TURN TAKING PATTERNS OF ENGLISHTEACHING
IN FORMAL AND NON-FORMAL CLASSES
(A Comparative Study at *Ma'had* Walisongo Semarang)

In Partial Fulfillment of the Requirements

for Master's Degree in Linguistics

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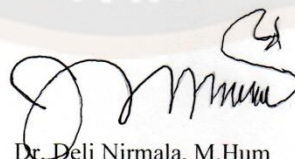(A Comparative Study at *Ma'had* Walisongo Semarang)

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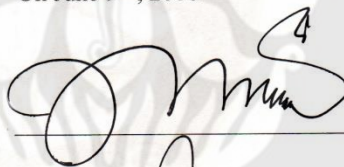Dr. Deli Nirmala, M.Hum
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A THESIS

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(A Comparative Study at *Ma'had* Walisongo Semarang)

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CERTIFICATION OF ORIGINALITY

I hereby declare that this study entitled "TURN TAKING PATTERNSOF ENGLISH TEACHINGIN FORMAL AND NON-FORMAL CLASSES : A Comparative Study at *Ma'had*Walisongo Semarang " is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, June 9th2016

AnisaArifiyani

MOTTO AND DEDICATION

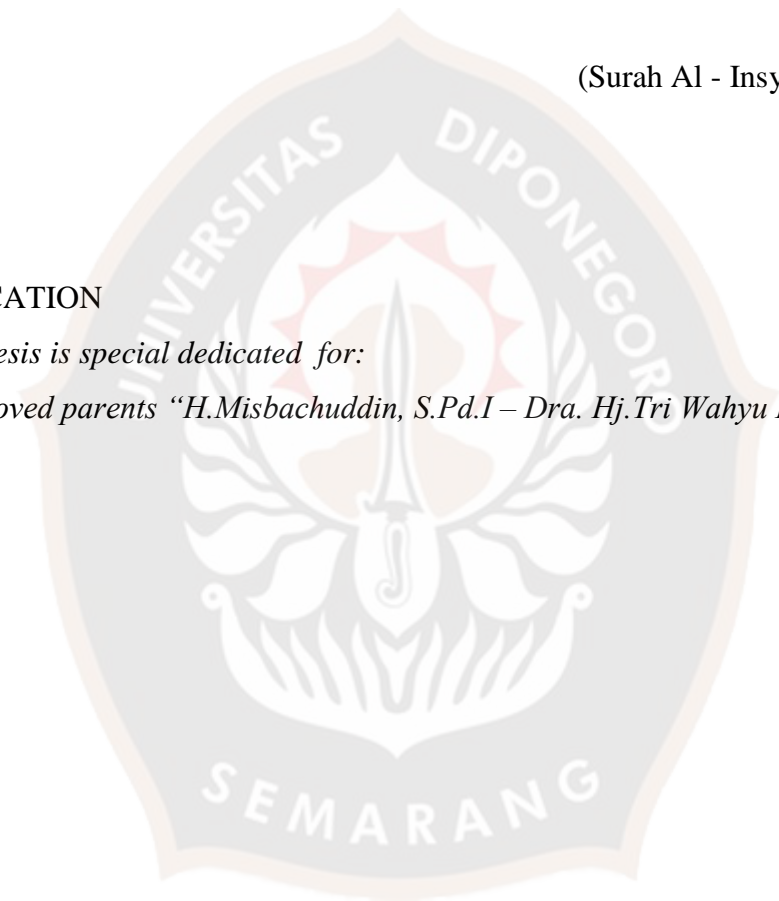MOTTO

Then, surely with hardship comes ease (5).

Surely, with hardship comes ease (6).

(Surah Al - Insyirah 5-6)

DEDICATION

This thesis is special dedicated for:

My beloved parents "H.Misbachuddin, S.Pd.I – Dra. Hj.Tri Wahyu Lestari"

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Alhamdulillahirrabil 'alamin

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Semarang, June 9th 2016

Anisa Arifiyani

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LIST OF SYMBOL

Symbol	Meaning
[	Overlapping talk
]	The end of overlap
=	"Latched" or nearly overlapping turns at talk
(0,0)	Long pause, more than 0,2 second
(.)	Very brief untimed intervals of silence
:	The extension of syllable
.	Cascading intonation that rises at the beginning and falls at the end of an utterance
,	Cascading but continuing intonation (not necessarily the end of clause or phrase)
!	An enthusiasm intonation
<u>Xxx</u>	Stressed sounds or syllables
<u>XXX</u>	something was said loudly or even shouted
°xxx°	Talk that is quieter than surrounding talk
>xxx<	Talk said more quickly than surrounding talk
<xxx>	Talk said more slowly than surrounding talk
<hhh>	Aspiration voice
('hhhh)	Inhalation
(h)	Laughing
(( ))	Transcriber's description

( )	Transcription of questionable or inaudible talk
→	a particular sentence of interest to the analyst
//	Interruption utterance
: or ::	Stretched sounds or syllables

ABSTRACT

This paper aims at describing and comparing the turn taking pattern, the teacher's role, and the factor influencing the turn taking pattern in non-formal and formal classes. This research is designed as a qualitative and comparative study. The subjects of the data were students and the tutors/the teachers in non-formal and formal classes at *Ma'had* Walisongo. The data of this research were gained through observation and unstructured interview. The result shows that the turn taking pattern in non-formal class can be formulated as A-B-A-B. Meanwhile in formal class it can be formulated as A-B-A-B, A-B-A-A-A-B, or A-A-B-A-A. Those different patterns are caused by several factors like the different teacher/tutor's role, the difference of learning goal and the curriculum in both classes.

Keywords: *Turn Taking Pattern, Formal and Non-formal classes, Descriptive Comparative*

INTISARI

Penelitian ini bertujuan untuk menggambarkan dan membandingkan pola alih tutur, peran guru/tutor, dan faktor yang berpengaruh di kelas non formal dan formal. Penelitian ini dirancang sebagai penelitian kualitatif komparatif. Subjek dari penelitian ini adalah murid-murid dan guru/tutor di kelas non formal dan kelas formal *Ma'had* Walisongo. Data diambil dari pengamatan dan wawancara tidak terstruktur. Penelitian ini menujukkan bahwa pola alih tutur di kelas non formal dirumuskan sebagai A-B-A-B, sedangkan pola alih tutur di kelas formal dirumuskan sebagai A-B-A-B, A-B-A-A-A-B, atau A-A-B-A-A. Perbedaan pola tersebut disebabkan karena perbedaan beberapa factor seperti perbedaan peran guru/tutor, perbedaan tujuan pembelajaran dan perbedaan kurikulum di kelas formal dan non formal.

Kata Kunci: *Pola Turn Taking, Kelas Formal dan Non-formal, Komparative Descriptif*

CHAPTER I

INTRODUCTION

This chapter provides background of the study, research questions, objective of the study, significance of the study, operational definition, and organization of writing.

1.1 Background of the Study

Ma'had is an Islamic high school where the students get Islamic knowledge based on *kitab kuning* (Regulations Religious Minister, 2012). Taufiqurrahman (2010, 169) adds that *ma'had* is an institution that integrates Islamic system and modern system. This Islamic school has been developed and built extensively in several Islamic universities for home stay where the students stay and get more Islamic knowledge in order that they have a good personality and intelligence.

One of *ma'hads* at universities is *ma'had* Walisongo. This *ma'had* is built to support the students of UIN Walisongo in having religious personality and able to master Arabic and English (Board of *ma'had,* 2011: 4). This school does not only make the students have an Islamic knowledge and a religious personality but also applies a modern knowledge. To achieve the goals, *ma'had* Walisongo has a set of curricula and system for arranging and making the learning process run systematically. One of the curricula applied in *Ma'had* Walisongo is an improvement of language proficiency. In improving language proficiency, *ma'had* Walisongo requires the students to master English and Arabic. They are obliged to attend some language programs namely *Ta'limu al-Lughah al-Arabiyah,*

Muhadasah Yaumiyah fi al Lughatil al Arabiyah, Al Musabaqah al Arabiyah, English in Class, English Day, English Contest, and English and Arabic Speech. From those language programs, English in Class and English Day programs are unique programs held at *ma'had.*

English Day that provides the students to master all English skills can be called as a non-formal class, while English in Class that provides the students to examine them in getting habitual English communication in their daily activities can be called as a formal class. According to Werquin (2010: 21-22) formal class exists in structured and well ordered learning, while non formal class is a learning embedded in arranged activities. Further, Krezios (2008:13) explains that formal class is a class where is designed as learning (in terms of learning goal, learning time or learning support) and commonly the learners get a certificate. On the other hand, non-formal class is a class which is not designed as learning (in terms of learning goal, learning time or learning support), but it includes several learning elements and typically the learner does not get a certificate.

Formal class is typically provided by *ma'had,* which has a well structured learning. In formal class, the teaching learning process is structured administratively, the curricula are organized orderly, and the students are required to reach the minimum classroom attendance. There is also a program in the formal class that the students must be observed, involving assessments and evaluations in order to improve the students' English skill to the next class. In this class, the teacher pretends to teach, the students pretend to learn and *ma'had* pretends to provide the interests of the students. The learning activities in formal class are

based on the curriculum that has been established by the teacher. The teacher is also provided a text book, syllabus, and learning plans in order the teacher can transfer their knowledge equally. Commonly, the teacher of the formal class uses a conventional learning method. S/he more often explains the material to the students than asks the students to do something. The formal class is divided into 10 classes and each class consists of 30 students. This class is held once a week at night and the students should follow the learning process for two semesters.

On the other hand, non-formal class is also provided by *ma'had* which has a well structured learning and it will be a complement of formal class. The students of non-formal class are given flexible curricula and provided the students' needs. The learning activities of non-formal class are based on the curricula that have been made by the tutors. The non-formal class is divided into 15 classes and each class consists of 20 students. This class is held twice a week at early morning and the students should attend the learning process when they stay at *ma'had*. In the learning process, the students are guided by a tutor who uses the various learning methods. Every tutor has different methods and techniques but the main goal is the same. As non-formal learning focussing on the students, the non formal class in *ma'had* presents flexible features as a complement of the formal systems.

In formal and non formal learning process, a teacher and students interact in a conversation. In a conversation, the participants should respond actively to all signals given verbally or non-verbally. It means that a conversation involves the participants' role as the speaker or the receiver. This role may change

interchangebly. The speaker may be the receiver or vice versa. It can be formulated as A-B-A-B-A-B. The role exchange as the speaker or the receiver is known as turn taking. Turn taking concerns with continuous exchanges of participants' role. (Richard *et al*, 1985:300). A participant who speaks earlier will be the speaker, while a participant who speaks later will be the listener.

From the above explanation, the researcher is interested in analyzing turn taking pattern in the conversation of formal and non-formal classes in *ma'had* Walisongo. The researcher is interested in this topic because of some reasons. First, the researcher found that turn taking in the class does not run properly. Most students only sit and listen to the teacher's explanation. The learning process in the class tends to be passive because there are no interaction and good cooperation between the teacher and the students. Second, based on the preliminary observation, the researcher found that there are some turn taking featuresand those features have significant difference in the conversation of both classes. Because of those reasons, the researcher would like to investigate further turn taking system in the conversation of formal and non-formal classes at *ma'had* Walisongo.

1.2 Research Questions

Based on the background of the study above, the research questions of this study are as follows:

- What are the turn taking patterns in formal and non-formal English classes at *Ma'had* Walisongo?

- What is the teacher's role in turn taking patterns of formal and non-formal English classes at *Ma'had* Walisongo?

- What are the turn taking and teacher's role different between formal and non-formal English classes at *Ma'had* Walisongo?

- What are the factors influencing the differences in both class?

1.3 Objectives of the Study

Based on the research questions above, the objectives of the study are:

- To compare and contast the turn taking patterns in formal and non-formal English classes at *Ma'had* Walisongo.

- To explain the teacher's role in turn taking pattern of formal and non-formal English classes at *Ma'had* Walisongo.

- To explain the difference of the turn taking and teacher's role between formal and non-formal English classes at *Ma'had* Walisongo.

- To explain the factors influencing the differences of both classes.

1.4 Significance of the Study

- For the teachers

    The result of this study can be used as a reference for the teachers in teaching pattern. Therefore, the teachers can regard it as a new teaching pattern in the classroom.

- For the researcher

    The result of this study can enrich the researcher's knowledge of turn taking study in the teaching learning process especially in two different classes.

    - For the next researchers

The findings in this study can be used for the next researchers who focus on the other learning model such in *ma'had*.

1.5   Operational Definition

Based on the tittle of the research, the researcher finds some operational definitions as follows:

- Turn Taking is exchanging speaker's and listener's role continuously. Participant who speaks earlier will be the speaker, and the other participant will be the listener.

- Formal learning occurs when a teacher has the authority to determine a requiring knowledge.

- Non-formal learning occurs when learners choose to acquire further knowledge by studying with a teacher who assists them by using an organized curriculum.

- *Ma'had* is an Islamic boarding house where the students learn Islamic and general knowledges.

1.6   Organization of Writing

Chapter I contains some sub chapters namely background of the study, research questions, objectives of the study, significances of the study, operational definition, and organization of writing.

Chapter II provides two sub chapters namely previous studies, and theoretical frameworks. In this first sub chapter, the researcher explains some previous studies and in the second sub chapter, the researcher describes theories as theoretical frameworks.

Chapter III discusses some sub chapters namely research method and design, research subject and setting, data source, data collection technique, data analysis technique, and method of presenting result.

Chapter IV presents findings and discussion. The researcher considers them as the answer for the research questions in this study. For answering these research questions, the researcher provides four components that will be explained in this chapter, namely turn taking patterns in both classes, the comparison of turn taking patterns in both classes, the role of the teacher in turn taking patterns, and the factor influencing the turn taking patterns in both classes.

Chapter V provides conclusions and suggestions. The conslucions are regarded as the overall discussion of the study and suggestion is considered as the sake for some people such as teachers and next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains some previous studies about turn taking to support the theoretical review and shows conversational analysis theory for analyzing the turn taking pattern in non-formal and formal classes at *ma'had* Walisongo.

2.1 Previous Studies

Based on the review of the literature, the researcher investigates some studies which have been written by some researchers and has relevance with this research. The researcher considers some previous studies by Priyastuti (2013), Trahutami (2012), Hanafiah (2015), Nugroho (2014), Habibi (2015), Abdelrahim (2006), and Abrar (2013).

The research conducted by Priyastuti (2013) investigated the turn-taking, adjacency pair, and topic changes between the teacher's and the students' conversations in learning process at STIKES ST.Elisabeth Semarang. The results indicate that the most frequently turn-taking found in those conversation are: first, lexical construction, the turn taking allocation role by self-selection, and the strategy in turn taking uses filled pause, verbal filler, and silent pause. Second, many questions followed by answer occur in adjacency pair. Third, topic change occurs after pause and silence. This research is one of the previous studies used because it has the similar turn taking topic proposed by Sack, Schegloff, and Jeferson (1974) and applies in a

learning class. The difference between the previous study and this research is the research subject. The previous study investigated turn taking in a class, while this research investigated turn taking in two different classes.

The researches have been done by Trahutami (2012), Hanafiah (2015), Nugroho (2014), Habibi (2015), and Abdelrahim (2006) investigated the turn taking analysis proposed by Sack, Schegloff, and Jeferson (1974) in non-classroom conversation. The researcher uses these previous studies because it uses the same turn taking theory. The difference between the previous studies and this research is the research subject. The previous studies investigated turn taking in non-classroom conversation, while this research investigated turn taking in two different classes.

The last previous study by Abrar (2013) described classroom interaction and turn taking distribution in two different class. Abrar (2013) can show that the classroom interaction in the first class (A) less than in the second class (B). The turn taking distributions in the first class more balanced than in the second class. The first class is indicated as teacher centered while in the second class, the teacher gives more opportunity for students to be active in classroom interaction.es. This research can support this research because it has the similar research subject which investigates two different classes. The difference between the previous study and this research is the theory used. The previous study used a theory proposed by Allwright, while this research used a theory proposed by Sack, Schegloff, and Jefferson (1974).

2.2 Theoretical Framework

2.2.1 Conversation Analysis

Conversation analysis is early proposed by Sacks, Schegloff and Jefferson (1974). Harold Garfinkel in 1967 developed conversation analysis as an approach which is part of the ethnomethodological tradition. (Liddicoat, 2007:2). Conversation analysis concerns on spoken text or conversation. According to Levinson (1983:285) conversation analysis can be defined as a device to investigate the conversation as a language basic form. It focuses on the natural conversation based on the speaker's interpretation result.

From the above explanation, conversation analysis focuses on natural conversation of the participants and tries to look how and when the participants talk. It means that conversation analysis is used to explain some turn taking features such as adjacency pair and topic change in the conversational interaction.

2.2.2 Turn Taking

In a learning process, whether it is in formal or non formal classes, a teacher and students interact in a conversation. In the conversation, the participants should respond actively to all signals given verbally or non-verbally. It means that a conversation involves the participants' role as the speaker or the receiver. This role may change interchangeably. The speaker may be the receiver or vice versa. It can be formulated as A-B-A-B-A-B. The role exchange as the speaker or the receiver is known as turn taking. Turn taking

concerns with continuous exchanges of the participants' role (Richard *et al*, 1985:300). A participant who speaks earlier will be the speaker, while a participant who speaks later will be the listener. In line with Richard *et al* (1985:300), Levinson (1983:296) states that the conversational exchange in conversation is when one person, A, talks, and then stops; and the other person, B, starts talking and stops. The exchange can be formulated as A-B-A-B-A-B.

In this case, turn taking system can be categorized in terms of its features, its mechanisms and its strategies. The turn taking consists of various features proposed by Yule (1996:72) namely backchannel, simultaneous turn taking, adjacency pair, topic change, and silence. Turn taking mechanisms declared by Sack *et al* (1974) can be divided by two elements namely Turn Constructional Unit (TCU) and Turn Allocation Unit (TAU). Turn taking strategies proposed by Strensom (1994: 68-80) can be grouped as taking a turn, holding a turn, and yielding a turn.

2.2.2.1 Turn Taking Feature

Turn taking features can characterize the process of turn taking and can affect the exchange of turns among participants in a conversation. The feature facilitates the conversations to pass smoothly or avoid the flow of talk. Yule (1996:72) shows various features of turn taking namely backchannel, simultaneous turn taking, adjacency pair, silence/pause, and topic change.

2.2.2.1.1 Backchannel

Backchannel is a listener's response in a conversation. The listener gives verbal and non-verbal response to the current speaker in order to show her/his understanding or interest (Ishida, 2003). This listener's response can influence the conversation's turn because it can interest the attention of the speaker. It can show that the listener listens to the current speaker's utterance and s/he gives attention to the current speaker.

During the conversation, the current speaker should know that the listener still follow him/her. Commonly, the listener can show her/his attention and interest for the current speaker in some different ways, namely: head nods, smile, gesture, gaze, facial expression or vocal indication of attention like '*uh – uh', 'yeah', 'mmm'* (Yule, 1996:75). These ways are used by the listener to inform that the message has been delivered.

According to Orestrom (1983:107), backchannel consists of five categories. The first category is short utterance. It covers supporting expressing like *'mmm', 'hmmhm', 'yeah', 'yes', 'ok', okay, etc*, exclamation, and question. The second category is expressing regret. The third category is short question to ask the speaker's clarification/ confirmation. The other category is short restatement to summarize and to conclude the listener' understanding. The last category is laughing. One of these categories is shown in the conversation below:

Caller : if you use your long distance service a lot then you will

Marry: *uh-uh*

Caller : be interested in the discount I'm talking about because

Marry :   *yeah*

Caller : it can only save your money to switch to a cheaper service

Marry :   *mmmm*

(Yule, 1996 : 75)

The word *uh-uh yeah mmmm* can be categorized as short utterance. These utterances provide Marry's response to the Caller that the message is being delivered. The response is used by the listener to show the listener's content comprehension by following the current speaker's utterance.(Yule, 1996 : 75).

From the above example, backchannel is used by the listener with certain function. The function of the backchannel is the listener who shows her/his content comprehension. As Maynard's (1986) opinion that backchannel is produced by the listener for several functions. The first function is continuance which aims to finish the turn taking after the speaker finishes her/his idea. The second function is content comprehension which is shown by completing sentence. The third function is agreement for giving feedback. The other function is reconfirmation when the listener does not understand the speaker's message. The last function is emotional response.

2.2.2.1.2   Adjacency Pair

The other turn taking feature is adjacency pair. Levinson (1983:303) argues that adjacency pair is a pair expression. Adjacency pair consists of two utterances that the first utterance is a stimulus that needs a response in the

second utterance and the second utterance is a response of the first utterance. It is produced by the different speaker and arranged as a first part and a second part of utterances.

In line with Levinson (1983:303), McCarthy (1991) states that adjacency pair is a mutually dependent talk. A question is presupposed by an answer while an answer is predicted by a question. The types of those pair are greeting-greeting, congratulation-thanks, apology-acceptance, inform-acknowledge, and leave taking-leave taking.

Different from McCarthy (1991), Richard and Smith (1983:127-130) argue that responses in adjacency pair is not only five utterances, but the other of pair utterance can be seen on the following table.

The first utterance	The second utterance
Greeting	Greeting
Calling	Answering
Question	Answer
Leave taking	Leave taking
Accusing	Admitting, denying, justifying
Offering	Accepting and rejecting
Craving	Agreement, delaying, rejecting
Commending	Accepting, agreement, rejecting, moving, returning
Followed	Explaining, rejecting

For many types of adjacency pair, each utterance is expected as a function and the other utterance presupposes as expected response. An example below is adjacency pair in the form of greeting followed by greeting.

1 Anna : Hello

2 Bill : Hi

3 Anna : How are you

4   Bill   : Fine

5   Anna   : See ya

6   Bill   : Bye (Yule, 1996: 75)

Hello in Anna's utterance (Line 1) indicates a greeting function. Bill as the listener responds *hi* as an expected response by the current speaker (Anna). In addition, in Anna's utterance (Line 5), she produces *see ya* as a leave taking utterance and gets expected response from Bill *bye*.

