Turn-taking analysis in EFL research seminar interaction at graduate program of the state university of Makassar

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Abstract: The aim of this study is to probe the turn-taking strategy of interaction in EFL student's research seminar. To collect data, the writer employed discourse analysis approach by using video recorder to analyze and interpret the spoken discourse. Findings show that there some kinds of turn-taking strategy occurred in student's research seminar interaction i.e. taking the turn is useful means of starting to speak by using filler, receiving or agreeing and confirming question and statement from previous speaker; holding the turn is useful means of avoiding silent as speaking control through verbal filler and word repetition; yielding the turn is useful means of prompting, appealing and giving up. Prompting is used when the speaker insists the listeners to respond the turn either they are inviting, requesting, ensuring or suggesting.

Keywords: Turn-taking, research seminar, EFL student

Introduction

In academic setting, research seminar is a formal conversation conducted by students to present their research in the presence of supervisor, examiner, and audiences to fulfill their study. Since this is a formal work, the conversation rule is very required for the research presentation to run smoothly. However, it is usually necessary and sensitive to take the turn of the demands in particular conversation. Any kind of interaction has to somehow manage the coordination of turn-taking. Turn-taking strategies happened for the first time when someone in a particular has an initiative to speak and then the other participants give respond toward the current speaker's utterance. Since it is difficult to speak and listen at the same time, interlocutors take turns speaking and this turn-taking has to be coordinated (Sacks, Schegloff, & Jefferson, 1974). In this case, it shows that one of the important things in human interaction especially in research seminar is turn-taking. This study deals with EFL students' research presentation. In this work, there is an interaction between presenter, audiences, and committee of the seminar such as supervisors and examiners. Thus, the aim of this study is to probe the spoken discourse in terms of turn-taking in research presentation.

Related Literature

Study on issue about turn-taking in conversation was conducted by Ismaliyah (2015) in her research untitled "Conversational Analysis of Turn Taking Mechanism in Piers Morgan Tonight Talk Show" disclose that every conversation always occurs the turn and the taking to make conversation flows well and there are three kinds of turn-taking mechanism i.e. taking the floor, holding the floor, and yielding the floor. Distinctively, this paper is about turn-taking in research presentation that collected the data through direct records and observation in the students' research seminar while she used existing record or bibliography technique because using written sources to get data.

Turn-taking is the change of an interlocutor from listener to speaker in a natural spoken dialog (Wesselmeier & Müller, 2015). Turn-taking strategies are the way to manage the roles in conversation whether becoming a speaker or a listener. There are rules and practices structuring turn-taking in interactions such as who can speak, when they can speak, how long they can speak, and what can they speak (Gorjian & Habibi, 2015). Based on theory of Stenstrom (1994), there are three turn-taking strategies in conversation, they are as follows:

Taking the turn

Taking the turn can be complicated because the speaker who responds the current speaker may not have the preparation well. This situation may appear during the conversation. Therefore, taking turn is divided into three strategies i.e. starting up, taking over, and interrupting. Starting to talk can be a difficult thing. Sometimes, a speaker makes a hesitant start because has not a good preparation at the beginning of the conversation. After the first speaker started a conversation, it is followed by some responses from the listeners. If the listener responds to the speaker, it is called as a taking over in the conversation. During the conversation, the speaker does not always finish his/her talk. Sometimes, the listener interrupts at the beginning or middle of the current speaker's talk.

Holding the turn

Holding the turn means to carry on talking. It happens when the speaker cannot control or hold the turns all the time because it is quite difficult to plan what to say at the same time. S/he has to stop talking and start preplanning halfway through the turn. Silence should be avoided, unless it is strategically placed, because the listener mistakes it for a takeover signal. In other words, the speaker has to play for time. There are some ways for holding the turn to avoid a breakdown or take over, those are: *filled pauses and verbal fillers* to indicate that the speaker is trying to think what he/she is going to say and it is only used in the short time, *silent pauses* to keep the listener wait until the current speaker finish his/her talking, *lexical repetition* to repeat the words because the speaker wants to go on speaking, and *new start* in a conversation to start all over again.

