

The turn-taking mechanism in classroom interactions of public high school 2 Ambon

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ABSTRACT

A special feature of class interaction discourse relates to typical elements of context. The elements of the context include the participants, the background, the topic, the nature of the message, and the message tone. Teachers are more dominant to organize the course of teaching and learning activities, such as topic selection, topic development, and control of conversation topics or learning topics. Teachers determine the direction of a conversation or turn-taking, ie when an opportunity is given to students to speak and when to take the rotation-said. The characteristics of learning conversations are (1) the participants are teachers and students, (2) the conversation is done during the teaching and learning activities, (3) the conversation has a purpose, and the topic is related to the learning objectives. In addition teachers also have certain rights that usually appear in the teacher-centered classroom. These rights include (a) participating in all interactions, (b) initiating interactions, (c) determining the time to participate, (d) determining who is given the opportunity to interact, (e) determining who gets a turn more than once, and (f) closing the interaction. The mechanism of teacher-student turn-taking in classroom learning activities can be done by (1) getting opportunities (2) stealing opportunities, (3) seizing opportunities, (4) replacing, and (5) continuing.

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1. INTRODUCTION

In the context of learning, the form of language use in communication or interaction between teachers and students is to achieve learning objectives [1]. The turn-taking mechanism and speech acting strategy used are context-bound. In the dimensions of social life, scientifically, language grows and develops among others in the interaction of learning in the classroom [2]. In this study, the researcher try to approach the phenomenon of language in the interactive discourse of teacher-students with the perspective of classroom interaction conversation discourse. Classroom interaction is characterized by a multistage communication between teachers and students, or between students and students in a teaching-learning process that simultaneously forms classroom discourse. Characteristics of learning is the process of teaching and learning involving teachers as initiators and as locutors, while students as respondents and interlocutor [3-5]. Related to this, in classroom interaction, teachers have a strategic role. The teacher's strategic role relates to his formal duties as a teacher and educator [6-7].

As teachers and educators, teachers should be able to direct, guide, encourage and inform students, and must also be able to create or use various media, techniques, and learning strategies in order to achieve maximum results [8]. In addition to its main function as a verbal means of delivery of learning materials, the

existence of speech in the event of learning should be able to generate learning activities, trigger patterns and creative words, sharpen understanding, and provide language experience to students so that students are skilled holistically in a variety of normal situations. It should be further emphasized that the learning conversation is not merely to transfer knowledge, but also to socialization [9], motivation [10, 11], discussion [12], culture [13, 14], and integration of learning [15].

Discourse of conversation in class interaction is a learning conversation. This conversation is different from the conversation in general because the learning conversation is tied to the institutional elemental elements. Learning conversations are generally dominated by teachers. Teachers are more dominant to organize the course of teaching and learning activities, such as topic selection, topic development, and control of conversation topics or learning topics. Teachers determine the direction of a conversation or turn-taking, ie when an opportunity is given to students to speak and when to take the turn to speak. The characteristics of learning conversations are (1) the participants are teachers and students, (2) the conversation is done during the teaching and learning activities, (3) the conversation has a purpose, and the topic is related to the learning objectives. Thus, the purpose of this study is to examine the turn-taking of speech discourse of teacher-student, in class interaction with class interaction analysis or conversation analysis.

2. RESEARCH METHOD

This research method is conducted with qualitative descriptive approach with the aim of describing and describing research data factually and naturally. Experts point out that the application of qualitative design can be elaborated as follows. First, the qualitative design applied in this research is systematized for research purposes based on natural phenomena and is intended to understand the phenomenon as a whole in terms of the context (holistic). Secondly, the characteristics of this research data are: (1) natural setting, ie in teaching and learning process situation in keas, (2) descriptive data (transcription and context of speech) and reflective data (field note), and (3) inductive data analysis, namely the conclusion based on natural data and its context. Thirdly, the qualitative design used in this research is systematized to provide real information, namely speech rotation mechanism in the interaction of learning in the classroom [16, 17]. The data of this research is speech. The form of the speech in the form of words, clauses, and sentences used in the interaction of learning in the class, while nonverbal data is the context and kinesik accompanying speech in interacting. Teachers and students are selected as the source of data because both are actively involved in classroom interaction conversations to produce speech as a means of communicating on learning activities. The location of this research is at Public High School 2 Ambon.

