Turn-Taking Strategies of Classroom Interaction Case Study

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Abstract. Turn-taking occurs when the speaker offers or allows the listener to speak. The next speaker will respond in various ways, including commenting the previous speaker statement and accepting and rejecting the argument. The issue is that taking turns in class is not always smooth. The teacher-student interaction is imbalanced, as the teacher dominates the conversation while the students essentially participate as a listeners. Hence, the current study aimed to examine the process of turn-taking strategies and find the functions of each turn taking conducted by teacher and students during classroom interaction. The researchers utilized a descriptive qualitative approach by applying Sack, Schegolff, & Jefferson's theory. The data was taken directly during the class with an audio recorder. The findings revealed that adjacency pairs and incompletion marker are the most used turn-taking techniques. Other strategies used quite often were overlap and utterance in-completor. While the least appearing turn-takings were repaired, tag question, address term, interruption, and possible pre-closing. In addition, teacher and students applied different strategies in taking over the turn. The students merely took a few turns such as interruption, overlap, question, and answer. On the other hand, the teacher used all types of turn-taking strategies during classroom interaction.

Keywords: Turn-taking strategy · classroom interaction · International School

1   Introduction

Conversation occurs in all circumstances of human life, including in formal and informal sessions. Dialogue in formal activities is one of the most important activities, especially in education. To make a conversation successful, people should know the right time to speak. If one of the individuals does not follow the rules, a monopoly of conversation can occur [1].

Turn-taking means the speaker offers or gives a chance to the listener to talk. The next speaker will respond in various ways, such as commenting on what the speaker said, refusing the argument, accepting the explanation, etc. The function of turn-taking strategies is to take, hold, and relinquish the turn to make the conversation go well [2]. The role of speaker and listener changes constantly in turn-taking theory. After the speaker's message is delivered, the listener takes over the role of speaker by responding or reacting to the previous exchange. It is known as the repeated process in turn-taking.

The issue in language teaching-learning is that turn-taking does not always run smoothly. The relationship between the teacher and the learners in the school is imbalanced because mostly the teacher becomes the one who speaks the most while the learners primarily contribute as listeners [3, 4]. Thus, some common strategies for taking the turn should be taken so that the balance of conversation in the classroom can occur, give benefits for both parties, and reduce the issue of the teaching and learning process.

There have been numerous studies investigated; including turn-taking of grade level in primary school [5, 6], public high school [7], and turn-taking related to personality and power in interaction [8].

In the global context, turn-taking in primary school [5, 6] have been studied, focusing on the pause, interruption, and overlap between educators and learners in the second, third, and fourth grades. According to the observations, children's turn-taking increases dramatically from low to high quality, demonstrating that the percentage of active involvement in the classroom is gradually improving. Furthermore, the educator takes turns regardless of the duration of the break, and the learners remain silent.

In the regional context, Sasabone [7] focused her study on all class interactions. The location was in Public High School 2 Ambon. The findings revealed the kind of turn-taking mechanism in details, in which learners got an opportunity from the teacher, stole the chance from other learners, seized the opportunity, and even continued the talk. Also, the teacher seemed to set the course of the conversation and used their powers to restore the dialogue. Yet, during class or group discussions, learners still had the same right to get a turn to talk.

Another exciting research on the relationship between learners' power and personality is conducted by Dewi, Suhrasono, and Munir [8] at English Conversation Class (ECC), an English community in Surabaya. The result revealed a few people's control of the discourse as a reflection of their authority in the organization, such as direct interruption and ordering other participants to talk. Furthermore, the techniques for taking turns change from one individual to another according to their personality. For example, if the participant is straight, they will likely to keep the floor without initiating the turn.

The study's outcome will be extremely beneficial in the academic sector as well as the sphere of turn-taking in discourse analysis itself. The study's findings are likely to assist educators in developing classroom tactics, such as whether the teacher uses a less precise approach, which impacts student inactivity, or whether students have intrinsic factors that prevent them from making the turn properly, causing the teaching-learning process to run smoothly.