2.2.2.1.3   Simultaneous Turn taking

Simultaneous turn taking can be categorized in two types, namely overlap and interruption. Overlap occurs when there are two or more participants take the turn at the same time. Yule (1996:72) argues that overlap occurs when in same time the both participants speak simultaneously. Jefferson (1983) identifies three types of overlap namely transitional overlap, recognitional overlap, and progressional overlap. Transitional overlap occurs as a conversational result which the next speaker begins a talk which the continuation of the current speaker. Recognitional overlap occurs as a conversational result when the listener understands the next utterance of the current speaker. Progressional overlap is produced when the listener begins a talk to help the current speaker's dysfluency.

Besides, interruption is impressed as an intentional and negative act. Interruption occurs at the non-transition relevance place. The next speaker starts their turn before the relevant point of the speaker's change is reached. The speaker's change at this point is recognized as an interruption.

According to Ferguson (in Beatti, 1981) interruption can be classified by several kinds namely smooth speaker-switch, simple interruption, overlap, butting-in interruption and silent interruption. The first interruption is smooth speaker switch. This interruption occurs when the previous speaker ends her/his talk and there is no simultaneous utterance. The second interruption is simple interruption. This interruption occurs when the simultaneous utterance and the previous utterance do not complete. The next interruption is overlap. This interruption is simultaneous utterance when the previous utterance ends but is not interrupted by the next speaker. The other interruption is butting-in interruption. This interruption is not success and the speaker ends her/his talk before getting a turn control. The last interruption is silent interruption. This interruption occurs without overlap.

Those several interruptions above also have functions. Firstly, interruption is used to ask a question in getting a correct response. Second, interruption is used to look for more clarification of the previous utterance by asking repetition. Third, it is used for correction that convince whether the speaker's talk is correct or not. The next function is refusing. It occurs to clarify a misunderstanding of the previous speaker. The last function is completion. It is used to finish what the speaker says when the speaker will not say anything.

2.2.2.1.4   Topic change

Topic change occurs when the participants talk the same topic, but one of the speakers changes the other topic which the topic has relevance with the

previous topic or the new topic. Sacks (1992:566) states that topic change is continuously exchanging talk between one speaker to the other speaker.

In topic change, the speaker can use some strategies namely introducing a topic, terminating a topic, changing a topic, shifting a topic, drifting a topic, digressing a topic and resuming a topic (Stenström,1994:151-160). The first strategy is introducing a topic. This strategy introduces the first topic in the beginning of the conversation. The second strategy is terminating a topic. This strategy closes the previous topic before introduces a new topic or before closes all conversation. It is signaled by filled pause or laughing. The other strategy is changing a topic. Changing a topic means leaving the current topic to emerge unrelated topic. The next strategy is shifting a topic. Shifting a topic means moving from one topic to the other related topic and signaled by pause or laughing. Drifting a topic also can be group as topic change strategy. It means moving the previous topic to the new topic implicitly. Further, digressing a topic means moving further a new topic temporarily. The last strategy is resuming a topic. It means finishing a topic change and back to the previous topic.

2.2.2.1.5 Silence/pause

Silence occurs when there is a turn signal given by the previous speaker, but the receiver fails or refuses in continuing her/his turn (Burton, 1980:78). It shows that the participants fail in responding the other participant. Meanwhile, pause happens when the speaker finishes her/his talking in the middle or in the

end of conversations. According to Yule (1996:73) silence emerges when one of participants exchanging talk with the other speaker and the other speaker does not speak. An example of silence can be seen on the conversation between Mr.Strait and Dave is as follows.

Mr. Strait : What's your major Dave?

Dave   : *English – (3, 0) well* I haven't really decided yet

Mr Strait   : So – you want to be a teacher?

Dave   : *No (2, 5) not really* – well not if I can help it

Mr Strait   : WHa--// where do you – go ahead

Dave   :   I mean it's a – oh sorry // I em

In above conversation, Dave's utterances as the response of the current speaker indicate a pause. In responding his interlocutor, Dave stops and needs a long time to express his idea.

2.2.2.2 Turn Taking Mechanisms

Sacks *et al*. (1974:702) proposed the turn taking mechanism can be described in two components, namely Turn Constructional Unit (TCU) and Turn Allocation Unit (TAU).

2.2.2.2.1   Turn Constructional Unit (TCU)

Turn Constructional Unit (TCU) is a turn taking unit that consists of lexical construction, phrase, sentence or clause that refers to the end place of TCU. This concept refers to the various kinds of unit type and forms a turn that is called Translation Relevance Place (TRP).

2.2.2.2.2 Turn Allocation Unit (TAU)

Turn Allocation Unit (TAU) is divided into two roles that allocate the sequence of next turn taking. McCarthy (1991:127) adds that the participants take the turn when the current speaker selects them to be the next speaker. If no one is selected, the participants take the turn by individual selection.

The roles in Turn Allocation Unit (TAU) are when the speaker selects the next speaker and when the next speaker is selected by self-selection. The first role is selecting the next speaker. This role is allocated by the speaker who is talking to select the other speaker to be the next speaker. Then, the pointed speaker should take the turn. Sack (1974) argues that in selecting the next speaker, the speaker uses four strategies. First, the speaker selects the next speaker by using a basic technique with addressing name. It consists of calling addressee in the face interaction and encloses vocative in the beginning or in the end of the conversation. Second, the speaker selects the next speaker by using question tag that aims to run out from the turn explicitly. Third, the speaker selects the next speaker by using ellipsis which is disappearance of sentence. There are two kinds of disappearance of question that selected by previous speaker, namely asking confirmation with rising intonation and interrogative question. The last strategy is used to select the next speaker is declaring social identity.

The second role is individual selection. In this role, the next turn occurs when the speaker's talking is not allocated by the other speaker.

Therefore, everyone can select her/him self to be the next speaker. (Sack et al, 1974: 703-704).

When the first and the second role do not run properly, the current speaker has a choice to continue their utterance until the other participant ready to speak. This technique is applied when the speaker who has been selected does not take initiative of turn taking or when individual selection rule does not run well, the speaker who is talking continues her/his utterance.

2.2.2.3 Turn Taking Strategies

There are turn taking strategies proposed by Strensom (1994: 68-80). Those strategies are taking the turn, holding the turn, and yielding the turn. The first strategy, taking the turn strategy, consists of starting up, taking over, and interrupting techniques. The second strategy, holding the turn, consists of filled pause, verbal filler, and silent pause techniques. The last strategy, yielding the turn, consists of prompting, appealing, and giving up techniques.

2.2.2.3.1 Taking the Turn

Taking the turn is done by the listener who takes the turn from the current speaker when the current speaker is talking or finishing his/her talk. This strategy consists of three techniques, namely starting up, taking over, and interrupting techniques. Starting up technique is a technique that gives a few times for the listener to prepare or have prepared what is discussing next through clean start and hesitant start in the beginning of conversation. Taking over technique appears when the current speaker has finished his/her utterance

and s/he can point his/her interlocutor to be the next speaker by up taking (forces the other speaker). Interrupting technique occurs when the current speaker does not give an opportunity for the other speaker to give response. This technique is considered an impolite act because the speaker does not finish a talk, then the other speaker has taken his/her turn taking.

2.2.2.3.2   Holding the Turn

Holding the turn strategy occurs when the current speaker does not manage her/his utterance and plans what s/he will say at the same time. This strategy can be divided into several techniques, namely filled pause, verbal filler, and silent pause techniques. Filled pause and verbal fillers techniques are used to show that the speaker is trying to think about what s/he will say in the short time or prepares what s/he will say in the next but it will not over his/her turn. Silence/pause technique occurs in a few moments when the speaker is talking. It is signaled by short pause and long pause. Lexical repetition technique occurs to avoid taking a turn of interlocutor because the speaker wants to talk. New start technique occurs when the speaker has run out of words or confuse and cannot think to continue the turn so the speaker should start a new sentence.

2.2.2.3.2   Yielding the Turn

Yielding the turn strategy occurs when the current speaker has completed his/her utterance and points the other speaker in getting the turn. This strategy also consists of several techniques, namely prompting,

appealing, and giving up techniques. Prompting technique appears when the speaker expects that the interlocutor speaks using prompting acts, such question, offering and asking. Appealing technique which can be a signal or applier for the listener that the speaker needs a response for what has been conveyed such tag question, all right, ok you know, etc. Giving up technique occurs when the speaker is talking and feeling no longer being discussed or when the speaker cannot share any information in her/his mind.
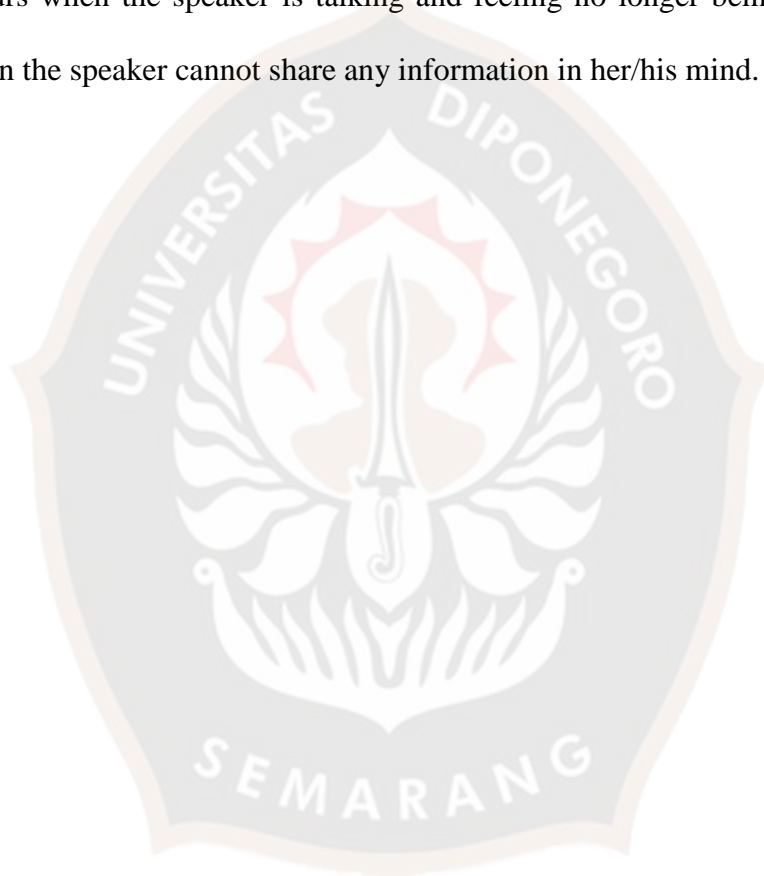
CHAPTER III

RESEARCH METHOD

This chapter contains some sub chapters namely research method and design, research subject and setting, data source, data collection technique, data analysis technique, and method of presenting result.

3.1 Research Method and Design

The design of this research was descriptive comparative. The descriptive design was used to describe the turn taking pattern in formal and non-formal classes at *ma'had* Walisongo. Meanwhile, the comparative design was used to compare the turn taking pattern in the conversation of non-formal and formal classes at *ma'had* Walisongo. Descriptive comparative design can be defined as a research that compares two or more variables. (Sukmadinata, 2008: 79). This design was used by the researcher because she describes turn taking pattern and compares the turn taking pattern in both classes.

Besides descriptive comparative design, the researcher also used a qualitative approach. According to Creswell (1994:145) in qualitative approach the researcher investigates the context including people, setting, site, or institution to observe or records all behavior in its natural setting. Kothari (2004:2) adds that qualitative approach is concerned with subjective assessment, arguments and behavior and generally used the deeper interviews. This approach was used by the researcher in making interpretation of the turn taking data in both classes.

3.2 Data Source

Data can be defined as all information that should be looked for, collected, and selected for a research (Soebroto, 1992:34). The data source of this research was the conversation of the students and the teachers in formal and non-formal classes at *ma'had* Walisongo when they participated in a learning process.

3.3 Research Subject and Setting

The subjects of this research were the students and the teachers of non-formal and formal classes at *ma'had* Walisongo. The number of the students at *ma'had* Walisongo is ranging from 300 female students. They are students of UIN Walisongo who come from different major and semester. They are obliged to follow non-formal class at early morning and formal class at night.

In non-formal class, the students are divided into 15 small classes where every class consist of 20 students and guided by a tutor. The tutor is a senior of the students who is selected from the board of *ma'had* Walisongo whose good English ability especially in speaking skill. Meanwhile, in formal class the students are divided into 10 classes where every class consists of 30 students and taught by a teacher. The teacher is a lecturer who taught in UIN Walisongo and has an English educational background.

From many classes in non-formal class and formal class, the researcher took 4 non-formal classes and 4 formal classes as the sample of the research. The researcher used purposive sampling technique in selecting the sample of the research. According to Sugiyono (2010: 300) purposive sampling technique is a sampling technique taken by certain consideration and certain

purpose. This sampling technique was used by the researcher because of based on the preliminary research, those classes tend to be more active than another classes.

This research was conducted in English Classes of *Ma'had* Walisongo Semarang. This place is located at UIN Walisongo Semarang. *Ma'had* requires all students to attend some language programs. One of the programs is intensive English. This program generally aims to improve the students' English ability which consists of several classes. The class where the students are required to practice and deliver a speech is an English speech class. This class is habitually done after dawn prayer in the mosque. Every day three different students practice English speech based on the topic chosen. The other class where the students are examined their abilities in speaking and vocabulary mastery is a non-formal class. The students can attend non-formal class in early morning after they have done the dawn praying and participate in English speech class. Then, the class where the students get general English material is called a formal class. Formal class is conducted in the night starting from 20.00 up to 21.30 and taught by some lecturers.

3.4 Method of Collecting the Data

The researcher used some methods in collecting the data. These methods are observation and unstructured interviews with recording technique. The first method is observation. Observation is the primary method for obtaining data in a qualitative research. Observation method was used by

the researcher in learning process of formal and non formal classes in order to the researcher gets some information in the field.

The second method was unstructured interviews. Idrus (2009: 107) explains that interview is the most effective method for conducting a qualitative research. In addition, Arikunto (2006:227) explains that in unstructured interviews a researcher will be able to organize, develop, and arrange the main questions. Because of the reasons, the researcher as the interviewer arranged and developed the main questions in order to enlarge and to review the data.

Those methods were done by recording technique. The recording of all the utterances and activities in the research place are done by the researcher of qualitative study (Duranti, 1997:116). In collecting the data, the researcher recorded the teacher's and the students' conversations in both classes. After recording the conversation, the researcher transcribed the conversation among participants by using Gail Jefferson's transcription model (Schiffrin,1994:424-431).

3.5 Data Analysis Technique

In conducting this research, the researcher used several steps of data analysis techniques. The first step was done by the researcher is listening the conversations data that were collected from audio recording. The second step which was done by the researcher is transcribing the conversations by using Gail Jefferson's transcription symbols. The third step is the researcher

analyzed the conversations data according to the theories proposed by some linguists. The last step is the researcher presented the result of analysis in a detail description.

3.6 Method of Presenting Result

In presenting the result of this research, the researcher used two methods namely formal and informal methods (Mahsun, 2005:255). In informal reporting method, the researcher used a set of words, while in formal reporting method , the researcher uses a table, a graphic, a diagram, or a picture.

The result of this research would be reported by the description of turn taking patterns, turn taking features, turn taking mechanism, and turn taking strategies in formal and non-formal classes. After the result of turn taking analysis had been reported, the researcher compared the turn taking analysis in formal and non-formal classes. This reporting method is called informal method. Besides informal method, this research also used formal reporting method. This method used to report the result of turn taking analysis and its comparison in the form of table.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher will present the turn taking system in non-formal and formal English classes at *ma'had* Walisongo and its comparasion between two classes.

4.1   Research Findings

In general, turn taking system in non-formal and formal English classes show a typical pattern, that is A-B-A-B-A-B. A means the teacher's utterances and B means the students' responses. When the teacher is producing utterances, the students should give the responses. These responses should be appropriate with what the teacher says. This appropriateness depends on the time when the teacher ends her/his talks, the students may get a turn.

Specifically, turn taking system in both classes can be categorized in terms of its features, its mechanisms and its strategies. The turn taking features consist of back-channel, simultaneous turn taking, adjacency pair, topic change, and silence. The turn taking mechanisms are allocated in turn constructional and turn allocation units, and the turn taking strategies can be grouped as taking a turn, holding a turn, and yielding a turn.

Turn taking features are used to characterize the process of turn taking and affect the exchange of turns among participants in a conversation. The features facilitate conversation to pass smoothly or hinder the flow of talk. In conversations of both classes, turn taking features consists of back-channel,

simultaneous turn taking, adjacency pair, topic change and silence. In non-formal class, the features appear on back-channel, simultaneous turn taking and adjacency pair. Meanwhile, in formal class the features appear on back-channel, simultaneous turn taking, adjacency pair, topic change and silence.

The features in both classes have similarities and dissimilarities. First, the similarity lies on back-channel. In both classes, the most frequently back-channel can be seen in short responses. These responses are produced by the students for responding the tutor/the teacher's utterances. It is produced by the students to continue, to give agreement or to show that the current speaker gives attention for the tutor/the teacher's utterances.

Another similarity lies on adjacency pair. In both classes, the utterances produced by the participants mostly represent adjacency pair. The most frequently adjacency pair is a question followed by an answer. These pair is produced by the teacher and the students. The teacher produces a question and the students give an answer. Besides, adjacency pair in both classes also appears on asking followed by explaining or rejecting. These pair also produced by the teacher and the students. The teacher produces a request and the students give an explanation or rejection. From both of pair utterances, the teacher/the tutor has an important role in the learning process of both classes.

The features also have dissimilarities. First, backchannel as the receiver response appears as non-verbal response like laughing. Laughing occurs when there is something strange or unusual which is done or produced by the current speaker. Laughing response is more often found in formal class than in non-

formal class. It occurs when the teacher makes something funny and new in English class. She uses an unique technique in reading poem activity. The students can enjoy and they can express their feeling and emotional during the process of learning. It can be impressed that not all formal class has awkward atmosphere.

The second dissimilarity is several features like interruption, overlap, and topic change are not found in non-formal class but those features can be found in formal class. The appearance of interruption and overlap in the conversations of formal class occur unintentionally. Interruption occurs when the teachers is explaining materials, the students interrupt the teacher's utterances. It occurs because the teacher takes a long time in delivering the materials and makes the students impatiently interrupt him. Actually, this interruption has negative implication because the current speaker has not already finished his/her utterances and the next speaker cuts and interrupts her/him. Silence/pause is more often found in formal class because almost the students are passive in the learning process. If the teacher gives an explanation or a question, they do not directly answer the teacher's question.

The other difference appears on adjacency pair. Adjacency pair represented by calling - answer has difference between both classes. Calling–answering mostly found in the conversations of non-formal class, but it appears only several pair utterances in the conversations of formal class. This difference numbers are caused by some factor. The tutor as the student's senior know more

the students' name in non-formal class, while the teacher does not know all the students' name in formal class.

Turn taking system which has typical pattern A-B-A-B-A-B requires the speaker to know the time when s/he speaks. The speaker cannot start talking anytime he wants to. It needs a special place of speaker change or place where the speaker transition becomes relevant. Therefore, it should be described in terms of two mechanisms namely Turn Constructional Unit (TCU) and Turn Allocation Unit (TAU). In TCU, speaker may construct a turn in various units; include lexical item, phrase, and sentence. Meanwhile in TAU, it is distributed into two groups namely selecting the next speaker and self selection.

The turn taking mechanisms have similarities and dissimilarities in both classes. The similarity lies when the participants in both classes select the next speaker by using an ellipsis technique. Ellipsis technique is mostly found in the conversation of both classes produced by the participants through WH question or rising intonation. This technique is more often used by the tutor/the teacher in selecting the next speaker. The tutor/the teacher uses WH question in asking or offering the students to do something and her/his utterances also signaled by rising intonation.

Besides the similarities which have been explained, the dissimilarities appear on each unit. First, lexical item and phrase that considered as TCU in both classes has significance different. It is caused by the different model of learning in both classes. The model of learning in non-formal class emphasizes on how the students master vocabulary and how the students speak actively in the class.

Therefore, the utterances produced by the participants in non-formal class are mostly in the form of lexical item and phrase. On the other hand, the model of learning in formal class emphasizes on how the teacher delivers a new materials based on the text book and how the students can understand it. The utterances produced by the participants in formal class are mostly in the form of sentence.

The second dissimilarity is the utterances in the form of sentence that considered as TCU differ in both classes. In non-formal class, almost the utterances produced by the participants can be grouped as interrogative sentence and in formal class it can be grouped as declarative sentence. Declarative sentence means the utterances that produced by the participants is explaining something and interrogative sentence means the utterances that produced by the participants are asking or offering something. Explaining something that can be seen on declarative sentence appears in formal class. It means that the teacher more often explains the materials than asks the students for doing something. Asking or offering something that can be seen on interrogative sentence appears in non-formal class. It means the tutor more often asks and offers the students for doing something than explains the materials.

The last dissimilarity appears when the participants select the next speaker through addressing name technique. In non-formal class, addressing name is more often used than in formal class. As explained before, the tutor in non-formal class is the student's senior. As a result, the tutor knows and remembers the students' name one by one because they often meet in *Ma'had*. However, in the process of learning the tutor often call the students' name in selecting the next speaker.

Meanwhile, the teacher in formal class only meets the students once a week. Therefore, the teacher does not know each student's name in the class. As an impact, the teacher in the formal class less used the addressing name technique for selecting the next speaker.

As mentioned before, the general pattern of turn taking in both classes is A-B-A-B-A-B. This pattern in both classes cannot be separated by taking and giving the turn strategies. The strategies are yield a turn, take a turn, and hold a turn and each strategy represented in some techniques.

