

**TEACHERS' AND STUDENTS' TURN-TAKINGS IN A  
COLLEGE ENGLISH CLASSROOM: A Case Study at  
University of Mataram**



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**TEACHER'S AND STUDENTS' TURN-TAKINGS IN A COLLEGE  
ENGLISH CLASSROOM: A Case Study at University of Mataram**

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**ABSTRACT**

This study aims at investigating the turn-taking patterns used by the teacher and the students in a college English classroom. This study also tries to find out the dominant turn-taking pattern used in the classroom interaction. This study used qualitative method and quantitative method. The participants in this study are 24 students and a teacher. The data collected are in the form of data transcription which is gained from recording, observation and note-taking during the classroom interaction in one meeting. The findings of this study show that there are 7 (seven) turn-taking patterns used by the teacher and the students, they are (1) greeting/greeting, (2) check/clarification, (3) question/answer, (4) request/acceptance, (5) instruction/compliance, (6) offer/acceptance and rejection, and (7) leave-taking/leave-taking. Question/answer is the pattern that mostly occurred in the classroom interaction. Based on the result of the study, it is found that most of the turn-taking patterns occurred are initiated by the teacher since the power and distance in the classroom is still large.

**Keywords: Turn-taking, Adjacency pairs, Interaction**

**POLA ALIH BIACARA DOSEN DAN MAHASISWA BAHASA  
INGGRIS DI DALAM KELAS: Sebuah Studi Kasus di Universitas  
Mataram.**

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**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki pola alih bicara yang digunakan oleh dosen dan mahasiswa bahasa Inggris di dalam kelas. Penelitian ini juga mencoba mengidentifikasi pola alih bicara yang paling sering digunakan oleh dosen dan mahasiswa di dalam kelas. Metode yang digunakan pada penelitian ini adalah metode kualitatif dan kuantitatif. Sebuah kelas yang terdiri dari 24 mahasiswa bahasa Inggris dan juga seorang dosen dipilih menjadi partisipan dalam penelitian ini. Data yang dikumpulkan pada penelitian ini berupa data transkripsi yang diperoleh melalui hasil rekaman, observasi serta mencatat intraksi yang terjadi di kelas tersebut pada satu kali pertemuan. Hasil penelitian menunjukkan bahwa terdapat 7 pola alih bicara yang digunakan oleh dosen dan mahasiswa, antara lain (1) *greetin/greeting* (salam/salam), (2) *check/clarification* (cek/klarifikasi), (3) *question/answer* (pertanyaan/jawaban), (4) *request/acceptance* (permintaan/penerimaan), (5) *instruction/compliance* (instruksi/pemenuhan), (6) *offer/acceptance and rejection* (penawaran/penerimaan dan penolakan), dan (7) *leave-taking/leave-taking* (). Dari 7 pola alih bicara yang ditemukan tersebut, guru dan siswa paling sering menggunakan pola *question/answer* (pertanyaan/jawaban). Hasil penelitian menunjukkan bahwa sebagian besar pola alih bicara diinisiasi oleh guru karena adanya kekuasaan dan jarak yang tinggi antara guru dan siswa di kelas.

**Kata kunci: Pola alih bicara, *adjacency pairs*, interaction**

## **A. Introduction**

Interaction plays an important role since no such a kind of teaching and learning process can occur without any interaction. In a classroom interaction, the teacher and students as the participants may choose to use certain structures. One example of those structures used is that turn-taking. In this regard, Schegloff (2007: 2) states that “turn-taking is a type of sequential organization that concerns with the relative ordering of speakers, of turn-constructive units, and of different types of utterance.” Moreover, Hashamdar (2012: 71) declares that “turn-taking is one of the basic facts of conversation in which speakers and listeners change their roles in order to have a fruitful and normal interaction”. This means that, in classroom setting, both teacher and student give a time for each of them to take turn to talk in order to engage in the classroom activities.

Turn-taking in classroom does not always run smoothly. Sometimes in a classroom, teacher and students’ interaction are not balanced. Mostly, teacher is the one who talks more and the students are only as listeners. This problem happens because of some reasons, such as the lack of preparation, confidence, knowledge, and other factors that the students may have.

Based on the statement above, this study is aiming at investigate the turn-taking patterns used by the teacher and the students in a college English classroom. It is also aiming at identify the dominant patterns occur within the classroom interaction.