Most studies have investigated turn-taking in primary school, elementary school, and senior high school until university, whether focusing their study on the relationship between teacher and student or student and other students. Some of them take a class that uses Indonesian as data. Since the researcher is a non-native English student, the researcher desires to examine turn-taking in international schools to find out how far other non-native English students from junior high school understand English as a foreign language, as well as find out how teachers and students take turns to build good communication in the classroom.

This research aims to expand the scope of discourse analysis by further examining the study on turn-taking strategies and concentrating on the kinds and functions of turn strategy between teacher and students' interaction in English classrooms in an international school.

2   Literature Review

Harvey Sacks, Emanuel A. Schegloff, and Gail Jefferson [9] are the several figures who widely introduced turn-taking. They claimed that turn-taking is a speech exchange mechanism that is commonly employed in a variety of social situations such as interviews, meetings, debates, political offices, or even everyday conversation. This approach aims to prevent participants from expressing possibly inaccurate or improper statements.

2.1   The Kinds of Turn Taking Strategies

The following explanations are the types of turn taking strategies based on Sacks, Schegloff, and Jefferson [9]:

2.1.1   Address Term

The current speaker can choose the next speaker by identifying or alluding to him with a descriptive phrase. Address term is the title of the person, first name, last name, nickname, or a combination of those. Some titles usually used are Doctor, Colonel, and Professor.

2.1.2   Adjacency Pair

It is a sequence of two utterances produced by two diverse people. Adjacency pairs are the basic structural element in dialogue that is utilized to begin and close sentences. The class pair includes a question, greeting, thread, warning, offer, request, complaint, invitation, and announcement. Some reciprocals of adjacency pairs are greetings, question-answer, invitation-refusal or acceptance, apology-acceptance or rejection, and complaint-apology or justification.

2.1.3   Post-completor

This is produced by the speaker when the following speakers do not talk immediately. The post-completor might be a question such as '*didn't you hear me?*' as a sign of noticing the silence during the conversation.

2.1.4   Utterance in Completor

There are various ways to start a dialogue and continue communicating with the item, such as but, and, however, and other clause connectors. This can be handled respectfully by taking turns to complete the missing dialogue.

2.1.5 Incompletion Marker

Incompletion marker is a technique to hold turns by starting subordinators such as if, since, because, after, although, etc. This technique shows other participants that the current speaker will provide additional utterances to complete the sentence.

2.1.6 Interruption

An interruption occurs when another person rejects or seizes the current speaker's right to speak. The listener interrupts the speaker's speech to continue the discussion as the listener wishes. According to Stenstrom [10], interruption is divided into alerts and meta-comment. Alert meaning exists when the listener smoothly takes over the talk, but the present speaker is unaware that the listener has already interrupted him. At the same time, a meta comment means another participant interrupts the speaker by stating the talks.

2.1.7 Possible Pre-closing

Possible Pre-closing is a method of asking for a minimal response to confirm and agree or indicate interest. The speaker shows that he has nothing further to say and wishes to end the debate.

2.1.8 Overlap

When two speakers speak at the exact moment, this is called overlap. It refers to the circumstance in which speakers begin to talk as if they were a second person, then interrupts the first speaker.

2.1.9 Repair Technique

The mechanism through which some problems in communication are resolved is referred to as repair. It depicts how parties struggle with speaking, hearing, and comprehending. According to Levinson [2], the function of repair is to correct or clarify prior conversational contributions.

2.1.10 Tag Question

It is a question at the end of the sentence to ensure their information is valid and to seek agreement. Furthermore, tags could be seen as an exit strategy for a turn. Tag questions are also defined as mini questions that the speakers add at the end of their sentences [12]. Some samples of taq question such as *'right', 'are you?', 'do you?'*, and so on.

2.2 The Functions of Turn-Taking Strategies

Turn-taking has three functions when used by the speaker or listener, which cover take, hold, and relinquish the turn. Taking a turn occurs when the speaker or listener has a signal to start talking. It indicates someone's desire to speak next. As cited in Coulthard

[12], Sacks argued that the speaker could begin to talk by taking turns. Further, the next speaker will take over the floor during the selection to continue the discussion or change the topic.

