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AN ANALYSIS OF TURN TAKING STRATEGIES USED BY LECTURERS AND STUDENTS THROUGH ONLINE CLASS

Maria Elizabet Silitonga[1], **Arsen Pasaribu**[2], **Erika Sinambela**[3]

[1,2,3]Pasca Sarjana, Universitas HKBP Nommensen Medan.

Email:
Arsen.pasaribu@uhn.ac.id, erikasinambela@yahoo.com

ABSTRACT

This study deals with turn taking strategies. The study aims to investigate the types of turn taking strategies used by lecturers ans students, to find out how turn taking strategy realized and to identify the dominant types used by lecturers and students. This studey uses descriptive qualitative research design which employed two data collection techniques, i.e. observation and video recording. The number of data that containing types of turn taking strategy is 200 data. The data are, then, analyzed by using theory from Strenstrom (2001). Techniques of analyzing data is by classifying the data based on their types, then the data will be count in each category to make the analysis more comprehensive by knowing which category ranks the highest and vice versa. Finally the result will be put in findings. The results of the research indicates that: the dominant type used by lecturers in semantics class, kajian budaya and technology of translation, are prompting strategy, meanwhile in akustik dan organologi class, the lecturer used taking over and prompting strategy as the dominant types. Meanwhile the students used the same dominant types in four different class, they are taking over strategy. While the types that is not used at all in four different classes are the silent pause strategy and giving up strategy.

Keywords: *interaction, turn taking strategy, discourse analysis, online classes*

INTRODUCTION

In everyday life, people use language as a communication tool. Language is more than a means of communication. With language, people convey ideas, feelings, evaluations, and experiences to others. Therefore, language is an interpretation of what the communicator is trying to convey to the communicant. Every aspect of our life involves language. According to Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary.

A conversation is two or more people talking about something. It is spontaneous, usually unplanned, though the people may have interests in common. Conversations are one of the basic types of human communication. They can be about any subject, and do not necessarily have any fixed purpose. They allow people with different views of a topic to learn from each other. A conversation may be contrasted with formal presentations. A talk or speech, for example is an oral presentation by one person directed at a group. It is basically a one-way communication.

There is a branch of linguistics which discusses the phenomenon, namely conversation analysis (CA). Conversation analysis is an approach aiming to explore the structural organization of conversation such

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as adjacency pairs, preference organization, turn taking, feedback repairs, Rymes (2009), as the elements of spoken discourse. Therefore, it is precisely clear that conversation analysis area attempts to look an ordinary conversation occur (Paltridge, 2012), specifically, examining how people take and manage turns.

However, the distribution and the rules of conversational turns particularly are explained specifically in a basic finding, namely turn taking system. Turn taking system provides some basic rules to avoid interruption and overlaps in the conversation. A simple explanation is when person talks, the others should wait until the speaker has finished his/her turn. Otherwise, it is possible to take other people's turn in the daily conversation.

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."

Kato (2000) stated that in ordinary conversation, it is very rare to see any allocation of turns in advance. Those involved in the interaction naturally take turns. Of course, there should be a set of rules that govern the turn-taking system, which is independent of various social contexts: (a) when the current speaker selects the next speaker, the next speaker has the right and, at the same time, is obliged to take the next turn; (b) if the current speaker does not select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self-selection; and (c) if neither the current speaker nor any of the participants select the next speaker, the current speaker may resume his/her turn.

Gorjian and Habibi (2015) mention that social relationship is established and maintained by each individual with others, as a result, turn taking can be achieved as well. In this case, classroom is the place

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where the instructors and the learners exchange turn taking in communicative event. The point is in a classroom setting, both teachers and students give time to each of them in terms of turn to speak in order to be involved in class activities. The possibility that will happen, the participants will be silent in the classroom if no one takes the place to start the conversation, which actually the individuals have the same opportunity to speak.

However, the world has been hit by the Covid-19. According to WHO, Covid-19 has been declared a global pandemic. Indonesia is one of the countries experiencing the impact of the COVID-19 which has impact on various sectors, one of which is the education sector, so that the government has imposed restrictions on learning activities in schools and higher education is by doing online learning.

In Indonesia itself, it has carried out online learning by the circular letter of MENDIKBUD No. 4 Tahun 2020, which in the letter contains 6 core points related to the implementation of education, one of which is the learning process from home or commonly referred to as online.

