CONVERSATIONAL ANALYSIS OF TURN-TAKING IN ENGLISH TEACHING ACTIVITIES ON THE JUNIOR HIGH SCHOOL LEARNING MODEL VIDEO

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ABSTRACT

Basically, the teacher will always start a conversation and even give turns with students in class to carry out the right learning process. Conversation consists of two or more participants taking turns and only one participant speaking at any time. To analyze conversation interaction between two people or more the appropriate theory was known as Conversation Analysis, one of the strategies is Turn-taking. For authentic conversations, turn-taking is a basic component. It refers to the phenomenon of changing the roles of the speaker and the listener when they are engaged in conversations. This happens with remarkably little overlapping speech and remarkably few silences. Based on the data on this study that used a qualitative case study method, the dominant mechanism of turn-taking between teachers and students during English learning activities is yielding the floor, it is about 57.1%. From this study, the researchers also can find out that turn-taking has some impacts on students one of them is to be more active and think critically in learning activities.

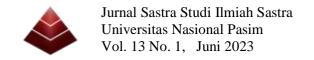**Keywords**: Pragmatics, Conversation Analysis, Turn-Taking.

INTRODUCTION

In the latest curriculum, teachers in Indonesia are required to be able to provide more essential subject matter and develop the character profile of *Pancasila* students. To provide a quality teaching, a program should be supported by such other factors as institution, teachers, teaching process and learners. In addition, among these factors, it is teachers who hold prominent role in teaching (Richards, 2009). The teacher also acts as a facilitator so that students are required to be more active in learning activities in class. If the teaching and learning process goes well, communication between teachers and students will definitely be effective and conducive Therefore, a conversation ensued between the teacher and students that more flexible. Conversation means a cooperative activity in the sense that it involves two or more parties. Each of whom must be allowed the opportunity to participate.

Usually, conversations between teachers and students indirectly experience turn-taking, where teachers and students will take turns looking for or giving space to talk to each other. According to (Ghilzai & Baloch, n.d.) Turn taking refers to the process by which people in conversation decide who will to speak next. For the example:

A: Did you finish the task I gave you last week?B: Not yet, Ma'am.
A: Ok, then, can you conclude the lesson today?B: I'm afraid I can't, Ma'am.

A: Ok, please do the assignment on page 208!

From the example, when "A" is the speaker, "B" is waiting for the turn. When "B" as the speaker, "A" as the listener and wait for the turn to speak. The replacement position of speaker to listener and listener to speaker that occur in conversation above, it is called turn-taking.

Based on the statements and examples above, the authors conducted a study that focused on conversation analysis of turn-taking between English teachers and during learning and teaching activity. The aims of this study are to find out what is the dominant mechanism of turn-taking between teachers and students during English learning activities and to find out what is the function of turn taking between teachers and students in teaching and learning English.

LITERATURE REVIEW

The Use of Junior High School Curriculum *Merdeka*

The meaning of curriculum

The curriculum is a set of plans and also arrangements regarding objectives, content, and teaching materials as well as methods that will be used as guidelines for organizing learning activities to achieve a national education goal (UU RI no 20 of 2003). Inlow (1973) state that curriculum is an overall effort specifically designed by schools to guide their students to obtain results from a predetermined learning activity. Based on this understanding, schools are required to implement a curriculum so that teachers and students are able to carry out teaching and learning activities in a structured way and can achieve learning outcomes appropriately.

Junior high school curriculum structure

Based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning guidelines for implementing the curriculum in the context of learning recovery, in the independent curriculum, the curriculum structure implemented in senior high schools consists of:

1)   Intra-curricular learning activities

Intra-curricular learning activities are designed so that students can achieve the abilities contained in the learning outcomes. The essence of intra-curricular learning activities is meaningful play as the embodiment of "Freedom to Learn, Free to Play". The activities chosen must provide a fun and meaningful experience for students. Activities need to be supported by the use of real and existing learning resources in the environment around the students. Learning resources that are not actually available can be presented with the support of technology and children's reading books.