Holding the turn indicates the willingnes of the present speaker to continue the conversation. They add words to what appears to be an unfinished statement. The speaker can complete an utterance, then the next speaker may begin as soon as the present speaker ends a phrase. They usually use some strategies to hold their turn in the conversation, such as using the conjunction 'if, since, etc.,' speaking more loudly, or rejecting the interruption from another participant.

When the speakers are silent because they have finished taking, it indicates that they relinquish the turn. The speakers stop talking because they expect the listeners to respond, answer, or provide an argument, so the conversation continues. According to Sacks, as described in Coulthard [12], there are multiple ways to yield the floor, including naming or alluding to the listener, choosing the next speaker, leaving the floor, or selecting and leaving the floor to one of the participants present. Setting the next speaker includes the use of address term, adjacency pair, tag question, and repair technique.

3   Method

The researcher collects the data by audio recording to give complex and trusted data. The data collection procedures are observing the teaching-learning process directly in the classroom, gathering the data using an audio recorder, and transcribing the data into words, clauses, and sentences. The dialogue will be given specific symbols by applying Jefferson's transcription to understand the turn-in discussion fully.

The researchers analyzed the data using Sacks, Schegloff, and Jefferson's [9] theory and transcribed using Sack's transcription symbol to show the actual conversation when the speaker uses overlap, interruption, gap, pause, or other turn strategies. The researcher will go through various processes to ensure high-quality study outputs. The researcher wrote down the conversational data. Transcribing the data in this format allows researchers to more easily observe it. The data will then be reviewed and explored at least three times to avoid error in interpretation. This review is useful for researchers' analysis of field data on several occasions. Following that, the data will be categorized into distinct categories based on the sorts of turns taken. Finally, the researcher began to describe the findings in accordance with the three study questions and the theory we followed.

4   Findings and Discussion

4.1   Findings

This data analysis presentation was divided into several parts according to the kinds of turn-taking the researcher found in the classroom. The data was analyzed using Sacks, Schegloff, and Jefferson's [9] theory and transcribed by applying the Sacks transcription symbol to make the reader understand the conversation data well. Every data turn was numbered T1, T2, T3, and so on for reference in analysis. After that, the research was elucidated directly after the data was shown. The description of turn-taking strategies used in the English classroom at Internasional Outlook School are described as follows.

4.1.1 Adjacency Pair

Datum 1.1 (minute 03.23 – 04.27)

T1   **Teacher**: for today, o:ur a (2) our lesson I:s related
        to HOW to make ↓something (.)   especially how
      to make food (.) or drink.   Okay (.) do you know,
      what is ↓this?
T2   **Students**: fish..
      (3.2)
T3   **Teacher**: ok let me .hh umm (3) give the <u>colors</u>
        because it's not   (2) clear, yeah? (   ) mm   (.)
      Sorry, there is no COLOR. What do   you THINK is
      this?
T4   **FH**:   °(shrimp)
T5   **Teacher**: shrimp? (.) that's right (2) this is shrimp
        (.) this is a <u>fish</u> then (5.2) vegetables, (it's   salted
      egg) of course, WHAT is it? What   do you think is
      this?
T6   **BR and CL**: = bread
T7   **Teacher**:   this is egg actually
T8   **NF**:   egg?
T9   **Teacher**: yes (.) and this is? chili?
T10 **DD**:   °(chili oil)

In turns 1–2 (datum 1.1), the teacher tells the students first about the lesson they will study that day by starting the phrase *'for today'* with rising intonation to take the turn and get their attention. The task is about procedure text. At the end of the sentence, the teacher asks, *'do you know what is this?'* with rising intonation. Then, some students responded by answering *'fish'* while looking at the picture pointed out by the teacher in the power-point presentation. The turns used by teacher and students here are reciprocal adjacency pairs in question-answer. The function of the question is to get the courtesy to talk and then relinquish the turn for students to answer the question.

