

Turn Taking in Teaching English at English Study Program of FKIP UKI Toraja

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ABSTRACT

This research attempted to reveal the types of turn taking, its function, and the students' responses toward the use of turn taking signals in teaching English at English Study Program of FKIP UKI Toraja, Indonesia. This research employed descriptive qualitative method. This research used purposive probability sampling. The respondents consisted of 3 lecturers and 15 students of English education Study Program. The data was collected by using observation, recording, and interviewing. The findings showed that 1) there were three types of turn taking signals which was used by the lecturers in the interaction during teaching i.e. turn yielding signals, turn-taking signals, and turn claiming signals, 2) the signals were used for several functions included to check the students' understanding, to welcome the students, to thank the student and as a leave-taking, to correct the students' answer, to get the students focus on the topic, to warn the students, and to stop the students for a further explanation, and 3) the students responded the given signals in both verbal and non-verbal signals. So, it was concluded that the classroom interaction in this research was still dominated by the lecturer.

Key concepts: *turn taking, signals, interaction*

A. INTRODUCTION

Human beings communicate one another in their interaction to exchange information or to transfer meaning. The interaction happens in some speech events such as talk show, lecture, interview, debate and conversation. Those interactions are built up in a certain framework. For example, in conversation, there are some features that can be highlighted such as politeness strategy, openings, closings, conversational sequencing, and turn taking mechanisms (Rahman, 2006).

Further studies have been conducted by some researchers such as Sinclair and Coulthard (1975) who developed an approach of spoken discourse which is concerned with the structure of discourse in a classroom. They found that there is a well structured sequence in a traditional native-speaker classroom, where teachers and pupils spoke in a very fixed perception of their roles. The traditional perception is that the teacher is in control of the classroom talk (McCarthy, 1991).

Rahman (2006) stated that there are some guiding principles of turn taking process such as: (1) there is only one speaker at a time, (2) signaling to each other is essential, and (3) giving no response or being silent may be considered awkward. It is to smooth and create a continue transition between the current speaker and the next. For example, as quoted by Coulthard (1985) when he compared two different rules of conversation that Sacks, Schegloff and Jefferson (1974) suggest that for America English there is a conversational rule that only one speaker speaks at a time, whereas Reisman (1974) observes that in Antigua “the start of a new voice is not in itself a signal for the voice speaking to stop or to institute a process which will decide who is to have the floor”.

In teaching English process at UKI Toraja, sometimes it is found that a lecturer dominate the speaking in the class. It raises some questions whether it is happen because of the lecturer does not recognize the turn taking principles in a conversation or the students does not have capable to grasp the turn signals using by the lecturer. Another assumption comes up that it happens probably caused by the culture aspect of

Torajan. So, this article will look at the way of lecturer's in using turn taking signals in their teaching.

B. LITERATURE REVIEW

Teaching English as a foreign language (TEFL)

Krashen, in Tricomi (1986), stated that Second Language Acquisition (SLA) happens through two different ways i.e. acquisition and learning. In his study, Krashen said that language learning occurs through the formal study of rules, patterns, and conventions, a study which enables one to talk about and consciously apply the knowledge gained. Although, both acquisition and learning play basic role in second language competence, acquisition is far more important, since the competence developed through it, and it is responsible for generating language and thus accounts for language fluency. It shows that, in TEFL, the teacher should let the students acquire the language first. So, when the second-language students acquire language competence, they would learn language in both understandable and meaningful. When the students focus on the meaning of the language, they acquire its form subconsciously (Krashen in Tricomi, 1986). Therefore, the role of teacher in the classroom is very important to gain the goals of teaching language especially (Nunan, 1989:189).

To manage the classroom interaction, teacher/lecturer has some possible roles in the course of teaching. According to Brown (2007:214,215), teacher can be a controller, director, manager, facilitator and resource. To carry out their roles, the lecturers deliver their intensions through teacher talk. Nunan (1995:189) divides kinds of teacher talk that can be found in classroom into: explanation, question, feedback and correction.