The Rektor of Nommensen HKBP University Medan, Dr. Haposan Siallagan, S.H., M.H. issued some policies, one of which is that since March, 2nd 2020, face-to-face classes are not held classically in class, but has been transformed into an online-based digital class, as reported by the official Nommensen HKBP University page. Reviewing various circular letters that have been issued, educators are indirectly asked to carry out an online based teaching and learning process, one of which is through virtual classes.

Based on the problems, there is something interesting related to the contribution of turn taking strategy in conversation. In conversation, turn-taking is a term for the manner in which orderly conversation normally takes place. A basic

understanding can come right from the term itself, it's the notion that people in a conversation take turns in speaking. Not only that, in conversation, ethics are also needed. Communication ethics is how a person uses language and creates relationships that are guided by an individual's moral and values. These ethics consider being aware of the consequences of behavior and consequences; it's to "respect other points of view and tolerate disagreement". Principles of ethics include being honest, being fair, as well as integrity of one's own words. So, in a conversation or when dealing with communication, the speaker can convey and also choose the right types of turn taking strategy to the listener, in order to create a good relationship between the speaker and the listener.

On this opportunity, the writer intend to conduct a research on the turn taking strategies used by lecturers and students in several courses through online class. The focus of the research in the case of the fourth semester students of Fakultas Bahasa dan Seni in Nommensen HKBP University academic year 2020/2021.

Based of the study above, the objectives of the study are formulated as follows:

1. To identify what types of turn taking strategies are used by lecturers and students through online class.
2. To find out how turn taking strategy realized through online class used by lecturers and students.
3. To identify the dominant type of turn-taking are used by lecturers and students through online class.

In this study limited, several problems were examined from several aspects of the category: the writer only focus on analyzing the types of turn taking strategy, the dominantly types of turn taking are used by lecturers and students and how turn taking strategy realized in Technology of Translation, Semantics, Kajian Budaya

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and Akustik dan Organologi through online classes used by lecturers and students. The case of fourth semester students of English Literature study program and fourth semester students of Arts study program in Nommensen HKBP University Academic Year 2020/2021. To analyzed the transcript, the writer will use Stenstrom (2001) theory. There are taking the floor, holding the turn, and yielding the floor.

LITERATURE REVIEW
Discourse Analysis

Discourse analysis is one of the scientific disciplines in linguistics where language is used by people, both in written texts and in spoken contexts.

Johnstone (2008:3) argues that we call what we do 'discourse analysis' rather than 'language analysis' because we are not centrally focused on language as an abstract system. Discourse is shaped by culture/setting, language, participant, prior discourse, medium, and purpose.

Conversation Analysis

One sub-area of discourse analysis has come to be known as conversation analysis. Conversation is a form of oral interaction used by two or more people. This includes how people stay engaged and how they talk a conversation. According to Liddicoat (2007), "one of the most noticeable features of conversation is that speakers change." Relating to the study of turn taking, CA methods attempt to record and explain how participants can understand to one another's action during their back-and-forth interaction and how they set up their turns to respond to previous turn(s) (Drew, 2005).

Hence, Litoseliti (2010) explained that conversation analysis is to understand how turn taking within a stretch of talk negotiated between participants, in order to produce some form of social action. It

focuses on production and interpretation which is oriented by participant.

Turn Taking

Turn taking is fundamental study in conversation. One of the basic facts of the conversation is that the roles of speaker and listener change, which is called turn taking, that is how interlocutors change and manage their talks whether becoming a speaker or listener in a conversation.

According to Ghilzai and Baloch (2015), the turn-taking refers to the process by which people in conversation decide who will speak next. Wu (2013) believe that openings and closings are important in a conversation. They are the words people used to initiate or end a conversation. They vary in terms of different speech communities (Wu, 2013).

Yielding The Turn

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give the turn reluctantly, but usually, the speaker yields without much protesting. The speaker appeals to the listener for a response, as Stenstrom (2001: 79) suggested. Yielding the turn strategy is divided into prompting strategy, appealing strategy, and giving up process.

Turn Allocation

Sacks, and Schegloff and Jefferson also state that there are three rules of turn taking:
Self Sellection (SS)

Sacks et al in Liddicoat have indicated that there is a bias in talk so that the last speaker but one often becomes the next speaker. This is, however, simply a bias in the system, not an inherent feature of the system itself. Turn allocation cannot be ensured beyond the immediately next turn and at the end of each turn speaker allocation strategies apply equally to all participants: that is, any recipient may be selected as a next speaker by the current speaker or any participant may self-select.