Question-answer adjacency pairs still continue in turns 3–4 and 5–6. The teacher wants to give color to the picture because the students cannot see it clearly in turn 3, but the image does not have color. After that, the teacher continues the question by saying, *'what do you think is this?'* in turn 3. Then, students answer directly in turn 4. But in turn 7, BR and CL say *'bread'* because the picture has no color. NF answers *'egg'* in turn eight, and the teacher confirms that his word is correct. This is called repair, with the function to give a correction to another's utterance. This repair is common in student-teacher conversations -especially in question and answer pairs- because students usually make mistakes or say incorrect words, and the teacher will immediately provide a correct one.

Adjacency pair is the most dominant type of turn-taking in the present study. Its function is to take and relinquish the turn. As seen in data 1.1, the teacher asked students

from the beginning of the lesson to stimulate students so they could give a response and be active during class interaction. In turn, the sentence *'do you know what is this?'* is used to relinquish the floor. But the question in turn 9 *', yes, and this is? Chili?* It has the purpose of taking and relinquishing the turn simultaneously. The teacher turns in the word *'yes'* as a response to a student's answer, and the question after that is a sign of giving the turn to the students.

4.1.2 Overlap

Datum 2.1 (Minute 08.06 – 08.46)

T1	**Teacher**:↑Now (.) language feature. We u:se		
	SIMPLE PRESENT TENSE, especially		Verb 1
	(.)and then imperative sentence.		Start
	with <u>action</u> <u>ve:rbs</u>. ↑Can you <u>give</u> me		
	EXAMPLES of action ↑verb?		
T2	**HL**:	cut	
T3	**NS**:	pour	
T4	**FK**:	drink	
T5	**Teacher**:	stir?	
T6	**LM**:	boil	
T7	**Teacher**:	↑boil? Yeah	
T8	**JK**:	mix	
T9	**NS**:	chop	
T10	**JK**:	slice =	
T11	**Teacher**:= so on, they ↑are? action ↓verbs.		

The teacher announced that today's final task was to write procedure text on the provided worksheet. HL, NS, and FK replied simultaneously in turn 3, turn 4, and turn 5. HL has an example of an action verb in his mind and said *"cut"*, NS answered another example *"pour"*, and FK said *"drink"*. This event belongs to overlaps in progressional onset because it happened continuously. In turn 6, the teacher misheard and thought that FK had answered stir. FK replied *"drink"*. There is an adjacency pair discontinuity here. The teacher asked the FK if the answer was correct, but FK did not respond. Soon, LM responded with an example of an action verb, *"boil.''* The teacher then provided evidence that what he said was correct. On turns 7 and 8, there is further overlap between LM and the teacher.

In turn 9 and 10, overlap appeared again produced by JK and NS. First, JK start to take the turn by stating 'mix' as an example he thought. After JK was silent, NS grab speaking turn and told teacher another example *'chop'*. Hearing NS answer, JK did not want to lose and tries to come up with other words 'slice'. Further, teacher accepted all students' answer and stop turn to speak with low intonation in turn 12.

There were three overlaps in datum 3.2. The first overlap was in turn 3, 4, and 5 when students attempted to respond. It is a progressional overlap, where there is disfluency between the three speakers while taking turns, but it also compliments the teacher's opportunity to speak. The second overlap takes place in turn 6 and 7. This overlap is intertwined with adjacency pair and categorized as transitional onset. Transitional onset is when the current speaker orients to a potential turn for the listener. Further, the last overlap appeared in turn 9, 10, and 11. The overlap between JK and NS belongs to recognitional onset because JK, as the third speaker, understands what NS said and can predict when he should speak to take over the turn to talk.

Overlap includes to irregularity turn taking that comes up seventeen times -in the third place of dominant turn strategies. The reason why this overlap happens is desire to say opinion and take over the turn. In the data, the reason of overlap between NF and teacher is to correct what previous speaker said. According to Cook [13], correcting what speaker said before is conducted when speaker make mistakes in conveying something or listener tries to ask for clarity of unheard words.