Qualitative method and quantitative method were used in this study. The qualitative method was used to explain about the turn-taking patterns used by the teacher and the students, while quantitative method was used to calculate the dominant patterns occurred.

This study involved twenty four English students and one teacher in Faculty of Teacher Training and Education, University of Mataram as the participants. In collecting the data from the interaction of those participants, the writer used some instruments such as recoding, observation and note-taking. Data collected were in the form of data transcription which was analyzed by following some steps, they are data transcribing the data,

segmenting and classifying the data, explaining the data and drawing the conclusion.

## **B. Findings and Discussion**

In response to the first question of this study, data collected show that there are seven turn-taking patterns used by the teacher and the students in the classroom interaction, they are (1) greeting/greeting, (2) check/clarification, (3) question/answer, (4) request/acceptance, (5) instruction/compliance, (6) offer/acceptance and rejection and (7) leave-taking/leave-taking. This finding is in accordance with Scegloff (2007) who mentions some patterns that generally occurred in the classroom interaction. Moreover, it is also support by McCarthy (1991) who also gives his opinion about the kind of turn-taking patterns. Further discussion about those patterns will be discussed.

### **1. Greeting/greeting**

Greeting/greeting was used by the participants in order to begin the teaching and learning activities. The teacher acts as the first speaker who initiates the interaction. Below is the example.

#### **Excerpt 1**

Teacher : Good morning everybody. How are you today?  
Students : Very well, and you?  
Teacher : I'm good. Thank you.

The fact that interesting to be discussed further about this pattern is that the participants used quite different sequence in greeting the class. It can be seen in the following excerpt.

#### **Excerpt 2**

Student A : Assalamualaikum.  
Students : Waalaikum salam.  
Student A : I'm sorry, sir. I am late.  
Teacher : Why are you coming late?  
Student A : I forget to turn on my alarm.  
Teacher : Ok. Sit down please.

In the conversation above, it seen that one of the participants used "Assalamualaikum" sequence which was followed by sequence of

“Walaikum salam” It is a kind of religion based greeting where the participants greeted the class based on her religion.

## 2. Check/clarification

Check/clarification was used by the teacher in order to examine students' learning development. Based on the data collected, this pattern occurs along the teaching and learning process. The following excerpt is the example.

### Excerpt 3

Teacher : My first question is how are you doing with your task of learning the final examination? Put up your hand if you have met the teacher..... Ok, you. (*pointed at a student*)  
Student A : I can't make it, sir because the teacher is sick.  
Teacher : No problem.

The interaction above elaborates that check/clarification is used by the teacher since it is important for the teacher to know the students' advance in learning. Moreover, it is also a way that the teacher uses to remind the students about their duty.

## 3. Question/answer

The next pattern used is that question/answer. This pattern used by the teacher as one of the ways to encourage the students to be active in the classroom. Most of the questions are about the current material and also the students' learning development. See the excerpt below.

### Excerpt 7

Teacher : Kalau berbicara tentang partisipasi siswa, kondisinya adalah? (*If we talk about students' participation, what is the condition?*)  
Students : Siswa aktif. (*The students are active*)  
Teacher : Berapa siswa yang aktif? (*How many students are active?*)  
Students : Semuanya (Together)  
(*All of the students*)

In the conversation above, the teacher asks about the current material to the class. Some of the students give their response together. The students' answer gives the teacher opportunity to ask one more question related to their answer.

Moreover, certain question come from the teacher triggers some students' responses. They respond by taking turn reciprocally. That is a very good interaction since the question does not only motivate one student to take turn, but also some other students do. It can be seen in the excerpt below.

#### **Excerpt 10**

Teacher : Ok. Dia bilang begitu, tapi kira-kira apa penyebab anak-anak tidak mau ngomong?*(Ok. It does not matter if she said that, but actually what caused the students do not want to speak?)*

Student A : Lack of confident.

Student B : Lack of self-conscious.

Student C : Takut salah grammar *(They are afraid of making grammar error).*

Teacher : Afraid of being wrong.

It is clear that the Question-Answer does not only occur among the teacher and one student as some examples of Question-Answer before, but also triggers more students to take turn.

#### **4. Request/acceptance**

Request/acceptance is the next pattern occurred in the classroom interaction. This pattern is initiated by the teacher in order to ask students to do something so that they can participate in learning. Based on the data transcription, it is found that the teacher sometimes makes a request in particular situation. See the excerpt below.