In non-formal English class, the participants use the three strategies by applying certain techniques. They use taking the turn strategy by doing starting up, taking over, and interrupting techniques. In holding the turn, they apply silence/pause, lexical repetition, and new start techniques. Then, in yielding the turn, they do prompting, appealing and giving up techniques.

In formal English class, the participants also use the three strategies by doing certain techniques. They use taking the turn strategy by doing interrupting techniques. In holding the turn, they apply silence/pause, lexical repetition, and new start techniques, and in yielding the turn, they do prompting, appealing and giving up techniques.

From those explanations, the turn taking strategies in both classes have similarities and dissimilarities. The similarities appear on some strategies. In taking the turn strategy, interrupting technique is used by the participants of both classes. In holding the turn strategy, both of classes apply the three techniques that are silence/pause, lexical repetition, and filled pause techniques. Meanwhile,

in yielding the turn, the participants use prompting, appealing and giving up techniques. From the three strategies, yielding the turn strategy is the most frequently strategy used by the participants in taking and giving the turn. The participants will prompt their interlocutor by offering, asking, and producing question.

From the strategies and the techniques used by the participant, the both classes differ on each other. First, in non-formal class, the participants who take the turn use taking over, and interrupting techniques. Meanwhile in formal class, the participants only use interrupting technique. In taking the turn strategy, taking over is used the participants in non-formal English class because the tutor who guides the students impresses them to be more active in the class even though the students cannot speak English fluently. They are forced to speak as they can. But on the other hand, it does not appear in formal class. When the teachers will take the students to get the turn, s/he only asks them once. The teacher lets them whether they take the turn or not. Therefore, formal class can be seen as a teacher center class which the teacher is more active to give explanation and the students only listen to and pay attention. It is caused formal English class begins at 20.00 a.m. It is time where the students feel so exhausted after spending a long day in the campus. It is an usual thing, when the students are only passive, quiet, and do not respond what the teacher says.

Another dissimilarity is when the participants apply holding the turn strategy. In holding the turn strategy, silence and lexical repetition techniques are mostly found in formal class than in non-formal class. Silence occurs in formal

class several times because the teacher explains the materials continuously and the students are quiet. Lexical repetition also mostly used in formal class than in non-formal class. This technique occurs when the teacher still explains and speaks but s/he losses her/his idea. So, s/he tries to maintenance his/her utterance by repeating her/his lexical utterances.

From further explanations, it can be inferred that turn taking patterns in both classes are different. Turn taking pattern in non-formal class can be formulated A-B-A-B-A-B. A means the current speaker and B means the next speaker. The current speaker is the teacher and the next speaker is the students. But occasionally, the students also play role as a current speaker. Meanwhile, turn taking pattern in formal class can be formulated A-B-A-B-A-B, A-A-B-A-A-B, or A-B-A-B-A-A-A. A means the current speaker and B means the next speaker. In this case the teacher mostly plays a role as current speaker and the students play a role as the next speaker. It can be seen that there are several patterns in formal class. The patterns are the teacher says - the teacher says and followed by the students or the teacher and the student speak simultaneously. Even the teacher only speaks without responded by the students. These occurrences caused by some feature like interruption and overlap do not occur in the conversation of formal class.

From the different of pattern above, there is flexibility of turn taking pattern in both classes. This flexibility appears when the pattern of turn taking in the class does not show a typical pattern. When the teacher gives the floor for the

students, the students should not take the floor because of certain reasons. Therefore, the teacher as a current speaker has a right to hold the floor.

As mentioned above that the turn taking patterns in both classes are different, it influences the differences of the tutor/teacher's role. The tutor is a guide and the teacher is a knowledge center for the student.

From those explanations, it can be seen that intentionally non-formal and formal classes are designed differently in *ma'had* Walisongo. Non-formal is designed for accustoming and practicing students in English understanding especially vocabulary and speaking skill, while formal class is designed as structural learning in all English skills.

As conclusion, the turn taking system in both classes cannot be separated from turn taking fatures which constructed by syntactic unit. It is also decided in three turn taking strategies which have been explained before. Those components differ in one class to another class. It caused by the difference of learning goal and learning context. The following are more description of turn taking system and its difference between non-formal and formal English classes.

4.2 Discussion

4.2.1 Turn Taking System in Formal and Non-Formal English Classes

In formal and non-formal English classes, turn taking analysis focuses on turn taking features, turn taking mechanisms, and turn taking strategies. There are several features of turn taking which consist of backchannel, simultaneous turn taking, silent/pause, adjacency pair and topic change. These features will be seen how the mechanisms and the strategies used in turn taking pattern. Those turn

taking mechanisms have two units, namely Turn Constructional Unit (TCU) and Turn Allocation Unit (TAU). Meanwhile, turn taking strategy is divided into three strategies: (1) taking the turn, (2) holding the turn, and (3) yielding the turn.

4.2.1.1 Turn Taking Features

Turn taking features are used to accompany the turn taking process and affect the exchange of turns among participants in conversation. It facilitates the conversations to pass smoothly or hinder the flow of talk. Turn taking features in formal class can be seen on all features while in non-formal class it can be seen on backchannel, adjacency pair and interruption. The following will be explained of each item.

4.2.1.1.1 Backchannel

Backchannel is the receiver's response which indicates that the receivers are hearing and giving attention to the speaker.

In both classes, the most frequently back-channel can be seen in short responses. Short response in non-formal class has a large number than in formal class. The occurance can be seen on conversation fragment:

Convesation fragment in formal class:

1   T   : Nah kalo kali ini, kali inisampai 4 kali gak tumbang, saya akan tingkatkan >true-false-true<, >move up true<, >move up false<. Understood=
2 → S   : *Yes=*
3   T   : Nah, yang tumbang pertama kali sampai 9 will get interesting punishment. Ok, coba buat lagi, ∘up to you∘.

	Turn Taking Mechanism	Strategy of Turn

Turn Taking Feature		TCU	TAU	Taking	
Backchannel		Lexical item	Individual selection	-	
Type	Function	- Short respone		Category	Mark
Short response	Agreement			-	-

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is poem by elimination technique. The teacher asks the students to work in group for making poem which will be presented in front of the class. The teacher uses elimination technique in choosing group which will present the poem. In elimination technique, the teacher asks the students move from one place to another place until they fall. When the teacher gives instruction for the students (Line 1), all students give accepting response simultaneously (Line 2). From the students' response which show acceptance, the teacher carries on her/his utterances. The students' utterance indicates short response. Short response is the types of backchannel. This utterance is used to show agreement in giving feedback. In turn taking mechanism, this utterance is constructed by lexical item (short response). Meanwhile in turn allocation, this utterance belongs to individual selection which the receiver talks without any selection. Based on the description, the turn taking patterns are T speaks (Line 1) − *S speaks (Line 2)* − T speaks (Line 3). The pattern shows that the conversations run properly.

Meanwhile the conversation fragment in non-formal class is as follows:

1   T   :.I think moving is difficult, iya=

2 → S   : =*Yeah=*.

3   T   : Moving on is easy, <°but°> the procces of moving on that is very hard, so that... it says, what it leaves behind is hard, ya karena sudah moving on, yang tertinggal di belakang <u>itu yang sulit</u>.

Turn taking feautre	Turn taking mechanism		Srategi Turn taking	
	Piranti TCU	TAU	Category	Mark
Backchannel	Lexical item -short response	Individual Selection	-	-

The conversation fragment above can be analyzed based on the following description. The topic of the conversations is moving on. When the tutor and the students talk about the topic, the tutor shows her argument (Line 1). The tutor argues that moving on is difficult. Then, the students agree what the teacher's opinion (Line 2). They produce a simple response *yeahh* and the tutor continues giving argument (Line 3).

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) - S speaks (Line 2)- T speaks (Line 3).The students' utterance (Line 2) is *yeaahh*. It is belonging to short response, that can be indicated the types of backchannel. These utterances are used for expressing encouragement. It may represents the students encourage of the teacher utterances. In turn taking mechanisms, this utterance is constructed in lexical item. Meanwhile in turn allocation, this backchannel belongs to individual selection. In this case, the students take the turn which are not selected by the speaker.

4.2.1.1.2 Simultaneous Turn Taking

Simultaneous turn taking is divided into two terms namely interruption and overlap. Interruption can be defined as deliberate act which has negative

connotation. Meanwhile, overlap is unintentionally utterance which produced naturally.

In both classes, interruption occurs in simple interruption that used to complete the speaker's utterance. The sample of the occurance can be seen on conversation fragment:

Conversation Fragment in formal class

1   T   : Kalo kebalikannya, move right. Where's your right hand? Ya. When I say move right, ∘please∘ move to the right side. And then, move up, bukan move on ya.
2   S   : (Hahaha)
3 → T   : Move up, go ahead. The synonym of move up is go ahead. Maju kedepan, *when I say move up berarti maju ke//*
4 → S   : <u>*Depan*</u>

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		TCU	TAU		
Simultaneous turn taking		Lexical item -Short respone	Individual selection	-	
Type	Function			Category	Mark
Interruption -simple interruption	Completing			-	-

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is reading poem activity using elimination technique. When the teacher gives the instruction step by step (Line 1), the students laugh because the teacher cracks a joke. Then, the teacher continues her utterance in giving instruction (Line 3). When the teacher does not complete yet her utterance, a student interrupts the teacher's utterances because

she will try to complete the theacher's utterances. The students' utterance indicates simple interruption. These utterances are used to complete the speaker's utterance when the speaker can not express her/his mind.

The turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2) – T speaks (Line 3) – S speaks (Line 4).* In turn taking mechanisms, this utterance is constructed in lexical item. Meanwhile in turn allocation, this utterance belongs to individual selection which the receiver talks without any selection.

Meanwhile the conversation fragment in non-formal class is as follows:

1   T   : oke, enough like this, if you wanna go steady with your boyfriend, you have ya (0,2) and then, the rain is falling, and then you, your heart is, you are, you have err (0,2) uneasiness in your heart whether the rain, whether your boyfriend will wait you or angry or will//

2   → Girl 1   : *Khawatir Gelisah.*
3   T   : yes, so that kegelisahan.

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		Piranti TCU	TAU		
Interruption		Lexical item -Short respone	Ellipsis rising intonation	Taking the turn	
Type	Function			Category	Mark
Simple interruption	completing			Interrupting	Rising intonation

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is making relathionship with the boy/girl friend. The tutor gives her opinion related in those topics. She explains more the effect of steady, what will happen if the students getting steady, and the

other explanation related in steady. When the tutor gives her opinion (Line 1), there is a student interrupts her utterances (Line 2). The student tries to complete what the tutor will say. Then, the tutor gives response for the students' utterances (Line 3).

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *Girl 1 speaks (Line 2)*-T speaks (Line 3). The girl's utterances (Line 2) indicate that the girl take the turn by interrupting the teacher's utterances. This interruption is categorized as simple interruption. This interruption is used for completeing the tutor's utterances when the speaker does not mention what she/he says. In turn taking mechanisms, this utterance is constructed by lexical item. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker role allocation. It shows ellipsis which signaled by raising intonation. Therefore, the girl's utterance is categorized as taking the turn strategy which uses rising intonation mark.

Simulataneous turn taking also appear in overlap utterance in formal class. It is done by the student when the teacher is explaining material. The occurance can be seen on the conversation fragment.

Conversation Fragment in formal class

1   Girl A :there should be many car in the city.
2   T   :jangan many ya, bener, tapi idealnya fewer, there should be fewer car in the city, next
3 →   T   : [There is....]
4 →   Girl B : [*there is] many, much public transportation,*
5   T   :Jangan much, karna is, pakenya more(0,2) number four.

Turn Taking Feature	Turn Taking Mechanism		Strategy of Turn Taking
	TCU	TAU	

Simultaneous Turn Taking		Sentence - declarative sentence	Individual selection	Taking the turn	
Type	Function			Category	Mark
Overlap - Recognitional onset	-			Interruption	-

The conversation fragment above can be analyzed based on the following description. The topics of those conversations are pollution and environment. The teacher asks the students to give argument about a large number of cars in our country. When a student gives her argument of the topic (Line 1), the teacher corrects her utterance by the appropriate structure (Line 2). In correcting the students' utterances, one of students utters something conterminous to the teacher (Line 3 and 4). The students' utterance indicates recognational onset overlap. It is kind of overlap. This utterance is used to declare what the speaker utters when the speaker is mentioning what she/he says.

Based on the fragment, turn taking patterns of conversations are Girl A speaks (Line 1) – *Teacher speaks (Line 2)* – T speaks (Line 3) – *Girl B speaks (Line 4)* -T speaks (Line 5). In turn taking mechanisms, this utterance is constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection. In this case, the receiver's utterance is categorized as overlap.

In non-formal class, overlap does not occur in the conversation among participants. It does not appear in the conversations of non formal class because the students in non-formal class respect with the teacher. Therefore, in responding

the the teacher utterances they only listen to and wait for until the the tutor finishs her/his utterances. They try to avoid overlap or interrupt the tutor's utterance.

4.2.1.1.3 Adjacency Pair

Adjacency pair as pair expressions consists of two utterances which the first utterance is stimulus for the second utterance, and the second utterance is expected response for the first utterance.

In formal class, the most frequently adjacency pair appears in question followed by the answer. It indicates that in conversation of formal class, the teacher often gives a question and the students respond by answering the teacher/the tutor's utterances. It also can be identified that question-answer utterances show the turn taking pattern run properly. The sample can be seen on conversation fragment:

Conversation fragment in formal class

1   T   : dan seterusnya, next, will, gimana: jadinya, you will not go jakarta next week, interrogative nya:, will you go Jakarta next week / yes, I will, no, I will not
2 → T   : <u>sudah</u>? Tuli
s jawabannya, fungsi simple future tense. *sudah?*
3 → S   : *not yet.*
4 → T   : o:ke, *sudah?*
5 → T   : *>bawahnya<, fungsi dari simple future tense.*

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		TCU	TAU		
Adjacency pair		Lexical item	Individual selection	-	
Type	Function			Category	Mark
Question-	To give			-	-

answer	question and answer the question				

The conversation fragment above can be analyzed on the following description. The topic of these conversations is future tense. The teacher asks the students to give example of future tense. When the teacher gives the instruction (Line 1), he asks the students' whether they finish or not (Line 2). Then, the students simultaneously answer *not yet* (Line 3) that indicates the students have not completed their task.

The turn taking patterns of the conversation are T speaks (Line 1) – *Teacher speaks (Line 2) – S speaks (Line 3)* – T speaks (Line 4)- T speaks (Line 5). It can be seen that the students' and the teacher's utterances indicate a question followed by an answer. These pair belongs to adjacency pair. These utterances are used to give question and to answer question. In turn allocation, these utterances can be identified as individual selection when the receiver gives response without any selection.

In line with formal class, in non-formal class, the most frequently adjacency pair is a question followed by an answer. These pair is produced by the the tutor and the students. The tutor produces a question and the students give an answer. The sample can be seen on conversation fragment:

Conversation fragment in non-formal class

1   T : The most important thing you kno:w the main core of this questions. Gak usah ditulis semuanya, yang penting tau intinya. I want you to work in agroup of three. You kno:w 1, 2, 3, 1, 2,3

2   S : Three. Yeahh, in three ((discussing))

3 → *T : Have you done?*

4 → *S : No=.*
5 → *T : =<u>Done</u>=*
6 → *S : =Not yet.*

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		TCU	TAU		
Adjacency pair		1st utterance: lexical item	Individual selection	-	
Type	Function			Category	Mark
Question-answer	To give question and answer the question	2nd utterance: Lexical item		-	-

The conversation fragment above can be analyzed on the following description. The topic of these conversations is sophisticated gadget. The tutor asks the students to give opiniom of the topic. When the tutor gives the instruction (Line 1), s/he asks the students' whether they finish or not (Line 3). Then, the students simultaneously answer *no* (Line 4) that indicates the students have not completed their task.

The turn taking patterns of the conversation are T speaks (Line 1) – *S speaks (Line 2) – T speaks (Line 3)* – S speaks (Line 4)- T speaks (Line 5). It can be seen that the students' and the teacher's utterances indicate a question followed by an answer. These pair belongs to adjacency pair. These utterances are used to give question and to answer question. .In turn allocation, these utterances can be identified as individual selection when the receiver gives response without any selection.

4.2.1.1.4 Silence

Silence occurs when the previous speaker gives turn signal, but the receiver fails or refuses in continuing her turn. This signal shows that the participant failure in responding the other participant. In this case, silence only occurs in the conversation of formal class. The occurance can be seen on the conversation fragment:

Conversation Fragment in formal class

1   T   : Any <u>difficult.</u>
2   T →   : *>Fewer apa fewer<, lebih sedikit...*
3   *T →*   : *Ada yang lain (0,2) subway, tadi a:pa subway, subway line?*
    Jalur kereta api bawah tanah.

4   *T →*   : *Traffic tadi a:pa traffic (0,3) lalu li*ntas, *why* is there never
busway you want one, apa?

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		TCU	TAU		
Silence		-	-	-	
Type	Function			Category	Mark
-	-			-	-

The conversation fragment above can be analyzed based on the following description. The turn taking patterns of conversation are T speaks (Line 1) – *T speaks (Line 2)* – T speaks (Line 3) – *T speaks (Line 4)*. The topic of those conversations is transportation. The teacher describes the condition of transportation in Indonesia. He explains a lot of the transportation condition in Indonesia but no one student gives a response. This occurance as categorized as

silence which the speaker has given the turn to the receiver but no one gives a response.

4.2.1.1.5 Topic Change

Topic change occurs when the participants talk the same topic, but one of the speaker changes the other topic which relevant the previous topic or the new topic.

In line with silence/pause, topic change only occurs in the conversation of formal class . The following conversations are one sample of topic change.

Conversation Fragment in formal class

1   T   : So Un make unfcc, united nation for climat chance... the job is to control the polution, makanya: kebijakan pemerintah itu selalu memberikan adanya lth, apa itu.. the green open space... ruang terbuka hijau.. setidak-tidaknya 30 percent of the width, what is the goal/ to minimize of air pollution.
2   T   : Okeee. Fewer cars, there isnt so much ∘traffic∘
3   T   : Say is it our bus coming, yes it is, but look its full, oh no lets go and get cup of copy, when we wait... tau yaartinya
4   T →   : *Next page.*
5   T →   : *Countable noun and uncountable noun, apa artinya*

Turn Taking Feature		Turn Taking Mechanism		Strategy of Turn Taking	
		TCU	TAU		
Topic change		Sentence - imperative sentence	Individual selection	-	
Type	Function			Category	Mark
Changing the topic	-			-	-

The conversation fragment above can be analyzed based on the following description. The topics of those conversations are pollution and environment.

When the teacher explains more about environment and pollution (Line 1), the teacher gets nothing response from the students so the teacher continues his utterances (Line 2 and 3). When, no one student responds the teacher's utterances, the teacher decides to back to the next topic (Line 4).

The turn taking patterns of conversation are T speaks (Line 1) – *T speaks (Line 2)* – T speaks (Line 3) – *T speaks (Line 4)*- T speaks (Line 5). The teacher's utterances indicate changing the topic. In this case, changing the topic is belonging to topic change. This utterance has function to leaving the current topic to bring out the different topics. In turn taking mechanisms, this utterance is constructed in sentence and formed by imperative sentence. Meanwhile in turn allocation, this utterance belongs to individual selection which the receiver gives response without any selection.

Topic change also appears not only in changing the topic but also it appears in resuming the topic. The occurance can be seen on conversation fragment:

Conversation Fragment in formal class

1	T	: Ya:::, kalau pake perfect, anda hari ini probabilitasnya masih belajar, tapi kalo tidak bulan yang lalu belajar bahsa inggris, sudah tidak, secara umum seperti itu ::: Paham <u>ya</u>
2	T	: oke, please give your <u>resolution</u>
3	T →	:*any question for this…. last week, ive already announced you that should do your homework, please present here to your friend,* halloooo…
4	T →	:*last week, you know what our last activity, what is the instruction?*
5	T	: what do you get, from the <u>movie</u>?=
6	Girl 2	: =this film is very good.

Types of Turn Taking	Turn Taking Mechanism		Strategy of Turn Taking
	TCU	TAU	

Topic change		sentence - interrogative sentence TRP:	Selecting the next speaker	Yielding the turn	
Type	Function			Category	Mark
Resuming the topic	-			Prompting	Asking someone (*please*)

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is past perfect tense. When the teacher explains more about past perfect, there is no student responds the teacher'utterances (Line 1and 2). Therefore, the teacher gives feedback and asks question for the students, but the students do not give response. Then, the teacher utters the other topic. He asks the previous assignment, but no one student gives response (Line 3 and 4). When the teacher asks specific question to the students, a student gives response (Line 6). The teacher's utterances indicate resuming the topic. These utterances are used to terminate the current topic and back to the previous topic.

The turn taking patterns of conversation are T speaks (Line 1) – *Teacher speaks (Line 2)* - T speaks (Line 3) – *T speaks (Line 4)*- T speaks (Line 5)- Girl 2 speaks (Line 6). In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker technique. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

4.2.2 Turn Taking Mechanism

The turn taking system is described in terms of two components namely Turn Constructional Unit (TCU) and Turn Allocation Unit (TAU).

4.2.2.1 Turn Constructional Unit

TCU (Turn Constructional Unit) is the unit which constructs a turn. These units are characterized by predictability of their closure as a unit. The end of the unit is the place where speaker change can occur and the turn may pass to another speaker in order to keep the progression of turns in motion. It can be syntactic unit like sentence, phrasal, or lexical.

Lexical item

Lexical item are mostly found in the conversation of non-formal class than in formal class. It is because the non-formal class activity is emphasized on memorizing vocabulary.