3. RESULTS AND DISCUSSION

3.1. Turn-taking by getting opportunity

In every classroom interaction conversation there is a turn-taking mechanism that is influenced by the context of the conversation such as the conversation situation, the purpose of the conversation and the participant's authority in the conversation. The turn-taking mechanism in speech conversation like in the classroom is more dominated by the teacher. It means the teacher determines who is given the turn to speak and who is next. Taking shifts is usually related to their respective roles and the learning mechanisms developed. The turn-taking usually happens and always exists in every conversation. In the discourse of class interaction, all aspects of turn-taking are present in the learning activities. Speakers may use the opportunity to speak after being given a chance by a speaker or previous speaker. Substitution or turn by way of obtaining, in the learning activities provided by the teacher means teachers who provide opportunities or turn-taking given to certain students. Sometimes in group discussions, certain students will be given the opportunity to speak by a moderator or discussion leader. The following sample quotation reveals the turn-taking by obtaining or getting a turn.

[01]

- | | | | |
|----------|---|---|-----|
| Teacher | : | All of you look at the table in front of you. Table of population density in Indonesia. There is a very crowded area and there are sparsely populated areas. Who can explain about the table? Come on Sindy, try to explain the table in front of it! | (1) |
| Student | : | (Describe table) | (2) |
| Teacher | : | Haris, look at the table, where is the population density? | (3) |
| Student | : | Java is very crowded | (4) |
| Teacher | : | Rather hard! Do not be afraid. | (5) |
| (Context | : | The teacher discusses the population material at Geography lessons). | |

(Turn-taking/ 1/ Geo)

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The fragment of conversation [01] indicates that students have the opportunity to speak or answer when given or appointed by the teacher. Conversation in the class is classified as a formal conversation so that the speech turn is arranged by the teacher. Teachers are more dominant to determine who speaks and then who follows. Students get the turn to answer on the speech (1) "Come on Cindy, you try to explain the table in front" This turn is given to Cindy and not to other students. So also in the speech (3) Haris get a turn to answer because appointed or given by the teacher. In this context the teacher determines who obtains or gets a turn to speak or answer the teacher's questions. Getting a chance to speak means students will always be ready to take the turn-taking. This will make students who usually do not speak will get a chance to speak if they are pointed or given a chance. Thus the learning activities are not dominated only by students who are considered capable but all students get equal opportunity and attention.

Gain speaking opportunities not only from teachers only, but also from students to students in group discussion activities. Turn-taking by means of obtaining can be observed in the following example.

[02]

Teacher : In group discussions, you are free to organize. I only keep an eye (1)
on it. Please!

Student : After what our group has said, we give group 3 a chance to (2)
comment or respond. Please!

Teacher : From what has been stated by group 1 it turns out the animal (3)
exhaust system is not the same.

(Context : Teachers provide opportunities for students to hold discussions).

(Turn-taking /2/ Bio)

In the conversation fragment [02], it can be observed that the turn-taking performed on the learning activities can be categorized as a rotation by obtaining but the turn or the opportunity given accompanied by invitation speech. This happens because the opportunities given by both teachers as the regulator of the way of learning and students as moderator or discussion leader in the group. In speech (1), the teacher gives the opportunity to the students to use the given opportunity. The opportunity is given by using the form of invitation. Similarly, the speech (2), the speaker in the group gives an opportunity to other groups to respond to the results of the discussion by using speech of invitation. After obtaining the opportunity, the student who is appointed as the speaker of the group use the opportunity directly. Thus, in the interactive discourse of teacher-students in learning activities there is a turn-taking with the way "getting" can be done in two ways namely, giving and inviting.

3.2. Turn-taking by stealing the opportunity

In the discourse of class interaction also took turns to steal opportunities. This can happen when the speaker is unaware then the opportunity is taken over by the interlocutor. Usually in the taking of opportunities, there is overlap or hiatus. The following example can be observed to turn the speech by stealing the opportunity.