Current Speaker Selects the Next Speaker (CS2TNS)

Current Speaker Selects the Next Speaker (CS2TNS) rule is when the next speaker is selected by the current speaker, thus the next speaker has the right and is obliged to take the turn to speak. If a current speaker is to select the next speaker, the talk must be designed to achieve this. Only some forms of talk can select the next speaker: for example, questions can, but answers do not. If a current speaker produces a question, s/he produces some talk which makes a particular type of action are levant next action (i.e.an answer) and at the same time may make some recipient the relevant participant to perform that action. Questions, however, do not in herently select a next speaker.

A question for example may be addressed to a group, any one of whom could be an appropriate next speaker. Nonetheless, questions do make speaker change a highly relevant next action and at the same time constrain what can be considered appropriate talk from the new speaker. A current speaker who selects a next speaker must design the talk in a way which selects this speaker and can do this in a number of ways.

Current Speaker Continuous (CSC)

Current Speaker Continuous (CSC) rule applies if the selected speaker does not take the turn to speak or if no one select him/herself to speak then the current speaker may continue and recycle the rules.

Online Class

In general, many online classes are self-paced, and students can choose the time slot to study. In some cases, these classes also provide a particular schedule and the student is required to be available in order to maximize their learning.

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This type of class got a boost during the pandemic. With the global spread of the disease COVID-19, all the educational institutes had to shut down and were forced to conduct classes via the internet.

In Nommensen HKBP University, Art and English Literature degree program, students conduct online classes. The fourth semester students of English Literature and fourth semester students of Arts academic year 2020/2021 in Nommensen HKBP University have several courses. The classes used Zoom application for the learning process.

But, in this study, the writer prefers only four courses, two classes from English Literature study program, which is technology of translation and semantics, and two classes from Arts study program, which is kajian budaya and akustik dan organologi. So, there are many turn taking strategies that can be analyzed from those three courses and becoming the source of data.

This study describes turn-taking in the online class interaction between lecturers and students. As a branch of linguistics, discourse analysis covers several scopes, one of them is conversation analysis. And turn taking is one of the elements of conversation analysis. Turn-taking is a turn to speak or a change of role from speaker to listener, and vice versa. There are three types of turn-taking: taking the turn strategy, holding the turn strategy, and yielding. This study can describe the following chart:
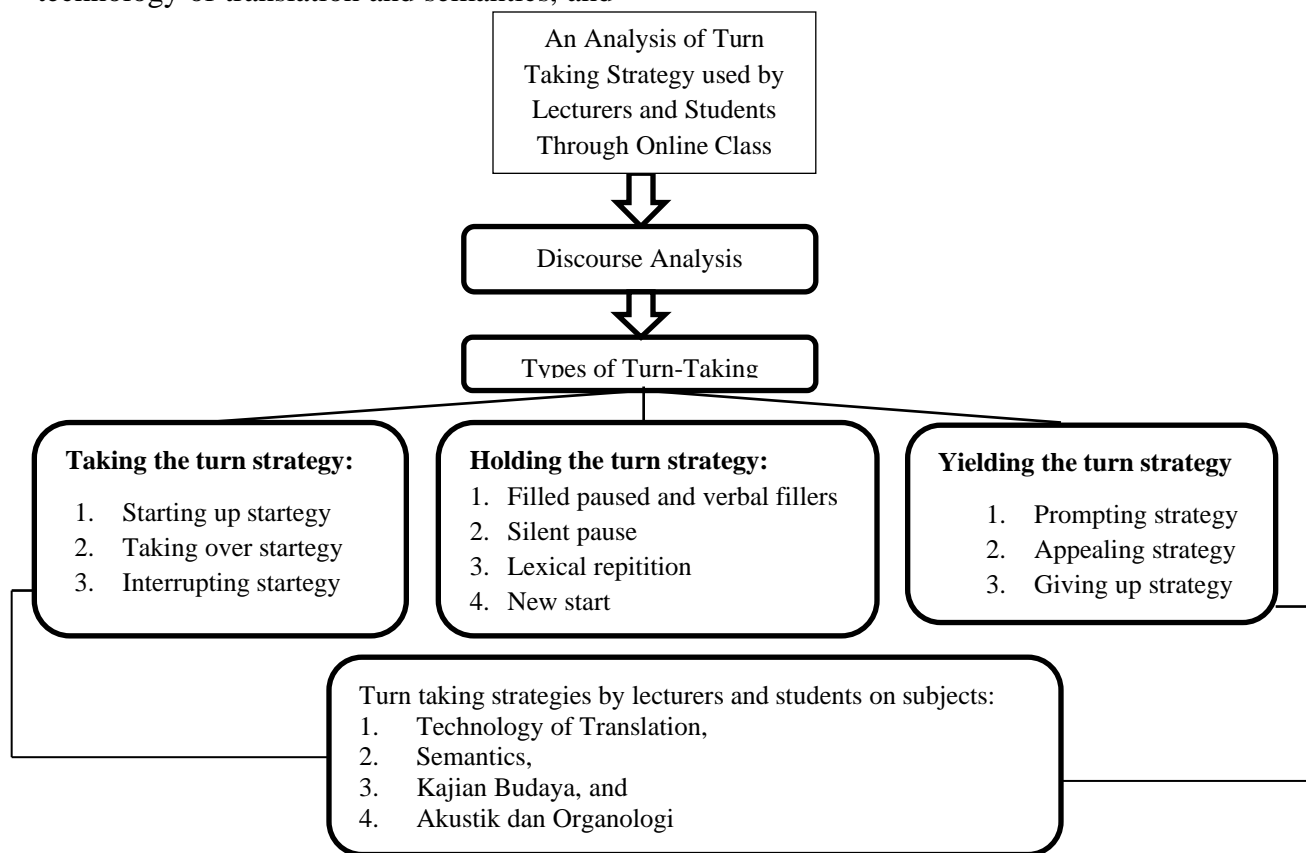
Figure 1 Conceptual Framework of An analysis of turn taking strategies used by lecturers and students through online class. **Silitonga, Maria E. (2022)**.