Discourse Analysis

Discourse analysis is the analysis of language in use (Brown, 1983) and its relation to the context in which the language is used (McCarthy, 1991). Classroom interactions, as

a part of spoken language, happen in a frame of interaction proposed by Sinclair-Coulthard called three-part exchange in traditional classrooms, where the teacher made the initiation and the follow-up move, while pupils were restricted to responding moves (McCarthy, 1991). It is clear that the classroom talk occurs in pairs of moves.

Wong and Waring (2010), then present a model of interactional practices, which represents graphically the conversational system. The model consists of turn-taking practices, from which sequential practices are constructed which in turn build to form overall structuring practices. In a conversation, the taking of turns must be organizationally achieved (Sacks, 1973).

Pragmatically, doing turn taking is closely related with the context. So, language users must be able to use utterances which appropriate with the context in order to make it meaningful. The term context, according to Schifffrin (1994), is the knowledge about what speakers and hearers know – e.g. social institutions, other wants and needs, the nature of human rationality— and how language use and utterance interpret are guided by that knowledge. The term context, then be further analyzed by Grice in other term so-called Cooperative Principle (Grice, 1975:45).

Turn Signals

Definition of Turn Signals

Turn is a shift in the direction of speaking which characterizes a normal speaking. The shift role of speaker and listener in turn is one of conversation characteristics that occurs remarkably by few silences. In Coulthard (1985), Sacks suggests that do not dominate the conversation: we have to wait for the turn in conversation. The way of speaker give the turn to the next speaker is what we call turn taking mechanisms (Mey, 1993).

There are two factors should be considered to avoid simultaneously turns and create a successful exchange in a conversation as quoted from Orestrom by Rahman (2006), they are: 1) the listener analyzes the ongoing speech and makes inferences from the constraints that the gradual narrowing down of choices yield and makes use of this transformation for setting up a running hypothesis about speaker's intended message, and 2) the intentionally or unintentionally, which further punctuate his completions and guide the listener in his search for points where it is relevant to take over.

Turn Taking Mechanism

In a conversation, Mey (1993) stated that:

“A TRP can be exploited by the speaker holding the floor, either directly, for the purpose of allocating the right to speak to another conversationalist of his or her choice such as “Now, we’d like to hear Jim’s view on this”, or indirectly, by throwing the floor wide open to whoever feels like getting into the fray, such as: “Any other opinions or further comments on this matter?”

Kinds of Turn Signals

There are some basic types of turn signals in terms of speaker-listener roles in a conversation exchange as quoted by Rahman (2006) from Poyatos (1980) which is reported in Loveday (1982). They are as follows:

Turn claiming signal

Turn claiming signal is a signal which is used by the listener to show that he is going to say something. Besides, it is also used by listener when the speaker has held the floor for a quite long time. The frequently used expressions such as but..., I., one minute... For claiming the floor, listener also sometimes uses non-verbal signals include raising eye brows and posture shift.

Turn yielding signal

Turn yielding signal is used by the speaker to yield the floor to the listener when he feels that he has held the floor long enough, when his listener looks getting bored or ignored by the subject or when his listener have claim the floor. It is signaled by phrases such as yes, go ahead, or a self-interrupted sentence, a long drawn out final syllable, a nod, an offering hand palm upwards, crossing one's arms or sitting back.

Turn taking signal

Turn taking signal is a signal that occurs when a listener takes the floor after the speaker shows his willingness to relinquish his turn, or when his turn claiming has failed and he just decides to take it. The signals for turn taking are something like No, I was going to say that ..., Yeah..., Well..., Uh..., a thankful nod, or posture shift.

Turn holding signal

Turn holding signal is a signal used by speaker to show that he attempt to suppress a turn claim which shows his overpower the listener. The signals often used in this turn like Wait, Let me finish, or increased volume.