[03]

Teacher : Yes, the land leech here describes what? People who like to make (1)
a profit by lending money with high interest rate. The leeches are
bloodsuckers right! People like this are dangerous to others.

Student : It means the same as a land crocodile as well. (2)

Teacher : The crocodile is dangerous or troublesome to others. (3)
What are other examples of figure of speech symbolism? Come
on who?

Student : Parasite.

Teacher : Parasite are likened to the living hopeful (4)
from other people, riding and not trying.

Student : Hoping everything is easy. (5)

Teacher : The following paragraphs, is there any figure of speech there? (6)

(Context : Teachers provide opportunities for students to hold (7)
discussions).

(Turn-taking/3/Bin)

In the conversation fragment [03], the turn-taking occurred between the teacher and the student is a process of interaction where the turn-taking is done by stealing the opportunity to speak. Speech reduction is an example of excessive anticipation by the interlocutor [5]. In the example of the speech, students steal the opportunity to speak when the teacher explains the example of land leech as an example of symbolism. Students steal the opportunity to present another example similar to the example given by the teacher as in the speech (2). Students steal the opportunity because they feel already know examples of figure of speech symbolism other than the example of the land leech mentioned by the teacher. Similarly speech (6) students steal the opportunity to speak by giving a statement about parasites as another example of figurative of speech symbolism. The statement "Hoping everything is easy" describe the symbolic meaning of parasitic as effortless, without working hard but want to get the happiness.

Stealing an opportunity actually violates the rules of the conversation but in the context of class discourse, stealing opportunities are considered normal even desired by the teacher for the learning process that happens to look alive and active. Teachers want students to follow the learning process is not only passive, silent or just answer when asked. Students take action to steal the opportunity to show that the material being taught has been mastered because it is not a completely new material.

3.3. Turn-taking by seizing the opportunity

In the context of conversation discourse in classroom interactions, seizing the opportunity to speak is a way that students do to speak even though there is no sign of a chance for them to speak. For casual conversations, or conversations in general, seizing opportunities is not allowed since it violates the norms and rules of the conversation. However, for classroom conversation or interaction, seizing opportunities is allowed while it does not interfere the learning process. The following conversation fragment shows the turn-taking by seizing the opportunity.

- [04]
- | | | | |
|----------|---|--|-----|
| Teacher | : | For the next meeting, you divide the group | (1) |
| Student | : | How many members in a group, mom? | (2) |
| Teacher | : | Each group consists of four or five. Keep the division evenly distributed. Do not let a special group of men all or one group of women all. Do you want to divide it by yourselves or by me? | (3) |
| Student | : | We divide by ourselves, mom | |
| Teacher | : | Alright, but you must remember | (4) |
| Student | : | How about the division of book's chapter? By lottery? | (5) |
| Teacher | : | In order not to be picky, we'll do it by lottery! | (6) |
| (Context | : | Teachers provide opportunities for students to share discussion groups). | (7) |
- (Turn-taking/4/Bin)

Turn-taking by seizing as in quote [04] shows that students try to follow the teacher's explanation and want to know more quickly what will be delivered even though the teacher has not finished his speech. Student action seizes the opportunity before the teacher completes the utterance in the context as in the above example is a common occurrence in classroom interaction. Teachers do not reprimand or forbid because the teacher considers not a mistake and it is still within reasonable limits because it does not interfere with the learning process. Students want to get information quickly about the task being discussed for doing in groups. As found in the speech (2), students try to seize the opportunity to talk to know the number of members in each group that teacher ask to decide. The teacher has not yet finished speaking and has not provided an opportunity for the students to speak, but the students have seized the opportunity. Likewise with speech (5), students seize the opportunity to speak even though the opportunity will surely be given to the students. Distribution of discussion materials based on the chapters that is available to avoid picky act among groups by doing the lottery.

Turn-taking in class interaction by seizing done by teacher is different from student. The teacher seizes the opportunity to speak from the student in order to stop the conversation, in this case stop the student's inappropriate answer. This is done to avoid deviations on the answers given by students. The act of teacher who takes the snatch action is not an aberration but to restore the student's attention to the appropriate answer to the question. The following example provides an overview of the turn-taking by taking the snatch action in the interaction of teaching and learning.