RESEARCH METHOD
1) Research Design

According to Creswell (2009) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

In this research the writer used the descriptive qualitative because the data is conversation transcript. The writer used theory of turn taking strategies by Stenstrom (2001) to analyzed the transcript of the "online class" recording.

2) Research Setting

The research setting can be seen as the physical, social, and cultural site in which the researcher conducts the study. In qualitative research, the focus is mainly on meaning-making, and the researcher studied the participants in their natural setting. The subjects of this study were the lecturers have adequate years of teaching experience in particularly on the idea of technology of translation, semantics, kajian budaya and akustik dan organologi and the fourth semester of English Literature study program and Arts study program in Nommensen HKBP University Academic Year 2020/2021.

The steps of data analysis are as follows: watching video zoom meeting records, checking conversation transcripts, creating data sheets, and categorizing raw data into data sheets. Data collection begins with watching video zoom meeting records to find out aspects of conversation analysis in conversations between lecturers and students. Second, the researcher will examin the transcript of the conversation in zoom meeting records that the writer had transcribed. Finally, a data sheet that was used to record all the information collected by watching the video will be created.

In conducting the research, the writer acted as human instrument. First, the instrument in this research is the researcher as the main of instrument (Creswell, 2007). As a human instrument, in this study the researcher acted to collect the appropriate data. Similarly, the writer employed some information taken from the books, journals, internet, and previous studies in terms of supporting the process of data analysis. After the data collected through visual analysis, then the data will be analyzed by some steps such as classifying, analyzing, discussing and reporting.

3) Data Analysis

This section presents the findings obtained from the research data in the form of data analysis. The following table shows the list of lecturers-students interaction found in four different classes (Semantics, technology of translation, kajian budaya and akustik dan organologi) based on the data of observation, video recorders and also field note.

FINDING AND DISCUSSION

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Tabel 1. List of data analysis of turn taking strategies used by lecturers and students found in four different classes.

No.	Speaker		TYPES OF TURN TAKING STRATEGIES										DATA
			TAKING THE TURN			HOLDING THE TURN				YIELDING THE TURN			
	Lecturers	Students	SUS	TOS	IS	FP/VF	SP	LR	NS	PS	AS	GUS	
1	✓		✓										Okay, good morning everybody.
2	✓					✓							Okay, nice to meet you here. (Uh) would you please turn on your camera?
3	✓					✓							(Hmm) ya most of you are chubby
4	✓					✓							Okay, (uh) our subject is Semantics.
5	✓									✓			Is this the first time you meet me in a class room
6	✓					✓							So we, (uh) you, you still remember the rule that I have already (uh) told before, before and after the class, you have to lead us in prayer?
7	✓									✓			Okay, I invite one of you to lead us in prayer. How about you Desi Deria?
8	✓									✓			Thank you Desi, Amen, thank you. Desi, do you still remember

No										Utterance
										your prayer just now? Can you translate it into English?
9			✓	✓						(Um) okay Mam.
10	✓				✓					Iya, translate it into English, because it will be useful later on.
11	✓							✓		(Uh) *there are 13 students yet here, I don't know where are they. Actually in my WA group I saw just now, there are 25 students. I don't know what happen to rest of them.* Okay (um) I hope that you already (uh) take a look the material I given you in FBS Spot, also in Google Clasroom.