2)   Project to strengthen the profile of *Pancasila* students

In senior high school, the project to strengthen the *Pancasila* student profile is

allocated around 25% of the total lesson hours per year. The implementation of the project to strengthen the Pancasila student profile is carried out flexibly, both in terms of content and in terms of implementation time. In terms of content, the profile project must refer to the achievement of the Pancasila student profile in accordance with the student phase, and does not have to be linked to learning achievement in the subject.

Aspects of Active Learning

The activeness in the learning process can stimulate and develop their talents, students can also practice critical thinking, and can solve problems in everyday life. Santoso (2008) state that quality learning is the active involvement of students in learning. The involvement in question is listening activity, commitment to task, encourage participation, appreciate contribution/opinion, accept responsibility, ask teacher or friends and respond to questions.

The activeness of student learning can be seen from the involvement of students in various teaching and learning processes. According to Hamalik (2004), there are eight aspects of student learning activities, namely:

1) Visual activities, such as reading, observing experiments, demonstrations, exhibitions, and observing others work or play.

2) Oral activities, such as stating a fact, connecting an incident, asking questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions.

3) Listening activities, such as listening to descriptions, conversations, discussions, music, speeches, and so on.

4) Writing activities, such as writing essays, reports, tests, questionnaires, copying, and so on.

5) Drawing activities, such as drawing, making graphs, maps, diagrams, patterns, and so on.

6) Motor activities, such as conducting experiments, making constructions, playing models, gardening, raising animals, and so on.

7) Mental activities, such as contemplating, remembering, solving problems, analyzing, seeing relationships, making decisions, and so on.

8) Emotional activities, such as taking interest, feeling bored, happy, brave, calm, nervous, and so on.

Conversation Analysis

Fairclough (1989) states "conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the way in which they design their own conversational turns and react to those of others." Conversation consists of two or more participants taking turns and only one participant speaking at any time. To analyze conversation interaction between two people or more the appropriate theory was known as Conversation Analysis (CA). According to Schiffrin (1994) Conversation Analysis is like interactional sociolinguistics in its concern with the problem of social order, and how

language both creates and is created by social context. In pragmatics, the term, Conversational analysis' is used to mean the investigation into and analysis of natural conversation so as to reveal what the linguistic features of conversation is and how conversation is used in ordinary life.

That is, conversational analysis studies three things. Those are:

1) Firstly, the techniques that the speaker employs in deciding when to speak during a conversation, such as rules of turn-taking,

2) Secondly, the ways in which the utterances of more than one speaker are related, for instance, conversational maxims, adjacency pair, inserted sequence, etc, and

3) Thirdly, the different functions that conversation is used for, for example, establishing roles, communicating politeness, etc.

Turn-taking mechanisms

(Ghilzai & Baloch, n.d.) stated that turn taking refers to the process by which people in conversation decide who will to speak next. There are several mechanisms in turn-taking. According to Ismaliyah (2015), The turn taking system involves three basic strategies: taking the floor, holding the floor, and yielding the floor.
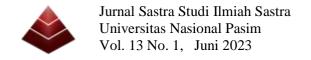
a. Taking the floor

Having a conversation means that participants take the initiative to start speaking or bring up topics to discuss in the conversation. Of course, cooperation between participants as speakers and listeners is required. May the conversation flow well. Kinds of taking the floor:

- Starting up means that the beginning of conversation.

- Taking over means take a turn to speak. Can be done by using conjunction.

- Interruption means when speaker do not want to wait until the TRP. next speaker cannot be sure that the current speaker's turn is complete, but they usually take the end of a sentence to indicate that the turn is possibly complete.

b. Overlaps means that the participants talk in a time together Holding the floor

Holding the floor means to carry on talking. The participant who holds the floor has right to bring conversation as well as he/she wants.

c. Yielding the floor

Yielding the floor means give a turn to the next speaker. To yield someone the turn can use a question and a statement.