In formal English class, lexical item appears as short response because in formal English class the learning activity is not emphasized on examining or reviewing the vocabulary but explaining the material. The occurance can be seen on the conversation fragment:

Conversation Fragment in formal class

1   T   : And then the opposite atau lawan dari move up, move back.
               Majuke, kok maju mundur ke belakang. Move//
2   S → : *Back*
3   T   : Ok. Nah, 4 instructions itu. Understo:::od?
4   S → : *Yes.*
5   T   : Nah, sekarang, for those 4 instructions, I've 2 choices. True and false. True, what's the meaning of true?
6   S → : *Bena:::r*   .

7   T   : What's the meaning of <u>false</u>?
8   S →   : *Salah* .

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	-	
Lexical item		Individual selection	Category	Mark
Type	Kind		-	-
Short response	-			

The conversation fragment above can be analyzed based on the following description. The topic of these converstions is poem. The teacher asks the students to make and to present a poem in group. The teacher uses elimination technique in choosing the group which will present. When the teacher gives instruction (Line 1), the student takes the turn by interrupting. She responds *back* in completing the teacher's utterance. When the teacher asks the students' comprehension (Line 3), the students give acceptance response (Line 4). The students' utterances indicate short response that considered as lexical item. These utterances have function to response the teacher's utterance. The turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)*- T speaks (Line 5)-*S speaks (Line 6)* –T speaks (Line 7) – *S spesks (Line 8).* In turn taking mechanisms, these utterances are constructed by lexical item. Meanwhile in turn allocation, this utterance can be identified as individual selction.

Meanwhile, in non-formal class, lexical item appears in the participant's utterance when the tutor reviews and examines the students' vocabulary mastery

in terms of pronounciation and meaning. These activities are done every meeting, especially in the beginning of conversation as the habitual activity. The habitual acitivity is proposed to review and to examine only the students' vocabulary mastery in terms of pronounciation and meaning.

In reviewing and practicing students' pronounciation, the tutor has two techniques. The first technique is repetition which the tutor gets students to pronounce certain words several times, and the second technique is imitation which the tutor gets students to imitate tutor's utterances.

The first technique is repetition which the tutor getting students to pronounce certain words several times. In this case, the tutor pronounces each word three times and students followed her. It can be seen on conversation fragment below:

Conversation fragment in non-formal class

```
1     T →     : Shooting, shooting, shooting=
2     S →     :                                =shooting, shooting, shooting
3     T →     : Soldier, soldier, soldier=
4     S →     :                                =soldier, soldier, soldier`
```

Turn Taking Mechanism					Strategy of Turn Taking	
TCU				TAU		
Lexical Item				Individual Selection	-	
Type	Kind	Function	Technique		Category	Mark
Noun	Job, certain activity	Review and examine vocabulary and pronounciation	Repetition			
					-	-

The conversation can be systematized based on the following steps; when the tutor pronounces certain nouns (Line 1 and 3) then all students listen to the tutor's pronounciations carefully. After that, the students repeat her pronounciations simultaneously (Line 2 and 4). In this case, the tutor only focusses on the students' pronounciation. When a student mispronounces certain noun, the tutor gives correction directly.

The second technique used by the tutor is asking students for imitating her pronounciation. In this technique, all students imitate the tutor utterances when the tutor pronounces a word. This imitation is done twice. This occurrence can be seen on the following fragment:

Conversation fragment in non-formal class

```
1    T      : Engagement =
2    S      :              =Engagement
3    T      : Engagement =
4    S      :              =Engagement
```

Turn Taking Mechanism					Strategy of Turn Taking	
TCU				TAU		
Lexical Item				Individual Selection	-	
Type	Kind	Function	Technique		Category	Mark
Noun	Event in family life	Review and examine vocabulary and pronounciation	Imitation			
					-	-

The conversation can be systematized based on the following steps; when the tutor pronounces a certain noun (Line 1 and 3), the students listen to and wait

for the tutor's utterances. After that, the students will imitate the tutor's utterances (Line 2 and 4). In this case, the students will pronounce nouns repeatedly.

Reviewing and examining pronounciation are not enough in vocabulary mastery of habitual activity. However, it needs practice to recall vocabulary and to pronounce nouns in one time.In recalling meaning and practicing pronounciation, the tutor has two techniques. The first technique is repetition which the tutor asks the students for repeating word several times and the second technique is imitation which the tutor asks the students for imitating word.

The first technique employed by the tutor is asking students to repeat her utterances several times. The tutor pronounces a certain word including its meaning three times and either do all students. This occurrence can be seen on the following fragment:

Conversation fragment in non-formal class

```
1    T →   : Fiance, fiance, fiance, tunangan=
2    S →   :                           =Fiance, fiance, fiance, tunangan
3    T →   : Engage, engage, engage, bertunangan=
4    S →   :                           =Engage, engage, engage, bertunangan
```

Turn Taking Mechanism				
TCU				TAU
Lexical Item				Individual Selection
Type	Kind	Function	Technique	
Noun	Event in family life	Review and examine vocabulary meaning and pronounciation	Repetition	

The conversation can be systematized based on the following steps; when the tutor pronounces a certain noun and tells its meaning repeatedly (Line 1 and 3), all students listen to and wait for the tutor's utterances. After that, the students repeated the tutor's utterances three times (Line 2 and 4).

The second technique used by the tutor is the students imitate the tutor's utterances. This technique occurs when the tutor pronounces a word that will be imitated by the students in turn. After that, the tutor tells the words meaning and all students imitate. It can be seen on the conversation fragment below:

Conversation fragment in non-formal class

```
1    T    : Courtesy=
2    S    :              =Courtesy
3    T    : Courtesy=
4    S    :              =Courtesy
5    T    : Kesopanan=
6    S    :              =Kesopanan
```

Turn Taking Mechanism				
TCU				TAU
Lexical Item				Individual Selection
Type	Kind	Function	Technique	
Noun	Types of attitude	Review and examine vocabulary meaning and pronounciation	Imitation	

The conversation above can be systematized based on the following steps; when the tutor utters a particular noun (Line 1and 3), all students listen to and wait for the tutor's utterances. After that, they repeat the tutor's utterances simultaneously (Line 2 and 4). Their utterances are pronounced twice. After

drilling the students to pronounce certain noun, the tutor tells the meaning of the pronounced noun.

From the explanation above, it can be concluded that the main purposes of reviewing and practicing lexical item (vocabulary) are drilling pronunciation and memorizing vocabulary. In drilling and memorizing vocabulary, all students participate in habitual activities actively. The interaction in habitual activity among tutor and students run properly. The tutor as the students' senior has important role in conducting learning activity and the students as junior always follow their senior. For instances, all students participate actively and have a full attention. The students' active participation can be proven by their choral response toward tutor's utterance. Furthermore, the students'attention can be proven when the tutor utters a particular noun or verb, all students listen to and wait for the tutor's utterances carefully.

Phrase

The researcher finds some phrases in conversation of formal English class. In this data, the researcher finds some phrases formed by noun phrase. The occurance can be seen on the conversation fragment.

Conversation fragment in formal class

1	T	: Ok, group 8
2	8th gr.	: ((reading a poem))
3	S	: ((applause))
4	T	: *Last group.*

Turn Taking Mechanism		Turn Taking Strategy
TCU	TAU	Yielding the turn

Phrase		Individual selection	Category	Mark
Type	Kind		Prompting	Request
Noun phrase				

The conversation fragment above can be analyzed based on the following description; the topic of these converstions is poem. The teacher asks the students to make and present a poem in group. The teacher uses elimination technique in choosing the group which will present. When the teacher asks students to present in group (Line 1), then they present soon (Line 2). After one group presents their poem, the teacher points the next group to be the next presenter. In pointing the the next speaker, the teacher's utterances formed by declrative sentence but the meaning is asking students to do something (Line 4).

Based on the fragment, the turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2)* – S speaks (Line 3) – *T speaks (Line 4)*. In turn taking mechanisms, this utterance are constructed by pharse. Meanwhile in turn allocation, this utterance can be identified as individual selection. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Besides, noun phrase construction in the conversation of non-formal class is mostly exist in the data. It appears in reviewing and examining vocabulary as habitual activity.

In reviewing and examining vocabulary, there are two techniques used by the tutor. These techniques are guessing and repetition. The first technique is

guessing which the tutor asks the students translating a noun phrase using WH question and stressing then the students give response. The second technique is repetition which the tutor pronounces noun phrase and tells the meaning, then the students listen to and wait for the tutor's utterances and repeat it three times. This occurance can be seen on the following fragment:

Conversation fragment in non-formal class

```
1       T →     : Step mother, step mother, step mother, ibutiri=
2       S →     : =Step mother, step mother, Step mother, ibutiri
```

Turn Taking Mechanism				
TCU				TAU
Phrase				Individual Selection
Type	Kind	Function	Technique	
Noun phrase	Family member	Review and examine vocabulary	Repetition	

Based on the conversation fragment above, the phrase can be systematized based on the following steps; when the tutor pronounces a phrase and its meaning three times (Line 1), the students listen to the tutor's utterances and repeat it three times.

Another conversation fragment in non-formal class as follows:

```
1       T       : madness=
2       Girl 1  :               =m-a-d-n-e-double s
3       T       : very good, and now, eagerness
4       S       :                               e-a-g-e-r-n-e-double s
```

Turn Taking Mechanism	
TCU	TAU

Phrase				Individual Selection
Type	Kind	Function	Technique	
Adverbial Phrase	Characteristic	Review and examine vocabulary	Repetition	

From the conversation fragment above, adverbial phrase can be systematized on the following step; when the tutor asks the students to spell a vocabulary item (Line 1), the student who pointed gives her response (Line 2). When a student answers correctly the tutor appreciates her by using expression of compliment (Line 3). This expression can be categorized as adverbial phrase.

Besides lexical item and phrase which has been analyzed, Turn Constructional Unit (TCU) also can be grouped as sentence.

Sentence

Besides lexical item and phrase, sentence or clause also can be considered as Turn Constructional Unit (TCU). The researcher analyzes there are three kinds of sentences in the data namely declarative sentence, imperative sentence, and interrogative sentence.

Declarative sentence

In both classes, declarative sentences appear as the tutor's/the teacher's utterances response. The occurance can be seen on conversation fragment below:

Conversation fragment in formal class

1   T   : berarti kalo <u>signature</u> ?
2   All *:* tanda tangan.

3   T →: *go:od , tanda tangan. Sign itu tanda tapi kalo "give your sign here". Itu bisa juga diartikan. Tolong tanda tangan disini. Sign bisa diartikan menandai, bisa juga diartikan menanda tangani. Dilihat dari konteks kalimatnya, bahasa inggris (0,4) to your find any synonims*
.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	-	
Sentence		-	Category	Mark
Type	Kind		-	-
Declarative Sentence	Giving explanation			

       The analysis of conversation fragment can be systematized based on the following steps. When the tutor and the students talk about transportation, the teacher asks the students related in the topic (Line 1). Then, the students answer continuously (Line 2). After the teacher gets answer from the students, he explains more about that topic (Line 3). In this case, the tutor explanation for the students can be categorized as declarative sentence

Meanwhile the convesation fragment in non-formal class is as follows

1   Girl   : Prolog, prolog.
2   T →   : And now, *the first group will be the first to present your translated song. Start from Novi*   <u>What</u> your <u>song</u>?=
3   Novi   : =No::, no::, no::.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker	Category	Mark
Type	Kind	Adresing name	Prompting	Question
Declarative Sentence	Giving instruction			

The analysis of conversation fragment can be systematized based on the following steps. When the tutor and the students talk about job, a girl takes the turn then she will remind the tutor to go back in the previous topic (Line 1). Then, the tutor responds the students' utterances in declarative sentence (Line 2). This response indicates that she will continue the main topic. She declares whoever be the first presenter in singing activity.

Besides declarative sentences which have been analyzed, sentences considered as Turn Constructional Unit (TCU) is imperative sentence.

Imperative sentence

In both classes imeperative sentences appear in the tutor's/the teacher's utterances. The tutor/the teacher uses imperative sentences to ask the students in answering, giving response and repeating implicitely or explicitely. The occurance can be seen on conversation fragment below:

Conversation Fragment in formal class

1   T →   : I've 5 commands. *Listen to me::. Focus please. Listen to me*. 5 instructions, 5 commands. True-true-false-true-true. Remember please. Ok, let's start it. *Move left, move right, move up, move back, move up*
2   S   : Aaaaaa (( ))
3   T →   : Ya, now the finalist. *Be ready please*. Welcome to the final competition. I've 6 commands
4   S   : (Hhhhh)

Turn Taking Mechanism		Turn Taking Strategy	
TCU	TAU	Yielding the turn	
Sentence	Individual	Category	Mark

Type	Kind	selection	Prompting	Requesting
Imperative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of these converstions is poem. The teacher asks the students to make and present a poem in group. The teacher uses elimination technique in choosing the group which will present. When the teacher gives instruction (Line 1 and 3), the students do not give a verbal response. They only shout to show s/he still in the conversation (Line 2 and 4). The teacher only asks something by using imperative sentence.

Based on the fragment, turn taking patterns of the conversations are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)*. In turn taking mechanisms, these utterances are constructed by imperative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Meanwhile the conversation fragment in non-formal class is as follows:

```
1    T      : And now, confusion=
2    S      :                           =Confusion
3    T →    : Say together, confusion=
4    S      :                           =Confusion     .
```

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker	Categor y	Mark
Type	Kind	Rising intonation	Prompti	Requesti

Imperative Sentence	Giving instruction			ng	ng

The analysis of conversation fragment can be systematized based on the following steps. When the tutor asks one vocabulary item (Line 1), all students listen to and wait for the tutor's utterances continued by the students repeat it (Line 2). For making students' togetherness and students' attention, the tutor asks students using imperative sentence (Line 3) then the students give response. Imperative sentence used by the tutor because the tutor has important role in guiding students' learning activity.

Besides declarative and imperative sentences which have been analyzed, sentence considered as Turn Constructional Unit (TCU) is interrogative sentence.

Interrogative Sentence

Interrogative sentence is mostly appear in asserting question, request, encouragement, agreement etc. This fragment below is one of analysis sample in interrogative sentence.

Conversation fragment in formal class

1   T   : Ya, kalau pake perfect, anda hari ini probabilitasnya masih belajar, tapi kalo tidak bulan yang lalu belajar bahsa inggris, sudah tidak, secara umum seperti itu (0,4) Paham <u>ya</u>

2   T   : oke, please give your resolutio

3   T → *:any question for this (0,4) last week, ive already announced you that should do your homework, please present here to your friend, halloooo…*

4   T → *:last week, you know what our last activity, what is the instruction?*

5   T   : what do you get, from the <u>movie</u>?=

6   Girl 2 : =this film is very good

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker. WH Question	Category	Mark
Type	Kind		Prompting	Requesting
Interrogative Sentence	Asking for understanding			

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is past perfect tense. When the teacher explains more about past perfect, there is no student responds the teacher'utterances (Line 1and 2). Therefore, the teacher gives feedback and asks question for the students, but the students do not give response. Then, the teacher utters the other topic. He asks the previous assignment, but no one student gives response (Line 3 and 4). When the teacher asks specific question to the students, a student gives response (Line 6). The teacher's utterances indicate an interrogative construction.

The turn taking patterns of conversation are T speaks (Line 1) – *Teacher speaks (Line 2)* - T speaks (Line 3) – *T speaks (Line 4)*- T speaks (Line 5)- Girl 2 speaks (Line 6). In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker technique. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Meanwhile the conversation fragment in non-formal class is as follows:

1   T →   : *Who agree with nida*? Repeat it.
2   Rida :   ∘I have keep honesty in every my breath∘
3   T   : Who agree? Or who disagree?
4   Girl :   Breathe-nafas
5   T   : Who will say agree, and who will say *disagree*?

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker	Category	Mark
Type	Kind	Ellipsis (WH question)	Prompting	Question
Interrogative Sentence	Asking agreement			

The analysis of conversation fragment can be analyzed based on the following steps. When the tutor asks students about agreement (Line 1), a student (Rida) responds the tutor's utterances (Line 2). Then, the tutor asks other students whether they agree or not (Line 3), one of girl respond the tutor's utterances (Line 4). The tutor uses interrogative sentence in asking students' agreement (Line 1, 3 and 5). It used to make and to whip students to active participation in learning activity.

4.2.2.2 Turn Allocation Unit (TAU)

Turn Allocation Unit is divided into two roles that allocate the sequence of next turn taking. First, the role of turn allocation is when the first speaker selects the next speaker. Second, the role of next turn is allocated through individual selection.

Selecting the Next Speaker.

In selecting the next speaker, the participants uses several techniques that can be
identified as addressing name, question tag, ellipsis, and declaring social identity.

Addressing name

Addressing name is a technique in selecting the next speaker by calling the other
speaker's name directly. This technique can befound in the conversation of both
class. The conversation fragment sample can be seen below:

Conversation Fragment in formal class

1   T   : oke, all create, creation, creature, kalo yah (0,4) ini kan jelas,
              menciptakan, cipta, kalo ini makhluk, ini pencipta...oke very Good,
              good presentasion.
2   T →   : *okehima, tell your friend*..
3   S   : uli:::
4   T →   : *oke uli:, oke laila, please:::*=
5   Girl3   : =assaamualikumwr, wb

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker	Category	Mark
Type	Kind	- addressing name (uli, laila)	Prompting	
Imperative sentence				

The conversation fragment above can be analyzed based on the following
description. The topic of these conversations is PK movie. The teacher asks the
students to watch and analyze the movie. The teacher uses PK movie as media in
discussion activity. When a student presents her presentation, the teacher gives
feedback to her. He comments the girl performance (Line 1). Then, the teacher

continues his utterances by requesting students to present (Line 2). In requesting, the teacher uses addressing name in selecting the next speaker. The teacher calls the students' name one by one (Line 2 and 4). Then, one student who is pointed taking the turn and starts her presentation.

Based on the fragment, turn taking pattern of conversation are T speaks (Line 1) – *Teacher speaks (Line 2)* – S speaks (Line 3) – *T speaks (Line 4)* - Girl 3 speaks (Line 5). In turn taking mechanisms, these utterances are constructed by imperative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique. The use of addressing name by the teacher aims to offer whoever will present their result. Therefore, to make the students participate in presentation, the teacher calls the students' name one by one is direct way in selecting the next speaker.

Meanwhile the conversation fragment in non-formal class is as follows:

1   T   : Before you present your song, you have to introduce your group 2
                 or your pair. You can give your pair a name. So there, you have to
              give name to your pair and group. Finish?
2   T →   :   *Ilma::, with whom*?
3   Ilma   :Novi and Rara=
4   Alfa   :   =Miscommunication, Miss

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker Adresing name (*ilma*)	Category	Mark
Type	Kind		Prompting	Question
Interrogative Sentence	Asking clarification			

The conversation fragment above can be analyzed based on the following description. The conversations happen in the beginning of learning activity. The topic of the conversation are discussing and singing English song. The tutor asks the students to introduce their group or pair before singing (Line 1). When there is noise in the class, the tutor tries to check students' group. She asks for one of the student (Ilma) who makes a noise (Line 2).

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *Teacher speaks (Line)* - Ilma speaks (Line 3) – Alfa speaks (Line 4). The tutor's questions (Line 2) for the students indicate she will choose the next speaker. In choosing the next speaker, the tutor uses addressing name. She directly calls the interlocutor in choosing the next speaker to show closely relathionship between them. In selecting the next speaker, the tutor often uses addressing name. It used to select the students as the next speaker directly in the class. If the students are selected by the tutor directly, they have necessity to response the tutors' utterances.

In selecting the next speaker the tutor not only selects the students directly by using addressing name, but also the tutor selects the students indirectly by using rise intonation or WH question that can be called ellipsis.

Ellipsis

Ellipsis can be defined as dissapperance one of sentence element. Ellipsis can be seen from asking confirmation by using rise intonation and asking something by using interrogative or WH question. In the conversations of both classes, there are

many ellipsis found by the researcher. The sample can be seen on the following

fragment:

Conversation Fragment in formal class

1   T   :oke repeat after me. Subway.
2   S   :subway.
3   T   :subway entrance, entrance.
4   T →   : entrance itua dalah kata benda:. *Kata benda dari apa::*? dari
             enter. Kalo subway artinyaapa ? keretabawah ??

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Prompting	
Interrogative sentence				

The conversation fragment above can be analyzed based on the following

description. The turn taking patterns of conversation are T speaks (Line 1) – T

speaks (Line 3) – *T speaks (Line 4)*. Line 4 indicates the teacher's utterances are

asking expression. It can be categorized as ellipsis technique in selecting the next

speaker. In turn taking mechanisms, these utterances are constructed by

interrogative sentence. Meanwhile in turn allocation, this utterance can be

identified as selecting the next speaker. In this case, the students' utterances show

ellipsis using WH question. Therefore, the girl's utterances are categorized as

yielding the turn strategy which uses prompting technique.

Meanwhile the conversation fragment in non-formal class as follows:

1   Girl 1 : When I was child, my parents or my grandmother said if you're naughty::, you'll be kidnapped by the dustman.
2   T →   : *How about the other?*
3   Girl 2 : DOCTOR?
4   T →   : *How about the other*? Or you always like all the profession? What do you think <u>Nafa</u>?
5   Nafa   : Sailor.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Selecting the next speaker Ellipsis (WH Question)	Category	Mark
Type	Kind		Prompting	Question
Interrogative Sentence	Asking clarification			

The conversation fragment above can be analyzed based on the following description. The topic of the conversation is job. These conversations happen in the middle of learning activity. The tutor asks the students interesting job depend on the students' opinion. One student tells that her family threats her if she does naughtiness, she will be kidnapped by the dustman (Line 1). Therefore, she thinks dustman is frightened job. After the tutor listens the girl's explanation, the tutor responds the girl's utterancesin Line (2) and Line (4). These utterances show that she will ask other students to give their opinion about job.