List of abbreviation:

SUS   : Starting up strategy
TOS   : Taking over strategy
IS   : Interrupting strategy
FP/VF   : Filled pause and verbal fillers
SP   : Silent pause
LR   : Lexical Repetition
NS   : New start
PS   : Prompting strategy
AS   : Appealing strategy
GUS   : Giving up strategy

The following table shows the list of 200 data analysis that containing types of turn taking strategies used by lecturers and

students through online classes in four different classes.

The detail explanation of types of turn taking strategies used by lecturers and students are presented in the following. The explanation will begin with types of turn taking strategies, they are: taking the turn, holding the turn, and yielding the turn. Taking the turn divided into three, they are starting up strategy, taking over strategy and interrupting startegy. Holding the turn divided into four, they are filled pause and verbal fillers, silent pause, lexical repitition, and new start. And yielding the turn divided

into 3, prompting strategy, appealing strategy, and giving up strategy.

The first research problem is to find out the types of turn taking strategies used by lecturers and students. To be able to answer the research problem, the researcher firstly represents and the types of turn taking stratgies used by lecturers and students found in four different classes.

The following table shows the list of types of turn taking strategies used by lecturers and students through online classes in four different classes.

Tabel 1 Types of turn taking used by lecturers and students in four different classes.

No	Types of Turn Taking Strategies		Semantics	Technology of translation	Kajian budaya	Akustik dan organologi
1	**TAKING**	SUS	4	2	3	4
	THE	TOS	16	5	7	18
	TURN	IS	2	3	-	3
2	**HOLDING**	FP/VF	16	8	6	6
	THE	SP	-	-	-	-
	TURN	LR	10	2	2	7
		NS	3	1	1	-
3	**YIELDING**	PS	19	9	18	10
	THE	AS	5	-	4	7
	TURN	GUS	-	-	-	-
	TOTAL		75	30	40	55
				200		

As the results show in the table above, the total number of data from the four classes is 200 data, where lecturers produce 156 data, and students produce 44 data containing turn taking. The class that contributed the most data was the semantics class with 75 data, then followed by the akustik dan organologi class with 55 data,

then kajian budaya class with 40 data, and the last is the technology of translation class with 30 data.

In each class has a difference in the use of the types of turn taking. In semantics class, from ten types of turn taking, only 2 were not used, namely, silent pause and giving up strategy. The dominant type used

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when interacting in the semantics class is the prompting strategy, and the least used type is the interrupting strategy.

In kajian budaya class also used different types. From ten types of turn taking, there are 3 types that were not used, namely, interrupting strategy, silent pause and giving up strategy. Same as in the technology of translation class, the dominant type is the prompting strategy, and the least type that is used is new start.

The second class that contributed a lot of data, namely akustik dan organologi, from the ten types of turn taking strategy, there are 3 types were not used, namely silent pause, new start and giving up strategy. The most dominant type is taking over strategy, and the least type that is used is interrupting strategy.

Taking the Turn Strategies Used By Lecturer And Students Through Online Class in Four Different Classes.

When the conversation begins, it means that someone initiative to talk. There must be cooperation between a speaker and a listener in order to the conversation goes well. For the first time, the first speaker begin to talk with the listener or the second speaker someone who is invited to talk. This strategy of taking turns includes three ways, namely: starting up strategy, taking over strategy, and interrupting strategy which will be explained below.

Starting up strategy

During the conversation, the first thing that both participants have to do is making the situation from silence to speech, someone needs to initiate in the beginning of the talk. Starting up is the situation where a person starts his turn to speak (Stenstrom 69). A speaker is not well prepared at the beginning of the conversation, sometimes. That is why the speaker usually use a

hesitant start such as filled pauses for example : am, a;m and verbal fillers.

Data (1) is an example of clean starting conducted by the lecturer in the semantics class:

DATA 1

REP: ***Okay, good morning everybody.***

Ss: *Morning Mam.*

Context:

The data above shows that the lecturer who first started the conversation was greeting all students who were present at the zoom meeting, besides that the lecturer used a filler word, 'okay,' usually used to start sentences, and can be a sign that a new topic is starting.

Data (50), data (133) and data (191) are the examples of hesitant start conducted by the students in in semantics class, technology of translation class and kajian budaya class.