4.1.3 Interruption

Datum 3.1 (Minute 17.44–18.29)

T1   **Teacher**:↑Look (.) there are TWO pages, the <u>first</u>
            <u>page</u>, yeah (2) for the first page, you are   go:ing
        to do it in <u>GROUP</u>! Just two by   two. Okay?
        (3.2)
T2   **Teacher**:>Two by two or three by three?<

(1.7)

T3   **Teacher**:Okay? ↑<u>Can</u> <u>YOU</u> do it?//
T4   **HL**:   //four, Mom (.) four
T5   **Teacher**:   four? >It is okay. It's okay<
        maybe:: yeah okay (3) because
        everybody get one. at least TWO
        STUDENTS for <u>ea:ch</u> group.

            (2.2)

T6   **Teacher**:   So you're going to do <u>this</u>//
T7   **DK**:   // six, ↑Mom?
T8   **Teacher**:   ↑six? Oh, No too many

Datum 5.1 turn 1 shows that teacher instructed all students to make a group containing at least two students. The teacher then relinquished the floor to the student by giving an ask, '*can you do it?*'. HR, then took the floor and bargained to do work in four members (turn 2). Turn three presents that the teacher accepts the student's request. But when the teacher continued talking, DK suddenly interrupted and took over the floor to bargain again '*six Mom?*' in turn 4.

Determining whether the teacher misheard or not, she asked again by saying '*six?*' in high intonation. The teacher seemed entirely disbelieving since the students were asked to do group assignments with many people, which would reduce the effectiveness of group learning. Finally, she refused DK's request because there were too many (turn 5). Before the teacher released the turn, she asked one of the students who her group was. In turn 6, SF understood the time she could take the turn and said, 'we are Mom,' followed by the other three students next to her raised hands. There are two kinds of interruption; alert meaning and meta-comment.

The interruption in turn 6 belongs to meta meaning because DK, the other participant, cuts the conversation and gives a comment while the current speaker explains their idea. The current speaker here is the teacher. DK interrupts because he wants to find a deal if the teacher grants his request. Unfortunately, the teacher does not in line with DK's viewpoint.

The function of this strategy is to take over the floor. Murata [14] claims that the reason behind interruption is to seek agreement, assistance, clarification, disagreement, floor-taking, topic change, and tangentiaization. HL interrupts the teacher because she disagrees with the teacher's option. She has an idea to work together with her four friends, then dares to say it politely to the teacher. The teacher thinks that the four group members are still influential, so the teacher grants the request of HL. Thus, the function of interruption in data is to take over the floor, and the reason is to show disagreement towards teacher instruction.

4.1.4 Tag Question

Datum 4.1 (Minute 02.29–02.59)

T1 **Teacher**:What is ↑it? A procedure text is ↑a̲?

T2 **All Students**: t̲e̲x̲t̲ that tell steps to DO or USE to make somethi:ng

T3 **Teacher**: Okay. That's right (2) So, a procedure text is a te:xt that t̲a̲l̲k̲s̲ the r̲e̲a̲d̲e̲r̲s̲ how to   do something, or how to use something,   >or how to make something, ↑right?<   Okay.   T̲H̲A̲T̲   is procedure text. (3.2)

T4 **Teacher**:Now (.) do you still remember what is p̲u̲r̲p̲o̲s̲e̲ of a p̲r̲o̲c̲e̲d̲u̲r̲e̲ t̲e̲x̲t̲?

T5 **Students**: to TELL (.) and to EXPLAIN to the ((noise)), how to make or do or use something.

Turn 1 shows the teacher taking the floor first using a question of adjacency pair '*do you still remember, what is procedure text?*'. All students answer yes in turn 2. In turn 3, the teacher retook the floor and asked about the procedure text. All students grabbed the turn and responded *to 'the text that told steps to do or use to make something* (turn 4). In turn 5, the teacher agreed with the student's answer and appeared '*right*?' at the end (turn 5). The word' *right*?' is called a tag question in turn-taking strategy.

A tag question is a short question that is added to ensure the information they say is correct. Not only to confirm the news but also to tag questions used to seek an agreement. The other purpose of a tag question is a technique to exit, release, or let the floor go so another participant can take it and start to speak. However, the tag question in datum 6.1 was not utilized for exit strategies because the teacher was still talking at turn 6. Students cannot react since the pause between the question tag and the following turn is so brief. Students can correctly answer the question tag if the delay between the two is extended.