Turn suppressing signal

Turn suppressing signal is related to turn holding but it can be started by any of those present and not simply the speaker, for example, Let him finish, Wait, Listen, gestures Symbolizing stop or holding the claimer's arm.

In addition, Banks and Burns in Rahman (2006) stated that there are some features which also contribute in the act of communication. Some features called non-verbal or even paralinguistics. Cook (1989) proposed three types of turn taking. First, sequence includes adjacency pairs, insertion, and overall organization, pre-sequence. Second, overlap includes overlap related to transition relevance places (TRPs), simultaneously

onset, laughter and shared laughter, simultaneous turns, delayed completion, interruption, and third party mediation. The third type is repair.

C. METHOD

This research was to describe the use of turn taking signals in teaching English at English Study Program of FKIP UKI Toraja. This research was conducted *by using descriptive qualitative method*. The sampling technique used was purposive sampling technique. The researcher focused on English Study Program of FKIP in UKI Toraja. The researcher took 3 lecturers and 15 students. Observation and recording were used to reveal the types of used turn taking signals in teaching English at English Study Program of FKIP UKI Toraja and its function. Interview was used to find out the responses of the students toward the use of turn taking signals by their lecturers in teaching. The researcher used semi-structured interview. The researcher employed the data analysis based on Miles and Huberman's model in Sugiyono (2002). To analyze the data, the researcher employed data reduction, data display, and conclusion.

D. FINDINGS

Types of turn taking signals used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja

Based on observation and recording on the teaching process, it was found that there were three types of turn taking signals used by the lecturer in teaching English at English Study Program of FKIP UKI Toraja. The used signals included turn yielding signals, turn-taking signals and turn claiming signals.

Turn Yielding Signal

Extract 1: Beginning the class

The class was held in the main hall campus 3 of UKI Toraja. The class was noisy of students who still talk to each other even their lecturer was already about to start the class. The lecturer (NP) started the class by greeting the class. He introduced the topic about choosing the research method. He focused on research instruments.

L: First of all I would like to say good morning. We are coming to the research on ELT. Good morning, we are going to share about how to choose the research method in term of tools aim of gathering data.

Ss: (Silence)

Based on the setting above, it is seen that some students were not ready to start the class. Some of them were talking to others, while some others were ready for that meeting. The lecturer tried to get the students' attention by opening the class with greeting "First of all I would like to say good morning. We are coming to the research on ELT. Good morning, we are going to share about how to choose the research method in term of tools aim of gathering data." The lecturer tended to use the greeting "Good morning" as warning instead of welcoming. It can be seen in the extract that he gave the turn yielding to the class twice with a low signal of expecting students' reply verbally by giving no chance for them to reply. As a type of adjacency pair, greeting by the lecturer should be replied by the students. Conversely, he got the reply non-verbally when the class became quiet. So, it can be concluded that the lecturer's turn yielding signal by greeting responded by the students by being quiet.

Turn-taking Signal

Extract 54: Talking about instrument in farming

The lecturer (NP) started the class with a welcoming speech first. After that, he explained the research instrument by giving an illustration of a farmer. He continued by asking the tools used by them in the rice field.

L: Let say that a farmer go to the rice-field, what kinds of instrument are they going to use?

Ss: (Silence)

L: Yes, like long knife. Another example that a sellers of buffalo in the market, they use to bring the instrument like?

When the lecturer asked them, the students did not respond his question. They were silent. Since the students were silent, it means that no one hold the floor. So, the lecturer initiated to take floor by giving the signal of turn taking yeah as he said “Yeah, like long knife.” So, in this part, the lecturer initiated to take the floor since the addressee of his first signal ignored it.

Turn Claiming Signal

Extract 75: Giving comment on theoretical framework

The next presenter (student 6) presented her work in Research on ELT’s class which taught by Mrs. RH. She presented her work until being stopped by the lecturer before she finished it.

