STUDENTS’ TURNS-TAKING IN THE CLASSROOM
(A CASE STUDY OF ENGLISH CLASSROOM INTERACTION AT SMA NEGERI 2 BEKASI)

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ABSTRACT

Interaction in the classroom is one of the key factors that will influence the success of learning foreign language. Through the interaction in the classroom, it provides students’ opportunity to use the target language. Students may learn something better if she/he has opportunity to experience it by herself/himself. Students’ opportunity to make contribution in the classroom interaction is reflected in the turn-taking they make. Therefore this study aimed at finding students’ turns-taking in English in the English classroom interaction and analyze in what context students have the opportunities to give the responses in English turns-taking. This study involved the students of 10 grade in SMA Negeri 2 Bekasi. One class was observed for this study. The study found that most of the students’ turns-taking in English were for making response rather than initiation. Students’ initiation is found for question (1) while responses were found for answer (53), undertaking (20), acknowledgment (34), and disclaimer (1).

Keywords: classroom interaction, students’ turns-taking

1. Introduction

In Indonesia, English is seen as a foreign language that is learned by the students. It can be found in every school’s level such as kindergarten, Primary School, Junior High School, Senior High School and University. However, learning a foreign language is not easy. According to Aida (2004) there are many factors that will influence the successful of learning foreign language. One of the key factors that should be considered is the interaction activity in the classroom. Interaction in the classroom has played a significant role. Classroom interaction provides opportunities for students to use target language. Student may learn something better if they have opportunities to experience it by themselves. When the students are engaged in direct classroom activities, they will learn better. It is also considered that learning successes are determined by the quality of interaction between teacher and student during the learning activity. The students who are active in conversation through talking turns may develop their languages. Meanwhile, those who are passive in conversation will have less opportunities to learn. As Allwright and Bailey (1991:25) said, classroom interaction can be seen as the media for the teacher’s plan to produce outcomes (input, practice opportunity and receptivity). Each participants, teacher and especially students has a duty to contribute in classroom interaction that will determine the successful of the outcomes.

One of the key features of classroom interaction is the exchange of turns, role and talks (conversation) between the teachers and the learners and between the learners themselves (Nomlomo, 2010:50-66). Turn-taking is a basic form of organization for conversation (Orestrom, 1983; Roger, Bull & Smith, 1998; Bailey, Plunket & Scarpa, 1999; Schegloff, 2000; Bortfeld, Leon, Bloom, Schobber and Brennan, 2001). Turn taking maintains a mutual attention among participants involved in a conversation, defines their relationship (Wiemann &Knapp, 1999:406-414). In the EFL classroom interaction, IRE (Initiation-Response-Evaluation) and IRF (Initiation-Response-Feedback) are typical turns that mostly occur where the teacher is mostly initiator, student as responder, and...
the teacher who give evaluation or feedback. However, it creates unequal teacher-fronted discourse in the classroom that will influence the learner’s performance in the classroom. Hale (2011) reveals that if the teacher and the students share the role as initiator, the students will get some benefits. First, students will be more effectively engaged to the lesson. Second, they will have a change to use the target language (English). Third, they can get feedback related to the lesson or the language from both the teacher and friends.

Based on the background above, the researcher proposes the following research questions: What types of turns-taking do students take in English in the classroom interaction? How many do students take the initiation turns in English? How many do students take the response turns in English? What do students use the response turns in English for? In what context do the students have the opportunities to give the responses?

2. Classroom Interaction
Being a main place in the process of teaching-learning, classroom is seen as an authentic context of interaction (Knopp, 1985 in Andriyani, 2009). Through the interaction in the classroom between the participant (teacher and students) can be indicated the learning process’ quality. Through this interaction learner can take apart and engage the learning process, it can determine the produce outcomes (input, practice opportunity and receptivity (Alright and Balley, 1991:25)). The communication happens in classroom aims in encouraging students to produce their skills or knowledge. The way of teacher-students manage the classroom interaction can influence the successful of the teaching learning a language. In the classroom interaction, teacher normally “run the show” but the students’ contribution is crucial to the success of interaction in the classroom since interaction is a sort of co-production (Alright and Balley, 1991:28). When the students feel more involve in classroom interaction, it will be easier for them to increase their skills or knowledge about language.

