An Analysis of Turn-Taking Mechanism in Classroom Conversation at The Year 2 of CEC Kampoeng Pare Mataram 2023

Fitria Maya Sari[1], Mahyuni[2], Muh.Isnaini[3], Kamaluddin[4]

[1,2,3,4] English Education Department, Faculty of Teacher Training and Education, University of Mataram, Indonesia.

Abstract: This study focuses on analyzing the turn-taking mechanism within a conversation class at the English Education Department, University of Mataram, Indonesia, known as CEC Kampoeng Pare Mataram. Through qualitative research methods, data was collected through video recordings, observation, and transcription to examine the communication dynamics between teachers and students. The findings revealed the prevalence of three main types of turn-taking mechanisms: "taking the floor," "yielding the floor," and "taking over." Notably, interruptions were minimal due to cultural norms that emphasize the respect for the teacher's role during instruction. In the classroom setting, the teacher predominantly assumes the role of the active speaker, initiating conversations through "taking the floor," while students engage in speaking opportunities when the teacher "yields the floor." The study provides valuable insights into the impact of classroom environments and cultural norms on communication practices. Understanding these turn-taking dynamics can enhance our understanding of effective communication strategies within different contexts.

Keywords: conversation, turn-taking mechanism, taking the floor, yielding the floor, holding the floor, taking over.

INTRODUCTION

Language is an important aspect of human life. Humans will find a difficulty to communicate if they do not have language. As a result, there will be no interaction between people. Discourse in the language is divided into two types: written and spoken. According to Halliday (1979:97), written language presents a synoptic view that defines its universe as a product rather than aprocess. On the other hand, the spoken language presents a dynamic view that defines its universe primarily as a process, encoding it not as a structure but as construction or demolition.

Communication is one of the language functions. People who live in society must interact with one another because they are social beings. It meansthat making an utterance is required in social interaction. Both the speaker and thelistener in a conversation require knowledge and abilities that go far beyond the grammatical competence required to decode messages in order to participate in verbal exchange (Yule, 2014). In addition to that, Haunts (2019:13), conversation is a natural part of life that everyone can have, but it is not always easy because some people experience social anxiety when interacting with others. He added that, while social anxiety exists when interacting with others, there are a variety of strategies for overcoming it.

In most cases, people exchange verbal communication through conversation. Conversation refers to people conversing with one another solely for the purpose of conversing, but it can also refer to any interactive talk activity, regardless of its purpose (Paul, 2000:4). Furthermore, Heave (2007:4) defined conversation analysis as the study of talk in interaction sequences, regardless of their character or setting. Besides, Sidnell (2010:1) added Conversation analysis is an approach which aims to describe, an analyze and understand speech as the characteristic of human life.

According to Liddicoat (2007), Conversation analysis is characterized by the view that how talk is created and how the meanings of that talk are suspended are practical, social and interactional accomplishments of component of culture. In addition to that, Wooffitt (2005:2) explained that conversation analysis is a method of teaching people about how people interact when they talk together. Conversation is usually preceded by an organized manner. When one speaker produces an utterance, it must be responded to by another speaker. Conversation can be used to make a lot of friends, exchange information, or even harm each other

According to Nunan (1991:39), "the single most important factor of learninga second or foreign language is mastering the art of speaking, and its success can be measured in terms of the skills to accomplish a conversation in the language." Speaking is essential to learning and teaching a foreign language as a second language. One of the goals of teaching speaking is to develop communicative skills in today's world. Because this is the only way for students to express themselves and learn to listen to all forms of communication. In-class communication usually takes the form of a conversation between the teacher and the students or between students.

Class activity is one place or activity where conversations always occur between the teacher and students or between students. Furthermore, conversation classes require students to be active in talking, whether in the form of group discussions or just between two people. According to Brown (2000: 63), the student course book should be designed in specific language and pre-scripted conversation to help them become more active in speaking. Nunan (2003: 49) also stated that students had been taught in speaking class for many years by having them repeat sentences and recite memorized textbook dialogue. He added that the goal of this method is for

the learner to speak and practice their structural grammar before using it in conversation.

