

**A STUDY ON TURN-TAKING PATTERNS OF TEACHER AND
STUDENT INTERACTIONS IN ENGLISH CLASSROOM AT
CLASS VIII E IN THE FIRST SEMESTER OF SMPN 12
MATARAM ACADEMIC YEAR 2016/2017**



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A Journal

By

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RATIFICATION

A journal entitled **A Study on Turn-Taking Patterns of Teacher and Student Interactions in English Classroom at Class VIII E in the First Semester of SMPN 12 Mataram Academic Year 2016/2017** by Rizkia Maya Sintiani (E1D012065) has been accepted by the board of advisors;

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ABSTRACT

A Study on Turn-Taking Patterns of Teacher and Student Interactions in English Classroom at Class VIII E in the First Semester of SMPN 12 Mataram Academic Year 2016/2017

By

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The study deals with communicative exchanges (adjacency pairs) between the teacher and the students in teaching and learning process. This study aimed to identify the types and patterns of turn-taking used by the teacher and students in classroom interaction. This study took place in VIII E class of SMPN 12 Mataram. The method used of this study was quantitative and qualitative. Moreover, observation, recording and note taking were also used to collect the data in two meetings. The data were analyzed through transcription, segmenting, explanation, and conclusion. The data analyzed were based on theory of adjacency pairs (Kim, Ko and Seo, 2012) and Schegloff (1978) for instance greeting-greeting, check-clarification, question-answer, apology-acceptance, compliment-thanks, opinion-agreement, accusation-denial, offer-acceptance, assertion- acknowledgment, request-acceptance, and instruction-compliance. The result showed that the teacher and students were used the turn-taking patterns to communicate inside the classroom activities. The total numbers of turn-taking patterns in the first meeting were greeting-greeting consisting of 1 time, check-clarification consisting of 23 times, question-answer consisting of 51 times, request-acceptance consisting of 5 times, and instruction-compliance consisting of 76 times. Meanwhile, the turn-taking patterns in the second meeting were greeting-greeting consisting of 6 times, check-clarification consisting of 32 times, question-answer consisting of 59 times, request-acceptance consisting of 16 times, and instruction-compliance consisting of 65 times. Therefore, the result of this study also showed that the turn-taking patterns used by the teacher and students were greeting-greeting, check-clarification, question-answer, request-acceptance, and instruction-compliance. Beside that the patterns mostly used was instruction-compliance, the teacher was dominant talking.

Keywords: Turn-taking pattern, Adjacency pairs, Classroom interaction.

ABSTRAK

Studi Pola Turn-Taking Pada Interaksi Guru dan Siswa Dalam Pembelajaran Bahasa Inggris Kelas VIII E Semester Satu SMPN 12 Mataram Tahun Akademik 2016/2017

Oleh

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Penelitian ini berhubungan dengan pertukaran komunikasi (adjacency pairs) antara guru dan siswa dalam proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis dan pola turn-taking yang digunakan oleh guru dan siswa didalam interaksi kelas. Lokasi penelitian di SMPN 12 Mataram yang melibatkan kelas VIII E. Metode yang digunakan yaitu kuantitatif kualitatif. Dalam pengambilan data menggunakan observasi, merekam, dan mencatat kejadian yang berlangsung. Analisis data melalui transkrip rekaman, pembagian data, penjabaran data, dan kesimpulan. Teori yang digunakan berdasarkan teori adjacency pairs dari (Kim, Ko and Seo, 2012) dan Schegloff (1978) antara lain penggunaan greeting-greeting, check-clarification, question-answer, apology-acceptance, compliment-thanks, opinion-agreement, accusation-denial, offer-acceptance, assertion- acknowledgment, request-acceptance, and instruction-compliance. Hasil penelitian ini menunjukkan guru dan siswa menggunakan pola turn-taking dalam berinteraksi didalam kelas. Jumlah total turn-taking pada pertemuan pertama yaitu pola greeting-greeting terdiri dari 1 kali, check-clarification 23 kali, question-answer 51 kali, request-acceptance 5 kali, dan instruction-compliance 76 kali penggunaan. Pertemuan kedua juga terdiri dari greeting-greeting 6 kali, check-clarification 32 kali, question-answer 59 kali, request-acceptance 16 kali, and instruction-compliance 65 kali penggunaan. Dengan demikian, hasil akhir penelitian ini menunjukkan bahwa turn-taking yang digunakan oleh guru dan siswa terdiri dari greeting-greeting, check-clarification, question-answer, request-acceptance, dan instruction-compliance. Pola turn-taking yang dominan digunakan adalah instruction-compliance yaitu guru lebih dominan dalam berbicara.