To gain the successful of classroom interaction, there are five factors should be considered (Alright and Balley, 1991:19). Those are the existence of turns (who is speaking), topic (what they talk about), task (what they do to speak), tone (in what atmosphere it is happened), and code (what accent, dialect, or language is used) are some factors influencing the successful of interaction by creating mutual understanding of their roles and relationships and expectations of their involvement.

3. Turn-taking in the classroom interaction
The most familiar turn-taking pattern in social interaction is the selection of the next speaker by the current speaker (e.g. by asking question, by gazing towards a particular person, by addressing him/her by name) and self-selection (Liddicoat, 2007;63-64; Silverman, 1998:100). Similarly, in classroom interaction, turn-taking is usually initiated by the teacher through asking questions or giving instructions, while learners acquire or receive turns by responding to the teachers’ questions or instructions (e.g. by rising hands, by answering questions) (Koole & Berenst, 2008:135; Koole, 2006:169).

As asking and answering questions are typical interaction and are expected in most classroom (Weber & Longhi-Chirilln, 2001), it is typically structured as Initiative-Response-Evaluation (IRE). IRE is described as “the basic unit of classroom interaction” (Mehan, 1979 in Christie 2002:5). The IRE cycles consist of: teacher initiate the topic, primarily by asking predictable, closed questions that pupils recall of previously transmitted information; pupil response with a brief answer; and teacher evaluate pupil responses, praising correct answer (“well done”) and/or censuring errors (“you haven’t been paying attention”), (Lefstein and Snell, 2011). It is seen that the teacher controls the topic, allocates turns, ant talks more often and for longer duration than the pupils, who respond with one or two word answers. Nicholls (1993:183-191) also put that there exist two kind of turn-
taking patterns in the classroom discourse. One is Q-A-C (Question-Answer-Comment) which is similar to the pattern of IRF and the other is Q-CQ-A-C (Question-Counter Question-Answer-Comment). It is argued by Rymes (2009) that traditional turn-taking patterns in the classroom do not facilitate participating in the learning process. Traditional turn-taking patterns in the classroom create an unequal teacher-fronted discourse in the classroom. It takes up about 70 percent of all the classroom discourse (Wells, 1999:167). All above dominated and traditional turn-taking patterns are potential to influence the learners’ performance in classroom. Therefore, Wells and Chang-Wells (1992) recommended that the third components of such exchange be feedback rather than evaluation, so that the teacher does more that praise or evaluate the students’ response. Such feedback can achieve variety goals- it can clarify, connect, and elaborate the verbal interaction between teacher and students and among students themselves.

This pattern is also proposed by Sinclair and Couthard called IRF (Initiation-Response-Feedback). The use of IRF is to make students have the participation in the classroom activity. In the IRF, ‘follow-up’ is suitable to use in labelling the feedback, from the teacher or even the students, on students’ responses. The function is to give reinforcements and re-initiate by asking another questions. It also provides feedback from the members of class in the participation. It implies that students have the same right with other participants of classroom oral interaction in giving initiation, response, and follow-up. Moreover, studies from North America (Nassaji & Wells, 2000; Nystrand et al.,1997) and Europe (Alexander, 2001; Mortimer & Scott, 2003) and South East Asia (Chin, 2006) suggest that teacher follows up which goes beyond evaluation of the pupil answers, by asking pupils to develop on their thinking, justify or clarify their opinion, or make connection to their own experiences, can extend the answer in order to draw out its meaning to create a greater equality of participation. It is also seen that IRF pattern of classroom oral interaction is useful to “look at the nature of meanings in construction, the relative roles and responsibilities of teachers and students at the time of constructing those meanings” (Christie,2002).