Based on the fragment, turn taking patterns of conversation are Girl 1 speaks (Line 1) – *Teacher speaks (Line 2)* –Girl 2 speaks (Line 3) – *T speaks (Line 4)*- Nafa speaks (Line 5). The italic words means the teacher produces asking utterances. She uses the word *how* as WH question in choosing the next speaker. In turn taking analysis the tutor's utterances by using WH question

belongs to kind of ellipsis. In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. Therefore, the girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Ellipsis is used indirectly in selecting the next speaker because the tutor often asks something to the students which indicate the students should respond the tutor. Therefore, in conversations data of non-formal English class, the writer finds many kinds of ellipsis and addressing name. Besides, in selecting the next speaker, the tutor or the students as the speaker sometimes use declaring social identity.

Declaring social identity

Declaring social identity is asserting someone's call using social identity, for example Mr, Mrs, Miss, Dear, Sir, Mom, etc. In the conversation of both classes, the writer finds several data data in declaring social identity. The sample of conversation fragment can be seen below:

Conversation Fragment in formal class

1	T	**:** Ok, listen to me. Soundless, because we have ∘neighbor∘, yang listening section, kitakan harus toleranya. Please be soundless. Please stretch your left hand, rentangkan tangan kiri.
2	S →	: *Mi::ss, gak muat Miss.*
3	T	: Sudah lurus, ya ok. All of you, listen to me:. <u>Have you been ready</u>
4	S	: <u>READY::::</u>

Turn Taking Mechanism	Turn Taking Strategy

TCU		TAU	Taking the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Taking over	
Declarative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of these converstions is poem. The teacher asks the students to make and present a poem in group. The teacher uses elimination technique in choosing the group which will present. When the teacher gives instruction, the class is so noisy. Therefore, the teacher warns students to be quiet (1). After warns students, the teacher continues her instruction in elimination technique for choosing the group (Line 1). After that, the students do what the teacher instructs and there is a student complains her condition (Line 2). In complaining, the student utters *miss* to show the teacher's social identity. This utterance has function to select the next speaker through declaring social identity. It is used to respect and appreciate to the teacher.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – S speaks (Line 4). In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection technique. The girl's utterances are categorized as taking the turn strategy which uses taking over technique.

Coneversation Fragment in non-formal class

1   T   : Oke. I have a question. What are the profession that you like, hate, be scared, or <u>be proud</u>? The first that you like, scared, or proud. Start from Novi, <u>what do you like</u>?

2   Girl 1 : HA? <u>Beggar</u>?

3   Students: (hhhhhh

4   Novi →:Baker, ∘*Miss* ∘

5   T   : Why Novi?

6   Novi   :Because I like it.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Taking the turn	
Sentence		Selecting the next speaker Declaring social identity (*Miss*)	Category	Mark
Type	Kind		Taking	
Declarative Sentence	Giving confirmation		over	

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is job. The tutor asks the students about interesting and impressive job randomly (Line 1). One student gives jokes by answering *beggar* (Line 2) and makes other students laugh. There is also a student answers *baker* by adding *miss* (Line 4) and conversations continue properly.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) − Girl 1 speaks (Line 2) −S speaks (Line 3) − *Novi speaks (Line 4)*- T speaks (Line 5)- Novi speaks . Line 4 can be indicated as the students declare the teacher's social identity. The word *miss* in a student's utterance indicate the student calls the tutor using declaring social identity. In ma'had, the tutor has higher position that the students. She implies in board of Islamic boarding house

as *musyrifah.* In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show declaring social identity.

Declaring social identity mostly hold by the students. In selecting the next speaker or in calling *musyrifah*, they always use identity marker (*miss*). In this case, the students have accustomed to use identity marker (*miss*) for their senior in *Ma'had.*

From the three kinds of selecting the next speaker role which require an encouragement, the other role is individual selection.

Individual Selection

One of roles in Turn Allocation Unit (TAU) is individual selection. This role happens when the speaker who is talking is not allocated by other speaker. Therefore, whoever can select their self to be the next speaker. The sample of conversation in both classes fragment can be seen below:

Conversation fragment in formal class

1   T   : ya, tapi tidak kalau saya bilang tiga bulan lalu saya belajar
         Bahasa inggris
2   S →   *: three monts ago I studied English*
3   T   : paham gak perbedaanya, <u>apa:::</u>
4   S →   *: sudah tidak dilakukan lagi*
5   T   : Ya:::, kalau pake perfect, anda hari ini probabilitasnya masih belajar, tapi kalo tidak bulan yang lalu belajar bahsa inggir, sudah tidak, secara umum seperti itu (0,2)Paham ya:::

Turn Taking Mechanism	Turn Taking Strategy

TCU		TAU	Taking the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Taking over	
Declarative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of those conversations is past perfect tense. When the teacher gives a question how to arrange and translate past perfect, one of the students answer the teacher's question. This student has known the correct answer so she directly response the teacher's utterance. This utterance is individual selection because the student who takes the turn do not selected by the the previous speaker direct or indirectly.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)*- T speaks (Line 5). Line 2 and 4 indicate the students utterances are produced by individual selection. In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection.The girl's utterances are categorized as taking the turn strategy which uses taking over technique.

Conversation Fragment in non-formal class is as follows:

1	S	: Confusion=
2	T	: =The meaning
3	Girl 1 →	: Kebingungan=
4	T	: =Narcisism
5	Girl 2 →	: Narcisism=`
6	T	: =The meaning
7	Girl 3 →	: Narsisme=

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	-	
Lexical item		Individual Selection	Category	Mark
Type	Kind		-	-
Noun	Characteristic			

The conversation fragment above can be analyzed based on the following description. These conversations take place in habitual activity which the tutor drills vocabulary. When the tutor asks the students vocabulary meaning of the previous word (Line 2), the tutor does not use any selection marker for choosing the next speaker. She only utters short utterances which intend to ask for students. Then, one of girl responds without prompting (Line 3) because she able to answer what the tutor asked. This occurance there is reciprocity among the tutor and the students in giving and taking the turn (Line 4, 5, 6 and 7).

Individual selection role is not many found in the data because the students will give response if the tutor gives stimulation to stimulate students' response. Therefore, most of *Ma'had* students tend to be more active if they selected by the tutor.

From the explanation above, Turn Allocation Unit (TAU) more emphasizes in selecting the next speaker than individual selection. Besides turn taking mechanisms which have been analyzed, turn taking refers to three turn taking strategies.

4.2.3 Turn Taking Strategies

In formal and non-formal English classes, the tutor and the students' utterances can be analyzed through some turn taking strategies. There are three strategies and some techniques that used to analyze the conversation among the tutor and the students. Those strategies are taking the turn, holding the turn and yielding the turn.

4.2.3.1 Taking the Turn

The first strategy in analyzing turn taking is taking the turn. This strategy is done by the listener who takes the turn from the speaker when the speaker is talking or already finishes her/his talk. This strategy has three techniques to take the turn, namely starting up, taking over, and interrupting.

Starting up

The first technique is starting up. Starting up technique is done by the speaker who gives a few times to prepare or already prepare the next talks. It can use clean start and hesistant start.

Starting up technique only appears in non-formal class. In non-formal English class, starting up technique is done by the students who will present their discussion results, the tutor gives few times for the students in preparing their talks. The sample of conversation fragment can be seen below:

Conversation fragment in non-formal class

```
1      Girl → : Hell (0,4)ooo::::
2      S      : HAI
3      Girl   : Good morning.
4      S      : Hai
```

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Taking the turn	
Lexical item		Individual Selection	Category	Mark
Type	Kind		Starting up	Greeting
Short utterance	Greeting			

The conversation fragment above can be analyzed based on the following description. When the tutor asks one group to present their presentation, a girl who represents her group starts her utterance doubtfully. She greets the listener by saying *Hello* (Line 1) and responded by the other students (Line 2). The girl feels shy and afraid in greeting the listener. It can be seen through her doubt which called hesitant start.

The turn taking patterns of the conversation are *Girl speaks (Line 1)* – S speaks (Line 2) – Girl speaks (Line 3). Line 1 indicates that the girl's utterances are hesistant start. In turn taking mechanisms, these utterances are constructed by lexical item. Meanwhile in turn allocation unit, these utterances can be identified as individual selction. Also, the girl's utterances are categorized as taking the turn strategy which uses starting up technique.

Taking over

The second technique in taking the turn is taking over. Taking over technique is done by the speaker who completes her/his utterances, then s/he appoints her/his interlocutor to be the next speaker by forcing or uptaking.

In line with starting up technique, taking over technique also only appear in the conversation of non-formal class. In non-formal English class, taking over

technique is done when no one to be the next speaker although the tutor has given

the turn. The sample of the conversation fragment can be seen below:

Conversation fragment in non-formal class

1	Girl 1	: Yeyy, Banyumas. Hafida from Banyumas.
2	T	: <u>Nurul</u>?
3	Nurul	: No.
4	S	: Yes. Ngapak area
5	T →	: *<u>COME ON</u> raise your hand please. Masagakada yang mau? Come on, 2 peoples. Ok, tell your conclusion*(0,2)
6	Hafida	: Assalamu'alaikumwr. Wb.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Taking the turn	
Sentence		Ellipsis (WH question, rising intonation)	Category	Mark
Type	Kind		Taking over	Offering
Imperative sentence	Greeting			

The conversation fragment above can be analyzed based on the following

description. The conversation's topic is the use of gadget. When the tutor asks the

representative student to give her opinion of the topic, there is no student who will

give their opinion. The tutor tries to point one of students (Line 2), but the student

gives refusal response (Line 3). Therefore, the tutor forces the students to give

their opinion (Line 5). The tutor uses forcefulness to stimulate the students in

active participation during learning activity. After the students are forced by the

tutor in taking over, a student takes the turn by giving opinion related in the topic

(Line 5 and 7).

Based on the fragment, turn taking patterns of conversation are Girl 1 speaks (Line 1) – Teacher speaks (Line 2) – Nurul speaks (Line 3) – S speaks (Line 4)- *T speaks (Line 5)*-Hafida speaks (Line 6). In turn taking mechanisms, these utterances are constructed by imperative sentence. Meanwhile in turn allocation, these utterances can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question and rising intonation. Also, the girl's utterances are categorized as taking the turn strategy which uses taking over technique.

Interrupting

The third technique is interrupting. Interrupting occurs when the speaker does not give chance for the interlocutor in giving response. The sample of the conversation fragment can be seen below:

Conversation Fragment in formal class

1   G2   : as family became, outstacles of their relationship, jabu family are the family that truly believe with tanasavi, tanasavi stand by many people because he said that he can speak with thw god (bacanyagud) , with the god, jagu`s family dislike with savaras, because he is (0,3)Tanasavi command, commanded jabu to believe savaras, but jabu had a plan that very…. In the chart, when jabuandasavaras will discuss//
2   T →   :*harusnya would, tapi gak papa*
3   G2   : there is mistake on church because of later //
4   T →   :*gimana bacanya gereja, charch…. Ya bukan church.*
5   S   : charch.
6   G3   : there is mistake or church because of later they didn't know the…. And disturb and forced about tanasavi only able related about nikei, jabu decided by (0,2) nikei who share by the (0,2) search god, jabu felt curious about the nikei, she interview nikei, ask him everything about… the reason he want to leave god hen evryone ask about the existence of god, my opinion about this film is good, many good we can learn, from this film, massage from this film.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Taking the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Interrupting	
Declarative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of these conversations is PK movie. The teacher asks the students to watch and analyze the movie. The teacher uses PK movie as media in discussion activity. When a student presents her presentation, she explains more about the movie's summary (Line 1). When in the middle of explaining movie, the teacher corrects the student's pronounciation and grammar (Line 2). The teacher interrupts the students' utterance to correct the students' grammatical error and pronounciation. Then, the teacher gives a correct sentence to give the correction for the students (Line 3).

Based on the fragment, turn taking patterns of the conversation are Girl 2 speaks (Line 1) – *Teacher speaks (Line 2)* – Girl 2 speaks (Line 3) – *T speaks (Line 4)*- S speaks (Line 5)- Girl 3 speaks (Line 6). In line 2 and 4 the utterances can be indicated as interruptoion utterances. In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection.

Besides, in non-formal English class, interrupting techniques is done when something wrong occurs in the learning activity. It can be a noise, or miscommunication among the students. The sample of the conversation fragment can be seen below:

Conversation fragment in non-formal class

1   Alfa   : Miscommunication, Miss:::
2   T   : How <u>come</u>?
3   Alfa   : Yes, because Irma thinks that her group are Anne and Rara. Because, they're beside her. But, actually in the fact that Nia and Rara are my group//
4   T →   : >Wait, wait. Stop, stop<. If Novi and Anne, and then Alfa, Rara, and Nia. Nadia and Intan. And then Naila and Uda. You may choose, Ilma.
       Ok, before we start, I think it's better to recall the last vocab. As a requirement before going the next. Let's us recall our last vocab by saying basmallah together.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Taking the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Interruption	
Declarative sentence	Warning and Prohibition utterance			

The conversation fragment above can be analyzed based on the following description. The conversations happen in the middle of the learning activity. When there is miscommunication among the students in dividing group (Line 1), the tutor asks the students whether there is something wrong or not (Line 2). Therefore, a student (Alfa) tries to explain the chronological order clearly (Line 3). When Alfa has not completed her utterances, the tutor interrupts Alfa's utterance (Line 4) because she will clarify the problem impatiently.

Based on the fragment, turn taking patterns of conversation are Alfa speaks (Line 1) – *Teacher speaks (Line 2)* – Alfa speaks (Line 3) – *T speaks (Line 4)*. In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual

selection and it is categorized as taking the turn strategy which uses interruption technique.

From those explanatione, the three techniques have various purpose and different situation. The other strategy in turn taking is holding the turn which will be explained below.

4.2.3.2 Holding the Turn

The second strategy in analyzing turn taking pattern is holding the turn. This strategy occurs when the speaker can not control the talk and keep her/his talk, while plans the next talk at the same time. This strategy has four techniques, namely filled pause, silent pause, lexical repetition and new start.

Silence/pause

Silent pause is a moment when the speaker's utterances go on. It can be marked by short pause and long pause. The sample of the conversation fragment in both classes can be seen below:

Conversation Fragment in formal class

1   Girl A : there should be many ca:r in the city
2   T →   :*jangan many ya, bener (0,2)tapiidealnya fewer, there should be fewer car in the city, next,(0,4)*
3   T →   : *There is*
4   Girl B : there is many, much public transportation,

Turn Taking Mechanism		Turn Taking Strategy	
TCU	TAU	Holding the turn	
Sentence	Individual selection	Category	Mark

Type	Kind		Silent	
Declarative sentence				

The conversation fragment above can be analyzed based on the following description. The topics of the conversations are pollution and environment.The teacher asks the students to give an argument related in the topic. When there is a girl gives her arguments (Line 1), the teacher interrupts the students' utterance in correcting the grammatical error (Line 2). Then, the teacher asks other students in giving argument (Line 2). After several moments, the teacher does not get any respose from the students and the teacher wipes them in order to the student get the turn (Line 3). In this conversation silent occurs or pause because in several time, nothing participant in getting the turn.

Based on the fragment, turn taking patterns of the conversation are Girl A speaks (Line 1) – *Teacher speaks (Line 2)-Teacher speaks (Line 3)* – Girl B speaks (Line 4). In line 2 and 3, the teacher's utterances are not responded by the students. In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as individual selection.

Conversation fragment in non-formal class

1   T   : how are you today?
2   S   : I am fine, thank you, how about <u>you?</u>
3   T →   : ermmmmm (0,3) a little afraid, umm (0,4) apaya (0,2)pokoknya takut
4   S   : <u>why?</u>
5   T   : ok I will ask you to recall the last vocab, bismillahirahmanirrahim.

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Holding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Silent pause	Emmmmm
Declarative sentence	Giving information			

The conversation fragment above can be analyzed based on the following description. The conversation takes place in the beginning of learning. When the tutor greets students (Line 1) the students responds the tutor's greeting (Line 2). The students also greet the tutor (Line 2), but the tutor answers inderectly. She is quiet in a moment while she thinks what she will say (Line 3). Her silence indicates that she doubts in answering the students's question, whether she should answer the fact or not.

Based on the fragment, turn taking patterns of the conversation are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)*- T speaks (Line 5). In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile, in turn allocation, this utterance can be identified as individual selection. The girl's utterances are categorized as holding the turn strategy which uses silent/pause technique.

Filled pause and Verbal filler

Filled pause technique used to indicate the speaker is trying to think about what s/he will say in a short time or prepare what s/he will say in the next but s/he does

not intend to give the turn. Below is the sample of conversation fragment in non

formal class:

Conversation fragment in non-formal class

1	Girl 1	: employee=
2	S	: =employee
3	Girl	: 1e-m-p-l-o-y-double e
4	T	: say together=
5	S	: =employee
6	T	: the meaning=
7	Girl1→	: =*err (0,2)Pekerjaan, e::::h pegawai::: (0,2) karyawan*
8	Girl	: eagerness=
9	S	: =eagerness

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Holding the turn	
Lexical item		Selecting the next speaker Ellipsis (rising intonation)	Category	Mark
Type	Kind		Filled pause	
Noun	Job			

The conversation fragment above can be analyzed based on the following

description. The conversations's topic is vocabulary job in drilling habitual

activity. When a student becomes a guide in guiding the other students in

memorizing and practicing vocabulary (Line 1), other students follow the girl

utterances (Line 2).Then, the tutor takes the turn by asking student (Line 4).

When the tutor asks the vocabulary meaning, a girl tries to answer the vocabulary

meaning. She answers incorrectly, she tries to think the correct answer by using

verbal filler *errrrr….eh…..*and she will not give the turn to other.

Based on the fragment, turn taking patterns of the conversation are Girl 1 speaks (Line 1) – S speaks (Line 2) – Girl speaks (Line 3) – T speaks (Line 4)- S speaks (Line 5)- T speaks (Line 6) – Girl 1 speaks (Line 7) – Girl speaks (Line 8) – S speaks (Line 9). In turn taking mechanisms, these utterances are constructed by lexical item. Meanwhile in turn allocation, this utterance can be identified as individual selection. The girl's utterances are categorized as holding the turn strategy which uses filled pause technique.

Lexical repetition

Lexical repetition technique is done by the speaker to avoid the take over of the turn by the interlocutor. The sample of the conversation fragment in both classes can be seen below:

Conversation Fragment in formal class

1   T →   : Yang tumbang keluar dari barisan. Remember, choose the poem. Be ready please. Ok, 9 groups, 9 yang tersisa. *Ok, I've 3 commands, remember please, false-true-false, move back, move right, move left*
2   S   : (hhhhh)
3   T →   : Gapapa, gaksalah. *Ok, lagi. I've 3 commands, remember please, false-false-true, move up, move up, move left*
4   S   : (hhhhhh)

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Holding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Lexical repetition	
Interrogative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of the conversation is poem. The teacher asks the students to make and present a poem in group. The teacher uses elimination technique in choosing the group which will be presented. When the teacher gives instruction about how to eliminate the students in choosing the the group, the teacher holds the turn by using lexical repetition (Line 1). The teacher always repeats her utterance in giving instruction. She uses the same word in her long utterances. This utterance indicates the teacher hold the turn by repeating the same word. She still holds the turn in explaining the instruction. Then, after she finishs her utterances, the students give response to her (Line 2).

Based on the fragment, turn taking patterns of the conversation are *T speaks (Line 1)* – S speaks (Line 2)– *T speaks (Line 3)*– *S speaks (Line 4).*In line 1 and 4 indicate that the teacher's utterances can be identified as lexical repetition technique. In turn taking mechanisms, these utterances are constructed by interrogative sentence. While in turn allocation, this utterance can be identified as selecting the next speaker. The girl's utterances are categorized as holding the turn strategy which uses lexical repetition technique.

Conversation fragment in non-formal class is as follows:

1 Girl : <u>Experience ya</u>?
2 Riski→: >*No, no, no,*< based on the screen.*No, no, no,* this experience, my friend. Because we don't have gadget. And then for studying and entertaining, I think it can be balance when we use it for our goodness. If we feel bored with the situation, we can use the application. For example, if we bored, we can take a selfie 'clic', and upload it in instagram
3 Girl : you don't have any instagram.

Turn Taking Mechanism	Turn Taking Strategy

TCU		TAU	Holding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Lexical repetition	No...no …no
Declarative sentence	Giving information			

The conversation fragment above can be analyzed based on the following description. The topic of the conversation is the use of gafget for students. The tutor asks the students to work in group and present their discussion result. Riski presents in front of class, she presents the advantage and disadvantage of gadget. In the middle of her explanation, her friend interrupts her utterance (Line 1). She accuses Riski that her explanation is Riski's life experience. Then, Riski refuses by delivering some reasons (Line 2). In delivering her reason, Riski refuses by repeating one word several times. It used to convince her friend that she extremely refuse her friend arguments. In this case, Riski'sutterances are categorized in holding the turn strategy because she maintains her arguments and she uses lexical repetition.

Based on the fragment, turn taking patterns of the conversation are Girl speaks (Line 1) − *Riski speaks (Line 2)* − Girl speaks (Line 3). In turn taking mechanisms, these utterances are constructed by declarative sentence. While in turn allocation, this utterance can be identified as individual selection. The girl's utterances are categorized as holding the turn strategy which uses lexical repetition technique.

From the explanation above, in holding the turn strategy there are three techniques done by the participants. New start technique is do not done by the participants. Those techniques have various purpose and different situation. The other strategy in turn taking is yielding the turn which will be explained below.

4.2.3.3 Yielding the Turn

The third strategy in analyzing turn taking pattern is yielding the turn. This strategy occurs when the speaker already finished her/his utterances and appoint other speaker in geeting the turn. This strategy has three techniques, namely prompting, appealing and giving up.

Prompting

Prompting technique occurs when the speaker expects a response for the interlocutor by using prompting acts that can be a question, an offering, and an asking, etc. In asking something, the speaker expects the interlocutor's response by using imperative sentence. The sample of the conversation fragment in both classes can be seen below:

Conversation Fragment in formal class

1   T   : last week, you know what our last activity;;, <u>what is the instruction</u>?
2   T →   : *what do you get, from the movie?*
3   G2   : this film is very good
4   T   : standing here (0,2)please:::, tell to your ◦friend◦.