Cake English Course, commonly known as CEC Kampoeng Pare Mataram is an English course institution located at Abdul Kadir Munsyi Gang Dahlia No 16 Punia Mataram. CEC Kampoeng Pare Mataram is an English language training course institution that pays attention to legality and has received permission from the Ministry of Education and Culture of the City of Mataram. CEC's advantage is the English Area. This English Area is one of the characteristics of Kampoeng Pare, which requires all members to use English every day. This English Area applies to all members. Based on temporary observation it is believed that phenomenon of turn-taking is interesting. For example, most people are not aware of what turn-taking is, as a result they are unaware that they use it on a daily activity.

According to Thornbury (2005:1) Speaking is a part of human daily life that they take for granted which the average person may produce tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. In addition, Harmer (2007:123) suggests that teaching speaking must depend on there being classroom culture where the classroom needs to become "talking classroom". It is believed that turn-taking was used in conversation class at CEC Kampoeng Pare Mataram as part of communication. There were two main reasons why turn-taking was used automatically in the speaking class at CEC Kampoeng Pare Mataram. First, CEC Kampoeng Pare Mataram implemented a full English system, or English zone, in which no one was allowed to use Bahasa. If they tried to speak Bahasa, they were punished according to their level. Normally, the first step fine was that the student should pay one thousand rupiah per word, and the second step fine was paying three thousand rupiah per word. Second, at CEC Kampoeng, students were taught to speak in full English. The reason why the researcher analyzed turn-taking mechanisms was to make the reader understand the way people interacted with each other to manage the flow of conversation effectively. Based on the information above, the researcher decided to conduct research and turn-taking issue in conversation class with the title "An Analysis of Turn- Taking Mechanism in The Classroom Conversation Class at The Year 2 of CEC Kampoeng Pare Mataram 2023".

RESEARCH METHODS

The research employed a descriptive qualitative method to investigate the turn-taking mechanism between teachers and students in the Conversation Class at CEC Kampoeng Pare Mataram. According to Miles and Huberman (1994), qualitative research is based on text and image data and involves descriptive analysis rather than numerical statistics. In addition to that, Sugiyono (2018), observation can be divided into two types: participant observation and non-participant observation. In participant observation, the researcher actively takes part in and becomes a member of the group being studied. Meanwhile, in non- participant observation, the researcher observes participants without direct interaction. The objective was to analyze the turn-taking mechanism in the conversation class, focusing on the communication between teachers and students. The research

was conducted at CEC Kampoeng Pare Mataram, a non-formal education institution known for its English-only policy. The study focused on the turn-taking mechanism in conversation produced by the teacher and students in the speaking class at the second level. It involved the entire second level class, comprising 45 students, as the population, with a sample of 27 male and 18 female students selected for the study. The method of data collection included video recordings, observation, and transcription. Video recordings were used to capture the activities and conversations of students, while non-participant observation was utilized to collect data through video recordings. Subsequently, the recordings were transcribed, which is the first step in data analysis, to capture nonverbal action data. Data reduction and display methodologies were employed according to Miles and Huberman (1994) to summarize, code, and classify the data, helping to draw justified conclusions from the matrix formed by the data. In the final stage, the researcher described each turn-taking mechanism and its preference structure for a deeper understanding of the research context. The conclusions of the study were verified through revision and repetition, leading to the findings of the analysis of turn-taking in the Conversation Class at the Year 2 of CEC Kampoeng Pare Mataram 2023. The analysis aimed to provide insights and draw connections with relevant theory or previous studies, all based on the recorded observations and transcriptions.

FINDING AND DISCUSSION

After conducting the research, there are several findings that were found to answer the research questions for this research. The data gathered from the observation and transcript is analyzed and classified based on 3 types of turn-taking mechanism. The researcher complied and selected some conversations that contain the turn taking mechanism.

Types of Turn-Taking Mechanism

Conversation 1

Teacher: I'd like to aaa,,, Mr. Ferdi could you choose one of your friends. You can choose everyone. You can choose them freely.