4. Speech function by M.A.K Halliday and Matthiessen
An interaction involves one or more participants. Each participant that involves in the interaction has role to accomplish the target of communication. In the classroom interaction, the participants; teacher and students can be seen as a giver or demander depends on who start to make an initiation. Naturally, teacher has more power to make an initiation in the classroom interaction while the students respond the teacher initiative. But it does not mean that students have no opportunity to make an initiation. Students also have right to make an initiation in the classroom. All the speech that occurs in the classroom interaction has different meaning. Based on M.A.K Halliday and Matthiessen (2004) theory, they divide the basic of speech role into (1) giving, which implies receiving, and (demanding), which implies to giving in response, of the commodity being exchange either in form of goods-& services or information. Based on the role in exchange and its commodity, there are four primary speech functions as giving goods-and-services that indicating offer, demanding goods-and-services that indicating the command, giving information that indicating the statement, and demanding information that indicating the question

An offer is identified as the initiating move in interaction with its purposed is used to invite the other participant to receive the the goods and services. Promising, threatening, apologizing and thanking are put in this funtion (Fairclough, 2003:108-9). An offer is ideally responded with the expected move called ‘acceptance’ or discretionary move called ‘rejection’.

A command is identified as the initiating move that is used to get the other participant to do the instruction or command given. It appears in demanding goods and services. Ordering, requesting, and begging are included as part of this function. The response of this action called ‘undertaking’. Meanwhile, if the other refuses to do the command, it is called ‘refusal’
A statement is identified as the initiating move in order to give information to do the other. A statement is represented in the information commodity and giving role. In EFL classroom, this function usually occurs when the teachers are explaining the topic being discussed. Fairclough (2003-108-9) divided function into three types: 1. Realis statement: statement about what it I, was, has been the case. (I met Violeta yesterday); 2. Irrealis statement: can be a prediction (I will meet Violeta yesterday) or hypothetical (I might meet Violeta if she comes to England) 3. Evaluation: can be an exclamation (What a nice person Violeta is!). The response of this function is acknowledgement—an agreement response to the statement, or contradiction- a disagreement response to the statement.

The last function represented the exchange of information is question. It is represented an initiating moves which is purposed to asking the other part to response with an answer or a disclaimer. It is frequently done in the classroom interaction. Mostly, questions are delivered by the teacher to the students in order to elicit students’ activeness in the classroom interaction, but a question is also raised from the students to get more information or deeper understanding about the topic being discussed.

5. Theoretical Framework
This study attempted to portray English classroom on turns-taking interaction. Classroom interaction has an important part in the process learning language. The aimed of classroom interaction is to make the students learn by giving them opportunity to interact with others by using English in the classroom interaction.

This study aimed to analyze the students’ turns-taking in English. Students hopefully can make significant contribution in the classroom interaction by producing turns-taking as much as possible. Turn-taking is a basic form of organization for conversation. The classifications of students’ turns-taking are based on Halliday’s speech function. Halliday divided turns-taking into initiation, response, and follow up (IRF). Students will have a meaningful turns-taking in the classroom interaction if they are able to do initiation, response and follow up. This study also aimed to see in what context students have the opportunities to give the responses in English turns-taking.

6. Methodology
A Content Analysis is a major coding tradition that forces the researcher to classify and decide the meaning of it (Bernard, 2000). In the content analysis, discourse is analyzed for number occurrences of particular words, phrases, metaphors, etc. to understand their prevalence and significance (Phillips and Thomas, 2004:635-652). The data of the study was classified by using Halliday’s speech function. Halliday divided turns into initiation, response, and follow up (IRF). Students will have a meaningful turn in the classroom interaction if they are able to do initiation, response and follow up.

The role of the researcher was the non-participant observer. As Cresswell (2009) defines a non-participant observer as “an observer who visits a site and records note without becoming involved in the activities of the participants”. Therefore, the researcher will not involve in the classroom interaction. The researcher records what will happen in the classroom interaction without having intervention in the teaching and learning process.