RESEARCH METHOD

This research uses qualitative case study. Qualitative case study is a research methodology that helps in exploration of a phenomenon within some particular context through various data sources, and it undertakes the exploration through variety of lenses in order to reveal multiple facets of the phenomenon (Baxter & Jack, 2015). Based on this method, the authors obtained the data by watching a junior high school learning video, and analyzed it based on turn-taking.

FINDINGS AND DISCUSSIONS

The Data Description

In this chapter, the writer presents the findings from this study by analyzing English teaching activities on the junior high school learning model video. This analysis answered the aims of the research, namely; to find out what is the dominant mechanism of turn-taking between teachers and students during English learning activities and to find out what is the impacts of turn taking between teachers and students in teaching and learning English. After doing the analysis, there are 21 data. The following data has been obtained from minutes **4:17 – 9:01.**

1. Taking the floor

a. Starting up

(4:17)

Teacher : *Good Morning, students!*

All students : *Good Morning, ma'am!*

In this data, the teacher as a first speaker who takes the floor with clear start. She greeted the students when she was about to start teaching and learning activities. The teacher gives turn to the students by greeting such as *Good morning, students!* Then the students greeted the teacher back.

(8:06)

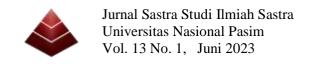|	
All students	Clear, Ma'am.
Tegar	*Ma'am?*
Teacher	*Yes, Tegar?*
Tegar	Can I ask you something?

In this data, Tegar, a student started a new conversation. He was about to start his speaking by calling the teacher and then asking permission to ask. So this data is included in starting up

(8:40)

Tegar	Oh I see, so character means tokoh?

All Students	Exactly.

(Pause)

Teacher	*Okay, well students, I want you to watch the video carefully. While you are watching the video, I want you to find the information and complete the worksheet, okay? Is it clear? Any question?*

All students	*No, ma'am.*

In this data, the teacher tried to start the new conversation with all of student whereas previously she was talking to Tegar. She started to speak by asking students to watch the video carefully. Therefore, this data is included into Startingup.

b. Interruption

(5:15)

Teacher	*I see…//*
A student	*Anda-anda Lumut and Pinnochio, Ma'am.*

This data is included in Interruption because the student felt that the teacher had enough in speaking, so she took turns by speaking directly even though it wasnot certain that the teacher had finished her speaking.

2. Holding the floor

(4:27)

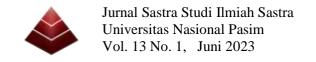| Teacher	: How are you today?
All students	: I'm fine, Thank you. And how about you?
Teacher	: *Alhamdulillah, I'm very well, thank you.(Pause)*
Teacher	: *Okay, anyway, is there anyone absent today?*

In this data, the teacher starts the conversation with such as *how's life?* then the students answered that they were fine and then returned their turn to the teacher by asking how she was too. After the teacher answered by saying*Alhamdulillah, I'm very well, thank you,* both of teacher and students silent, making a pause for a moment and the teacher took the turn again, it's called *holding the floor*. The teacher though that there is no one to speak again so she continued her speaking by asking about absent.

(**4:40**)

A student : Last night he told me that he got feverTeacher : *Oh I see, okay.*
(pause)

Teacher   : *Well, before we start our lesson, let's pray for Ari.*

Hopefully he is getting better soon.

In this data, there is a slight pause from the teacher's speech. He already knows the reason for Ari not going to class. Then continued by praying for Ari's recovery. This data is included in the mechanism of holding the floor because the participant who holds the floor has the right to bring conversation as well as he/she wants.

(5:36)

Teacher	*Okay. Well Students, the question I asked you related to the topic that we are going to do today, okay? Today we are going to learn about narrative text in the form of fairy tales.*
(Pause)	
Teacher	*Okay, after we learn these materials, I hope you are able to compare the social functions and identify the generic stuctures of the story. Now, please look at this and I want you to read what we are going to do today. Okay, Go ahead!*
All students	(Making utterances by reading the slides on Power Point)

(**6:54**)