In this situation, the taking-turn mechanism that we observe involves taking the floor, where the teacher initiates the conversation or introduces the topic for discussion while the conversation is ongoing. However, in this scenario, the teacher commences the conversation with a filled pause (labeled as 'aaa' and formatted in italics and bold). The presence of this filled pause indicates that the teacher was not fully prepared to assume the conversational lead, requiring a moment to gather their thoughts and determine the most appropriate course of action. Such conversations that start with a filled pause are referred to as 'taking the floor with a hesitant start,' signifying that the speaker is hesitant and not fully prepared to initiate the conversation. There is also another turn taking mechanism that happened in this situation, which is yielding the floor. The purpose of yielding the floor is for the speaker to give another speaker a turn in delivering speech. In this case, the first speaker, which is the teacher, is yielding the floor for their student (Ferdi) by giving imperative sentence at the end of the speech.

Conversation 2

> *Teacher: Well, everyone… for today, we will talk about our material. It is about "Talking Without Thinking". Can you read it together?*

This conversation shows that the teacher commences the class by introducing the material or topic that the class will be discussing. In doing so, the teacher takes the conversational lead, initiating the dialogue with a smooth start. This is evident through the use of verbal fillers like 'well' at the beginning of their speech. The inclusion of these verbal fillers signifies that the speaker has prepared adequately before taking their turn, with no further planning required. Consequently, they can confidently initiate the conversation and present the topic.

Conversation 3

> *Teacher: Yes, practice every time. Well, everyone let me tell you, what is talking without thinking means. Talking without thinking it does not mean you do not to think, but in this case, talking without thinking more refers to how you speak spontaneously like what Nathan said before. Then let me ask you, have you taken bath today? So, what is your answer?*

This situation is similar to the previous one, where the speaker or the teacher takes the floor with a clean start. This clean start is indicated by the use of verbal fillers 'well,' which are highlighted in bold and italics. Once again, the use of the verbal filler 'well' signifies that the speaker is prepared to take the floor and is confident about what they want to convey to the audience. In this scenario, another turn-taking mechanism is also at play, known as yielding the floor. Here, the speaker or teacher provides the opportunity for another speaker (in this case, the students) to take the floor and speak in front of the others. The teacher accomplishes this by using questions at the end of the speech to yield the floor.

Conversation 4

> *Teacher: Because you always practice that sentence every day. Why everyone can, eee, wait, let me ask you one by one. Mr. Alvian, one sentence please.*
> *Alvian : I miss you.*

In this conversation, it is evident that the teacher is once again uncertain about what to say or which action to take when providing examples to the students. This hesitancy is reflected in the use of filled pauses, such as 'eee,' followed by verbal fillers like 'wait.' From this exchange, it can be inferred that initially, the teacher intended to delve deeper into the material but felt hesitant and instead chose to illustrate the subject by requesting the students to provide sentences related to the material.

Conversation 5

> *Teacher : Vira, please one sentence.*
> *Vira   : eee… I, always get up every day.*
> *Teacher: Haa... You are still thinking. Niar, one sentence please.*

The first speaker, who is the teacher, is yielding the floor to another speaker. This can be observed in the sentence the teacher used to give a student an opportunity to deliver a sentence related to the material under discussion. The teacher opted for an imperative sentence rather than a question to pass the floor to the student. However, the response given by the student indicated hesitation. The student seemed unprepared to take the floor from the teacher, as evidenced by the use of filled pauses, such as 'eee,' at the start of her sentence, suggesting that she needed more time to gather her thoughts. The teacher also noticed this hesitation and acknowledged that the student needed more time to think before responding to the command.

Conversation 6

> *Teacher   : We will play snakes and ladders game (continue his explanation), Ular tangga.*
> *Nathan   : Ular tangga, yes, I know. Let's play together.*
> *Teacher   : Have you played it? When?*
> *Students   : This morning we played with Mr. G*
> *Teacher   : oh ok, let's play it again. But I will divide you become group. some group will, eem, someone who is lost, she or he will get punishment. The punishment is you must go to first step and shake their hands.*

In this segment, the teacher demonstrates another turn-taking mechanism referred to as 'taking over.' The teacher assumes control of the conversation from the previous speaker, as indicated by the expression 'oh, ok,' signifying the teacher's comprehension of the previous speaker's point and the subsequent continuation of the explanation regarding the game. However, it is also apparent from this conversation that the teacher is not fully prepared to elucidate the rules of the game to the students. This is discernible through the use of filled pauses like 'eem' while the teacher is discussing the game's rules. It implies that the teacher may not have formulated a clear plan for the situation involving the lost group, thus necessitating additional time to gather their thoughts.