#### **Excerpt 13**

Teacher : How many tasks are there?

Student D : More than one, sir.

**Teacher : Could you simplify how many?**

**Student D: Let me count, sir.**

#### **5. Instruction/compliance**

The teacher initiates to give instruction in order to get students' attention. Instructions from the teacher are needed by the students in

order to know what they should do in learning activity. Below is the example.

### **Excerpt 16**

Teacher : So, you can focus and look at here (point at a book). What publisher, in what year the textbook is copied. It doesn't matter which book you used.

Students : Yes, sir.

In the example above, the teacher instructs students to pay attention and look at certain material. The instruction may help students to know the current material that they are learning.

Another excerpt shows that the teacher commands the students to use English in order to maintain their language competence. Look at the excerpt below.

### **Excerpt 17**

Student A : Dia dari chapter 1 sampai.... (*She answers the question from chapter 1 to...*)

Teacher : Say in English.

Student A : She is about 1 until 18 questions.

It is clear that when a student speaks in Indonesian Language to clarify something to the teacher, the teacher takes turn before that student finishes her clarification. Then the teacher asks her to repeat her clarification using English.

## **6. Offer/acceptance and rejection**

The next type of turn-taking patterns occurred in the finding is that offer/acceptance and rejection. Look at the following excerpts.

### **Excerpt 18**

Student A : May I help you?

Student B : Wait audience.

### **Excerpt 19**

Teacher : Saya juga memikirkan bagaimana kalau dari online? (*I also think how if you submit your assignment online?*)

Students : Melalui email, pak. (*We submit that via an email, sir*)

Teacher : Saya yang harus buka juga ya. (*I should open it too, right?*)

In excerpt 18, the conversation happened among two students where Student A offers a help to Student B. In response to that offering, Student B said “Wait audience.” That response indicates that the offering from student A is rejected indirectly. The interaction stopped since the help that being offered is rejected in an indirect way. Meanwhile, in the excerpt 19 the teacher offers an opinion about the way that the students may use to submit their assignment. He suggests the students to submit that online. The students initiate to give a recommendation that is via an email. The response of the teacher is unpredictable. It seems like he is in the position of agree and disagree.

### **7. Leave-taking/Leave-taking**

This is the last pattern that found in the classroom interaction. This pattern indicates that the classroom interaction among the teacher and the students will be stopped for that meeting. In other words, it is the way the teacher and the students end the learning activity. This pattern occurs in the last session of the lesson. Below are the examples.

#### **Excerpt 20**

Teacher : Ok. Thank you. It’s enough for today. See you in the next meeting and Assalamualaikum.  
Students : Waalaikum salam. See you. Thank you, sir.

In the excerpt above, the teacher takes initiative to end the class. To end the class, the teacher does not only use a simple leave-taking utterance that is commonly found in general English classroom, but he also uses the utterance of “Assalamualaikum.” The teacher consciously uses that religion based leave-taking utterance since most of the learning participants in the class are Muslim. The students understand that sign and then they reply the leave-taking utterance.

To address the second question in this study, it found that question/answer is the dominant pattern used by the teacher and the students. The finding is relevant to Chang’s (2003) opinion which claims that teacher uses questions a lot during teaching and learning activity in order to initiate an interaction. Look at the table below.

**Table 1.**

No	Types of Turn-taking (Adjacency Pair)	Examples	Frequency of Taking the Turns
1	Greeting/Greeting	<p>Teacher : Good morning everybody. How are you today?</p> <p>Students : Very well, and you?</p> <p>Teacher : I'm good. Thank you.</p> <p>Student A: Assalamualaikum.</p> <p>Students: Waalaikum salam.</p>	2
2	Check/Clarification	<p>Teacher: My first question is how are you doing with your task of learning the final examination? Put up your hand if you have met the ..... Ok, you. (<i>pointed at a student</i>)</p> <p>Student A: I can't make it, sir because the teacher is sick.</p> <p>Teacher : No problem.</p> <p>Teacher : Do you get the problem, Santi?</p> <p>Student : Umm...</p> <p>Teacher : Do you ask what the problem or do you ask about the context?</p> <p>Student : Only the problem in class.</p> <p>Teacher : Not the sources or the simple sources of the problems?</p> <p>Student : Yes.</p>	32
3	Question/Answer	<p>Teacher : Kalau berbicara tentang partisipasi siswa, kondisinya adalah? (<i>That's the indicator. If we talk about the students' participation, the condition is?</i>)</p> <p>Students : Siswa aktif. (The student is active)</p>	65