This study was conducted at SMA Negeri 2 Bekasi. It is located in Jl. Tangkuban Perahu No. 2, Perumnas 2, Bekasi. This study was conducted on October 2016 and November 2016. The data of this study was the students’ turns-taking in English in the English classroom interaction. The data source used in the study was the students of year ten class of SHS in a state school Bekasi. The participants of this study were the students of 10 grade in one class. The class consist of 40 students. The teacher has more than 15 years experience. The class was discussing about tenses in three topic
by using narrative text. First topic was the use of perfect tense, the second was its exercise while the third was the use of adjective.

The data was collected through observation and field-note taking during teaching and learning process. Digital camera and recorder was used to record the interaction between students and teacher for classes observed. The digital camera was put in the backside of the class to record the teacher-students interaction and recorder was put in front of the class to get the detail information and clear interaction between students and teacher.

After the data has bee gathered, the researcher analyzed the data to achieve the purpose of this study. To find the answer of the first question, the transcription of the classroom were selected into English turns and put in the table of analysis by breaking down into speech turn: teacher’s turn and student’s turn. Then determining the teacher’s and student’s turn into categories of Halliday. Next, the students’ turns-taking were counted based on the concurrences of IRF proposed by Halliday. The last step was discussing the finding and conclusion based on the result of the data analysis.

7. Finding
This study found that the students’ turns-taking in English occur in the initiation and response. Based on the three classes observed, it was found that the initiation from students is hardly found. Most of initiation occurred from the teacher. That is why the students’ response is dominated in the classroom. Initiation is only found in 1 turn while the response is found in 108 turns. The teacher dominated the initiation in the classroom through giving instructions or information of using the questions, statements or requests. A teacher-initiated utterance received response from the students and followed by acceptance or acknowledgement by the teacher. It also means that the teacher has a control in the process of teaching and learning which is proved by the highest occurrences of students’ responses than students’ initiations. Students’ initiation is found in 1 turn which is used for asking question. Meanwhile the response which have done by the students are occurred in answer, undertaking, acknowledgement and disclaimer.

Students’ responses by answering the teacher are dominated in the three topics. The three topics show that answering has the highest percentage than other responses. The occurrences of answering in the topic 1 (the use of present perfect tense) has 47% with 17 turns, topic 2 has 48% with 12 turns, and topic 3 has 66% with 31 turns. It revealed that the occurrences of answering were influenced by the use of initiation question by the teacher that occurred frequently in the interaction. The domination of the occurrences of answer is reflected that the students take a role in the classroom as the listeners who supply information being demanded (Halliday, 2004:106). The interaction in the classroom is controlled by the teacher by giving questions while the students serve the answer. The aims of the answer by the students were found for confirming to the teacher’s question, replying question and translating words/phrases/sentences. Other students’ responses that occurred in the classroom interaction are acknowledgement, undertaking and disclaimer. Acknowledgement has the second rank for the occurrence in the classroom interaction. Acknowledgement is seen as a response that occurs to respond the teacher’s statement. Acknowledgement that is found in topic 1 has 27% percentage with 10 turns, topic 2 has 40% with 10 turns and topic 3 has 15% with 7 turns. In the turn of acknowledgement, students have consciousness to respond what the teacher said by completing, repeating and translating the teacher’s statement. The third occurrence of the students’ response is undertaking. Undertaking occurs as a respond to the teacher’s command. In the topic 1, it has 22% with 8 turns, topic 2 has 12% with 3 turns and topic 3 has 19% with 9 turns. The students took action as part of undertake the teacher’s command which are in the form of doing the task, writing passages, and reading the answer of the task or sentences. The least occurrence of the students’ response is disclaimer. Disclaimer represents the students’ response when they feel confused and have no idea to say to
8. Discussion
In the classroom interaction students hopefully can have a contribution to make a meaningful interaction whether by making initiation, response, or follow up. However, what has been found in this study show that there is an unequal contribution in the classroom interaction where the teacher’s turns-taking dominated in the classroom. The domination of teacher’s turns-taking occurred to make an initiation and follow up. While the students’ turns-taking are mostly found for respond the teacher. Students’ initiation is very limited in the classroom interaction.