DATA 50

REP: *Ada yang lain? Ayo pengayaan.*

SSP: *(Um) kalau secara linguistik bahasa itu, (uh) dalam semantik, bahasa itu (um) mempelajari tentang bagaimana bahasa itu bekerja, dari mana bahasa itu berasal dan bagaimana bahasa itu berkembang, itu Mam.*

Context:

In this data, the student (SSP) self-selected herself become the next speaker. In giving her statement, the student has not good preparation at the beginning of the conversation. It makes the student used a hestitant start such as filled pause, likes 'um' and 'uh,' to show that the student is preparing what she says next to clarify the previous word.

DATA 133

JB: Nah kalian setuju nggak dengan hal seperti itu? Silahkan dijawab.
AB: Saya Bu.
JB: Oke silahkan.

AB: (uh) kalau menurut saya ya Bu, (uh) jenis musik Karo itu te.. udah terdapat di keyboard dengan tujuan kalau misalnya, kalau menurut saya setuju karena (uh) untuk menjaga (uh) musik etnik Karo itu agar tetap (uh) turun-temurun, begitu Bu. Biar dikenal anak-anak kalangan masa sekarang, gitu.

Context:

This data shows that the lecturer gives questions to students. The student (AB) self-selected himself as the next speaker by commenting on the previouse questions given by the lecturer. As the next speaker, it can be seen from the utterances delivered that the student uses 5 filled pauses which shows he is thinking in conveying his commen

Tabel 2 The percentage of dominant types of turn taking are used by lecturers and students through online classes in four different classes

No.	Types of Turn Taking Strategies		Semantics				Technology of translation				Kajian budaya				Akustik dan organologi			
			L	%	S	%	L	%	S	%	L	%	S	%	L	%	S	%
1	TAKING THE TURN	SUP	1	0,5%	3	1,5%	1	0,5%	1	0,5%	1	0,5%	1	0,5%	1	0,5%	3	1,5%
		TOS	10	5%	6	3%	2	1%	3	1,5%	5	2,5%	2	1%	10	5%	8	4%
		IS	-	-	2	1%	2	1%	1	0,5%	-	-	-	-	1	0,5%	2	1%
2	HOLDING THE TURN	FP/VF	14	7%	2	1%	8	4%	-	-	4	2%	2	1%	5	2,5%	1	0,5%
		SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		LR	10	5%	-	-	2	1%	-	-	2	1%	-	-	3	1.5%	4	2%
		NS	3	1,5%	-	-	1	0,5%	-	-	1	0,5%	-	-	-	-	-	-
3	YIELDING THE TURN	PS	19	9,5%	-	-	8	4%	1	0,5%	18	9%	-	-	10	3%	-	-
		AS	3	1,5%	2	1%	-	-	-	-	4	2%	-	-	7	3,5%	-	-
		GUS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			60	30%	15	7,5%	24	12%	6	3%	35	17,5%	5	2,5%	37	18,5%	18	9%
	TOTAL		75				30				40				55			
			37,5%				15%				20%				27,5%			
			100%															

Finding :

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As the table shows, in semantics class, the data show out of total turns of 75 data, the lecturer takes 60 turns (30%), and the students take 15 turns (7.5%). Here, it is clear that the lecturer dominates the interaction in getting the turn. Out of 60 turns, the dominant type of turn taking is prompting strategy 19 turns (9.5%), filled pause and verbal fillers 14 turns (7%), taking over strategy and lexical repetition are the same, 10 turns (5%) , new start and appealing strategy are the same, 3 turns (1.5%) and the lowest type used by the lecturer is starting up strategy, 1 turns (0.5%). There are 3 types that are not used at all, namely interrupting strategy, silent pause strategy and giving up strategy. On the contrary, the students get 15 turns (7.5%) out of 75 turns. The dominant types is taking over, 6 turns (3%), starting up, 3 turns (1.5%), interrupting strategy, filled paused and verbal fillers, and appealing strategy are the same, 2 turns (1%). While the types that are not used by students in interaction are 5 types, they are, silent pause, lexical repetition, new start, prompting strategy, and giving up.

In technology and translation class, the data show out of total turns of 30 data, the lecturer takes 24 turns (12%), and the students take 6 turns (3%). Here also clear that the lecturer dominates in conversation. Out of, 24 turns, there are two types of turn taking that dominant used by the lecturer, they are filled paused and verbal filler and prompting strategy, 8 turns (4%), after that, there are 3 types are the same, they are , taking over, interrupting, and lexical repetition, 2 turns (1%). And the lowest type used by lecturer is two, they are starting up and new start, 1 turns (0.5%). And there are three types that are not used at all, namely silent pause, appealing strategy, and giving up strategy. Meanwhile, students, from 30 data, only got 6 turns (3%). The dominant

type used is taking over, 3 turns (1.5%), and then there are three similar types, namely, starting up, interrupting, and prompting strategy, 1 turns (0.5%), and the type that is not at all used in the interaction are filled pause and verbal filler, silent pause, lexical repetition, new start, appealing strategy, and giving up strategy.

