Comparing Turn Taking in Sessions of Different Courses

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Abstract

The study discusses the turn taking made by lecturers and students during the online learning process. This study aims to find turn taking variations through online learning in university classroom sessions in the midst Covid-19 break. The research data are series of speeches in online learning in university classroom sessions collected from three different lectures session discourses produced by lecturers and students through Zoomand Google Meet. Data collection were done by using record and note taking techniques. Data were analyzed by applying the theory of turn taking rules of Sacks, Schegloff, & Jefferson's theory (1978). The results show that the variations of turn taking as in the online session as the application of rule 1 are dominated on the speaker teacher's combining opinion or questions by confirming. In the meantime, the application of rule 3is dominated on the speaker teacher's self-repair. The use of teacher's opinions and self- repair is implied to give a help to students for comprehending the online course.

Keywords: Turn Taking Variations; Online Learning; University Classroom Session.

Membandingkan Gantian Bicara dalam Sesi Perkuliahan yang Berbeda

Abstrak

Penelitian ini membahas pergantian bicara yang dilakukan oleh dosen dan mahasiswa pada proses pembelajaran selama daring. Tujuan penelitian ini untuk mencaritahu perbedaan gantian bicara pada sesi perkuliahan yang berbeda. Data penelitian ini berupa tuturan dalam tiga macam sesi perkuliahan yang berbeda, yang dilakukan oleh dosen dengan menggunakan Zoom dan Google Meet. Pengumpulan data dilaksanakan dengan Teknik rekam dan catat. Data kemudian dianalisis dengan menerapkan teori pergantian bicara sebagaimana yang dinyatakan oleh Sacks, Schegkoff, & Jefferson (1978). Hasil dari analisis menyatakan bahwa pergantian bicara pada sesi daring menunjukkan dominasi pada kaidah pertama, yakni divariasi dengan cara pembicara menunjuk orang kedua dengan adanya inisiatif atau pertanyaan. Pelaksanaan kaidah ketiga yakni pembicara tetap meneruskan bicaranya karena adanya perbaikan pada tuturannya sendiri. Penggunaan idea perbaikan pada tuturannya sendiri dimaksudkan untuk membantu mahasiswa memahami perkuliahannya.

Kata kunci: Variasi pergantian bicara; pembelajaran daring; sesi perkuliahan.

Introduction

The online learning has become an alternative learning implemented in several educational institutions in the midst of Covid-19 pandemic, especially for university. The learning is transferring lecturer's knowledge from home. This was done as an effort to prevent the spread of Covid-19. Basically, online learning is to facilitate lecturers and students in accessing learning through internet (Zhafira et al., 2020). By utilizing internet media, online learning is a learning that raises learning interactions with connectivity, flexibility, accessibility, and network capabilities (Moore et al., 2011). Learning in this

network requires technology to support the achievement of distance learning. This technology support used to carry out online learning in media such as Google Classroom, Edmodo, Schoology, Zooom, Google Meet, WhatsApp, Facebook, and Instagram (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016; Haqien & Rahman, 2020; Prasetyono, 2020; So, 2016; Kumar & Nanda, 2019).

The application of online media is used in Classroom sessions to establish conversational interactions between lecturers and students to achieve goals in the teaching and learning process (Garton, 2012). Consequently, there will be a process of turn taking. Turn taking is a systematic structure and organization in conversation, namely the process of changing roles between lecturer and student in conversation. Studies on turn taking in an interaction can lead to the habituation of participants in their speech to learn to respect their fellow partners.

Turn taking cannot be separated from the conversational interaction between lecturer and students orally and written. Interactions in the oral form can be in the form of sellers and consumers in the market, transactions at banks, discussions, and learning classroom sessions (Sutrisno et al., 2015; Harahap, 2019; Laila, 2015; Pradana & Laila, 2020). Meanwhile, interactions in written are newspapers, magazines, and legal contracts (Laila & Puspitasari, 2019). In classroom discourse of oral interactions, there is a process of turn taking between lecturers and students using verbal and nonverbal communication such as faces, gestures, and expressions. This is in line with the opinion of Effendy (2004) that verbal and nonverbal communication complement each other to achieve a communication effectiveness. In educational institutions, especially in the teaching and learning process, the use of verbal and nonverbal communication is often found (Arsini et al., 2014). However, during online learning in the midst of the pandemic Covid-19, the conversational interactions used in online learning were more about verbal communication. In this condition there is a change in the turn taking during the online learning process which is carried out through Zoom and Google Meet.