Turn Taking Mechanism		Turn Taking Strategy
TCU	TAU	Yielding the turn

Sentence		Individual selection	Category	Mark
Type	Kind		Prompting	
Interrogative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of the conversations is PK movie. In the beginning of learning, the teacher reviews the presentation in last meeting about PK movie. The teacher will know the students understanding about this movie (Line 1). The teacher tries to give the turn for the students by asking question (Line 2). This teacher's utterance is categorized in yielding the turn by prompt the next speaker.

Based on the fragment, turn taking patterns of the conversation are T speaks (Line 1) – *T speaks (Line 2)* – Girl 2 speaks (Line 3) – T speaks (Line 4). In line 2 the teacher's utterances can be identified as prompting technique in yielding the turn taking strategy. The teacher uses WH question in choosing the next speaker. In turn taking analysis the tutor's utterances by using WH question belongs to kind of ellipsis. In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Meanwhile the conversation fragment in non-formal class is as follows:

1   T   : Why do you come late?
2`   Girl 1 : I still prepare our song
3   T →   : The other, please prepare your song

4   S   : *discussing*

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Select the next speaker Ellipsis (WH Question)	Category	Mark
Type	Kind		Prompting	Offering
Interrogative sentence	Requesting			

The conversation fragment above can be analyzed based on the following description. The conversation takes place in the middle of learning. When a student comes late, the tutor asks her (Line 1), and then the girl gives the reason why she comes late (Line 2). In her answer, she explains that she is still preparing her song as the topic in the learning activity. Then, the tutor accepts her answer and asks other students to prepare studens's song (Line 3).

Based on the fragment, turn taking patterns of the conversation are T speaks (Line 1) – *Girl 1 speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)*. In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

In yielding the turn, prompting technique appears not only in asking someone to do something but also appear by using WH question. The sample of the conversation fragment can be seen below:

Conversation fragment in non-formal class

1	T →	: The topic for our discussion today is engagement. Listen to me. The title is "Is it important for you to have sophisticated gadget?*" What's the meaning of sophisticated?*
2	S	: Canggih.
3	T →	: The second session. *Do you think that the frequency of using your gadget for studying is higher than the frequency of its use for entertaining yourself?*
4	S	: (hhhhhh)
5	T →	: The::n, there are two questions that you have to discuss with your friend. The first, sophisticated. The first question "Is it important for you to have sophisticated gadget?" Then, the second, *Do you think that the frequency of using your gadget for studying is higher than the frequency of its use for entertaining yourself?" How do you want to write it?*

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Select the next speaker Ellipsis (WH Question)	Category	Mark
Type	Kind		Prompting	WH question
Interrogative sentence	Asking something			

The conversation fragment above can be analyzed based on the following description. When the tutor and the students talk about the use of gadget, the tutor tries to give some questions to the students (Line 1). The tutor gives the turn to the students by asking students using WH question which categorized as prompting, then, the students respond the tutor's utterances (Line 2). This

occurance occurs ongoing by the tutor in giving more explanation about the topic (Line 3 and 5). When the tutor asks the students by using prompting, the students always give response. In this case, asking students by using WH question is categorized as prompting.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *S speaks (Line 2)* – T speaks (Line 3) – *S speaks (Line 4)-* T speaks (Line 5). In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Giving up

This technique is done by the speaker who is talking, and she/he feels nothing said and she/he can not share any ideas. The sample of conversation fragment in both can be seen below:

Conversation Fragment in formal class
1   T   : okewida, come forwa::::rd
2   G4 → : *ehm-hm (0,2) first, I want to repeat film fikei yesterday, one day there was an astronaut from another astronaut who come to do research on the earth, because he was curious about the creature of the earth, who he came to earth in india which…. Once in general, unexpectingly, his remote make communication to family stolen a nd came by to the firts. Deaf to new delhi, he was very confuse how he will back to the planet, he meet jagu, jagu queen of india make slvara, different religion, their family became obstacle of their relationship, tapasvi…*
3   T   : <u>who is tapasvi?</u>
4   G4   : tapasvi is people (( ))

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Giving up	
Declarative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of the conversations is PK movie. The teacher asks students to present about the summary of PK movie. When the teacher asks students to present her summary result (Line 1), a student comes forward and delivers her presentation (Line 2). She gives long and clear presentation. But, in the middle of presentation she losses her idea, she cannot say anything (Line 3). She only quiet because she feels confuse what will she say. Then, the teacher gets the turn and he continues the utterance. This occurance is categorized in yielding the turn strategy because the speaker gives in a conversation.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) – *Girl speaks (Line 2)* –T speaks (Line 3) – Girl speaks (Line 4). In line 2, the girl's utterances show giving up technique. It can be classified as yielding the turn strategy. In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as the result of selecting the next speaker. In this case, the students' utterances produced because of the teacher uses addressing name for select the next speaker.

Conversation fragment in non-formal class

1   Nadia   : Good morning frie:::nds=

2   S   : =Morni::::ng

3   Nadia → : *today is very beautiful because, errr… my best friend, told me about her friendship in senior high school… she wit herbestfriend in ntb, she has five friend like that, and she is the middle. She can build her cordiality,and then errrr(0,4)*

4   T   : what is the craziest thing youve done with your friend, yang paling gila.

5   Nadia   : they always make a:::: noisy in class, whether their teacher explains something in front of class, but they never listen how about it. Now she is ex-preman.

Turn Taking Mechanism				Turn Taking Strategy	
TCU		TAU		Yielding the turn	
Sentence		Select the next speaker Ellipsis (WH Question)		Category	Mark
Type	Kind			Prompting	Offering
Declarative sentence	Giving information				

The conversation fragment above can be analyzed based on the following description. The topic of the conversations is retelling past event. A girl (Nadia) gets chance in retelling her past event. First, she greets the other students (Line 1) and the other students give response (Line 2). Then, Nadia tells more her past event carefully. In the last explanation, she loses her idea (Line 3). She feel confuse in continuing her utterance. After that, the tutor takes the turn and tries to prompt Nadia in retelling past event. In yielding the turn strategy, this occurance is called giving up technique.

Based on the fragment, turn taking patterns of the conversation are Nadia speaks (Line 1) – *S speaks (Line 2)* – Nadia speaks (Line 3) – *T speaks (Line 4)* -

Nadia speaks (Line 5). In turn taking mechanisms, these utterances are constructed by declarative sentence. Meanwhile in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. The girl's utterances are categorized as yielding the turn strategy which uses prompting technique.

Appealing

Appealing is one of yielding the turn strategy technique that can be appealer and it show that the interlocutor needs a response. Below is the sample of conversation fragment in formal class:

Conversation fragment in formal class

1   T   oke, done? <u>Sudah belum</u>? Oke, kita highlight, kita bahas tenses baru tiga ya::::, atau empat (0,2)present past sama future, sama perfect, perfect sudah?
2   S   sudah
3   T   oke, saya high li:::ght, <u>rise your ha::nd</u>
4   T → *ayoo!!!, what is different between past and perfect, mostly the function,*

Turn Taking Mechanism			Turn Taking Strategy	
TCU		TAU	Yielding the turn	
Sentence		Individual selection	Category	Mark
Type	Kind		Appealing	
Interrogative sentence				

The conversation fragment above can be analyzed based on the following description. The topic of the conversations is past perfect tense. The teacher explains more about past perfect tense and talks about tenses (Line 1). Then, the teacher explains the specific difference between past perfect tense and other tenses

(Line 3). When the teacher finishs his explanation, he will try to ask students' understanding in tenses. The teacher gives an opportunity for student to give response. But, there is no student give response. Therefore, the teacher tries to ask students using appealing (Line 4). It used to appeal students in giving response and take the turn. This utterance is categorized in yielding the turn strategy through appealing technique.

Based on the fragment, turn taking patterns of conversation are T speaks (Line 1) −S speaks (Line 2) − T speaks (Line 3) − *T speaks (Line 4)*. Line 4 indicate that the teacher tries to give appealer to the students because of nothing response from the students. In turn taking mechanisms, these utterances are constructed by interrogative sentence. Meanwhile, in turn allocation, this utterance can be identified as selecting the next speaker. In this case, the students' utterances show ellipsis using WH question. Therefore, the girl's utterances are categorized as yielding the turn strategy which uses appealing technique.

4.2.4 The Factors Influencing the Differences of Turn Taking Patterns between Non-Formal and Formal Classes at *Ma'had* Walisongo

Non-formal and formal classes are intentionally designed differently in *ma'had* Walisongo. This difference design is caused by several factors, like the difference of learning goal, the curriculum, and the role of the teacher/the tutor.

First, the learning goal of both classes is generally to improve the students' English ability not only in one English skill but also in all English skills. Specifically, the learning goal of non-formal class is designed for accustoming and practicing the students' English proficiency especially in vocabulary and

speaking skill. As an impact, the conversation between the tutor and the students are asking and answering the vocabulary. It can influence the flow of turn taking pattern. Meanwhile, the learning goal of formal class is designed as general learning which emphasizes all English skills. As an impact, the conversation in the class is dominated by the teacher because the material is more often explained by the teacher than it is discussed by the students. Therefore, the turn taking pattern in formal class does not run systematically.

To achieve the learning goals in both classes, the non-formal and formal learning provide a set of curriculum design. The curriculum includes a set of syllabus, a lesson plan, and a text book. In non-formal and formal classes, the teacher and the tutor deliver the material based on the syllabus used and have a set of learning plan. The syllabus and learning plan can be different between non-formal and formal classes. The syllabus and learning plan of non-formal class are made by the tutor and approved by the director which formulated based on the topic chosen. Meanwhile, in formal class, the syllabus and the learning plan are made by a group of lecturer and approved by the director which formulated based on topic written in the text book. The text book is only used in formal class which generally covered all English skills. As the result, the teacher should explain more the material to specialize and make the students understand. Meanwhile, the learning in non-formal class uses a pocket book which contains a large topic of conversation and a set of vocabulary. Therefore, the tutor only follows the steps in the pocket book. Because of those differences, it can influence the turn taking pattern in both classes. The turn taking pattern in formal class is dominated by the

teacher because s/he gives more frequently explanation in formal class, while the turn taking pattern in non-formal class is not dominated by the teacher and the students because the turn follows the typical pattern.

The second factor is the difference of teacher/tutor's role in both classes. The tutor tends to be a guide in guiding and accompanying the students in non-formal class, therefore the tutor gives the students more often opportunity for giving response. On the other hand, the teacher has a duty to transfer and facilitate the students in formal class whom s/he gives the students less opportunity for giving response. The difference role between the tutor and the teacher can be seen from the tutor's/the teacher's position in *ma'had.* The tutor is selected from *musyrifah* (board of Islamic boarding house) who has good English ability and take English majority in the campus. Because the tutor and the students study in the same university, the tutor's duty is only guiding and accompanying the students in non-formal class. Meanwhile, the teacher in formal class is selected from the lecturer of university who has English educational background. Therefore, the teacher's duty is transfering and facilitating the students in the learning process.

4.2.5 The Comparison of Turn Taking System in Non-Formal and Formal Classes

The comparison of turn taking system in both classes can be generally divided in terms of its features, its mechanisms, and its strategies.

4.2.5.1 The Comparison of Turn Taking Features in Non-Formal and Formal Classes

The comparisons of turn taking features in non-formal class are different for those formal classes. The turn taking features in non-formal class are signaled by backchannel, simultaneous turn taking, and adjacency pair, while in formal class the features are signaled by backchannel, simultaneous turn taking, adjacency pair, topic change, and silence/pause. The following are the tables' comparison of turn taking features in both classes.

Table 1: The Comparison of Backchannel in Both Classes

		Backchannel		Non-formal		Formal
1.		Kinds of backchannel	Σ	%	Σ	%
	a.	Short response	50	70%	22	30%
		- encouragement	24	75%	8	25%
		- exclamation	0	0%	0	0%
		- question	20	65%	14	35%
	b.	Completion sentence	0	0%	0	0%
	c.	Short question	26	65%	14	35%
	d.	Short restatement	9	64%	5	36%
	e.	Laughing	11	44%	14	56%
		Total	96	63,5%	55	36,5%

The first feature is backchannel. Table 1 shows that in both classes the most frequently kinds of backchannel can be seen on the short response. The short response produced by the participants can be encouragement, exclamation, and question. In non formal class the most frequently response can be seen on the encouragement responses. Encouragement expression like *yes, yeah, mmmm* shows the appropriate response which indicates the students understand the tutor utterances. But, in formal class, the most frequently response can be seen on the question response which indicates the students still do not understand the tutor's explanation.

We also can see that completion sentence is not produced by the participants in both classes. Completion sentence as same as short interruption. If completion sentence is produced by the participants, it means that they do interruption. In fact, interruption only occurs not more than 5 times in both classes and it can be long utterances. Therefore, completion sentence that can be short interruption does not occur in both classes.

Another kind of backchannel in both classes is short question. Short question in non-formal class is more often found than in formal class. This different number can indicate that the students in non-formal class are more curious than in formal class. This curiosity utterance in non-formal class is produced by the students because they have bravery in giving responses. On the other hand, in formal class the students get passive therefore that they do not have enough curiosity and they are not produced short question.

Kind of backchannel also appears in short restatement. This response is produced by the participants when they show their understanding of the current speaker. The number of short restatement in both classes appears equally. The equal number can be identified because the students in both classes are requested by the teacher/the tutor for making sure that the students understand the teacher's explanation.

The last kind of backchannel can be seen on laughing response. It occurs when there is something funny or strange in the current speaker's utterances. This non-verbal response in the conversations of both classes has equal number. The equal number can be identified because laughing in the classroom conversations

can make the learning process will be fun and more alive. Therefore, in non-formal and formal classes, the teacher or the tutor sometime cracks a joke.

As mentioned before that backchannel mostly occurs in short response, these responses are produced by the receiver (the students) with the difference functions. It can be seen on the following table.

Table 2: The Comparison of Backchannel Functions in Both Classes

Backchannel			Non-formal		Formal	
2.	Functions of backchannel		∑	%	∑	%
	a.	Continuance	41	64%	23	36%
	b.	Content comprehension	26	81%	6	19%
	c.	Agreement	18	60%	12	40%
	d.	Reconfirmation	0	0 %	0	0 %
	e.	Emotional response	11	44%	14	56%
	Total		96	64%	55	36%

It can be seen in table 2, that the most frequently function of backchannel in the conversations of both classes is continuance. Continuance function in non-formal class has a large number than in formal class. This function is used to continue the previous speaker which indicates the receivers (the students) give full attention for the tutor's utterances.

The other function of backchannel is content comprehension. Content comprehension shows that the receiver can catch and understand what the current speaker says. This function is more often found in non-formal class than in formal class. This different number can be identified because the students in non-formal class are more active than the students in formal class. If the students in non-formal class do not catch the tutor's explanation, they ask for responding the tutor

utterance. The response can be long, if they will ask more and the response can be short if they only ask what they do not know.

Backchannel also can be used for agreement. Agreement functions shows that the receiver agrees and have a same argument for the current speaker intention. The number of agreement function in both classes is equal. This equal number can be identified because of in showing the students' acceptance of the tutor/the teacher's utterances, they commonly show their short agreement response.

Backchannel also used for reconfirmation of the current speaker utterances. This function is not used in non-formal and in formal classes. This function is not used by the participant because the receiver has understood the current speaker's intention and they will not ensure whether their comprehension correct or not.

The last function of back-channel is emotional response. This function has the equal number in non-formal class and in formal class. The equal number shows that the receiver in both classes expresses their emotional in responding the current speaker's utterances.

Interruptions as one of turn taking features in both classes only occur in several data. Interruption occurs in both classes when the teacher/the tutor is explaining the materials, the students interrupt the teacher's/the tutor's utterances. It occurs when the teacher takes a long time at delivering the materials and makes the students impatiently interrupt him/her. Actually, interruption has negative implication because the current speaker is not already finished his/her utterances

and the next speaker cut and interrupt her/him. The table of interruption comparison as follows.

Table 3: The Comparison of Interruption in Both Classes

Interruption			Non-formal		Formal	
1.	Kinds of interruption		∑	%	∑	%
	a.	Smooth speaker switch	0	0 %	0	0 %
	b.	Simple interruption	1	50%	1	50%
	c.	Overlap	0	0 %	0	0 %
	d.	Butting in-interruption	0	0 %	0	0 %
	e.	Silent interruption	0	0 %	1	100%
	Total		1	33%	2	67%

Based on the table 3, it can be seen that interruption occurs in several types. The first type is smooth speaker switch interruption. This interruption does not appear in the conversations of both classes because of when the current speaker stops her/his utterances, the receiver does not utter simultaneously. The second kind of interruption is simple interruption. This interruption occurs when the current speaker does not complete her/his utterances; the receiver produces other utterances simultaneously. It only occurs one time in non-formal and formal classes. The third interruption is overlap. This interruption does not appear in the conversations of both classes because the current speaker stops her/his utterances and it is not interrupted by the next speaker. The next interruption is butting in interruption. This interruption does not appear in the conversations of both classes because the current speaker stops her/his utterances and the next speaker interrupts her and stops before s/he gets talk control. The last kind of interruption is silent interruption. It occurs when there is participant interrupts the currents speaker without overlap. This interruption occurs one time in both classes.

As turn taking features, interruption produced by the participants are used for several functions. The comparison of interruption functions can be seen as follows.

Table 4: The Comparison of Interruption Functions in Both Classe

Interruption			Non-formal		Formal	
2.	Functions of interruption		Σ	%	Σ	%
	a.	Asking question	0	0 %	0	0 %
	b.	Looking for clarification	0	0 %	0	0 %
	c.	Correction	0	0 %	0	0 %
	d.	Rejection	0	0 %	0	0 %
	e.	Completing	1	33%	2	67%
	Total		1	33%	2	67%

The table 4 shows that the most frequently functions of interruption appear on completing. The number of interruption functions in formal class is more than in non-formal class. The other interruption functions namely asking question, looking for clarification, correction, and rejecting cannot be seen on the interruption utterance. Those functions do not appear in both classes because most of the students suppose that interruption for the teacher/the tutor utterances is impolite act. They avoid interrupting someone's utterances, especially for their teacher/the tutor.

The next simultaneous turn taking is overlap. Overlap only appears in several data. The comparison of overlap can be seen on the following table.

Table 5: The Comparison of Overlap in Both Classes

Overlap			Non-formal		Formal	
3.	Kinds of overlap		Σ	%	Σ	%
	a.	Transition onset	0	0 %	0	0 %
	b.	Recogtional onset	0	0 %	1	100%
	c.	Progressional onset	0	0 %	0	0 %

From the table 5, overlap only appears in recognitional onset. It appears in the conversations of formal class. Recognitional onset occurs when the next speaker have understood the previous utterances which produced by the current speaker and finishes her/his utterances before the end of constructional unit. The other kinds of overlap are transition onset and progressional onset. Those overlaps do not appear in the conversations of both classes because the students in both classes respect with the tutor and the teacher. Therefore, in responding the tutor/the teacher utterances they only listen to and wait for until the tutor/the teacher finish her/his utterances. They try to avoid overlap or interrupt the tutor/the teacher's utterance.

Besides the features above, the other feature is adjacency pair. The comparison of adjacency pair as follows.

Table 6: The Comparison of Adjacency Pair in Both Classes

Adjacency Pair		Non-formal		Formal	
		Σ	%	Σ	%
1.	Greeting followed by greeting	20	59%	14	41%
2.	Calling followed by answering	42	91%	4	6%
3.	Question followed by answer	148	57%	112	43%
4.	Leave taking followed by leave taking	8	57%	6	43%
5.	Accusing followed by admitting, denying, justifying	-	0%	-	0%
6.	Offering followed by accepting and rejecting	18	100%	-	0%
7.	Craving followed by agreement, delaying, rejecting	-	0%	-	0%
8.	Commending followed By ccepting, agreement, rejecting, moving, returning	4	22%	14	73%
9.	Asking followed by explaining, rejecting	78	47%	87	53%
10.	Warning followed by attention	-	0%	1	100%
Total		318	57%	238	43%

In table 6, adjacency pair produced in the conversations of both classes which mostly occur is question – answer pair utterance. The numbers indicate that in conversation of both classes, the tutor and the teacher often give question and the students respond to the teacher/the tutor's utterances. It also can be identified that question-answer utterances show the turn taking pattern run properly. The number of question followed by an answer in non-formal class do not have significant different.

The other adjacency pair can be greeting followed by greeting. These pair utterances occur when there is a participant greets the other participants whether in the beginning, in the ending of learning or in the discussion activity. The number of greeting followed by greeting in both classes does not have significant different. The number is equal in both classes. The equal number can be identified because when the students asked by the tutor/the teacher to present something, commonly they start with greeting.

The next adjacency pair is formed by calling followed by answering. These pair utterances occur when the teacher/the tutor will point one of students, they commonly call the students' name. The number of calling followed by answering in both classes has significant difference. Calling – answering mostly found in the conversations of non-formal class. Meanwhile, it appears only 4 pair utterances in the conversations of formal class. These difference numbers are caused by some factors. The tutor as the student's senior know more the students' name in non-formal class, while the teacher does not know the students' name one by one in formal class.

In addition, adjacency pair also can be formed by leave-taking followed by leave taking. These pair utterances occur when there is a participant produces leave taking to the other participants whether in the ending of learning or in discussion activity. The number is equal in both classes. The equal number can be identified because when the students asked by the tutor/the teacher to present something, commonly they end with leave taking.

The next adjacency pair is accusing followed by admitting, denying, justifying. This pair utterances occur when the current speaker accuses the other participants, and the other participant admit or deny those accusation. This kind of adjacency pair does not occur in the conversations of both classes. This pair does not occur in both classes because of accusing are something bad, so the participants of the conversation in both classes avoid accusing others.