Kata Kunci: Pola turn-taking, Adjacency pairs, Interaksi kelas.

1. INTRODUCTION

Language has a number of roles in human life. Human as a social community use the language to communicate and to interact with others. It is very important around people. Interaction will happen if there is one person speaks to another person. As Heritage (1998:4) assumes that, “Fundamentally through interaction that context is built, invoked and managed, and that it is through interaction that institutional imperatives originating from outside the interaction are evidenced and made real and enforceable for the participants.”

In educational system, interaction act as the essential part in teaching and learning. Classroom itself is a formal place for the teacher and student. Teacher can give instruction, deliver information, and knowledge to the students. Meanwhile students can practice and improve their levels of proficiency to achieve the specific goal of learning.

In all interaction including interaction in the classroom, there are structures or patterns that the teacher and students use. Turn-taking is one of features of the way to communicate. It is a cyclical process of communicative event. It means that, turn-taking is a process where each speaker takes their turn which is organized by utterances in order to make the interaction success. In turn-taking, there is a unit of conversational organization that contains the exchange part of the speakers which is called ‘adjacency pair’. It is the sequence in conversational exchange where the speaker produces the utterance and the next speaker must produces the utterance in the same part. Therefore, in classroom

interaction there is the sequence of interaction between teacher and student that is turn-taking patterns which can be result the exchange part when they are talking in teaching and learning process.

From the explanation above, the researcher was conducted a research in English classroom interaction with a title “A Study on Turn-Taking Patterns in Teacher and Student Interactions”. This study looks deeply at the real situation between teacher and students in form of classroom interaction that is when the teacher ask question, give explanation, feedback, error treatment and when the students listen to the teacher’s instruction and explanations, when they express views, answer question and carry out the tasks and activities.

1.1. Statement of the Problems

1. What turn-taking patterns are used by the teacher and students in English classroom interaction at SMPN 12 Mataram?
2. What patterns are dominantly used by the teacher and students in English classroom interaction at SMPN 12 Mataram?

1.2. Purpose of the Study

1. To identify the turn-taking pattern used in English classroom interaction between teacher and students at SMPN 12 Mataram.
2. To identify the dominant turn-taking pattern used in English classroom interaction between teacher and students at SMPN 12 Mataram.

2. LITERATURE REVIEW

Language is used in social interaction in a community as a tool to interact each other in all sort of ways. The use of language as a communication enables people to share the norms. Language means the way to communicate which has purposes to conveying information, expressing ideas or expressing emotions. To build good communication, people should understand in using words and putting them in an appropriate way in order to make the meaningful sentences to create an effective interaction.

Language in classroom is the sequence of lesson that used by teacher and also student in learning process. It refers to language learning as the basic form of language input. It focused on language aspects where the learners acquire the capacity to perceive and comprehend language in classroom. The use of language in classroom is very important. According to Chang (2003), “Classroom have been considered the main area where language learning occurs since the learners learn through interpersonal interaction with the teacher and peers”

The process of teaching-learning in classroom can show the student involvement inside the class. It is the way of teacher to motivate the students and help them to see the relevance of topic of the study. The use of language in classroom itself is for the students’ knowledge where they can get more ways to improve their language competences. Interaction happens among students and teacher, the form of classroom participant in classroom interaction is teacher give an assignment and allows the students to learn and understand how to work with

the partners or work with team by encourages them together in the classroom, whether in pairs, groups or the whole-class. In this way, the teacher can create an interactive classroom.

According to Dagarin (2004:129), there are most frequent ways of organizing classroom interaction :

(a) Teacher-Learners

The first interaction is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity.

(b) Teacher-Learner/a group of learners

The second interaction is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students.

(c) Learner-Learner

The third type of interaction is called 'pair work'. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work.

(d) Learners-Learners

The last type of classroom interaction is called 'group work'. As with pair work, the teacher's function here is a consultant and individual groups report on their work.

Discourse analysis study is concerned between the relationship language and the context it is used. Turn-taking is a field of discourse study which concerned primarily with spoken language structures. It is the phenomena of human communication interaction that commonly happen in daily life. It can be happen if there is a speaker which provides a message and there is a hearer/hearers' roles as the next speaker. As the hearer, she or he should give good contribution to make the conversation or interaction success. In other words, turn-taking is the structure of information exchange between different speakers to speak by taking the opportunity. When a speaker speaks, he or she takes turn to give information in the whole conversation to the hearer. In this part, the next speaker (hearer) also can share the persuasive information to the current speaker in order to make the sequences of interaction.