In turn 6, the teacher proceeded with the discussion and then delivered another question about the purpose of the procedure text. The teacher turned again by emphasizing the first sentence to tell the students that she desired to complete her sentence. After that, the student responded well in turn 7. Tag question here is connected with adjacency pair. Question-answer occurred in turns 1–2, 3–4, and 6–7. It indicates that the teacher can use more than one type of turn strategy to create good interaction during the lesson.

4.1.5   Utterance in Completor

Datum 5.1 (Minute 01.06–02.08)

T1 **Teacher**: And Why do we have to <u>study</u> Procedure
        ↑text? Because at the end of this lesson (.)   you
    are going to

    (2)

T2 **Teacher**: Write a Procedure text. ↑Have you ever
        written a PROCEDURE TEXT? =
T3 **Student**: = Ye:s
T4 **Teacher**: so (.) we're going to <u>wri:te</u> <u>again</u>
            procedure text. Yeah,mm ()
        (3.6)
T5 **Teacher**: but I'm <u>going</u> to HELP you for first. Our
            ↑activities today. First, you are going to
            see this.
    ((long pause because mam husna is taking
    out student worksheets))
T6 **teacher**: ↑I'm going to <u>gi:ve</u> YOU the pictures of
        (1.6) some <u>pictures</u>. That will <u>lead</u> you to
        Procedure text.

As seen in turn one datum 7.1, the teacher retook the speech turn and explained why today's activity was studying procedure text. Also, the students would do individual work at the end of the lesson. The teacher asked, *'have you ever written a procedure text?'* to build communication so the learning session could succeed. The student then picked up the turn to speak from a teacher, in turn, two by saying *'yes.'* In turn 3, the teacher used the conjunction *'so'* and continued to give an announcement that she had a worksheet for

students. A long pause appeared after that because the teacher was pulling out the papers as a given assignment. Next, in turn, 4, the teacher holds the turn by saying, *'im going to provide you with a picture.* The pictures are given to facilitate students in carrying out the task.

The conjunction in turn 3 in the form of *'but'* is categorized as an utterance in completor. It is a technique from a current speaker who wishes to keep on a talk by using conjunction as completion. Completion is interpreted as the act or process of finishing something. Another conjunction can be although, while, whereas, despite, because, after, before, and so on. The conjunction *'but'* conveys information that contrasts with the previous sentence. The teacher said that the task of this session was to make procedure text. But before they get to that stage, the first thing to do is look at the pictures related to the material to understand the lesson well.

Further, utterance in-completion is the way to continue delivering the utterance using clause connectors such as but and, etc. Utterance in-compleor exists twice in turn 6 in the phrase *'after that'* and the connector *'but.'* The function of those two connectors is to hold the turn. The teacher decides to accomplish the dialogue by creating complete utterances so that all students comprehend the core meaning of the teacher's instruction.

4.1.6 Possible Pre-closing

Datum 6.2 (Minute 01.04.50–01.05.26)

T1   **Teacher**: hh. Don't go home first. After we <u>pray</u> (.)
       we fill the form. Okay, that's all for our   lesson
    today
    (2)
T2   **Teacher**:   THANK   YOU   very   much.
       Wasalamualaikum
T3   **Student**: Walaikum, Salam. Thank you, <u>Miss</u>. =
T4   **Teacher**: = You're welcome (.) for the next
       meeting we are go:ing to <u>learn</u> about a
    (3.2)
T5   **Teacher**: past continuous <u>tense</u>. So (.) prepare
       yourself Okay? NOW we are going to   pray
    after study. Astama, <u>lead</u> your friend!
T6   **SM**:   Yes, mam. Let's pray after the lessons.
T7   **All**:   Bismillahirrahmanirrahim Alhamdulillah.
       (pray surah al-ashr)

The teacher employs a turn-taking approach with a warning, one of adjacency pair, at turn one datum 9.2. She instructed students not to leave since they needed to complete a form *'After we pray, we fill the form.* Then the connector *'after'* enters the utterance incomplete, which functions to hold the turn and links two clauses. There were 5 s of pause. The instructor stated, *'okay, that's all for our lesson today, thank you very much,'*

Table 1. The frequency of turn taking strategy

Turn Taking Strategy	Frequency	Percentage
Adjacency pair	118	72%
Overlap	17	10%
Interruption	3	1.8%
Tag question	5	3%
Utterance in-completor	17	10%
Possible pre-closing	3	1.8%
Total	163	98.6%

and offered salaam as a greeting. '*Okay'* at turn 2 is possible pre-closing as a sign of closing the conversation.