Conversation 7

> *Nisfa : Are you afraid of being blamed?*
> *Vira   : No, but because I'm pity on her. Her face is like too sad.*

From this conversation, the first speaker, Nisfa, yields the floor to the next speaker by asking a question. It can be inferred that Nisfa is seeking an explanation from the second speaker, Vira, regarding one of their friends. Therefore, she is yielding the floor to Vira for an explanation of the topic they are discussing. The next speaker, Vira, also demonstrates a turn-taking mechanism, taking over from Nisfa. Vira takes the floor by responding to her question and begins with the word 'no.' Vira then provides a brief explanation of the topic they are discussing.

Conversation 8

Teacher   : Do you know the meaning of talking without thinking?

Nathan   : Yes, I know. Teacher: Yes, Nathan please.

In this scenario, the teacher is providing an opportunity for Nathan to take the floor, also known as 'yielding the floor.' The teacher yields the floor by posing a question to all the students, and Nathan promptly responds, indicating that he knows the answer. As a result, the teacher responds by saying, 'Yes, Nathan, please,' signifying that she is allowing Nathan to address the audience.

Conversation 9

Teacher   : Ok, some of you still thinking, but some of you can answer it directly. What makes you different, because you who answer it directly always practice the words every day. Meanwhile, some of you don't do that. So that way, if you want to talk or speak without thinking you need more and more to practice about that word.

In this situation, there's a turn-taking mechanism known as 'holding the floor.' This is evident in the teacher's speaking pattern, where he makes a full stop and then resumes discussing the same topic. The teacher elaborates on his previous statement, highlighting the distinction between students who can answer immediately and those who require time to think. Following the full stop, the teacher proceeds to offer a tip on how to answer directly without hesitation.

Most Frequent Turn-Taking Mechanism Used

Based on the findings regarding the types of turn-taking mechanisms used in the classroom above, it can be concluded that the most frequent turn-taking mechanisms are 'taking floor' and 'yielding the floor'. Out of the nine conversations shown, five involve the use of 'yielding the floor', while three others involve 'taking the floor'. This could be attributed to the setting where the conversations took place. In this study, the researcher observed conversations in a speaking class. Typically, in the classroom, the teacher acts as the main speaker leading the conversation, hence resulting in the 'taking the floor' turn-taking mechanism. On the other hand, students are allowed speak only when the teacher 'yields the floor' to them, in other words, providing questions or opportunities for the students to share their ideas. The table below illustrates examples of 'taking the floor' and 'yielding the floor' that frequently appear in the conversation.

Table 1 Most Frequent of Turn-Taking

Conversation	Turn-Taking Mechanism
Teacher: I'd like to aaa,,, Mr. Ferdi could you choose one of your friends. You can choose everyone. You can choose them freely.	Taking the floor and yielding the floor
Teacher: Well, everyone… for today, we will talk about our material. It is about "Talking Without Thinking". Can you read it together?	Taking the floor
Teacher: Yes, practice every time. Well, everyone let me tell you, what is talking without thinking means. Talking without thinking it does not mean you do not to think, but in this case, talking without thinking more refers to how you speak spontaneously like what Nathan said before. Then let me ask you, have you taken bath today? So, what is your answer?	Taking the floor
Teacher : Vira, please one sentence. Vira : eee… I, always get up every day. Teacher : Haa... You are still thinking. Niar, one sentence please.	Yielding the floor
Teacher: Do you know the meaning of talking without thinking? Nathan: Yes, I know.	Yielding the floor
Teacher: Yes, Nathan please.	
Nisfa : Are you afraid of being blamed? Vira : No, but because I'm pity on her. Her face is like too sad.	Yielding the floor
Teacher : Because you always practice that sentence every day. Why everyone can, eee, wait, let me ask you one by one. Mr. Alvian, one sentence please. Alvian : I miss you.	Yielding the floor

