deal with the kinds, reasons and the impacts of turn taking to the student in classroom interaction at Graduate Program of UNM in 2018/2019 academic year. There are three parts that are displayed based on the focus of the research, namely; (1) the kinds of turn taking used in classroom interaction, (2) the most used turn taking in classroom interaction, and (3) the impacts of turn taking in classroom interaction. The results of observation and interviews are displayed and categorized based on the focus of the research.

- a. Frequency of Kinds of Turn Taking used in Classroom Observation in Meeting 1, First Semester at Graduate Program of UNM.

NO	Kinds of Turn Taking	Frequency	Percentage
A. Overlapping Talk			
1	TRPs	3	4.54 %
2	DMDs	10	15.15 %
3	Simultaneous onsets	11	16.66 %
4	Laughter and shared laughter	7	10.60 %
5	Simultaneous turns	9	13.63 %
6	Delayed completion	3	4.54 %
7	Interruption	12	18.18 %
8	Third party mediation	5	7.57 %
B. Repair			
1	Other-initiated other-repair	-	-
2	Self-initiated other-repair	1	1.51 %
3	Self-initiated self-repair	1	1.51 %
4	Other-initiated self-repair	1	1.51 %
C. Sequence			
1	Adjacency pairs	3	4.54 %
2	Insertion Sequence	-	-
3	Overall Organization	-	-
4	Pre-sequence	-	-
5	Post-sequence	-	-
	TOTAL	66	100%

The data above indicates that the most dominant kinds of turn taking used by teacher and students were overlapping talk that occurred 60 times (90.90%). Then, repair and sequence was reached the same frequency. Each kind occurred 3 times (4.54%) occurred in classroom interaction between teacher and students.

b. Frequency of Kinds of Turn Taking used in Classroom Observation in Meeting 2, First Semester at Graduate Program of UNM

NO	Kinds of Turn Taking	Frequency	Percentage
A. Overlapping Talk			
1	TRPs	4	11.11 %
2	DMDs	6	16.66 %
3	Simultaneous onsets	5	13.88 %
4	Laughter and shared laughter	3	8.33 %
5	Simultaneous turns	2	5.55 %
6	Delayed completion	3	8.33 %
7	Interruption	6	16.66 %
8	Third party mediation	-	-
B. Repair			
1	Other-initiated other-repair	2	5.55 %
2	Self-initiated other-repair	1	2.77 %
3	Self-initiated self-repair	-	-
4	Other-initiated self-repair	-	-
C. Sequence			
1	Adjacency pairs	3	8.33 %
2	Insertion Sequence	-	-
3	Overall Organization	-	-
4	Pre-sequence	1	2.77 %
5	Post-sequence	-	-
	TOTAL	36	100%

In the second meeting the data above indicates that the most dominant kinds of turn taking used by teacher and students were overlapping talks that occurred 29 times (80.55%). Then, sequence was reached the second highest frequency which appeared 4 times (11.11%). The lowest frequency was repair that appeared 3 times (8.33%).

c. Frequency of Kinds of Turn Taking used in Classroom Observation in Meeting 3, First Semester at Graduate Program of UNM

NO	Kinds of Turn Taking	Frequency	Percentage
A. Overlapping Talk			
1	TRPs	7	16.66 %
2	DMDs	4	9.52 %
3	Simultaneous onsets	13	30.95 %
4	Laughter and shared laughter	4	9.52 %
5	Simultaneous turns	2	4.76 %
6	Delayed completion	-	-
7	Interruption	8	19.04 %
8	Third party mediation	-	-
B. Repair			
1	Other-initiated other-repair	-	-
2	Self-initiated other-repair	-	-
3	Self-initiated self-repair	-	-
4	Other-initiated self-repair	1	2.38 %
C. Sequence			
1	Adjacency pairs	3	7.14 %
2	Insertion Sequence	-	-
3	Overall Organization	-	-
4	Pre-sequence	-	-
5	Post-sequence	-	-
	TOTAL	42	100%

In the last meeting at Table 4.3 above indicates that the most dominant kinds of turn taking used by teacher and students were overlapping talks that occurred 38 times (90.47%). Then, sequence was reached the second highest frequency which appeared 3 times (7.14%). The lowest frequency was repair that appeared only 1 times (2.38%).

Discussion

The first objective of this research is to identify and to describe the kinds of turn taking appeared in classroom interaction in the first semester at graduate program of Universitas Negeri Makassar. All the three kinds of turn taking that consist of Overlapping Talk that divided into TRPs, DMDs, simultaneous onset, laughter and shared laughter, simultaneous turns, delayed completion, interruption, and third-party mediation appeared in the classroom interaction. The highest frequency of types of overlapping talks is simultaneous onsets. Simultaneous onsets appeared 29 times total data (20.13%). The lowest frequency is third party mediation 5 times (3.47%). Repair that divided into other-initiated other-repair, self-initiated other-repair, self-initiated self-repair and other-initiated self-repair. All kinds of repair was appeared. The highest frequency of types of repair is other-initiated other-repair, self-initiated other-repair and other-initiated self-repair that have same appeared frequency 2 times (1.38%) and the lowest frequency is self-initiated self-repair 1 times (0.69%). For sequence, there are only two kinds of sequence that appeared during 3 meetings. First, Adjacency pairs that reached the highest frequency that appeared 9 times (6.25%). The second, pre-sequence that reached the lowest frequency that appeared only 1 times (0.69%).

The second objective of this research was to find out the most frequently appeared turn taking that used by the teacher and students in classroom interaction. From three kinds of turn taking, overlapping talk was reached the most frequently appeared turn taking that appeared 127 times with percentage 88.19 % . The second was sequence that appeared 10 times with percentage (6.94%). The lowest was repair with percentage only 4.86 % and appeared 7 times.

The third objective of this research was to find out the impacts of teacher's turn taking on students speaking in classroom interaction. After doing interview, the researcher found that the teacher's turn taking influenced students speaking. Because of teacher's turn taking, some students didn't feel confidence. The students think that doing interruption while teacher explain the material was something very impolite and it made the students don't have a bravery to talk even they have question about the material. In this case, it become obstacles for the students and cannot increase their speaking ability. But, some students who already understand more about turn taking said that doing interruption while teacher explaining the material was not impolite as long as they did it at a good time and good way such as raise their hand before doing interruption. Some of them feel that turn taking help them to be more confidence in speaking. Especially when teachers give chance to talk by doing turn taking and help the students to answer or completing their idea. In this case, the student's self-confidence in speaking increased and they can talk better than before without afraid of their interruption during teacher's explanation.

Conclusion

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