On turn 3, all students answered salaam. It is part of the reciprocal adjacency pair in greeting-greeting. All students well received greetings from the teacher. Also, students do not forget to thank me for all the explanations and materials the teacher delivered. In turn 4, the teacher received thank you delighted. The adjacency pairs on turns 3 and 4 are included in the thank-acceptance. '*for the next meeting, we are going to learn about past continuous tense,'* the teacher says there is the announcement of the adjacency pair that is inserted to hold the turn. In the end, the teacher asked one of the students to lead the prayer. In turn 5, SM accepted the teacher's request and immediately did it.

The function of possible pre-closing is unique, only used to relinquish the turn because the present speaker has no idea to talk again. Sacks, Schegloff & Jefferson [9] argued that the user of possible pre-closing has a purpose; to end the discussion and, as a closing, change the topic. But the teacher applies this technique to exit the dialog.

Based on analyzing all the data by using the turn-taking theory proposed by Sacks, Schegloff, and Jefferson, the frequency of the strategies is summarized in Table 1.

4.2 Discussion

After analyzing the data according to the theory from Sack, Schegolff, and Jefferson [9], the researcher discovered that there are various types of turn-taking strategies used by the teacher and nineteen students in the English classroom et al.-Ya'lu International School, such as adjacency pair, address term, overlap, interruption, tag question, utterance in-completor, and possible pre-closing.

Adjacency pair is the first place of dominant turn-taking during classroom interaction. It becomes the most used strategy because the teacher frequently takes a turn to make students respond to what the teacher says. The teacher uses a greeting at the beginning of the lesson, and all students answer by saying greeting pair, for example. To make a conversation successful during classroom interaction, the teacher asks students various questions about the material discussed. Students also produce adjacency pairs such as giving thanks to the teacher, then the teacher accepts their thanks, asking questions about

lessons that have not been understood, then the teacher provides some answers, and so on.

Overlap happens in the event when more than one speaker talks together. In this study, overlap appears seventeen times with a percentage of 8% and becomes the third rank in the most dominant strategy. The use of overlap is to take over the floor so the listener can give some opinions or arguments about the topic being discussed. In data 2.1, overlap occurs three times. The overlap has unintentionally occurred among HL, NS, and FK. They attempted to say the synonym of the noun. However, because these three students talked together and the teacher did not hear their answers clearly, the teacher asked them again to seek clarification for what they said.

Tag question is another strategy to hold the turn in a conversation. The researcher discovered five tag questions. A tag question is a mini-question put at the end of the sentence to seek an agreement on what is being said. Another function of the tag question is to exit the turn so the other participant can grab the floor to talk. The teacher used tag questions in the form of *'right?'*. The teacher used tag questions to come out of turn and give them to the student. Thus, the function of the tag question is not only to hold but to yield the floor as well.

As mentioned in theory, possible pre-closing is a method to exit the turn by applying a minimal response. Generally, the speaker does not have anything to say anymore after the discussion. If the speaker does not want to end the talk, it will be a way to change the topic so the conversation can continue. Relinquishing the turn is the only function of this strategy. The speaker can use the word *'well'* and *'alright'* at the beginning of the sentence. The appearance of possible pre-closing *'okay'* in datum 6.1 indicates that the class is over and students are allowed to take a rest.