The other form of adjacency pair is offering followed by accepting and rejecting. This pair utterance occurs when the current speaker offers something, and the receiver accepts or refuses it. It only occurs in the conversations of non-formal class. In non formal class the tutor who guides in non-formal class gives the students more chance in speaking, while in formal class the teacher holds the floor for explaining something therefore the teacher does not often offer to the students.

Besides, adjacency pair can be existed on craving followed by agreement, delaying, rejecting. These pair utterances occur when the current speaker craves the other participants and getting agreement or delaying response. This adjacency pair is not found in the conversations of both classes. It is not found in both

classes because of craving much the same with forcing. In both classes, the participants never force other.

Commending followed by accepting, agreement, rejecting, moving, returning also occur when the current speaker gives commendation to the other participants, and getting accepting, agreement, rejecting, moving or returning response. This adjacency pair is more often occurs in formal class than in non-formal class. This different number can be identified that in formal class, the teacher more produces commending utterance to make the students enthusiasm because of the learning process held at night and the students get tired.

The other adjacency pair can be formed of asking followed by explaining, rejecting. The tutor/the teacher produces a request and the students give an explanation or rejection. The number of asking followed by explaining, rejecting in both classes have significant difference. In non-formal class it more appears than in formal class. Both of pair utterances show that in non-formal and formal classes the tutor/the teacher has same position. They lie on the middle of students to accompany them in learning process.

Adjacency pair also occurs in warning followed by attention. These pair utterances occur when the current speaker produces the utterances that have warning implications and the receiver gives pay attention. The number of warning followed by attention in both classes have significant different. In non-formal class it more appear than in formal class. The tutor in non-formal class emphasizes the students' activeness. If there is student is not active, the tutor always warns them.

The next feature is topic change. This feature occurs when the current speaker talks about certain topic and the other speaker move/change the topic. In topic change, the speaker may move to other topic by using different strategies. Topic change only occurs in the conversations of formal class because in this class the students get passive therefore the participants often change the topic to make them active.

Table 7: The Comparison of Topic Change in Both Classes

	Topic change	Non-formal		Formal	
		∑	%	∑	%
1.	Introducing a topic	0	0 %	0	0 %
2.	Terminating a topic	0	0 %	0	0 %
3.	Changing a topic	0	0 %	1	100%
4.	Shifting a topic	0	0 %	1	100%
5.	Drifting a topic	0	0 %	0	0 %
6.	Digressing a topic	0	0 %	0	0 %
7.	Resuming a topic	0	0 %	1	100%
	Total	0	0 %	3	100%

The topic change in formal class can be changing a topic, shifting a topic and digressing a topic. The topic change does not appear in non formal class because of the limitation time. Non-formal class starts at early morning and ends before at 06.30 a.m. Because of this reason, the tutor should manage the time well. Therefore, she uses the time for delivering the material prepared and avoid the irrelevance topic. That is why topic change does not occur in non-formal class.

The last features are silence or pause. Silence occurs when the current speaker gives a turn signal, but the receiver does not give response. Meanwhile, pause occurs when the current speaker ends his/her talk in the middle or in the end of conversations. The comparison of silence/pause can be seen on the following table.

Table 8: The Comparison of Silent/Pause in Both Classes

Silent/pause	Non-formal		Formal	
	∑	%	∑	%
	5	16 %	26	84%
Total	5	16%	26	84%

Based on table 8, silence/pause is mostly occur in formal class than in non formal class. Silence occurs in formal class is done by the teacher when s/he explains materials and the students do not give any response from the students. On the other hand, in non formal class it only occurs because the interactions among participants run well. When the tutor produces an utterance, the students give responds and when the students respond something, the tutor gives feedback.

4.2.5.2 The Comparison of Turn Taking Mechanisms in Both Classes

The comparisons of turn taking mechanisms in non-formal class and formal class are allocated into two terms, TCU (Turn Constructional Unit) and TAU (Turn Allocation Unit). The comparison of turn taking mechanisms in both classes can be seen on the following explanation.

Turn Constructional Unit

Turn constructional unit is the unit which constructs a turn. These units are characterized by predictability of their closure as a unit. It can be lexical, phrasal, or causal.

Table 9: The Comparison of Lexical Item in Both Classes

			Non-formal		Formal	
a.	Lexical Item		∑	%	∑	%
	- Short response	Noun	276	92 %	22	8 %
		Verb	243	87 %	36	13%
		Other	49	43%	64	57%

Total	568	90%	64	10%

The table 9 shows that lexical item appear as TCU which can be identified as short response. The number of lexical item in non-formal class is very large. On the other hand, in formal class lexical items only appear on several data. The different number because in non formal class. the learning is emphasized on drilling vocabulary, while in formal class learning activity is not asking, answering, repeating, and practicing vocabulary. It is only explaining material and the utterance formed by sentence.

Table 10: The Comparison of Phrase in Both Classes

Phrase	Non-formal		Formal	
	∑	%	∑	%
- Noun phrase	67	91%	7	9%
- Adverbial phrase	14	87,5%	2	12,5%
Total	81	90%	9	10%

The next component is phrase. Phrase in non-formal class more appear than in formal class. This different number because non formal class there is habitual activity and in formal class phrase exists not because of repeating or practicing vocabulary activity, but it is the answer of the current speaker that can be identified as phrase.

The number of lexical item and phrase are very dominated in the conversations in non formal class because of a half of non-formal English class learning activity is reviewing and practicing vocabulary. Therefore, the exchanges of speaker are asking, answering, repeating, and practicing vocabulary.

Table 11: The Comparison of Sentence in Both Classes

Sentence		Non-formal		Formal	
1.	Kinds of interruption	∑	%	∑	%
	- declarative sentence	93	46%	110	54%

	- imperative sentence	40	32%	83	68%
	- interrogative sentence	110	61%	71	39%
Total		243	48%	264	52%

Beside lexical item and phrase, sentence also can be considered as TCU (Turn Constructional Unit). In non-formal class, almost the utterances produced by the participants can be grouped as interrogative sentence. Interrogative sentence means the utterances that produced by the participants are asking or offering something. In formal class it can be grouped as declarative sentence. Declarative sentence means the utterance produced by the participants is explaining something. Asking or offering something that can be seen on interrogative sentence appears in non-formal class. It means the tutor more asks and offers the students for doing something than explains the materials. Explaining something that can be seen on declarative sentence appears in formal class. It means the teacher more explains the materials than asks the students for doing something.

Imperative sentence also appear in the conversations of both classes. It is more often appear in formal than in non-formal class because in formal class the teacher more often asks the students to do something. The tutor/the teacher use imperative sentences to ask the students in answering, giving response and repeating implicitly or explicitly. Imperative sentence used by the tutor and the teacher because of the tutor has important role in guiding students' learning activity.

Turn Allocation Unit

In Turn Allocation Unit (TAU), turn taking is allocated into two terms which the speaker selects the next speaker and the speaker does self selection.

Table 12: The Comparison of Selecting the Next Speaker in Both Classes

Turn Allocation Unit		Non-formal		Formal	
		Σ	%	Σ	%
a.	Selecting the next speaker				
	- Adressing name	56	84%	11	16%
	- Ellipsis	117	64%	66	36%
	- Declaring social identity	4	57%	3	43%
Total		177	69%	80	31%

Table 12 shows that in selecting the next speaker, the current speaker may uses several techniques such addressing the next speaker's name, using ellipsis, or declaring the next speaker's social identity. The most frequently technique used in the conversations of both classes is ellipsis which often produced by the tutor and the teacher. Ellipsis technique is mostly found in the conversation of both classes which produced by the participants through WH question or rising intonation. This technique often used by the tutor/the teacher in selecting the next speaker. The tutor/the teacher uses WH question in asking or offering the students to do something and her/his utterances also signaled by rising intonation.

Another technique is addressing name. In non-formal class, addressing name is more often used by the current speaker than in formal class. As explained before, the tutor in non-formal class is the student's senior. Therefore, the tutor knows and remembers the students' name one by one because of they meet in *ma'had* intensively. However, in non formal clas the tutor often call the students name in selecting the next speaker. Meanwhile, the teacher in formal class only

meets the students once a week. Therefore, the teacher does not remember each student in the class. As an impact, the teacher less used the addressing name technique for selecting the next speaker in the formal class.

The last technique used is declaring social identity. The number of this technique in both classes is equal. In *ma'had*, the tutor/the teacher has higher position than the students.. Declaring social identity is mostly held by the students. In selecting the next speaker or in calling their senior, they always use identity marker (*miss*). In this case, the students have accustomed use identity marker (*miss*) for their senior in *ma'had.*

Besides selecting the next speaker, turn taking is also allocated in individual selection. The comparison of individual selection can be seen on the following table.

Table 13: The Comparison of Individual Selection in Both Classes

	Non-formal		Formal	
	∑	%	∑	%
Individual selection	290	90%	35	10%
	290	90%	35	10%

In individual selection technique, there are 290 data that can be seen in non-formal class that the speaker selects her/him self to be the next speaker. Meanwhile only 35 data can be seen in formal class that the speaker selects her/him self to be the next speaker. This different number caused by that in non formal class there is habitual activities emphasizing on teaching vocabulary by using repetition and imitation techniques. As an impact, the students automatically imitate and repeat the tutor's utterances. But, in responding the teacher, the

students in formal class do not show their interest for responding the teacher. The teacher begins to ask the students.

4.2.5.3 The Comparison of Turn Taking Strategies in Both Classes

Turn taking strategies that is used by the participants in both classes can be classified as taking the turn, holding the turn, and yielding the turn. Those strategies have several techniques that can be identified on each strategy. If the participants use taking the turn strategy, it can be seen from several techniques like starting up, taking over and interrupting techniques. When the participants use holding the turn strategy, they may use several techniques like filled pause, silent pause, lexical repetition, and new start techniques. Moreover, when the participants use yielding the turn strategy, they may choose one of each technique like prompting, appealing, or giving up.

Taking the Turn Strategy

Table 14: The Comparison of Taking the Turn Strategy in Both Classes

1.Taking the turn			Non-formal		Formal	
			∑	%	∑	%
	a.	Starting up	3	0%	-	0%
	b.	Taking over	3	100%	-	0%
	c.	Interrupting	4	80 %	1	20%
	Total		7	88%	1	12%

Table 14 shows that starting up technique is only used by the participants in the conversations of non formal class. In non-formal English class, starting up technique is done by the students who will present the result of their discussion, the tutor gives few times for the students in preparing their talks. This strategy does not occur in formal class because when the teacher asks students to present,

only a student who has high braveness will go forward in front of the class. Therefore, hesitant start does not occur in formal class.

Another technique is taking over. Taking over is only used by the participants in the conversation of formal class. In non-formal English class, taking over technique is done when no one to be the next speaker whereas the tutor has given the turn. This strategy does not occur in formal class because of the teacher is not so pushy students, if the students only quiet and passive. The teacher conceives that the students getting tired after study a long day in the campus.

The last technique used by the participants is interrupting. This strategy has a large number in non-formal class than in formal class. This different number caused by the students' inadvertence in interrupt the tutor. It can be seen that the students at *ma'had* have politeness for the teacher or the tutor. In non-formal English class, interrupting technique is done when something wrong occurs in the learning activity. It can be a noise, or miscommunication among students. In formal class the students only do interruption several times because they are more careful in interacting with the teacher.

It can be seen on the table that filled pause occurs in the conversation of both classes. This technique used to indicate the speaker is trying to think about what he/she will say in short time or prepare what he/she will say in the next but she/he will not give the turn. Filled pause in non-formal class has more numbers than in formal class. But, the different number is not significant. In both classes, if

there is a participant produces something and still thinking, s/he usually fills with certain utterances.

Table 15: The Comparison of Holding the Turn Strategy in Both Classes

1.Holding the Turn			Non-formal		Formal	
			Σ	%	Σ	%
	a.	Filled pause	8	80%	2	20%
	b.	Silent pause	5	16%	26	84%
	c.	Lexical repetition	8	28%	21	72%
	d.	New start	-	0%	-	0%
	Total		21	30%	49	70%

Silence/pause as one of holding the turn strategy can be defined as a moment when the speaker's utterances go on. It can be marked by short pause and long pause. Silent/ pause occurs in formal class than in non formal class because of the teacher in formal class explains the materials continuously and the students are quiet. Meanwhile, in non-formal class, the interaction among tutor and students run well. When, the tutor produces something, the students give response and vise versa. Therefore, it can minimize silence/pause.

Lexical repetition technique is also done by the speaker to avoid the takeover of the turn by the interlocutor. This technique occurs in both class, when the teacher/the tutor still want to explains and speaks but s/he losses her/his idea. S/he tries to maintenance his/her utterance by repeating her/his lexical utterances. Lexical repetition technique also mostly used in formal class than in non-formal class. This different number can be identified because in formal class the teacher is a lecturer. S/he had been familiar with presentations which tend to keep talking. Therefore, in learning class s/he often uses lexical repetition to hold the conversations.

The last method is new start. This method is not used in both classes because of the speaker does not feel confuse and lose her/his idea in continuing the turn, so the speaker does not have to make a new start.

Table 16: The Comparison of Yielding the Turn Strategy in Both Classes

1. Yielding the turn		Non-formal		Formal	
		∑	%	∑	%
a.	Prompting	124	58%	90	42%
b.	Appealing	7	54%	6	46%
c.	Giving up	3	33%	6	67%
Total		134	57%	102	43%

The last strategy is yielding the turn. In this strategy, the participants use several techniques, like prompting, appealing and giving up. The most strategy used by the participants in both classes by using prompting technique. This technique used by the tutor/the teacher to prompt the students in offering, asking, and producing question. Prompting in non-formal class more has a large number than in formal class because the tutor in non-formal class more often stimulate the students to speak up. On the other hand, the teacher in formal does not often stimulate the students to speak up.

The next technique in yielding the turn strategy is appealing. Appealing is one of yielding the turn strategy technique that can be appealer and it show that the interlocutor needs a response. Appealing in non-formal and formal classes has equal number. This equal number can be identified because in a learning process, if the students do not want to respond the tutor/the teacher's utterances, s/he usually uses appealer to get the student's response.

The last technique is giving up. This method is done by the speaker who is talking, and s/he feels nothing to be said and s/he cannot share any ideas. This technique in non-formal and formal class has different number but not significant.

This technique used in both classes, if the participants utter something and cannot

share her/his any ideas, s/he automatically gives the turn to the other speaker.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher reaches conclusion based on the result found in conducting the study of turn taking pattern in non-formal and formal classes. Furthemore, the researcher presents some suggestions which are useful for the other researcher and readers.

5.1   Conclusion

From the explanation, it can be concluded that the turn taking pattern in formal class is different from that in non-formal class. Turn taking pattern in non-formal class can be formulated A-B-A-B-A-B, while turn taking pattern in formal class can be formulated A-B-A-B-A-B, A-A-B-A-A-B, or A-B-A-B-A-A-A.

Those different patterns are caused by several factors like the different teacher/tutor's role, the difference of learning goal and the difference of curriculum in both classes. The tutor tends to be a guide in guiding and accompanying the students in non-formal class, while the teacher to be a knowledge center in transferring and facilitating the students in formal class. The difference role between the tutor and the teacher can be seen from the tutor/the teacher's position in *ma'had* that the tutor guides and accompanies the students in non-formal class. Meanwhile, the teacher transfers and facilitates the students in formal class.

Non-formal and formal classes are intentionally designed differently in *ma'had* Walisongo. This difference design is caused by several factors, like the difference of learning goal, the curriculum, and the role of the teacher/the tutor.

The learning goal of non-formal class is designed for accustoming and practicing the students' English proficiency especially in vocabulary and speaking skill. Meanwhile, the learning goal of formal class is designed as general learning which emphasizes all English skills.

In non-formal and formal classes, the teacher and the tutor deliver the material based on the syllabus used and have a set of learning plan. The syllabus and learning plan can be different between non-formal and formal classes. The syllabus and learning plan of non-formal class are made by the tutor and approved by the director which formulated based on the topic chosen. Meanwhile, in formal class, the syllabus and the learning plan are made by a group of lecturer and approved by the director which formulated based on topic written in the text book. The text book is only used in formal class which generally covered all English skills. As the result, the teacher should explain more the material to specialize and make the students understand. Meanwhile, the learning in non-formal class uses a pocket book which contains a large topic of conversation and a set of vocabulary. Therefore, the tutor only follows the steps in the pocket book. Because of those differences, it can influence the turn taking pattern in both classes. The turn taking pattern in formal class is dominated by the teacher because s/he gives more frequently explanation in formal class, while the turn taking pattern in non-formal class is not dominated by the teacher and the students because the turn follows the typical pattern. In conclusion, the turn taking system in both classes cannot be separated from the turn taking features which constructed by syntactic unit and the three turn taking strategies.

5.2 Suggestion

The study of turn taking system in the conversation of non-formal and formal classes still needs various kinds of different discussion because the researcher only focuses on the turn taking pattern, its comparison in both classes, and the factors influencing those differences.

Finally, to end up the writing of this research, the researcher would like to give some suggestions wishing that the teachers and the next researcher can take the advantages.

1. For the teachers

   The teacher may consider this research as a reference for the teachers in teaching pattern. Therefore, the teachers can regard it as a new teaching pattern in the classroom.

2. For the next researcher

   There are many things that the next researchers do in conducting a research related to the turn taking system in order to understand the process of turn taking system by the participants clearly. In addition, the researcher also suggests that the next researcher can use the data to conduct the other studies in the different topics.

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APPENDIXES

	SAMPLE OF CONVERSATION IN FORMAL CLASS	
T	: oke saya tanya (bla bla bla) itu kata kerja keberapa ? itu tadi bentuk kata kerja ketiga. Sama apa tadi ? Catch caught caught	T
All	: catch caught caught	T
T	: sama "rush". "What is the meaning of rush" ? kalo "catch" itu apa artinya catch	T
Girl	: menangkap	S
T	: kalo "rush" ? you know. Ada toyota ? toyota Rush. Terus apa "catch in the rush" ? kalo rush apa artinya ? sama dengan busy. Nah, jadi kalo "catch in the rush" (catch caught caught)	T
	Bisa dikategorikan "terjebak" kesibukan, tapi kalo disitu ka kurang tepat. Jadi diartikan apa ? "terjebak keramaian". Tapi terjebak keramaian itu juga kurang pas, yang paling pas itu "terjebak macet". Macet sendiri punya redaksi yang pas yaitu apa ? "jam" j-a-m. Nah maka pas macet dalam bahasa inggris kita sebutnya "traffic jam"	T
All	: "traffic jam"	S
T	:oke repeat after me. "subway"	T
All	:"subway"	S
T	:"subway entrance", "entrance"	T
T	: entrance itu adalah kata benda. Kata benda dari apa ? dari enter. Kalo subway artinya apa ? kereta bawah ??	T
All	: tanah	S
T	: kalo kereta sendiri ?	T
All	: train	S
T	:train ! ingat bahasa inggris itu tidak bisa diartikan single by single. Jadi subway entrance artinya apa ? jalan masuk kereta bawah tanah. Oke repeat after me	T
T	:subway, traffic, bus, bicycle, stop, parking, stay, news, taxy, entrance, step, light, station, sign, signager.	T
All	: subway, traffic, bus, bicycle, stop, parking, stay, news, taxy, entrance, step, light, station, sign, signager	S
T	: Single part-nya sign ?	T
All	:tanda	S
T	:berarti kalo signature ?	T
All	: tanda tangan	S
T	:good , tanda tangan. Sign itu tanda tapi kalo "give your sign here". Itu bisa juga diartikan. Tolong tanda tangan disini. Sign bisa diartikan menandai, bisa juga diartikan menanda tangani. Dilihat dari konteks kalimatnya, bahasa inggris ... to your find any synonims	T
T	:oke land, stand, jam, space	T
All	: oke land, stand, jam, space	S
T	:space apa space ?	T

Girl	:spasi ..	S
T	: kalo jam apa tadi jam ?	T
Girl	:macet	S
T	:kalo land ? jalan ya, jalur jalan. Oke lanjut bawahnya, repeat after me. Voice, telephone, fire, train	T
All	: Voice, telephone, fire, train	S
T	: Oke udah paham semuanya ? fire itu apa ?	T
Girl	:api	S
T	:terus kalo orang pemadam kebakaran itu apa ? fireman. Okey, please read the conversation. Ya yang baru datang, yes read the newcomers. Open page 9, eh berapa ini ?	T
Girl	: 8	S
T	: 8 ya, tiga dulu. Ya page 8 conversation	T
Girl1	:why is they are never a bus when he want one	S
T	:yes yes continue	T
Girl2	:good question	S
T	: good questions	T
Girl2	: good question	S
T	:kalo quotient itu apa ? IQ. IQ intellegent quotients	T
Girl2	:good question	S
T	:ha ! good questions	T
Girl2	:there aren't ..	S
T	: apa apa ?	T
Girl2	: enough	S
T	:enough !	T
Girl2	: there aren't enough buses on this road	S
T	:ya continue	T
Girl2	:sometimes i feel like writing	S
T	:ah ! gimana bacanya ? writing	T
Girl2	:i feel like writing a letter to the paper	S
T	:ahh!	T
All	:paper !!	S
Girl3	: good idea you should ..	S
T	: you should !	T
Girl3	: you should say	S
T	: say !	T
Girl3	: that we need more ..subway	S
Girl	:they shoudn't	S
Girl	:they shouldn't be more public transportation in general and fewer past there's too much traffic said it the our bus coming	S
Girl2	:yes it is. Pablo it is good,oh no let's go and the get	S
T	: and get	T
Girl2	:and get a cup of coffee	S
T	:coffee	T
T	once more	T