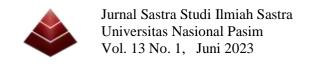|	
Teacher	*OK. That's good. Then, when you are doing the activity, I'm going to observe your discipline, your confidence, your collaboration, and your communication ability. And then, at the end of our learning activity we are also going to have a written quiz, okay?*
(Pause)	
Teacher	*Yeah, now, I have prepared a worksheet for you. To complete, please read the worksheet carefully.*
All students	Thank you, ma'am.
Teacher	OK, You're welcome

(7:39)

All students	Thank you, Ma'am.
Teacher	*OK, you're welcome!*
(Pause)	
Teacher	*And then, later, I'm going to play a video for you while I'm playing the video I want you to complete the information in your worksheet from the story, okay? Is it clear?*

1.   Yielding the floor(**4:20**)

Teacher	: *How are you today?*
All students	: *I'm fine, Thank you. And how about you?*
Teacher	: *Alhamdulillah, I'm very well, thank you.*

According to Ismaliyah (2015), yielding the floor means give a turn to the next speaker. To yield someone the turn can use a question and a statement. In this data, the teacher gives turn to the students to speak by yielding the conversation, namely giving questions. Then the students took their turn by giving a statement that they were fine. After that they returned their turn to the teacher by asking questions too, and the teacher ended it with a statement too.

(**4:29**)

Teacher	: *Okay anyway, is there anyone absent today?*
All Student	: *Ari, Ma'am.*

In this data, the teacher as a first speaker gives turn to the students to answer the question. She yielded the conversation in order to get the answer of what she asked. Then, the students yield the conversation by giving a statement to the teacher that there is a student was not present.
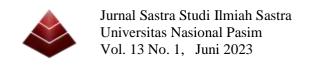
(**4:36**)

Teacher	: *Oh, what's wrong with Ari?*
A student	: *Last night he told me that he got fever.*

The teacher asked the students to explain why Ari was absent, so one of the students answered that Ari was not in class due to fever. This data is included in the turn-taking mechanism yielding the floor because the teacher gives turns to students by asking questions, and the students take turns by answering questions with a statement.

(**4:52**)

Teacher	*Well, when you were a child, did your parents tell you stories?*
All students	*Yes!*

(**5:03**)

Teacher	*Okay, Faiz, what story did you like most?*
All students	*Ah! Jungle Book, Ma'am.*
Teacher	*Oh, Jungle Book. That's good!*

(**5:12**)

Teacher	*(Then, the teacher pointed some students to answer)*
A student	*Cinderella and Sangkuriang, ma'am.*
Teacher	*I see.*

(**5:17**)

Teacher	*Okay. Well, now, do you like reading stories or watching movies?*
Some students	*Reading stories*
Some students	*Watching movies*

(**5:29**)

Teacher	*Okay..okay. Do you enjoy doing it?*
A student	*Yes, Ma'am. We enjoy it very much.*

(**7:22**)

Teacher	*Yeah, now, I have prepared a worksheet for you. To complete, please read the worksheet carefully.*
All students	*Thank you, ma'am.*
Teacher	*OK, You're welcome*

(**8:08**)

Tegar	*Can I ask you something?*
Teacher	*Sure, what is it, Tegar?*
Tegar	*What is the character?*
Teacher	*Characters?*

(**8:14**)

Teachers	*Ok. Well, do you know the story of Sangkuriang?*
All students	*Yes, ma'am.*

(**8:21**)

Teacher	*Okay okay. That's good. Well, Dayang Sumbi, Sangkuriang, and Situmang are the characters.*
Tegar	*Oh I see, so characters means tokoh?*
Teacher	*Exactly…*

These data above are included in the yielding the floor because between the teacher and the students gave turns to each other by asking questions, and giving statements.

The Dominant Mechanism of Turn-Taking Between Teachers and Students During English Learning Activities.

In teaching and learning activities, there must be a conversation between the teacher and students. Fairclough (2001:9) states "conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the way in which they design their own conversational turns and react to those of others." Conversation consists of two or more participants taking turns and only one participant speaking at any time.

Therefore, the researcher conducted a conversation analysis based on the turn-taking mechanism. In pragmatics, the term, 'conversational analysis' is used to mean the investigation into and analysis of natural conversation so as to reveal what the linguistic features of conversation are and how conversation is used in ordinary life.