As expected that the classroom is completely adopted the pattern of IRF (the teacher initiates- the students respond- teacher gives feedback). The initiation that has done by the students only occurs in topic 2 with only 1 utterance. It is used for questioning the task (Question). The teacher controlled the classroom discourse by doing the most initiation whether asking question or giving command. The students’ contribution in the classroom is mostly to respond the teacher. The nature of real communication that should be happen in the class does not occur.

This study found that students’ responses are found for answering question, undertaking, acknowledgement and disclaimer. Answering has the highest occurrences in the students’ response in the three topics. It dominated the classroom interaction where the teacher asking the question and the students’ job is to answer it. The use of closed question has been found in many teachers’ questions/ this type of question does not give the students much opportunity to contribute in the classroom discourse. It is proven in the study that the way the students answer the question is just to make confirmation or straight answer. It does not give much opportunity for the students to be more active in the classroom interaction. The typical question that gives students’ opportunity to express their ideas or opinion such as “why” and “how” is very limited. Undertaking is also found in the students’ utterances. It is used to respond the teacher’s instruction or command. Kind of action that is used to undertake the teacher’s command are in the form of doing the task, writing passages, and reading the answer of the task or sentences. In addition, the occurrence of acknowledgement is also has high percentage. Acknowledgement is seen as the response to the teacher’s statement. The study found that acknowledgement found in completing, repeating, and translating the teacher’s statement. The last response is disclaimer that reflects how the students confused to respond the question. Disclaimer is only found in 1 turn in topic 1. However, most of students’ initiations are found in Bahasa Indonesia. It indicates that students need to be provided the opportunities to use the target language not only in making responses but also initiation in the classroom interaction.

9. Conclusion
There are some conclusion that can be shown. The students’ turns-taking in English in the classroom interactions is occurred in initiation and response. In the classroom observed, students’ turn in initiation is found only in topic 1 with one occurrence. Students’ initiation turn occur for asking question. While other turns-taking; response is dominated in the three topics. The kinds of students’ response turns are for answering, undertaking, disclaimer, and acknowledgement. Answering has the highest appearance in the interaction. It is used for confirming to the teacher’s question, replying the teacher’s question and translating words/phrases/sentences. These kind of answering occur in the three topics. The second occurrence is undertaking. Undertaking occurred as the response to the teacher’s command whether to give some information or to do some actions. The third occurrence of students’ response is acceptance. Acceptance occurred to respond the teacher’s statement. It is found to completing, repeating, and translating the teacher’s statement. The last occurrence of students’ response is disclaimer. Disclaimer is used to express students’ inability to answer the teacher’s question.
It can be concluded that students did not have the meaningful turn-taking in the classroom interaction because it was found imbalance turns between initiation, response and follow up even there was only found one initiation turn. It reflected how the teacher dominated the interaction. Many factor that possibly affect this situation such as the uninterested topic or unrelated the selected material.

Recommendation
The findings of this study can be a contribution for the teacher in order to improve their way of teaching English so that the students can be more involved in the classroom interaction. Hale (2011) reveals that if the teacher and the students share the role as initiator, the students will get some benefits. First, students will be more effectively engaged to the lesson. Second, they will have a change to use the target language (English). Third, they can get feedback related to the lesson or the language from both the teacher and friends.In addition, this result of study is expected to encourage the other researches to conduct future research on the same topic which is the students’ turns in English in the English classroom. The future researchers are able to do similar issue in more depth analysis to get the better result. Moreover, the researcher realizes the weaknesses of this study such as in term of data variation that being analyzed. This lack can be the additional input for the future researches to be better.

BIBLIOGRAPHY