		<p>Teacher : Berapa siswa yang aktif? (<i>How many students are active?</i>)</p> <p>Students : Semuanya (<i>All of them</i>)</p> <p>Teacher : There are four kinds of functional text. What are they?</p> <p>Student : Long and short functional text.</p> <p>Teacher : There some types of long functional text, what are they?</p> <p>Student A: Narrative Text</p> <p>Student B : Recount Text</p>	
4	Request/Acceptance	<p>Teacher : Could you simplify how many?</p> <p>Student : Let me count, sir.</p> <p>Teacher : Indra, can you help me to collect that.</p> <p>Student B: Yes, sir. (<i>nodded</i>)</p>	2
5	Instruction/Compliance	<p>Teacher : Well, let's continue. Look at chapter 9 and 10.</p> <p>Students : (<i>silent and open their book</i>)</p> <p>Teacher : So, you can focus and look at here (the teacher pointed at a book).</p> <p>Students : Yes, sir.</p> <p>Student A : Dia dari chapter 1 sampai.... (<i>She is from chapter 1 to...</i>)</p> <p>Teacher : Say in English.</p> <p>Student A: She is about 1 until 18 questions.</p>	3
6	Offer/Acceptance and Rejection	<p>Student B: Actually, there are some questions that we don't understand.</p> <p>Student A: May I help you?</p> <p>Student B: Wait audience.</p> <p>Teacher : Saya juga memikirkan bagaimana kalau dari online? (<i>I also think</i></p>	2

		<p><i>how if you.....?)</i>  Students : Melalui email, pak.  <i>(Through email, sir)</i>  Teacher : Saya yang harus buka juga ya. <i>(I should open it too, right?)</i></p>	
7	Leave-taking/Leave-taking	<p>Teacher : Ok. Thank you. It's enough for today. See you in the next meeting and Assalamualaikum wr.wb.  Students : Waalaikum salam. See you. Thank you, sir.</p>	1

The question/answer pattern is used most frequently by the participants because of some reasons. First, question can develop students' language proficiency. This in accordance with Zhao's (2014) opinion which states that question can encourages students to talk and help them to develop their critical thinking and communicative skill. Second, questioning can facilitate the teacher to know whether the students have already understood the material or not. This is in correlation to Mercer cited in Chang (2003) who clarifies that question can be the tool to observe students' knowledge and understanding. Moreover, it is also supported by Tsui's (1995) statement which declares that question is an important element in a classroom since it can be used to check students' comprehension. Last, it can increase students' interest and motivates them to involve actively in learning process.

However, the finding of this study is not in line with Sintiani's (2017) finding. She found that instruction/compliance was the dominant pattern of turn-taking in classroom interaction since the teacher could control the teaching and learning process and encouraged students to participate in learning by giving instruction. In this study, this pattern rarely occurs because the college students do not need much instruction to become an active student in learning. In order to get students participation in learning process, the college English teacher uses questions a lot.

Those findings show that the turn-taking patterns are mostly initiated by the teacher. This finding is supported by Kasuya's (n.d.) statement which

states that the students wait for the teacher to initiate the classroom communication. It is the impact of power and distance created by social condition in the classroom. Both the teacher and the students are unequal. The teacher is not only the instructor in the class, but he is also an honor person that should get more respect from all students. That is why the students culturally more passive in the class. This is in line with Jambor's (2005) opinion which states that the teacher is in the highest position in the class whereas the students are only passive listeners.

### **C. Conclusion**

Based on the findings of the study, the writer can conclude that there are 7 (seven) turn-taking patterns used by the teacher and the students in collage English classroom, those are (1) greeting/greeting, (2) check/clarification, (3) question/answer, (4) request/acceptance, (5) instruction/compliance, (6) offer/acceptance and rejection, and (7) leave-taking/leave-taking.

The question/answer is the pattern that mostly occurs which consists of 65 times. This type of turn-taking becomes the dominant pattern because of some reasons such as it can develop students' language proficiency, facilitates the teacher to monitor the students' understanding, can be a tool for teacher to review teaching and learning process, and increases students' interest and motivates them to involve in learning process.

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