[05]

Teacher : We observe the development of growth until the harvest, such as chili, tomato, eggplant, melon. We learn to farm. (1)

Student : Farming. (2)

Teacher : Yes, farming. Then, movement on the plant. Does the plant move? (3)

Student : Yes.

Teacher : For example?. (4)

Student : Because (5)

Teacher : Examples of moving plants (Other students laugh). If the wind blows in motion. Which things are moving?? (6)

Student : The leaves. (7)

Teacher : Wind is the only moving things there. How could you up to class 2 while you forgot science lesson material? It's Elementary school's material, what's the wind? (8)

Student : The moving air. (9)

(Context : Teachers provide opportunities for students to share discussion groups).

(Turn-taking/5/Bio)

Turn-taking by seizing the opportunity as in the example of a conversation [05], showing that the teacher seizes the opportunity to speak even though the student has not finished speaking. It is done by the teacher when the student's response is not in accordance with the command or question that is stated. In the discourse of class interaction, the teacher as the initiator has responsibility for teaching materials that are taught. Therefore when an error occurs in answering the teacher immediately stops to avoid deviating from the question or request of the teacher to give an example of a moving plant (4). Student responses such as in speech (6) begin with the word "because" that student should give an example according to the teacher's request. In classroom teaching activities the teacher does not always take or seize the students' speaking opportunities if the student's answers are wrong, but the teacher will do so if the answer does not match the question. Different answers given to students are wrong with answers that do not match the question. If the student answers are in accordance with the question even it is wrong, the teacher will ask the other students to get the correct answers without having to seize the students' speaking opportunities.

3.4. Turn-taking by replacing

It often happens in a conversation between the locutor and the interlocutor that is changing to continue the unfinished sentence. This "substitution" occurs in the classroom interaction discourse with the aim that students can continue the incomplete speech. Teachers often do this so that students focus and attention at the time of delivery of subject matter. The teacher asks students' attention by getting students to respond to what they say. If the students are seriously concerned then there will be no mistake in continuing the teacher's speech. Turn-taking by replacing can be observed in the following conversation example.

[06]

Teacher : If humans utilize environments excessively, It will cause problems for an environment, such as (1)

Student : Damage to ecosystem flora and fauna also human environment. (2)

Teacher : Yes like that. (3)

(Context : Geography teacher discusses the material of the distribution of flora and fauna).

(Turn-taking/ 6/ Geo)

[07]

Teacher : We'll see, which called synonyms and antonyms. Who knows the synonym? (1)

Student : The equation of words. (2)

Teacher : According to Rido synonym is the word equation. It means the same words. Is that right? (3)

Student : No mom. No, no (4)

Teacher : Then what does synonymous mean? (5)

Siswa : The meaning equations of the word mom. (6)

Yes, right. The equality is in meaning or implication of the word. Although the words are different but (7)

Although the words are different, but (8)

Student : The meanings are the same. (8)

(Context : When the teacher discusses material of synonyms and antonyms).

(Turn-taking/7/Geo)

Turn-taking by replacing on fragment [06] and [07] illustrating that the teacher in explaining the subject matter often does not complete a statement or definition in the hope that the student can finish a hanging sentence. In the example of a conversation fragment [06] it is obvious that the utterance (1) of the teacher is deliberately discontinuing his speech so that the student can complete or proceed according to the material being discussed concerning the ecosystem of flora and fauna. Speech (2) is a continuation or transfer speech done by the student by changing the role of teacher to finish the unfinished speech. The way that teachers do to lure students to be able to answer, continue or complete the statement was successful. Students are able to finish the teacher's sentences correctly.

In the conversation of fragment [07], it appears that the teacher is explaining synonymous and antonymous material. This material is not new material so the teacher uses question and answer method in delivering the material. In the question and answer between teachers and students there is a very good interaction because students always answer the question even though it is not exactly the answer that should be. Speech (8) is a follow-up speech that the students say to continue the teacher's reply of the synonymous meaning. In the beginning students have answered the teacher's question but the student's answer is less precise and not perfect so that the teacher feel obliged to correct the student's answer. When the teacher delivered the correct answer, it turns out there are students who can directly replace or continue to complete the teacher's speech.