From the series of phenomena above, it is interesting to study if the lecturers and students did various turn taking and they are able to provoke or move. As classroom sessions, the process of speaking turn is verbal and logically the lecturers' questions are conveyed in turn to talk to students having the intention or purpose of obtaining information (Coulthard, 1992: 100).

Extracting information carried out in classroom sessions requires a series of speaking turns because communication between lecturers and students can be said to be successful if the messages conveyed by them can be understood by students; in turn, students can convey information back according to the wishes of the lecturer or even students can provide information that exceeds that of desire of the lecturer. So, after the lecturer determines the end of his speech, the students take turns to take the opportunity to speak afterward. As stated by Schegloff (2007: 14), the problem in talking turn discussions is who will speak next and when they take their turn to speak. Likewise, how this change of speech affects the arrangement identifying and understanding of the turn in conversation.

Classroom interaction research on turn taking has previously been researched by many experts, including (Oreström, 1983; Roger, et al., 1988; Bailey et al., 1999; Schegloff,

2000; Bortfeld et al., 2001; Mujianto, 2016; Wahyuniarti, 2017). There is classroom interaction research by adopting conversational analysis (CA) to explain various aspects of interactional phenomena such as (McHoul, 1978; Mehan, 1979; Macbeth, 2000, 2002; Mushin et al., 2013). Verbal research for turn-taking systems has been carried out by several experts such as (Sacks et al., 1974; Power & Martello 1986, Schegloff 1987, Novick et al., 1996, Schegloff 2000, Coates & Sutton- Spence 2001).

In addition, research on turn taking of various phenomena has been reviewed by several experts. Among them, Keevallik & Ekström (2019) examines tacit norms of turn taking which is manifested in dance. Kendrick (2015). Assess the transitions between speech turns in a conversation. The results make it clear that turns dealing with problems of speaking, listening, and understanding, known as initiation of other remedies (OIR) take priority over other turns of conversation and are therefore not subject to the same rules and constraints that motivate rapid turn transitions in general.

Azhar & Iqbal (2018) studied gender differences in the ways of male and female students take turns and participate in mixed classes. The results were revealed in the Department of Geography, where there are female teachers, male students dominate more than female students who hardly participate in class. They take more turns and participate better in class discussions. In addition, they also interrupt their teachers and female peers when they try to contribute to the discussion. On the other hand, in the Department of Economics, female students have more turns. They dominate the class compared to male students. In addition, research reveals that the gender of the teacher plays an important part in shaping the discourse that takes place in the classroom.

Laila & Puspitasari (2019) studied the types of moderator changes during the ILC discussion, the results showed that there were two types of turn taking, namely the current speaker choosing the next speaker and the current speaker not choosing the next speaker or the next speaker starting his speech with variations. Pradana & Laila,M. (2020) examined speech turn taking in films which showed that the rule of speakers in choosing the hearer to speak up to occupy a dominant position is often used in classroom turn taking sessions with many intentions of the turn. Karas (2016) studied investigating turn taking and silent learning while in front of the teacher, had opened classroom discussions. Participants use a variety in turn taking mechanisms to enter classroom conversations, but many speech turns are short and participation is unequal.