In kajian budaya class, the data show out of total turns of 40 data, the lecturer takes 35 turns (17,5%), and the students take 5 turns (2.5%). The lecturer dominates in conversation, out of, 35 turns, prompting strategy is the dominant type used by the lecturer, 18 turns (9%), taking over 5 turns (2.5%), filled paused and verbal filler and appealing strategy has the same data, 4 turns (2%), lexical repetition 2 turns (1%) and starting up and new start, got 1 turn (0.5%). And there are three types that are not used at all, interrupting, silent pause, and giving up strategy. Meanwhile, students get 5 turns (2,5%) out of 40 turns. There are 2 dominant types used in the interaction, namely, taking over and filled pause and verbal filler 2 turns (1%), starting up has 1 turn (0.5%). And there are 7 types that are not used at all, namely interrupting, silent pause, lexical repetition, new start, prompting strategy, appealing and giving up strategy.

The last class is akustik dan organologi, the data show out of total turns of 55 data, the lecturer takes 37 turns (18.5%), and the students take 18 turns (9%). In this class, the lecturer dominates the interaction in getting the turn. Out of 55 turns, the dominant types of turn taking are taking over and prompting strategy 10 turns (5%), appealing strategy 7 turns (3.5%), filled paused and verbal filler, 5 turns (2,5%), lexical repetition 3 turns (1,5%), starting up and interrupting have the same data, 1 turn (0.5%). There are 3 types that are not used by lecturer at all, namely, silent pause, new start and giving up strategy. On the Contrary, the students get 18 turns (9%)

out of 55 turns. The dominant types are taking over, 8 turns (4%), lexical repetition, 4 turns (2%), starting up, 3 turns (1.5%), interrupting strategy 2 turns (1 %), and the last type that is least to used is filled pause and verbal filler, 1 turn (0.5). While the types that are not used by students in interaction are 5 types, they are, silent pause, new start, prompting strategy, appealing and giving up.

Discussion

From the research findings that have been presented, in the four classes, the teachers were talking more than the students. The result also showed that the teachers was taking most part in the classroom. For example, in the semantics and kajian budaya class, the lecturers are active in asking questions to the students, the question strategy is to initiate the interaction in the classroom. This will make the students think and use their idea to the material that they had been discussed before. It is an important part in creating classroom interaction because the lecturers questions have a strong effect to them to participate. While in the technology of translation class, the lecturer focuses on lecturing. To make the students participate in the class interaction is by selecting several students to read the presentation slides, and after that, the lecturer will be explain again the purpose of the slide materials. While in akustik dan organologi class, the lecturer tend to use yielding the turn that is appealing strategy type, where the lecturer gives a clear signal to students to show their agreement with the statement that had been stated by the lecturer. The lecturer used question tag, likes 'right?' 'okay?' 'you know?' 'you see' a lot in the last sentence.

Besides that, lecturers as dominant speakers use the type of filled paused and verbal fillers because when lecturing the material, they need time to think in choosing

the right sentence with the previous sentence.

Furthermore, the students as listener respond or provide comments on what the lecturers have stated or asked, it is called taking over in conversation. Students use the most dominant 'yes,' 'no' uptakes. And use the links 'because,' 'but,' 'so' if the lecturer asks a question that requires them to show understanding, continuing in speaking or giving reasons or disaggregation of what the lecturer said earlier.

Important findings

Filled pause and verbal filler words are considered a subconscious or automatic speech response to an internal cue that there are difficulties with ongoing communication. The use of filled pause and verbal fillers also applied to this study, lecturers and the students in art and literature classes, these words are an important part of sounding natural when someone speak English, Indonesian or other language. Speaker is allowed to pause and think, to be elements of how to answer, or even to forget the right word to use.