3.5. Turn-taking by continuing

The way in which the teacher does not make a vacuum in the conversation is by continuing his own speech. This kind of speech is called as the transfer speech by continuing. Often occurs in the discourse of class interaction the student can not use the opportunity given by the teacher to answer or to continue a statement. Therefore, the teacher herself takes the turn of the speech so that no quiet situation occurs. The following conversation fragment is an example of speech transfer by continuing

- [08]
- Teacher : Figure of speech is a way of describing or expressing something or equating something else. In certain contexts, figure of speech can also be interpreted as figurative, ie patterns of language usage to express something indirectly. It means expressing something by using other things as a comparison. figure of speech is also called figurative languages. Yes, after I explain, who can mention what kind of figure of speech do the children know? (1)
- Student : (silent). (2)
- Teacher : This is not a new material, so if you all are silent then I have to point one by one to answer and give examples of what you know. (3)
- (Context : Teacher explains the subject matter during Indonesian language lessons).
(Turn-taking/8/Bin)

In the conversation examples [08] there appears to be a turn-taking process that gives teachers a chance or turn for students to speak. However, the students did not use the opportunity well so the teacher continued his turn. This is apparent in the speech (1) the teacher explains the material of the figure of speech then asks the students to mention the kinds of figure of speech they know, considering that the material is not new material for the students. In the speech (2) the student does not use the opportunity to turn the speech so that the teacher re-seizes the opportunity by continuing the speech on (3). Teachers do the utterance by continuing the speech which is considered an important thing to be solved. Situations that occur are situations of silence or stagnancy that is not fun in learning activities.

Students do turn-taking by continuing in conversation as a way to show that they already know what is said by teacher. Unfinished sentences spoken by the teacher will be continued by the students because the teacher gives a speech to students and students can use their turn-taking well. The following example shows the transfer of speech in the conversation by continuing by the student.

- [09]
- Teacher : The children are all raised in Ambon right? It means to know eucalyptus tree. (1)
- Student : Not all, Sir. (2)
- Teacher : Distilling. (3)
- (Context : Teacher explains the typical plant of the area: eucalyptus tree).
(Turn-taking/9/Geo)

In fragment [09], there appears to be a process of speech transfer by continuing the speech of the teacher who delivered the subject of geography to the students. Turn-taking by resuming is not a new way of conversation in the classroom. A teacher as the regulator of the course of learning provides an opportunity for students to continue the speech that deliberately not resolved. In speeches (1) and (2), there are question and answer about the eucalyptus trees grown in the tropics, especially in Maluku and known as eucalyptus oil. In speech (4) is a turn-taking by continuing by students. In speech (3), the teacher deliberately let the sentence hang and gives the students the opportunity to proceed. It turns out that the student can continue the teacher's speech correctly because the students concerned know the process to obtain the eucalyptus oil by distilling. The turn-taking or change of speech that occurs in the classroom in the interaction of learning between teachers and students can be done either by teachers or by students. If teacher do the turn-taking by continuing, it occurs silent situation. The teacher as the initiator in the class continues the conversation. While students who do the turn-taking as given opportunity by teachers, they can continue it since they know the continuation of the speech correctly.

4. CONCLUSION

Based on the results or findings of this research, the turn-taking mechanism in class interaction is a manifestation of the changing role of speech from the previous role to the role of the listener. In the substitution of the role, it is revealed that the behavior of participants as individuals who control each other means on one occasion can master and the next opportunity can be mastered. Individuals can master conversation if in interaction always set the conversation. While the individual is mastered, if he tends to speak only in given chance in conversation. In the classroom, the teacher tends to master the conversation because the teacher is running the learning mission. The teacher arranges the course of the conversation so that if there is a fundamental deviation in the delivery of learning missions then the teacher will use his power to restore the right conversation by seizing the opportunity to speak. Teachers are considered as a facilitator in the classroom so that students as being mastered are in a learning position. Students assume that everything the teacher does is legitimate and correct so that they receive all the treatment of teachers including the turn of the speech. The dominant turn-taking in the students is got a chance. However it differs during class discussions or group discussions. Students have the same right to shift speech whether it is stealing or seizing the opportunity because of their same position as students.

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