S 6: <Presenting her work. When she was about finished presenting theoretical framework, the lecturer stopped her>

L: Ok, stop. Theoretical framework, what is the title of your research?

In the conversation above, it showed that the turn holder was the presenter (student 6). When she was about finished presenting theoretical framework and would move to methodology, the lecturer claimed the turn by stopping her in verbal signal “Ok, stop.” Even though the student had not finished her presentation yet, through this utterance “Ok, stop. Theoretical framework, what is the title of your research?” it is signaled that the lecturer had understood her work actually. There were some mistakes in her

work, so her turn was claimed by the lecturer in order to clarify her work for the next revision.

The functions of turn taking signals used by the lecturer in teaching English at English Study Program of FKIP UKI Toraja

Behind the use of those signals by the lecturers, there were various reasons. Those reasons are as follows:

Turn Yielding Signals

As the most frequently used signals in teaching, turn yielding signals were used for several reasons. Those reasons included welcoming at the initial meeting, leave-taking at the end of a meeting, warning to get the students be ready for the meeting, thanking, checking students' understanding, giving suggestion, inviting a student to speak and inviting a student to do something.

As a welcoming, the lecturer gave the signal of turn yielding at the initial meeting. It was in greeting form. So, the lecturer greeted the students in the beginning as first step to get the students be ready to study. It can be found, as an example, in extract 6 "Good afternoon everybody. Are you fresh today?"

Next, at the end of a meeting, a turn yielding signal was used as a leave-taking by the lecturer. Based on the observation on the interaction at the end of a meeting, it was almost ignored by the students when the lecturer gave the yielded turn to them. The use of the turn yielding signal as a leave-taking can be found in the utterance of the lecturer here "Okay, I think that's all, for those who have not displayed their instrument, it will be on next week. Okay, see you next meeting."

Then, in this research, the researcher also found that the lecturer used turn yielding signals in warning the students in order to get them be focused on the material. This

function of turn yielding signals used by the lecturer in teaching can be seen in the expression “First of all I would like to say good morning. We are coming to the research on ELT. Good morning, we are going to share about how to choose the research method in term of tools aim of gathering data.”

Another function of turn yielding signals used by the lecturer in teaching as found in this research is turn signals to show thanking. The lecturer thanked the class for their attention during the meeting. The signal of turn yielding in expression of thanking can be found in “Chapter 5 and 6 will be discussed at the next meeting. Thank you very much for your attention.”

Besides, the lecturer also used turn yielding signals to check the students’ understanding about the topic being discussed in certain meeting. An example of turn yielding used for this function is “So you have to decide based on my explanation about two types of population. According to you, what kind of population will be used on your research? What do you think, is it heterogeneous or homogenous?”

In addition, this signal was also used by the lecturers in teaching as way of giving suggestion on students’ answer. In this research, it was found that suggestion was given by the lecturer when the asked student gave an inappropriate answer. This function can be seen in expression as stated in extract 25 “Ok, I suggest you to choose only five respondents since you are going to check so many words. Only five respondents, okay?”

The last function of turn yielding signals used by the lecturer in teaching found in this research is as an invitation to the students to speak or to do something (command). In this part, the lecturer yielded the turn to the students as an invitation since the lecturer is the controller of the interaction in the class. Turn yielding signals as invitation can be found in the expression “What is the example? What kind of test? A,B,C,D,E called....?”

Turn-taking Signals

The researcher found that the second frequently used signals of the lecturers in teaching were turn-taking signals. These signals were used by the lecturer when the students had given the signal of TRP which showed that the students had finished their turn, so the lecturer might take it. The lecturers took the turn by giving certain signals for several intensions i.e. initiation to take the ignored yielded turn, giving correction, declaration of students' answer, stopping the students' laugh, warning, and as a signal to move to the next topic.