Hum ming		
T	Any difficult	T
T	Fewer apa fewer, lebih sedikit...	T
T	Ada yang lain... subway, tadi apa subway, subway line? jalur kereta api bawah tanah	T
T	Traffic tadi apa trfafic... lalu lintas, why is there never busway you want one, apa?	T
T	Kenapa tidak apa bus yang kamu mau satu?	T
T	You want to simpanglima, then you want toride transportation, you must wait for an hour, good uestionthere arent enough busway in the road...	T
T	Terkadang saya merasakan seperti writing later in the paper, good idea, you should say that we need more subway line too, maksudnya apa i feel like writing paper, paper disini maksudnya newspaper, ingat kata-kata paper itu multi arti........	T
T	When you ant to complain something about public service, you may write in the newspapaer, you know in the column, there is avalaible for the reader, for example, you have trouble ith your mobile phone, then you call the customer service, and the cust didint respon very well, you may apply to the papaer, riting, to the reader column of the newspaper, suara merdeka misalnya......................	T
T	Ingat now, the govermoent, our public election yesterday, around three four month ago, spent more than nine teen years, the gasoline is rising.... rising, habis 9 milyar, sekarang apa hasilnya, bensin naik... paprpol diintervensi, keamanan... begal merambah ke daerah.. stabilitas kemaanan tidak stabil, itu dikarenakan apa, karena pmilihan yang sampai saat ini masih berlanjut, kalau tahun 98 ada reformasi, maka tahun 2015 ini harusnya ada revolusi, ingat jokowi di wonosobo memberi bantuan 30 traktor, maaf 35... akhirnya apa, ditarik.. traktor apa bahasa inggrisnya.... ya traktor	T
T	Our goverment today, some policies, bring our societies hope,when in election most of our society put the hope in jokowi shouldier as president, but the fact now from the goverment in around , many policies from the politic, from the law, from the economy,	T
	you know what makes me very angry with goverment is the policies of goverment to make cooperation with malaysia. What is that muknas, the national car, ploton, that not very good... tommy soeharto, said in the twitter, pres. Soeharto need peticular time to believe to make national car, my father need 30 years to make mandat to make my sister to be minister, only three months to jokowi make hendar suryono to make car with Malaysia	
	we have many problem with malaysia, with our labor, product, tempe, reog ponorogo, the final of aff cup	
T	Yang kita, butuhkan sekarang bukan kartu indonesia sehat, kt pintar, tpi kartu indonesia sabar.	T

	If you are college student, but you dont know this issue, i think you are bad student, one of your due here, not only study, but also understanding what happen in our society, what is your contribution, at least you think what is the solution for the society, not only sitting here, asking here...	T
T	Oke back, kembali ke laptop... bagaimana tadi, they should be more public transportasion, in negera maju, bahasa inggrisnya apa?	T
S	Errrr	S
T	Sama-sama develop, tapi beda... develop country itu negera maju, in the develop country, most of countries, there is public public more than privat car, because what, it will lessen the traffic jam and polution. Because of what because air polutiion is cause of global warming, the big issue, the effect will,	T
T	So Un make unfcc, united nation for climat chance... the job is to control the polution, makanya kebijakan pemerintah itu selalu mmberikan adanya lth, apa itu lth.. the green open space... ruang terbuka hijau.. setidak-tidaknya 30percent of the width, what is the goal/ to minimize of air poluttion,	T
T	Okeee. Fewer cars, there isnt so much traffic...	T
T	Say is it our bus coming, yes it is, but look its full, oh no lets go and get cup of copy, when we wait... tau ya artinya	T
T	Next page...	T
T	Countable noun and uncountable noun, apa artinya	T
S	Yang dapat dihitung dan tidak dapat dihitung	S
T	there are two many cars	T
T	there arent enough busses, we need more subway lines, they should be fewer car	T
T	There too much traaffic, there isnt enough parking, we need more public transportarion, they should be less polution,	T
	Oke complete the statement about transportation problem, there compare with partner, more than one answer may be possible, oke yang dibaca tadi countable dan auncountable noun, ada pertanyaan/	T
	Intinya yang bisa dihitung secara redaksi bisa ditambah s/es. Ang tidak bisa dihitung ya tidak bisa ditambah.. paham ya..	T
	Saya punya banyak gula di saku, gimana	T
	I have much sugar in my pocket	S
	Gakbisa dijamakkan menjadi sugars..paham ya	T
T	Oke please your present plese bring here...	T
	Yang tadi baru datang tadi... dari siapa siapa tadi, yuli... oke nayla, from nayla, please number 1	T
Nyla	there ere many police officer	S
T	Good next	T
G5	there should be many car in the city	S

T	jangan many ya, bener... tapi idealnya fewer, there should be fewer car in the city, next	T
T	There is....	T
G6	there is many, much public transportation,	S
T	Jangan much, karna is, pakenya more... number four	T
G7... ..		S
T	High way apa artinya, jalan raya.... Paham ya, next	T
T	they shoul be.... less, seharusnya, noise tu apa, gaduh... six	T
G8	they should have more public parking garages	S
T	apa garage? garasi.. ok	T
G9	there is more air polution in the city	S
T	oke, last....	T
G10	there are more parking area in the city...	S
T	Jangan more ya, many.... park itu artinya banyak bisa memarkirkan, bisa parking itu sendiri, ing itu bukan berarti gerund, boring itu saya bosan, bukan sedang bosan, katakan kata dikadikan past participal, kadang tidak bermakna sedang, tapi juga adjective	T
T	ok, gimana, kadang kita memang agak sulit membedakan antara count dan uncountable noun, yang dihitung dn tidak, secara umum, hitung secara kasat mata... bangku bisa gak, uang bisa gak... gakbisa, meskipun punya nilai, polusi..... secara kasat mata tidak bisa, water, kan gakbisa, pake takaran, gimana kamu bisa menghitung sugar...	T
	Secara kasat mata bisa, berarti countable, kalau gak ya uncountable..	T
	Terus hitungan litre, kilogram, polusi, volume, ada ukuran lain itu pati uncountable,	T
	Nah kan gini, kalau many, itu untuk yang bisa dihitung, kalau gakbisa dihitung much... jelas ya, sama kalu anda kurang yang bisa dihitung pake fewer yang kalau tidak bisa dihitung menggunakan less.	T
T	Open next page, oke semua perhatikan number ten, you be the judge, kamu jadi penilai, how could you read the transportasion servicse in your city, complete the ...give the item the ranking to number one to five, dalam tabel hitam itu, the train ssitem sistem kereta api, fasilities for pedestrian, fasilitas pejalan kaki, indonesia itu termasuk negara yang tidak ramah terhadap pejalan kaki dan pesepeda.	T
T	oke, the taxi service, the subway system, the bus system, parking,	T
T	oke, i give you time around five to ten minutes, please put your idea related to this item, at least in semarang, what do you think with train system, pedestrian, taxi service, the bus system, adn parking... ada contohnya dibawah, oke please... five to ten minutes..	T
T	ok, so here, next week, please make up new paper, your opinion, related to taxi and bus, and then train system, all except subway, in your hometown... inget ya, in your hometown.. yang ada.. i wait your respon next week......	T
T	oke thank you very much, see you next time	T

SAMPLE OF CONVERSATION IN NON-FORMAL		
T	: Shooting, shooting, shooting	T
S	: Shooting, shooting, shooting	S
T	: Sour soup	T
S	: Sour soup	S
T	: Sour soup	T
S	: Sour soup	S
T	: Back	T
S	: Back	S
T	: Soldier, soldier, soldier	T
	: Soldier, soldier, soldier	S
T	: Soldier, soldier, soldier	T
S	: Soldier, soldier, soldier	S
T	: Tentara	T
S	: Tentara	S
T	: Servant, servant, servant	T
S	: Servant, servant, servant	S
T	: Lawyer, lawyer, lawyer	T
S	: Lawyer, lawyer, lawyer	S
T	: Lawyer, lawyer, lawyer	T
S	: Lawyer, lawyer, lawyer	S
T	: Pengacara	T
S	: Pengacara	S
T	: Arm wrestling	T
S	: Arm wrestling	S
T	: This is for my class or Ms. Ida's class? What will you do here? 1, 2, 3. The other, stand up, please. Sing a song.	T
T	: Why do you come late?	T
S	: I still prepare our song	S
T	: The other, please prepare your song	T
	discussing	
T	: Finish. Enough, enough. Ok. Over there	T
Gr. 1	: *singing*	S
T	: Your own song. Speak in English, please	T
	discussing	
T	: Enough, enough. There are many song in English. Why do you discuss so long? Real song lhoh ya. Ready, 1, 2, 3	T
Gr. 2	: *singing*	S
T	: Before you present your song, you have to introduce your group or your pair. You can give your pair a name. So there, you have to give name to your pair and group. Finish?	T
T	: Ilma, with whom?	T
Irma	: Novi and Rara	S
Alfa	: Miscommunication, Miss	S

T	: How come?xx	T
Alfa	: Yes, because Irma thinks that her group are Anne and Rara. Because, they're beside her. But, actually in the fact that Nia and Rara are my group	S
T	: Wait, wait. Stop, stop. If	T
	Novi and Anne, and then Alfa, Rara, and Nia. Nadia and Intan. And then Naila and Uda. You may choose, Ilma	
T	: Nahkoda	T
S	: Skipper	S
T	: Once again	T
S	: Skipper	S
T	: Together	T
S	: Skipper	S
T	: Say together, skipper	T
S	: Skipper	S
T	: Skipper	T
S	: Skipper	S
T	: And now, how to say tukang roti?	T
S	: Baker	S
T	: Tukang roti	T
S	: Baker	S
T	: Ilmuwan	T
S	: Scientist	S
T	: Perawat	T
S	: Nurse	S
T	: Apa?	T
S	: Nurse	S
T	: Want to be a nurse?	T
S	: No	S
T	: Pemulung	T
S	: Garbage man	S
T	: UK?	T
S	: Dustman	S
T	: Look at Alfa's face. What Alfa, in English pemulung ato tukang sampah, UK?	T
Alfa	: Dustman	S
T	: Her face is like this. Ok next, in US	T
S	: Garbage man	S
T	: And then, pengarang?	T
S	: Author	S
T	: Tukang daging?	T
S	: Butcher	S
T	: Miss Ani, how to say in English, mentega?	T
Ani	: Butter	S
T	: Different ya. Maybe some of us confuse how to pronounce	T

	tukang daging in English, because it has almost same pronunciation with butter. The right one is butcher. Say together	
S	: Butcher	S
T	: Pengemis	T
S	: Beggar	S
T	: Beggar	T
S	: Beggar	S
T	: Once again	T
S	: Beggar	S
T	: Atlit?	T
S	: Athlete	S
T	: US?	T
S	: Athlete	S
T	: UK?	T
S	: Athlete	S
T	: Pramugari	T
S	: Stewardess	S
T	: Pramugari	T
S	: Stewardess	S
T	: Pramugari	T
S	: Stewardess	S
T	: Pramugara	T
S	: Steward	S
T	: Ok. I have a question. What are the profession that you like, hate, be scared, or be proud? The first that you like, scared, or proud. Start from Novi, what do you like?	T
T	: Ha? Beggar?	T
S	: Hahaha…	S
Novi	: Baker, Miss	S
T	: Why Novi?	T
Novi	: Because I like it	S
T	: Yes, why you like it? You can eat many thing of food?	T
Novi	: Yes, because I like eat	S
T	: And then, what do you hate?	T
Novi	: Robber	S
T	: Robber isn't a profession. That's a bad thing. The other, I mean, the real profession, not the bad profession	T
Rara	: Judge	S
T	: Judge? Rara judge? What are the profession that you hate? All of you	T
S	: Lawyer	S
T	: Lawyer	T
S	: Judge	S
T	: Judge	T

S	: Robber	S
T	: No	T
Ilma	: Singer	S
T	: Singer? You don't like all of singer?	T
Ilma	: No	S
T	: So, who?	T
Ilma	: Dangdut singer	S
T	: And then, what do you proud?	T
Ilma	: Scientist or teacher	S
S	: Journalist	S
T	: That's proud. Different ya like and proud, or you make it same? Like and proud? You like to be a lecturer or to be a teacher. And you proud if you became a teacher or not? Louder please	S
Ilma	: I want to be a lecturer, and I'll proud if I be an entrepreneur. I like to be an entrepreneur, but I don't have any skill to be an entrepreneur. Really. If I sell cake, I'll eat it by myself. Pokoknya semuanya gak ada untungnya. Like my mother. Not eat by myself sih. My mother ever sell kayak sembako gitu lhoh, masalahnya bukan karena dimakan sendiri, no, but because we've live in the village, and some of my neighbor debt and then my mother ewoh to ask for the money, so that my mother doesn't want to ask for it. I think my mother doesn't have jiwa-jiwa tega, kalo entrepreneuraku yakin tega ya. Ya harus tega	S
T	: Ilma tegaan gak?	T
S	: Iya miss, tega	S
T	: Tega and there's no frustration, give up. You may not to give up. Jadi gak boleh menyerah. Kebanyakan entrepreneur dimulai dari kegagalan dulu. Ok, then what do you scared, profesi yang menakutkan?	T
S	: Pilot	S
S	: Security	S
S	: Dustman	S
T	: Berarti kamu takut sama pemulung. Really? Why?	T
Girl 1	: When I was child, my parents or my grandmother said if you're naughty, you'll be kidnapped by the dustman	S
T	: How about the other?	T
S	: Doctor?	S
T	: How about the other? Or you always like all the profession? What do you think Nafa?	T
Nafa	: Sailor	S
T	: Why? Kan nenek moyangmu pelaut. What do you think about the profession that you hate, Intan?	T

Intan	: Policeman	S
T	: Why?	T
Intan	: Nilang	S
T	: Maybe ask for money. It's ok if police ask for money, but I think without money ya. Wait, I've a question, who wants to have husband a policeman?	T
S	: No	S
T	: You like it?	T
S	: I don't interest	S
T	: You don't like it?	T
S	: No	S
T	: I ever have a dream. I've a family, she is a teacher in SMK, and then she married with policeman. Kan undangannya ditulis pangkatnya apa. Dia S.E. cuma ngajarnya, kok S.E. sih bahasa Jawa ki apa? Lhah pokoknya gitu lhah. Lhah dia ki kayaknya seneng gitu lhoh. I want to be like this. Lhah saya cerita sama sepupu saya, I told my nephew iya gak sih? Sepupu bahasa inggrisnya apa? Nah, I told her. I told my niece (cousin, I think, hehe). And after that I told my grandmother, I will blablabla with policeman, like that. Then my grandmother said like this. There's no history of our family will get policeman. Secara tidak langsung ki gini, please don't married with policeman. Yang bapaknya policeman saya nggak ngarani itu jelek ya	T
	b. : Rara sabar ya	T
T	: Rara bapaknya policeman ya, maaf ya Rara	T
Rara	: Nggak	S
T	: Yah, whether policeman or soldier, my grandmother not allow us or the family to married with policeman or soldier, because our mind set that mereka itu always, not always ya, some of their money isn't clear. Yah nggak hanya policeman and soldier, semua profesi sebenernya ada barang kotor, lhah cara membersihkannya dengan apa?	T
S	: Zakat	S
T	: But, tapi kalo polisi kan sering ya yang namanya suka nilang dan sebagainya, jadi itu intensitas kebesarannya itu lebih besar. So, my grandmother not allow us or my family to married with policeman or soldier. Jadinya agak nyakitin	T
S	: Polisinya tadi gimana?	S
T	: Ya it's ok. Soldier I ever, policeman I ever. This is just tell story. But, we'll live with our husband, right? Until the end of the day. So, how if our husband is soldier, they will always give his time for the nation, for this Indonesia. Otomatis dia hidupnya 24 jam buat Indonesia kan? Harus siap sedia, nah masa kita hidup cuma butuh uang, kan butuh kasih sayang juga. Jadi bisa dipertimbangkan lagi. Ok, enough? Enough ya? Ok	T

S	: Prolog, prolog	S
T	: And now, the first group will be the first to present your translated song. Start from Novi, what's your song?	T
Gr. 1	: Doraemon	S
T	: Alfa, Nia, and Rara. What's your song?	T
Gr. 2	: My garden	S
Gr. 3	: Bang Somad	S
T	: Oh, kartun Bang Somad? Eh, Keluarga Somad ya. And then, Nadia and Intan?	T
Gr. 4	: Combine, combine	S
T	: And then you, Naila?	T
Naila	: Hamtaro	S
T	: And you? What's your song?	T
Gr. 5	: Dragon Ball	S
Gr. 1	: Doraemon	S
Gr. 6	: Larva, Larva	S
T	: And you?	T
Gr. 7	: Hamtaro	S
T	: Again? Suit suit	T
S	: Duit aja Mam	S
T	: Sekarang hompimpah	T
S	: *hompimpah*	S
T	: The first winner, and next	T
S	: *hompimpah*	S
T	: Again	T
S	: *hompimpah*	S
T	: Berarti ini, kamu sama Naila suit	T
S	: *suit*	S
T	: 1, 2, 3. Ok, please give applause for Nia. Sit down here. Alfa, Rara, here. Over there	T
Gr. 2	: *singing*	S
T	: The rule. The first introduce your group's name, and then your member's name, and then maybe you have jargon you can give to us. No directly to the song ya. Ok. After English, Indonesian ya, Indonesian version. Indonesian or English dulu?	T
S	: Indonesian	S
T	: Indonesian first. Indonesian, then English. So many ya. Listen carefully. Give applause first, give applause	T
Gr. 5	: Here we are from Red Brown Devil. Let me introduce our group, myself. My name is Wisal Maulana. And beside me is Ilma, and beside her is Umi Ma'rufah. We'll sing Dragon Ball song as the English version. Please listen carefully. We'll tell our jargon first	S
T	: You've a jargon?	T
Gr. 5	: Yes	S

T	: Ok, 1, 2, 3	T
Gr. 5	: Dragon Ball, obol, obol, obol, obol	S
T	: Ok, next	T
S	: Close your ears. Close your ears	S
Gr. 5	: 1, 2, 3 *singing*	S
T	: Repeat the reff (chorus, I think). Repeat the reff	T
Gr. 5	: *singing*	S
S	: Once again, once again	S
T	: Give applause	T
Gr. 5	: Ok, thank you very much. Wassalamu'alaikum wr. Wb.	S
S	: Wa'alikumsalam wr. Wb.	S
T	: Alfa's group, give comment	T
Alfa	: Attractive	S
T	: How about Naila's group?	T
Naila	: I think Ilma terlalu spirit	S
S	: Like a rocker, Miss	S
T	: Ok, Obol-Obol group ok. Ok next, after Obol-Obol. Ok, Naila. Ya, if you memorize, that's better. Ok, introduce your group	T
Naila	: Ok, we're from second group. Abal-abal group	S
S	: Hahaha…	S
Naila	: I'm Melanie Safitri and Semie will sing a song. The title of our song is Hamtaro. We'll sing Indonesian version of Hamtaro first	S
T	: 1, 2, 3,you can sing together	T
	singing	
T	: Repeat, repeat	T
	singing	
T	: Ok, English. 1, 2, 3	T
	singing	
T	: Yey	T
	applause	
T	: So, the title is 'tuc-tuc-tuc'. Ok, give comment Nida, give comment	T
Nida	: Good	S
T	: There is no good	T
T	: Nafa, please	T
Nafa	: Maybe they're nervous, nadanya salah, fals	S
T	: Ok, thank you. I think the intonation. For 'tuc-tuc-tuc' group, I think you don't have the same lyric, oh not the lyric, but the intonation. You can't make it sense. So, some of you in high intonation and the other in low intonation. Ok, give applause for 'tuc-tuc-tuc' group. Louder ya louder	T
T	: Introduce	T
Gr. 4	: Hello	S
S	: Hai	S

Gr. 4	: Good morning	S
S	: Hai	S
Wadea	: Ok, we'll introduce our group. Me, Wadea as Hamtaro	S
Nurul	: And me, Nurul	S
S	: As what?	S
Nurul	: P-man	S
T	: And the name?	T
S	: Remix song	S
S	: Ababil	S
S	: Abil-abil	S
Gr. 4	: 1, 2, 3 *singing*	S
S	: Ini lagu apa sih?	S
T	: Jangan shy-shy cat gitu ah, repeat, repeat	T
S	: Shy-shy lion	S
T	: Ayo yang serius P-man	T
Gr. 4	: *singing*	S
T	: Yey	T
S	: *applause*	S
Gr. 4	: *singing*	S
T	: 1, 2, 3, from the first, Intan	T
Gr. 4	: *singing*	S
S	: Yey * applause*	S
S	: Yey * applause*	S
T	: Comment	T
Girl 1	: I think there's so many song, but you've to copy one song that you've to sing it. Actually your song is so yeah, maybe you can look for children song	S
T	: Anna, comment	T
Anna	: I think that's very well, but they're shy like that and your voice. You've to louder	S
T	: I think the problem for the second, eh the first group menang di powernya, and the second and the third group is left their power. So I can't enjoy the song well or we can't enjoy it because of the voice isn't too loud to hear or to enjoy it. And if we, listen! The third group, actually you're good. You have creativity to, I mean opinion to combine many song quickly. But you can't sing it well in each song. So, we confuse. So, I think that will be very good if you can sing it well. You can perform it well, you can memorialize the song, and entertain us	T
Gr. 4	: Ok, thank you	S
A	: Yey * applause*	S
T	: Comment	T

Girl 1	: I think there's so many song, but you've to copy one song that you've to sing it. Actually your song is so yeah, maybe you can look for children song	S
T	: Anna, comment	T
Anna	: I think that's very well, but they're shy like that and your voice. You've to louder	S
T	: I think the problem for the second, eh the first group menang di powernya, and the second and the third group is left their power. So I can't enjoy the song well or we can't enjoy it because of the voice isn't too loud to hear or to enjoy it. And if we, listen! The third group, actually you're good. You have creativity to, I mean opinion to combine many song quickly. But you can't sing it well in each song. So, we confuse. So, I think that will be very good if you can sing it well. You can perform it well, you can memorialize the song, and entertain us	T
Gr. 4	: Ok, thank you	S