In addition, according to the findings of this study, students contributed a small number of types of turn-taking strategies because of several factors, first, the lecturers did not choose a specific the next speaker, but wanted to get a response from every student, causing the lecturers got monotonous answer as in the example of taking over strategy using uptakes, where the answers from the students are usually the same and cohesive, likes "yes," "no". Second, when the lecturers asked the students to answer the questions that have given, the students could not answer which is suspected due to two reasons, firstly they did not understand the topic being discussed and secondly the students did not have the courage to express their opinion, so that the lecturers became the current speaker

continuous. Third, when expressing opinions or comments, or answering a question, the uttarances that students say do not contain types of turn-taking strategies. Fourth, in addition to internal factors, external factors support the limited involvement of students in interacting that is networking, because during the learning process using the internet network, there are technology-related troubles such as delays and orientation disparities, the absence of some valuable resources, lack of immediacy in time and place, and lack of non-verbal behavior can affect the turn-taking system. This happened in the four classes which caused sometimes the students late in responding, even overlapping occurred, so the student refrained from speaking.

Implications

From the findings that have been described above, it is clear that students produced 44 data (22%) and the rest were lecturers who produced 156 data (78%). The success of teaching depends to a large extent on the way teacher talk and interactions that occur between teachers and students. It means that the teachers should control the quantity of their talk in the classroom. They should balance the interaction with the students as good as possible.

Lecturers should be able to create the conducive atmosphere in classroom interaction. An example of a technique that teachers can use to increase interaction in the classroom is to make students provide information they already know by activating their previous experiences and knowledge gained from reading courses and discussions, rather than telling them. When students can relate new knowledge to something they already know, they tend to remember it in the long term.

This research implied that the lecturers need to arise their understanding about the art of elicitation techniques in turn

taking practices. Lecturers should encourage students' participation and open more opportunities for students to be involved in turn-taking practices by using successful elicitation techniques.

Additionally, it is suggested to English teachers to widen their knowledge and skill in making preparation and delivering question to students. The lecturers decided topic, controlled or switched the topic of discussion, decided who speaks, gave direction or commanded the students, gave extended wait time, and offered opportunity for students student speak.

4.**Conclusions**

This study attempts to investigate the type of turn taking strategies used by lecturers and students in four different classes. The number of data that containing types of turn taking strategies by Stenstrom (2001) is two hundreds data.

In semantics class, the data show out of total turns of 75, the lecturer takes 60 turns (30%), and the students take 15 turns (7.5%). Here, the lecturer dominates the interaction in getting the turn. Out of 60 turns, the dominant type used by the lecturer is prompting strategy 19 turns (9.5%). There are 3 types that are not used at all, namely interrupting strategy, silent pause strategy and giving up strategy. On the contrary, the students get 15 turns (7.5%) out of 75 turns. The dominant types is taking over, 6 turns (3%), while the types that are not used by students in interaction are 5 types, they are, silent pause, lexical repetition, new start, prompting strategy, and giving up.

In technology and translation class, the data show out of total turns of 30, the lecturer takes 24 turns (12%), and the students take 6 turns (3%). Here also clear that the lecturer dominates in conversation. Out of 24 turns, there are two types of turn taking that dominant used by the lecturer, they are filled paused and verbal filler and

prompting strategy, 8 turns (4%), and there are three types that are not used at all, namely silent pause, appealing strategy, and giving up strategy. Meanwhile, the students got 6 turns (3%) out of 30 turns. The dominant type used is taking over, 3 turns (1.5%), and the type that is not at all used in the interaction are filled pause and verbal filler, silent pause, lexical repetition, new start, appealing strategy, and giving up strategy.

In kajian budaya class, the data show out of total turns of 40, the lecturer takes 35 turns (17.5%), and the students take 5 turns (2.5%). The lecturer dominates in conversation, out of 35 turns, prompting strategy is the dominant type used by the lecturer, 18 turn (9%), and there are three types that are not used at all, interrupting, silent pause, and giving up strategy. Meanwhile, students get 5 turns (2.5%) out of 40 turns. There are 2 dominant types used in the interaction, namely, taking over and filled pause and verbal filler, 2 turns (1%), and there are 7 types that are not used at all, namely interrupting, silent pause, lexical repetition, new start, prompting strategy, appealing strategy and giving up strategy.

The last class is akustik dan organologi, the data show out of total turns of 55, the lecturer takes 37 turns (18.5%), and the students take 18 turns (9%). In this class interaction, the lecturer dominates the interaction in getting the turn. Out of 55 turns, the dominant types of turn taking are taking over and prompting strategy 10 turns (5%), and there are 3 types that are not used by lecturers at all, namely, silent pause strategy, new start and giving up strategy. On the Contrary, the students get 18 turns (9%) out of 55 turns. The dominant types are taking over, 8 turns (4%), while the types that are not used by students in interactions are 5 types, they are, silent pause, new start, prompting strategy, appealing appealing and giving up strategy.

Universitas Sari Mutiara Indonesia

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