In this particular classroom setting, the occurrence of the turn-taking mechanism known as 'taking over' is limited and primarily observed within conversations among friends. This tendency aligns with the local cultural norms where it is considered impolite to abruptly assume control of someone else's speech. This etiquette extends similarly to the notion of interruption, a behavior noticeably absents within this class. The absence of interruptions can be attributed to the prevailing cultural value of respecting the teacher's role during instruction, thereby deeming it impolite to interject while the teacher is imparting knowledge or conducting the lesson.

Moreover, the turn-taking mechanism observed in the conversation class at CEC aligns with the theory proposed by Mey (2001: 134), as elucidated in the findings above. The turn-taking mechanisms identified in the conversation class include 'taking the floor,' 'yielding the floor,' and 'taking over.' Unlike the previous studies mentioned in Chapter 3, this research conducted in the conversation class at CEC Mataram did not find instances of interruption during the conversations. This distinction can be attributed to the unique setting in which the conversations took place.

In this research, the observed conversations occurred within a classroom where teaching and learning processes were ongoing. In this educational setting, the teacher assumes the role of the primary or active speaker. The teacher's responsibility is to deliver course materials or topics to the students, while the students predominantly assume the role of listeners. They are given opportunities to speak when the teacher poses questions to provide them with a chance to explain or express their thoughts on the topic under discussion. Consequently, the findings indicate that the turn-taking mechanisms most frequently observed are 'taking the floor' (initiating speaking) and 'yielding the floor' (allowing others to speak).

In the context of a conversation class, the class typically commences with students giving presentations on the

assigned topics in front of the classroom. Students in this class are encouraged to converse in English, whether with their peers or teachers. However, at the outset of the class, the teacher takes the lead as they are responsible for introducing the topic and explaining the classroom activities or games. Consequently, students predominantly use English during discussions or activities that involve teamwork with their peers.

In the observed conversation, three distinct segments were identified. First, at the beginning of the class, the teacher instructed some students to deliver speeches on a previously agreed-upon topic discussed in prior classes. In this segment, the teacher and other students served as listeners while the designated students presented their speeches to the class. No interruptions or question-and-answer sessions took place, resulting in the absence of a turn-taking mechanism, as the students delivering their speeches acted as the sole speakers.

The second segment involved the teacher presenting the day's material or topic to the students. Here, the teacher took the lead in conveying the material. Throughout the explanation, the teacher employed a 'yielding the floor' mechanism by posing questions to the students for them to respond. The lesson proceeded without interruptions or conversations among the students. The teacher delivered the material in a mostly continuous speech, rarely pausing mid-sentence—a practice known as 'holding the floor.'

The final segment featured students interacting with each other by playing games. As the students were grouped, numerous conversations ensued within each group. Despite the informality of these conversations, the students still adhered to the rules of the games. During the board game, a turn-taking mechanism, referred to as 'yielding the floor,' was observed, where one student read questions and awaited responses from their peers.

CONCLUSION

Upon conducting an analysis of the turn-taking dynamics present in a conversation class at CEC, it has been determined that there exist three primary types of turn-taking mechanisms: "taking the floor," "yielding the floor," and instances of "taking over." Within this particular classroom setting, the patterns of turn-taking are heavily influenced by the environment, leading to minimal interruptions, as it is generally considered impolite to interrupt the teacher in Indonesia. As such, the teacher typically assumes the role of speaker through "taking the floor," while students are provided with opportunities to speak when the teacher "yields the floor." It should be noted that instances of students taking over are rare and typically occur only in situations where conversations take place without direct teacher involvement. The uniqueness of this study lies in its focus on analyzing turn-taking mechanisms within a classroom setting. Prior studies primarily examined turn-taking dynamics in interviews, debates, and movies, where diverse settings led to variations in observed patterns. This specific study provides valuable insight into how classroom environments can impact communication practices and highlights how cultural norms can shape these practices. Ultimately, understanding turn-taking dynamics can enhance our understanding of effective communication strategies within different contexts.

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