During the meeting in this research, it was found for several times that the students ignored the yielded turn given by the lecturer. Since the students were silent, the lecturer took the floor by using several signals as can be found in extract 55 "Yeah, like long knife." This expression was given by the lecturer (NP) since in this extract he gave a signal of turn yielding to the class but ignored by the students. So, the lecturer, as the controller of the class interaction, initiated to take the floor back by this expression.

Towards the turn yielding signals by the lecturer, sometimes, the students responded it inappropriately, so the lecturer should take the floor from the students by giving some correction. The signal of turn taking by the lecturers in terms of correcting the students' inappropriately answer is "Not 'ampat', it should be 'empat'."

Meanwhile, for the appropriate answers of students in this research, the researcher found the lecturer also took the floor in order to declare the students' answer. The signal used for this mean can be seen in "Yes, that's the right one. It is because not all of the maximal score is 100 but it could be 10."

Another response by the students when the lecturers yielded the floor to them was they were laughing. To continue the material or his explanation, the lecturer took the turn

back by giving certain signals in order to stop their laugh. The signals can be seen in the following extract:

L: Yeah like this one, book. Don't you bring any rope here, do you? How could you bring rope here?

Ss: ((laughing))

L: Yeah, in research, the instrument that we are going to use is called research instrument.

The next function of the turn-taking signals of the lecturers during teaching in this research was as a kind of warning to the students. The intension of giving a warning to the students can be seen in this expression *"Yes, you got score of grade A but your knowledge is gone, so you have to refresh your knowledge."*

The last function of turn-taking signals that is found in this research was as a signal to move to the next topic. The lecturers used some expressions to lead the students to move to the next topic, so they could be engaged to the topic being discussed. The signal of taking the turn back in term of moving to the next topic, the lecturers used several signals, for instance *"Ok yes. Next, theoretical framework."*

Turn Claiming Signals

The last type of turn signals used by the lecturer in teaching in this research was turn claiming signals. It was found that the lecturers claimed the floor during the teaching process due to some reasons. Those reasons included correcting students' answer and stopping student for a further explanation.

For the first reason, it was found that the lecturer claimed the floor by stopping the students' speak since the lecturer was going to give correction to them. This intension then expressed in, for example, *"Writing. Why shuld you call reading is a productive skill?"* The second reason for using turn claiming signals in teaching was to stop the

students speak for a further explanation. It could be found in “*Ok, stop. Theoretical framework. What is the title of your research?*”

The students’ responses toward the use of turn taking signals by the lecturer in lecturing process

Students’ responses toward the lecturers’ turn yielding signals

Here are the responses of the students when they were asked about lecturers’ turn yielding signals used in their teaching process.

The researcher asked them:

“Does your lecturer give you any chance to speak while he/she is talking in teaching process?”

(Apakah dosen anda memberikan kesempatan kepada anda untuk berbicara ketika sedang berbicara saat sedang mengajar?)

The students’ answer:

S 1: “Biasanya dia terdiam, atau dia melihat kita atau biasa juga memberikan langsung pertanyaan ‘adakah yang mau ditanyakan?’, tetapi kalau dosennya itu sementara menjelaskan dia itu terdiam, melihat kita menunggu respon dari mahasiswa.”

[“Sometimes she/he is silent, or she/he looks at us or he also usually gives question directly ‘Is there anything you want to ask?’, but when the lecturer is explaining something, she/he stop the explanation, then, looks at us waiting for response from the students.”]

Based on the interview, it is found that the students got some signals or way that given by lecturer to yield or gave the floor or chance to the student. Those signals included asking, stop talking, inviting, looking at the student, calling the student by name,

pointing, asking the students one by one, please by using upwards palm hand and stop talking then look at the student to please him to speak. So, as the students said, they took the floor by saying something in the class during the teaching process when their lecturer gave those such signals.