Turn-taking establish who talks and then who talks next. According to Taboada (2006) cited in Eldsky (1981), "Turn-taking defines as the instances on record speaking, with the intention of conveying a message. It is differentiate turn and floor, since it is often difficult to determine who has the floor, such as situations where a turn is constructed collaboratively by more than one speaker. The floor is the activity taking place or the topic being discussed, often done in collaboration."

The closely related with turn-taking system is the pair of utterances which called adjacency pairs. It represents the social actions that could happen spontaneously in everyday talk which result the sequences of conversational

organization. Those are constructs as the unit of turn construction that include rule. As Wolska (2007) cited in (Schegloff and Sacks,1973) define the rule of adjacency pair as given the recognizable production of a first pair part, on its first possible completion its speaker should stop and the next speaker should start and produce a second pair from the pair type the first was recognizable a member of. Kim, Ko and Seo (2012) also note, “A speech act hierarchy is constructed using pragmatic knowledge such as adjacency pairs. Utterances are often paired according to their function, such as a request and response pair. These adjacency pairs are defined as pairs of utterances that are adjacent and ordered as the first and second parts; a particular type in the first part requires a particular type for the second type, such as ask-confirm vs. response and offer/request/suggest vs. accept/reject”.

A common structure of interaction in classroom is teacher begins to speak, students provide responses and then teacher give evaluation. Teacher has a role as facilitator to create appropriate learning atmosphere inside the learning process. Unlike ordinary everyday talk, in classroom interaction demonstrate the pattern of questions and answer exchange among the participants.

There are the sequences of organization interactions (adjacency pairs) in turn-taking that commonly happen in classroom interaction. Those are the sequence of communicative actions that usually performed by utterances. In this case, the communicative action can be used by teacher and student when teaching and learning process. The adjacency pairs in classroom interaction can be

greeting/greeting, check/clarification, question/answer, request/acceptance, or instruction/compliance. Those pairs are mentioned by Schegloff (1978:58).

(a) Greeting/greeting

Greeting is a kind of general utterance production of the first part that immediately invites the second part. In the classroom, it is usually occur in the first section before learning process. In this way, teacher also usually asking the students how they are that indicates the meaningful context of interaction and then the students also greeting to the teacher.

(b) Check/clarification

Check is use to clarify or to confirm the something or statement. In classroom interaction, check is the kind of pre-activity and while activity, beside the teacher check the students' participation before the lesson start, the teacher usually check the students' understanding with ask them to give opinions/ideas or responses about the learning material.

(c) Question/answer

Question is one of the most common techniques that used by the teacher to get the answer from the students. It serves as the principal way which teacher can control the classroom interaction. Students also can ask a question to the teacher in order to more understand or sometimes to clarify their opinion that concerned with learning material.

(d) Request/acceptance

Request is the imploring sequence. In classroom interaction, teacher usually nominates the students to do what he/she says. For instances; repeat the word, describe, and also ask them with has purpose to give opportunity to the students to interact in learning process as long as the students will accept or do what the teacher's request.

(e) Instruction/compliance

Instruction is the command sequence. In classroom language interaction, teacher usually wants to keep students' attention. In this case, teacher gives the instruction to the students to focus on learning material. For instances; when the teacher nominates one student to speak, come forward to answer a particular question, ask the students to pay attention and so on.

So, classroom is a formal setting for the participants. They are teacher and students. In classroom, teacher as a controller in teaching should engage the students to interact and also can manage the interaction in a particular way beside that the students can improve their language proficiency in learning.

3. RESEARCH METHODS

3.1. Research Design

This study is aimed to investigate the nature of interaction between the teacher and the students in the formal setting, i.e. in classroom setting. Therefore, it is used quantitative and qualitative method.

3.2. Population and Sample

The population of this study was at grade eight of SMPN 12 Mataram in the first year in academic year 2016/2017. Grade eight was divided into eight classes. They were class VIII A until VIII H. This study focused on students at class VIII E which consist of 34 students.

3.3. Method of Data Collection

To collect the data that are needed, the researcher used: observation, recording, and note taking.

1) Observation

Observation is the process of collecting the data by directly watching what people do. It is also as the resources are needed by the researcher to gain information. In this case, the researcher used one type of observation that is non-participant. This is a method of observing activities/interactions in classroom without being active in that situation/teaching-learning process. In non-participant observation, the researcher was observed the occurrence of interactions happen among students and teacher.