Yielding the turn

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give away the turn rather reluctantly, but usually the speaker yield the turn without much objecting. It occurs sequentially. It is the relationship between utterances that follow another one (Richards & Schmidt, 2002). It involves prompting, appealing, and giving up. Prompting might be urged in order to invite, greet, offer, question, request, object, and apologize.

Research Method

This study employed qualitative descriptive method based on discourse analysis approach. This study is a kind of spoken discourse analysis which analyzes three spoken language strategies of turn-taking i.e. taking the turn, holding the turn, and yielding the turn. The object of this study is an English education student of graduate program who conducted a research seminar on 27th April 2017 in AC building at the Graduate Program of State University of Makassar. In collecting data, the writer used video recorder to record interactions among presenter, supervisor, examiner, and audience in the student's research seminar then analyze the spoken discourse. The analysis of this study is based on the framework of discourse analysis which relies on data recording, transcription, selection, and interpretation.

Findings

After investigating the data from the recording, some turn-taking strategies used by the students, supervisor, examiner, and audiences in research presentation are as follows:

1. Taking the turn

Starting up

Excerpt 1: Asking question

A1 : **Em..** *how do you define bilingual interaction in your research?*

(How do you define bilingual interaction in your research?)

B : Okay.

Excerpt 1 above describes questioning section by first audience (A1) followed by supervisor (B) by saying *okay* as a respond. The audience start to take the turn by saying *"**Em..**"*. It means the audience starting to ask hesitantly in the beginning, so that utterance occurred in his speech. This utterance can be categorized as starting up of filled pause.

Taking over

Excerpt 2: Receiving suggestion

Q : *Ganti saja tahunnya nak, tahun 1994 dih?*

B   : *O, **iya** Pak.*

   (Oh, yes Sir)

Excerpt 2 above describes giving suggestion section by examiner (Q) to presenter (P). Presenter was responding by saying *"O iya Pak"*. It means presenter receives or agrees about the examiner's suggestion. That utterance can be categorized as taking over of uptake. Another taking over occur in the following excerpt:

Excerpt 3: Giving feedback

P   : *E.. this research is important for the teacher and for E the students also because …………*

A3 : ***So,** it is your propose [purpose]? …………*

   (So, is it your purpose?)

Excerpt 3 above describes giving feedback by the third audience (A3) to presenter (P). The audience was asking a question again by saying *"**So**"* in the beginning. It means the audience gives feedback to the presenter to confirm the answer. This utterance can be categorized as taking over of link.

2. Holding the turn

Excerpt 4: Asking question

B   : *Okay, no more questions? Ya' [point out another audience] all right.*

A3 : *Thank you very much, my name is Syahrullah, E I just wanna ask E simple question, **E..** it is about E why do you think **your.. your** research is important?*

   (Thank you very much, my name is Syahrullah. I just want to ask a simple question, it is about why do you think your research is important?)

Excerpt 4 above describes asking question by the third audience (A3) for the presenter after supervisor (B) give a chance to ask. The audience was asked not fluently or there are some pauses such as ***E..*** and ***your..*** . These utterances can be categorized as holding the turn in terms of filled and silent pauses because there are pauses when the audience wants to say something. Besides, the utterance ***your.. your*** is also another style when holding the turn. This is a kind of lexical repetition because it is repeated twice before one continues to speak.

3. Yielding the turn

Prompting
Excerpt 5: Inviting audience

B   : *It's time for the audiences to get comments, questions. **Yes, mulai!** [point out an audience who student raising her hand and sit beside red one].*

   (It's time for the audiences to get comments, questions. Yes, start! [point out an audience who student raising a hand and sit beside red one])

A1 : *Em.. how do you define bilingual interaction in your research?*

Excerpt 5 above describes giving chance to the first audience (A1) to ask question. The supervisor (B) was saying *"**Yes, mulai!**"*. It means supervisor invites audience to speak immediately. This utterance can be categorized as prompting of inviting.