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Based on previous research, it is necessary to discuss the turn taking variations in online classroom sessions in tertiary institutions. This current study is meant to complete the previous studies of the turn taking. Therefore, the aim of this study was to find the variations of turn taking through online learning in university classroom sessions in the midst Covid-19 pandemic

Method

The research is in qualitative descriptive domain with the approach on Conversation Analysis. Research data are series of speeches taken from the courses of online learning (Lexico-Grammar Lecture, Speaking for Academic Conference Lecture, and Engineering Mathematic Lecture). The data of speeches are collected from three different class sessions consisting of online courses between lecturers and students through Zoom and Google Meet. Data collection was done by using record and note taking techniques. With the recording and taking note, the researcher recorded direct and indirect learning. Direct, namely listening to and recording online learning sessions through the Google Meet and Zoom features. Indirect, namely listening to online learning sessions uploaded via Google Drive courses. Finally, the lectures in the online class session are transcribed into Microsoft Word and classification analysis is carried out. Data were analyzed by applying the theory of Sacks et al. (1978) which consists of three principles, Initiation, Response, and Feedback (IRF).

Result and Discussion

Variations of turn taking on online learning in class sessions at tertiary institutions serve to reveal that not only do lecturers ask students in the process of taking turn to speak, but there are many variations found in online learning. This study identifies that turn taking does not only refer to Sacks' rule theory of turn taking but reveals the variation in each rule. Each sequence showing IRF is seen from its function to determine variations in the series of talks between lecturers and students during the online learning process.

There are 3 classifications of variations of turn taking in the discourse of class sessions in Higher Education: The first is a variation of turn taking on lecture of Lexico Grammar and the second is the Speaking for Academic Conference, and . Geomatriv & Neg Bino Lecture.

Variation in Turn Taking on Lexico Grammar Lecture

Table 1. Classification of variation of turn taking on Lexico Grammar Lecture

Conversa-tion Classroom	Category of Rule	Classification of variation	The percentage (%)
	Rule 1	Combination by opinion Hesitation	27.5
		Question by confirming	0.8
		Stressing tone	11.5
		Repeating confirmation	
		Refusal	0.8
		Acceptance	0.8

		Backchannel	0.8
			1.5
			3.8
Lexico Grammar	Rule 2	Interrupt	6.9
		Guiding to the book	0.8
		Combination direct with name by initiation	3.8
		Combination no direct with name by initiation	
		Attention getter	
		Continues	2.3
		Repeating	
			2.3
			5.3
			2.3
	Rule 3	Affirmation	4.6
		Pauses	1.5
		Self-repair	13.7
		Request	0.8
		Goes on explain	8.4

This turn taking which happened during the online course of Lexico-Grammar shows the variation in each reference of Sack's rule. The first rule referring to Sacks has varied in the speaker's (lecturer's) non- verbal actions showing intentions relating to the next speaker (student's). Among the variation revealed by the speaker lecturer are "combination by opinion", "hesitation", "question by confirming", "stressing tone", "repeating confirmation", "refusal", "acceptance", and "backchannel". Moreover, this can be explained when the lecturer in the turn taking before pointing to the students also gives her opinion to the student in order that s/he will give the more correct answer. This giving opinion while asking the student to speak up had occasionally felt hesitated as the student being chosen to speak up seems silent and gave no response. That's why the speaker lecturer often combines to confirm her question to the next speaker student by stressing tone to avoid the vagueness of her statement and even by repeating the question to student. In the end, when by using several variations to accompany the question to the next student, the speaker lecturer still gets no correct answer, she continues refusing the reply by saying "no" or accepting it by showing the agreement of the speaker student. This series of speeches from speaker teacher to the next speaker student and being responded delightfully by the speaker lecturer due to the correct answer have shown the process of repair of lecturer's talk on online class session.

Based on the calculation in the varieties of the rule 1 (of Sacks, et. al., 1978), the greatest variation of the speaker lecturer gives turn to the speaker student is pointing to the next student by being combined with the teacher's opinion (27,5 %). This is understood by the fact that the subject Lexico-Grammar is assumed to be a difficult subject for the students. This is arguable from the students' reaction that the subject is in the change of paradigm from formal-based theory of linguistics to systemic functional linguistics. Moreover, variation of turn taking by combining opinion (27,5 %) based on Sack's rule 1 has been repeated many times in this study because the speaker lecturer expects to make her students understand the materials comprehensively in a short time.