Students' responses toward the lecturers' turn-taking signals

Interview was not only given to the students but also to the lecturers. The result of the interview is displayed as follows:

The researcher asked:

"How do you take the turn from the students, for example to give feedback, when they are answering your question?"

The lecturers' answer:

RL : "Err..I try to ask first, yeah, and when...when they respond it and look like or it sounds like not complete yet, I try to give another chance for the other students and after that at the end I try to explain with..yeah...sometimes with mother tongue, sometimes with Indonesian. Si, it depends on how difficult the material or how difficult the..the topic for the students."

NP : "I move to other different students, in terms I change to the other students."

Based on the interview to the lecturer, the researcher found that the lecturer took the turn from the students by taking the given turn then offer it to other students, correcting the students' answer, and giving feedback.

Students' responses toward the lecturers' turn claiming signals

To find out the students' responses toward the lecturer's turn claiming signals, the researcher conducted interview with the students.

The researcher asked the students:

"When you are answering the lecturer's question, for example, have you ever found that your lecturer interrupted your speaking? Why?"

The students' answer:

S 7: "Pernah. Karena jawaban yang diberikan tidak sesuai atau salah sehingga dosen memotongnya lebih dulu. Kemudian bisa juga ada dari jawaban itu yang dosen tidak mengerti sehingga saat menjawab atau bertanya dosen memotong untuk bertanya kembali mengenai hal itu."

["Yes, I have. It was happen since the answer I gave was inappropriate or false, so the lecturer interrupted it. Next, there was something in my answer unclear for the lecturer, so he interrupted me and asked me again about it."]

It is found that the students relinquished the floor which is claimed by the lecturer for several reasons. The reasons are the lecturer had understood the point that conveyed by the students, their answer needed some corrections, and the lecturer did not get the point of the students' answer so it should be restated to make it clear.

E. DISCUSSION

There are five basic types of turn signals in terms of speaker-listener roles in a conversation exchange as quoted by Rahman (2006) from Poyatos (1980), they are turn claiming signal, turn yielding signal, turn-taking signal, turn holding signal, and turn suppressing signal. In this research, it was found that the researcher found only three types of turn signals used by the lecturer in teaching English at UKI Toraja. Those are turn yielding signal, turn taking signal and, finally, turn claiming signal.

In accordance to the theory of three-part exchange in traditional classroom by Sinclair and Coulthard (Mey, 1991), it was found that turn taking signals were used as initiation of the lecturer by yielding the floor to the students by asking, greeting, thanking and parting, taking the turn to check the students' understanding, to get the students focused on the topic, and to give correction, and claiming the turn to correct the students' answer and to stop the students for a further explanation.

Dealing with the classroom interaction frame proposed by Sinclair and Coulthard quoted by Mey (1991), the students also have their own part in that frame i.e. should give response to their lecturer or teacher. In this research, it was found that they took their part by permission of the lecturer. Permission of the lecturer showed through the use of turn yielding signals. So, when the lecturer yielded the turn to the students, they took it. Based on the interview, the students stated that their lecturer sometimes give the chance to them by smiling, using upwards palm hands, nodding, look at them and also used verbal signal, for instance, by calling the students by their name and said 'please'. On the other hand, it was also found during the research that sometimes they did not take the given turn that is shown by being silent. In this case the lecturer initiated to take the floor back.

F. CONCLUSION

Based on the research findings and discussion, researcher extends the conclusions as follows:

The first one is about the types of turn-taking signals used by lecturers in teaching English at English Education Study Program of FKIP UKI Toraja included turn yielding signals as the most frequently used signals, turn taking signals and turn claiming signals. So, it proved that not all of the turn taking signals was found in the classroom interaction.

The second, there are several functions of turn-taking signals used by the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja. It included the way of the lecturers in understanding their students' comprehension and managing their class.

Third, students responded the used of turn-taking signals by the lecturers in lecturing process by verbal and non-verbal signals. Their responses included both appropriate and inappropriate with the given signal.

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