2) Recording

Recording is the method used by the researcher to record the real situation of something or people. In this study, the researcher was

recorded the whole interaction happening in classroom during teaching and learning process.

3) Note taking

Note taking function is to accomplish the recording in the case that not all non-verbal data would be recorded. In this sense, note taking is relevant to note down any physical movement, facial expressions and other use of body language which function as different strategies to convey messages among speakers.

3.4. Data Analysis Procedure

There were four steps used in analyzing the data. Those were: transcription data, segmenting data, explanation, and drawing conclusions.

1) Transcription Data

The researcher identified the turn-taking patterns are used by the teacher and students during interaction in the classroom. In this study, the researcher was transcribed the recording into the written form which is called data transcription. The data transcription has purposed to facilitate the researcher in analyzing the data.

2) Segmenting Data

After transcribe the data of recording, the researcher was segmented the data to make easier to analyze. This is the process of selecting and simplifying the data transcription. In this study, the researcher was

selected the data, either relates to the communicative exchange, action or utterance that used by the teacher and student to gathering data about turn-taking patterns.

3) Explanation

This step explains about the turn-taking patterns among teacher and student in classroom interaction and also the dominant patterns that they used in classroom language learning process.

4) Drawing conclusions

The last step is drawing and verifying conclusion. In this step, the researcher made the conclusion as to answer the research questions about turn-taking patterns that used by the teacher and student and also the dominant patterns that they used in classroom interaction.

4. DATA DESCRIPTION AND DISCUSSION

a. Data Description

The two tables below showed the classification of turn-taking patterns inside the classroom interaction in two meetings.

Table 4.1. Classification of Turn-taking Patterns (AP) in The First Meeting

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Taking the Turns	Examples
1	Greeting/greeting	1	Student: Siap beri

			<p>salam! (<i>Greeting, please!</i>)</p> <p>Students: Assalamualaikum.wr.wb</p> <p>Teacher: Waalikumsalam.wr.wb.</p>
2	Check/clarification	23	<p>Teacher: Udah semua masuk ini? (<i>All students are coming?</i>)</p> <p>Student: Ada yang belum pak. (<i>No, Sir</i>)</p> <p>Teacher: Siapa? Siapa yang belum? (<i>Who? Who has not come?</i>)</p> <p>Student: Fendi.</p> <p>Teacher: Masih diluar? (<i>He is still outside?</i>)</p> <p>Student: Gak tahu pak. (<i>I don't know, Sir</i>)</p> <p>Teacher: Tadi ada dia? (<i>He was there?</i>)</p> <p>Student: Belum ada. (<i>He wasn't</i>)</p>
3	Question/answer	51	<p>Teacher: Are you familiar with this song? Pernah dengar lagu ini? (<i>Have you heard this song?</i>)</p> <p>Student A: Pernah Pak</p>

			<p><i>(Yes, I have, Sir)</i></p> <p>Teacher: OK. Look at this! Pay attention please! Read the text at the slide! Anybody knows what the title of this song?</p> <p>Students: Gaza</p> <p>Teacher: Gaza. Terus tambahan kalimatnya sebelum gaza tadi apa? <i>(What the additional sentence before gaza?)</i></p> <p>Students: <i>(Just silent)</i></p> <p>Teacher: Perhatikan makanya! <i>(You must pay attention!)</i></p>
4	Request/acceptance	5	<p>Teacher: Coba sekarang saya panggil satu-satu. <i>(Now, I will call you one by one)</i></p> <p>Student A: Yaah Pak guru <i>(Yaah, Sir)</i></p> <p>Student B: Apa Pak guru? <i>(What, Sir?)</i></p> <p>Student C: Ulang Pak <i>(Repeat, Sir)</i></p> <p>Teacher: OK. Kalau gitu dengerin lagunya!<i>(OK.</i></p>

			<i>So, listen to the song!</i>
5	Instruction/compliance	76	<p>Teacher: Look at this! Avina Tadzila where are you?</p> <p>Student A: <i>(raise her hand)</i></p> <p>Teacher: Come on come here! Number one you Avina</p> <p>Student B: Ayo Avina maju! <i>(Come forward, Avina!)</i></p> <p>Teacher: Write down here!</p>