The only new turn strategy is post-completor. This strategy is not present because of the high responsiveness of students, so the teacher does not need to clarify whether the students hear her utterance or not. Post-completion is produced by the speaker when the listener does not begin to speak soon. As a result of recognizing the silence throughout the talk, the first speaker may stimulate a question such as *'didn't you hear me?', 'do you hear me?'*, etc. Thus, because most student answer immediately, the teacher never applies the post-completor strategy.

The function of each type can be different because the strategy of taking a turn is also carried out the distinct goals, either taking a turn as an indication that someone desire to speak next, holding the turn to continue the conversation, and adding some words to complete an utterance, or relinquishing the turn. After all, the current speaker expects the listener to respond, answer, or provide an argument.

The most prominent function is taking the turn with a percentage of 42,6%. Taking turns is used 149 times in five strategies; adjacency pair, address term, repair, overlap, and interruption. This function becomes dominant because the speaker desires to talk, whether in starting a conversation, taking over the talk, or having the will to be the next speaker. Moreover, the second dominant is yielding the floor that comes up 125 times with 35,8%. The speakers relinquish the floor when they have no words to continue the talk and expect the listener to reply, answer, or argue so the dialogue may continue.

The least appeared function is holding the turn used in incompletion marker, address term, repair, tag question, and utterance in-completor. The speakers use these five strategies to maintain the turn because they want to continue talking. Holding the turn becomes the least dominant function because teachers and students rarely use techniques to continue speaking. They will keep the turn when there are some opinions or arguments that have not been appropriately conveyed so that their statement will be complete. If the current speakers finish holding the turn, they will immediately relinquish it, and the next speaker can start to give a response. In addition, this function exists 75 times with a percentage of only 21,4%. Its frequency and rate are twice less than a function of taking the turn as the dominant one.

Furthermore, the current study attempts to add, support, and provide additional findings on these two previous studies [8, 15]. Dewi, Suhrasono, Munir [8] focused their study in one of English communities in Surabaya. The finding indicated a few people's dominance of the conversation due to their authority in the club, such as direct interruption and pointing other participants to speak. In addition, the strategies of taking the turn are different from one to another based on their personality. Different from that finding, the result of the current study revealed that the teacher is the party who uses various strategies in taking, holding, or yielding the turn that students and become the dominant speaker. The teacher holds the authority to speak more in class such as interrupting student's talk or presentation, alluding students to do something, and taking the floor to talk more often.

Another study conducted by Sari [15] found that the teacher has higher authority than the students, as evidenced by the fact that the teacher is the one who asks questions and evaluates the responses. As well, teachers and students turn is asymmetric; The teacher seems to be a dominant speaker who allocates turns and maintains the teacher-student communication efficacy. However, the instructor unexpectedly stopped speaking and gave the floor to the student, indicating that the student may also have power in classroom interaction.

Similar with the result of Sari's [15] finding, the present study shows that unbalanced distribution of talk occurs between teacher and students. Indeed, the teacher is the predominant speaker in organizing the turn to build effective communication and empower students to participate in class. In applying turn strategy, the students merely take few kinds of taking turn such as interruption, overlap, question, and answer. On the other hand, teacher uses all types of turn strategies during classroom interaction.

5 Conclusion

Based on the research questions, discussion, and analysis of the data, the following conclusion can be illustrated the researcher found various turn-taking strategies in the English classroom at one of International Schools in Malang. Adjacency pair becomes the most used strategy because the teacher frequently takes a turn to make students respond to what she said, such as giving a greeting at the beginning and the end of the lesson, asking students by stating various questions related to the material discussed, and so on. On the other hand, students also use adjacency pairs as inquiry, thank, and apology. The strategy that does not exist in post completor. Because the students have

excellent responsiveness by answering the teacher's utterance immediately, the teacher does not need to clarify whether the students hear her statement or not.

The present study has discovered many strategies in taking the turn to speak by teachers and students in an international school that follow the problem and theory statement. Since this study merely focuses on analyzing the kinds and functions of taking turns by both parties in the classroom, it would be more interesting to examine turn-taking in other undiscovered turn-taking types, such as post-completion, side sequence, gaze, and so on. In addition, it would be better if future research focused on kinds and functions in international schools and broader scope, such as personality, power relation, gender, language development, and so on.

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