The varieties of turn taking of the second category can be revealed when the speaker student initiates the talk without being pointed previously by the speaker lecturer. Those varieties are the speaker student's "interruption", "guiding the book", "combination direct with name by initiation", "combination no direct with name by initiation", "attention getter", "continues", and "repetition". This can be explained that is when the speaker lecturer keeps continue her speeches while there is no intention to point the next speaker student; it is the student who initiates to ask questions to the previous speaker lecturer. The kind of initiation is like to interrupt while the lecturer's speech. Sometimes the speaker student interrupts this by guiding the book because s/he wants to show the argument given within the book (the book of Lexico- Grammar). In applying rule 2, the speaker student sometimes is interrupting the speaker lecturer by saying the name of the speaker lecturer and sometimes without saying the name before presenting her/his argument,

to get attention from the speaker lecturer. Because in the sphere of online course where it is possible to have error connection, the application of rule 2 show variety of repeating the answer.

Based on the rule 2, the greater classification variety lies on the speaker student's interruption (6,9 %) then, in the second grade it lies on the case when the speaker lecturer keeps going on her speech without giving the chance of turn taking to the speaker student. This implies that the variation of the rule 2 is inthe category fair viewed from the range of portion of each variety.

The varieties of turn taking of the third category can be recognized when the speaker lecturer identified as "affirmation", "pauses", "self-repair", "request", and "goes on explain". In this category, the speaker lecturer's speech (self-repair: 13,7%) had dominated the process of turn taking. This is due to the dominant factor of self-repair owned to try to explain the materials of the course. In this sense, without being shared the turn (rule 1), without being interrupted (rule 2), the speaker lecturer kept going on the speeches either by affirming, pauses, trying to refine the speech as self – repair, and sometimes requestingthe students to ask something they didn't understand; this is to make them comprehend what the materialsare about. Such kinds of varieties are necessary used during the process of turn taking in the classroom session.

In the online classroom sessions, the speaker lecturer's creativity to use many varieties of turn taking becomes essentially recommendable because it is to enhance the students' understanding about thematerials given. Among the three rules of turn taking as stated in Sacks (1978)'s theory, the first rule gets the greatest portion of varieties among the other rules.

Variation in Turn Taking on Speaking for Academic Conference Lecture

Table 2. Classification of variation of turn taking on *Speaking for Academic Conference* Lecture

Conversa-tion Classroom	Category of Rule	Classification of variation	The percentage (%)
	Rule 1	Question by confirming Refusal	14.3
		Acceptance	4.8
		Backchannel	14.3
			9.5
Speaking for Academic Conference	Rule 2	Combination direct with name by initiation	19
		Combination no direct with name by initiation	
		Continues	14.3
			4.8
	Rule 3	Pauses	9.5
		Self-repair	9.5

The case of turn taking which happened during the online Speaking for Academic Conference Lectureshows the variation in each reference of Sack's rule. The first rule referring to Sacks has varied in the speaker lecturer's non-verbal actions showing intentions dealing to the next speaker students. Among the variation revealed by the speaker lecturer are questioning by confirming. refusal. acceptance. and backchannel. This can be further explained when the first speaker wants to give the turn to the next speaker. the first speaker had selected the next speaker either by agreeing or refusing the hand raise of thenext speaker who wants to take the turn. This is under the authority of the first speaker to have the next turn for speaking up. When the first speaker agreed to the choice next speaker. sometimes he only gives clue of nodding heads. This mean that he understood and give the chance to give the turn to the chosen person. These kinds of non-verbal indication have been recognized easily by the whole students for all of them noticed seriously to their lecture. The varieties of turn taking of the second category during the lecture of Speaking for Academic Conference can be revealed when the speaker student initiates the talk without being pointed previously by the speaker lecturer. Those varieties are "combination direct with name by initiation". "combinationno direct with name by initiation". and "continues". In applying rule 2. The speaker student sometimes

interrupting the speaker lecturer by saying the name of the speaker lecturer and sometimes without sayingthe name before presenting her/his argument the speaker continues his speech.