Table 4.2. Classification of Turn-taking Patterns (AP) in The Second Meeting

No	Turn-taking Patterns (Adjacency Pairs)	Frequency of Taking the Turns	Examples
1	Greeting/greeting	6	<p>Teacher: Good morning everyone. How are you this morning?</p> <p>Students: <i>(Just Silent)</i></p> <p>Teacher: How are you this morning?</p> <p>Students: Fine</p>

			<p>Teacher: How are you this morning?</p> <p>Students: Fine</p> <p>Teacher: I hope all of us always in health condition.</p>
2	Check/clarification	32	<p>Teacher: I would like to check you want by one. If you are present today, raise your hand!</p> <p>Teacher: Avina Tadzila</p> <p>Student A: <i>(only raise her hand)</i></p> <p>Teacher: Ahmad Badiya?</p> <p>Student B: <i>(only raise his hand)</i></p> <p>Teacher: Alwi Sihab?</p> <p>Student C: Hadir <i>(Present)</i></p> <p>Teacher: Audi Agustina?</p> <p>Student D: Hadir <i>(Present)</i></p>
3	Question/answer	59	<p>Teacher: Memberi dari kalimat of...? <i>(Giving from what)</i></p>

			<p><i>sentence?)</i></p> <p>Students: Of course.</p> <p>Teacher: Here you?</p> <p>Students: Are</p> <p>Teacher: Tentu. Silah..? (<i>Of course, here you..?</i>)</p> <p>Students: Silahkan (<i>Here you are</i>)</p> <p>Student A: What's that Anisa?</p> <p>Student B: It's fruit ice. It's really delicious.</p> <p>Student A: May I have a bit please?</p> <p>Student B: Of course. Here you are.</p>
4	Request/acceptance	16	<p>Teacher: Who else? Siapa lagi? (<i>Who else?</i>)</p> <p>Students: Pak saya (<i>Me, Sir</i>) (<i>Some students raise their hand?</i>)</p> <p>Teacher: (<i>pointed the next a pair of students</i>) after this ya!</p>

5	Instruction/compliance	65	<p>Teacher: What's that Tom.</p> <p>Students: What's that Tom.</p> <p>Teacher: It's ice cream.</p> <p>Students: It's ice cream.</p> <p>Teacher: It's really delicious.</p> <p>Students: It's really delicious.</p> <p>Teacher: May I have a bit please.</p> <p>Students: May I have a bit please.</p> <p>Teacher: Of course.</p> <p>Students: Of course.</p> <p>Teacher: Here you are.</p> <p>Students: Here you are.</p>
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Based on the data above, there were many taking turns that the teacher and students produced containing different patterns of turn-taking beside that there were some differences that occurred in the first and the second meeting. Those were

from the classroom activities, situation of the class when teaching and learning process occur, and how the teacher and students build their communication in the classroom.

In the first meeting, classroom activity was the students were instructed by the teacher to focused on listening to the music while sing the song together. After that, he engaged his students to be more focused on the song that have played by him where the students should come forward to fill in the blank on the particular empty word on that song's lyric. The situation of the class was good enough in the beginning of the lesson but little bit noisy when the teacher gave some instructions to the students to answer some questions. In the kind of the interaction, absolutely the teacher was dominant talking and in the class discussion usually the students asks the question to the teacher.

Meanwhile, in the second meeting classroom activity was the teacher gave his instruction to the students to make a conversation in a pair and then they should come forward to practice in pairs in front of the class. The class situation was good enough although some students made a little bit noisy, but the teacher succeed in controlling his students when they to do the task. In the interaction also the teacher was dominant in talking beside that between him and the students were also speak communicatively in the class discussion where there were some questions from the students to the teacher.

In each meeting the each pattern was related. In the question pattern, usually used by the teacher to know the students' understanding and it was a kind of check pattern. The teacher also sometimes gave his request which is it was the kind of instruction pattern.

From the tables also showed that, the different of the total amount of the turn taking in the first meeting was 157 times meanwhile in the second meeting was 193 times. The total amount of the teacher and the students taking their turns in the first recording (*table 4.1*) were greeting/greeting consist of 1 time, check/clarification consist of 23 times, question/answer consist of 51 times, request/acceptance consist of 5 times, and instruction/compliance consist of 76 times. Thus, it can be concluded that, the dominant pattern that mostly use was instruction/compliance. Meanwhile, the total amount of the teacher and the students taking their turns in the second recording (*table 4.2*) were greeting/greeting consist of 6 times, check/clarification consist of 32 times, question/answer consist of 59 times, request/acceptance consist of 16 times and instruction/compliance consist of 65 times. Therefore, it can be concluded that, the dominant pattern that mostly use was instruction/compliance.

b. Discussion

In contextual situation, there are two kinds of interaction, formal and informal. Formal is the kind of interaction form in the particular setting within social context. In contrast, informal is not focusing on how instructional rules or

patterns by the participants in constructing the way they are talking within social context.