Excerpt 6: Requesting, questioning, and ensuring

A2 : *My question is why do you choose E that school, E, SMA one Takalar students as the population.*

B   : *Ok. All right, **next please! Ada lagi? Question, no more?***

   (Ok. All right, next please! Anymore? Question, no more?)

Excerpt 6 above describes asking question by the second audience (A2) followed by a respond from supervisor (B). Supervisor was saying *"**next please!**"*. It means the supervisor is still

waiting for other audiences to speak. This utterance can be categorized as prompting of request. Other respond from the same time was "**Ada lagi?**". It means the supervisor asks the audience that will ask question then. This utterance can be categorized as prompting of question. The last respond was "**Question, no more?**" It means the supervisor gives respond to make sure to the audience has no more question. That utterance can be categorized as prompting of ensuring.

Appealing

Excerpt 7: Correcting grammar

K   : Ah.. kalo satu berarti teachers yang salah. S yang salah, **ya**!

    (Ok, if one means teachers is wrong. S is not suitable, ok!)

P   : Iya

Excerpt 7 above describes correcting grammar of research. In the end of the utterance, the examiner (K) was saying "**ya!**". It means he appeals to change the presenter (P)'s mistake followed turn to gets feedback. This utterance can be categorized as appealing in terms of suggestion.

Excerpt 8: Inviting audience

B   : Okay, no more questions? Ya' [point out another audience] **all right.**

    (Okay. no more question? Ok, all right)

A3   : Thank you very much, my name is Syahrullah, E I just wanna ask E simple question, E.. it is …………

Excerpt 8 above describes inviting the third audience (A3) to ask question to the presenter. Before audience asks a question, the supervisor (B) was pointing that audience by saying "**all right**". It means the supervisor waives to the audience who will speak to get feedback. This utterance can be categorized as appealing.

Giving up

Excerpt 9: Correcting grammar

K   : Seharusnya? Situ boleh instruments kalau dia dalam bentuk countable. Yang salah are nya. Kenapa?

    (It should be? There can be instruments if it is in the form of countable. The wrong is 'are'. Why?)

P   : (……………)

    (silent)

Excerpt 9 above describes correcting grammar of the research. The examiner (K) was correcting the grammar of the presenter (P)'s research that the word *instruments* should be *instrument.* Therefore to be *are* is not suitable. After that, the supervisor asks the presenter the reason why it is not suitable. However, after the supervisor give correction, the presenter just kept silent. It indicated the presenter gave up in answering the examiner's question.

Discussion and Conclusion

There were nine excerpts that were presented as the representation of conversation in EFL student's research seminar interaction which were interpreted. The finding shows that taking the turn is a useful mean when starting to speak by using filler while thinking what the current speaker want to say. This is relevant to Stenstrom's theory that in the beginning of speaking, there is filled pause as hesitant start to speak. Besides, this study detects that taking the turn is also a useful means of receiving or agreeing and confirming question and statement from previous speaker. The next finding shows that holding the turn is useful means of avoiding silent as speaking control. Verbal filler and word repetition is used when the speaker keep talking then suddenly forgets the next part of his/her talking. The last finding shows that yielding the turn is a useful mean of prompting, appealing and giving up. Giving up occurs when the speaker does not say anything to respond or disable to continue when s/he keeps talking. Appealing is used to give the explicit signal to incite the listeners for giving feedback. Prompting is used when the speaker insists the listeners to respond the turn whether it is inviting, requesting, and asking. Besides, this study also discovers the new strategies to prompt in terms of ensuring and suggesting. Overall has confirm the previous study from Ismaliyah

(2015) that every conversation always occurs the turn and the taking to make conversation flows well even though many kinds of strategy for taking, holding, and yielding the floor.

Acknowledgements

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