The varieties of turn taking of the third category can be recognized only when the speaker lecturer gives "pauses" and "self-repair". In this category. the speaker lecturer's speech had been going on the process of turn taking. By using of self-repair. he tried to explain the materials of the course by repeating and refining the statement. In this sense. without being shared the turn (rule 1). without being interrupted (rule 2). the speaker lecturer kept going on the speeches either by repeating or sometimes has a short pause expecting the students whether to ask something they didn't understand. In keeping the speech by himself. he makes the students comprehend the materials. Such kinds of varieties are necessary used during the process of turn taking in the classroom session.

Variation in Turn Taking on Engineering Mathematics lecture

Table 3. Classification of variation of turn taking on Engineering Mathematics Lecture

Conversa-tion Classroom	Category of Rule	Classification of variation	The percentage (%)
	Rule 1	Combination by opinion Hesitation	50.7
		Repeating confirmation	1.4
		Refusal	21.1
		Backchannel	
			1.4
			1.4
Geomatriv & Neg Bino	Rule 2	Combination no direct	1.4
	Rule 3	Affirmation	2.8
		Pauses	2.8
		Self-repair	11.3
		Goes on explain	5.6

The application of rule 1 of Sack's theory in the class Engineering Mathematics Lecture shows the varieties such as "combination by opinion". "hesitation". "repeating confirmation". "refusal". and "backchannel". The first rule says that in the turn taking. the current speaker (in here. speaker teacher) addresses the next speaker (in here speaker student) for having the turn to speak. In addressing the next speaker. the speaker teacher accompanying it by presenting his opinion. This might lead the next speaker student to have correct answer. In the meantime. he follows it by his feeling of hesitation and repeatingthe confirmation as to help the next speaker student control his/her answer. However. when the current speaker teacher feels that the next speaker's answer is not in line with the correct answer. the current speaker teacher might refuse the given answer or in turn when the answer is available correct. the current speaker teacher agrees the answer and shows his backchannels of agreeing. The varieties of Sack's first rule ranged to be the highest position in the class Engineering Mathematics Lecture is "combination by opinion" (50.7 %) then. followed by "repeating confirmation" (21.1 %). This can be explained that the speaker teacher enhanced his students by motivating them get thecorrect answer quickly. By being help with opinion and being repeated. the speaker teacher always leads his students finding the answer.

In the class Engineering Mathematics Lecture. the application of rule 2 (Sacks'1978) is very rarely seen because the students' did not show interruption to their teacher. As a result. the speaker teacher kept and continued explanation of materials. This might be due to the disciplinary being upheld during the formal course. When there is no interruption from the students; instead. the speaker teacher continues explaining the materials. The material of teaching and learning is expected to be completely understoodby the students in this activity. The varieties dominating the third rule is self-repair. This self-repair is usually used by the current speaker teacher when s/he wants to explain the materials of the course since the course might be new or difficult for the available level of students.

Conclusion

The variations of turn taking in online class sessions during covid-19 outbreak had improved Sack's (1978) theory of turn taking. The dominant use of turn taking is in the application of rule 1 where speaker teacher addresses the next speaker student to have the turn. The range from the highest frequent in use is the variation when the speaker teacher's combination of opinion as in the lectures of Lexico-Grammar (27.5%). Engineering Mathematics (50.7%). and in the lecture of Speaking for Academic Conference with the focus on questions by affirming (14.3%). Both the variations of turn taking by combination of opinion and questions by affirming are used by the speaker teacher to help the next speaker student to think of the expected correct answer. This is done as the online sessions has undergone a more difficult process of interaction than in the real or offline learning in the classroom.

On the other hand. the application of turn taking by rule 3 has shown the greatest number of variations in the case of self-repair. In here. the speaker teacher has always tried to improve his/her lecture such as in repeating the statements or in asking to students especially in giving the turn to students to have response. Thus. by using self- repair the teacher has expected more response from the students.

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