In discourse analysis study, turn-taking is a part of speech act and there is a term which called adjacency pairs which is a part of turn-taking. It is the communicative exchanges that can happen between two or more people. Adjacency pairs also can happen in formal and informal conversation. According to Kim, Ko and Seo (2012), “adjacency pairs: an utterance can be the first or second part of an exchange pair, such as request/accept, offer/accept, and question/answer pairs”.

This study is relevant with theory of adjacency pairs that presented by Schegloff (1978), “the sequences of turns (adjacency pairs) are the utterance pairs became sequences of two communicative actions (usually, though not exclusively, performed by utterances) that are usually produced by different speakers and usually adjacent to one another. On the finished production of a first part of some pair, Current speaker must subsequently stop speaking to give the Next speaker an opportunity to produce some second part to the same pair. The possible adjacency pairs are greeting-greeting, check-clarification, question-answer, apology-acceptance, complement-thanks, opinion-agreement, accusation-denial, offer-acceptance, assertion-acknowledgment, request-acceptance, and instruction-compliance.”

The following examples which taken from the data were demonstrated the turn-taking patterns that are found in instructional talk between the teacher and students;

- ***Greeting-greeting***

Student : Siap beri salam! (*Greeting, please!*)
Students : Assalamualaikum.Wr.Wb.
Teacher : Waalaikumsalam.Wr.Wb.

- ***Check-clarification***

Teacher : I would like to check you one by one. If you are present today, raise your hand ya!
Teacher : Avina Tadzilla, where are you?
Student : (*only raise her hand*)
A
Teacher : Ahmad Badiya?
Student B : (*only raise his hand*)
Teacher : Alwi Sihab?
Student C : Hadir. (*Present*)

- ***Question-answer***

Teacher : Apa artinya coba kalimat pertama. Coba Avina Tadzila mana? (*What the meaning of the first sentence. Where is Avina Tadzila?*)
Student : (*Raise her hand*)
A
Teacher : What's that Tom apa artinya? (*What the meaning of the sentence, "what's that Tom?"*)
Student : Apa itu Tom. (*What's that Tom*)
A
Teacher : Apa itu Tom. Good. Terus? It is ice cream? (*What that's Tom. Good. Then? It is ice cream.?*)
Students : Ini es krim. (*This is ice cream*)

- ***Request-acceptance***

Teacher : Who else? Siapa lagi? (*Who else?*)
Students : Pak saya. (*Me, Sir*) (*Some students raise their hand*)
Teacher : (*pointed the next a pair of students*) after this ya!

- ***Instruction-compliance***

Teacher : Look at this! Avina Tadzila where are you?
Student : (*raise her hand*)
A
Teacher : Come on come here! Number one you Avina.
Student B : Ayo Avina maju! (*Come forward, Avina!*)
Teacher : Write down here!

Hence, this study focuses on formal setting, i.e. in classroom setting. The kind of the interaction is institutional talks between the teacher and the students. It has rules or patterns how they should construct their turn inside the classroom.

5. CONCLUSIONS

Based on the result of this study, it can be concluded that;

- a. The teacher managed the classroom by giving some questions. After the teacher explained learning material, at the same time he checked the students' understanding, gave requests and to get students' attention, he gave some instructions. In short, there were five adjacency pairs that the teacher and students used in English classroom interaction. The first pair was

greeting/greeting, the second was check/clarification, the third was question/answer, the fourth was request/acceptance and the last was instruction/compliance. Based on the data analysis, the pattern that was mostly used from the five pairs of adjacency pair was instruction/compliance pattern.

- b. It can be also concluded that; a) the teacher was more dominant talking. He was as the current speaker in teaching and learning process. He can speak first and may stop the students to speak. Likewise, the student can speak first if the teacher welcomed them. b) The teacher gave the chance to the students as the current speakers if wished. He asked the questions to all students or one student in order to give an opportunity for them to share their opinion although the students' responses were not always true. Therefore, the teacher can correct the students' opinions if they made any mistakes. c) The students can self-selected themselves as the current speakers if there was a question or some questions that they want to ask. They also can accomplish the teacher to speak.

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