After analyzing the data, the researcher could find the dominant mechanism of turn-taking between teachers and students during English learning activities.

Table I: The Types of Turn-Taking Mechanism of English Teaching Activities on The Junior High School Learning Model Video.

No	Types of Turn-Taking Mechanism	Total	Percentage
1	Taking the floor		
	a) Starting up	3	14.3 %
	b) Interruption	1	4.8 %
	c) Overlapping	0	0 %
2	Holding the floor	5	23.8 %
3	Yielding the floor	12	57.1 %
	Total	**21**	**100 %**

The first objective of this research is to investigate what is the dominant mechanism of turn-taking between teachers and students during English learning activities. Based on the table above, we can see that the most data is on *yielding the floor* as much as 12 which means 57.1 %. This amount is the highest percentage. According to Aisyah (2021), yielding the floor is to give the next speaker a turn. In this term, the interlocutor, who holds the turn, gives the next speaker a turn and the interlocutor get to hear the listener's response. A question and a statement will use the turn to give someone the turn. While Ismaliyah (2015) stated that yielding the floor means give a turn to the next speaker. To yield someone the turn can use a question and a statement.

From the data obtained, it is known that yielding the floor occurs because teachers often ask questions to students to build good communication. In addition, it increases critical thinking for students. Low critical thinking skills can have an unfavorable impact on further education. Therefore, critical thinking skills need to be trained. This is in line with the opinion of Yuliati (2013) which states that critical thinking can be taught and requires practice to be able to have it, and one way to train critical thinking skills is through the learning process.

The Impacts of Turn-Taking Between Teachers and Students in Teaching and Learning English

The second objective of this research is to find out what is the impacts of turn taking between teachers and students in teaching and learning English. Currently, in Indonesia using the 2013 curriculum, students are trained to be more active, creative and independent in carrying out the learning process. Therefore, teachers are required to be able to carry out teaching activities in accordance with the existing curriculum

Based on the data obtained, the process of turn-taking in conversations between teachers and students has an impact on students to be more active and think critically in learning activities. This statement was also supported by 57.1% in the conversation where there was a yielding the floor mechanism, where students actively asked questions and expressed their opinions by answering questions from the teacher. Therefore, the teacher gives turns to students by asking questions.

Referring to the active learning aspect proposed by Hamalik (2011), mechanism of

turn-taking in conversations between teachers and students in English teaching and learning activities is included in oral activities, where the students be able to state a fact, connect an incident, ask questions, giving suggestions, expressing opinions, interviews, discussions, and interruptions.

Surtikanti and Santoso (2007) state that quality learning is the active involvement of students in learning. This refers to the curriculum structure about Intra-curricular learning activities based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 that Intra-curricular learning activities are designed to make students be able to achieve the abilities contained in the learning outcomes.

CONCLUSION

According to research findings, it can be concluded that there are some points which can answer the research questions. The interaction strategy in turn-taking mechanism involves three main points; taking the floor, holding the floor, and yielding the floor. In conversations between teachers and students in English learning activities in class mostly use yielding the floor because teachers and students asking questions to each other and express opinions when given the opportunity to speak. At the beginning of the teaching activity, the teacher greeted the students and the students greeted back, this is a standard response and is included in Taking the floor, more precisely starting up. Almost all participants had good and regular turns, but based on the data obtained, there were 4.8% of interruptions which involved on taking the floor made by students to teachers. it is not a problem as long as one another still understand. Holding the floor is also the second most frequently used turn-taking mechanism in teacher-student conversations.

The statement above can be the reason why turn-taking often occurs in a conversation, especially between teachers and students. this is because it refers to a curriculum that requires teachers to make students more active, creative and independent in carrying out the learning process. Therefore, students can develop critical thinking by oral activities, where the students are able to state a fact, problem solving, ask questions, give suggestions, express opinions, interviews, discussions, and interruptions.

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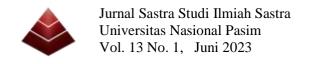
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