

Male and Female Teachers' Turn Taking Strategies in EFL Classroom Interaction

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Abstract – The study of turn taking in EFL classroom interaction is aimed to investigate: (1) the kinds of turn taking strategies that frequently used by male and female teachers in EFL classroom interaction; (2) why the male and female teachers take their turn in EFL classroom interaction; and (3) what are the differences of turn taking used by male and female teachers in EFL classroom interaction. There were four teachers, two male teachers and two female teachers as the subject. They are taken by purposive sampling. In collecting data, all utterances produced by the speaker were recorded by smartphone and scripted. Finally, those scripts were analyzed by using qualitative method. The result of the research are (1) the kinds of turn taking strategies that frequently used by male and female teachers in EFL classroom interaction, namely: taking the turn, holding the turn, and yielding the turn. (2) The reason of male teachers take their turn is to get students' attention, to order the students, to simplify the question and to make students silent or motivate them. While the female teachers, the reason take their turn is to get students' attention, to repeat the explanation, to order the students and to make students silent or motivate them. (3) The differences of turn taking used by male and female teachers is the female teachers most frequently used filled pause and verbal filler, lexical repetition and prompting.

Keywords – Classroom Interaction, Male and Female Teachers, And Turn Taking.

I. INTRODUCTION

Communication and language cannot be separated each other. Because with communicate we use language. When people communicate each other, people usually ask and give information. Mahmud (2017) stated that communication refers to the process of transferring or sharing ideas from one to another. When teacher teaches in front of classroom, it is also called communication. Students learn foreign language, they have to communicate with that language. Teachers have to make whole classroom interact using that target language. Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011) that communication is a central to all classroom activity. Nordquist (2015) stated that

conversation is the spoken exchange of ideas, observations, opinions, or feelings with others.

Spoken discourse, especially conversation, is possibly in the form of discourse that possess the great problem in terms of analysis given its apparently instructed nature. The number of interlocutors may vary and the use of non-verbal expressions can add to the difficulty of its analysis given the use of taking turns in conversation (Milliward, 1992). Turn taking concept is the phenomenon in conversation, which is first explored systematically by Sack et al (1974), that when humans talk to one another, they overwhelmingly engage in conversation. Rahman (2006) in his book entitled "Turn-Taking Mechanism and Pragmatics in English Conversation", stated that it is the nature of human beings to communicate each other to build up social relationships and exchange ideas for knowledge or information.

On the previous observation, it was found that some of the students directly spoke without any sign that they want to respond while the teacher was still explaining the learning material. It can be seen when teacher explain the materials in the classroom, the students mostly speak directly without any sign. It is desirable to avoid bumping in discussing or conversations an inordinate amount of simultaneous talking. Beyond considerations of etiquette, it is difficult to maintain adequate mutual comprehensibility when participants in a conversation are talking at the same time.

Based on the background, the research question of this research are: (1) What kinds of turn taking strategies that are frequently used by male and female teachers in EFL classroom interaction? (2) Why do male and female teachers take their turn in EFL classroom interaction? (3) What are the differences of turn-taking strategies of male and female teachers in EFL classroom interaction?

Turn taking is the way how to manage the roles in conversation, whether becomes speakers or listeners. According to Stenstorm (1994), "A turn is everything the current speaker says before the next speaker take over". It is only one speak during the process of conversation and next speaker are continuous, it means that all participants involved the conversation have to silent or not able to speak at the same time. Then, Levinson (1983) declares that turn taking means the speaker give a chance to listener who will be the next speaker, to give comment of what the speaker says and this is repeated the process in the conversation. The right to speak is changed between two participants, but they can keep the turn to speak by pausing their voice in the middle or at the end of their utterance. Form the explanations, it can be concluded that turn-taking is the time when the second speaker took over a turn to talk of the previous speakers, and vice versa.

Mahmud (2009) explored the distinction between sex and gender. She stated that sex and gender are different

concept which is differentiated by gender factors. Sex is state of being male and female as biologically term. Meanwhile, gender refers to the attitude of being male and female which is formed by social and cultural factors or opinion about the social and cultural roles of being male and female.

Gender differences in conversational turn-taking is a fundamental issue, since there are a lot of believes about how women interact with social class? Women are stereotyped as talkative creatures, use a lot of tag questions, use gossip language, and use hedges more than men. In contrast, men are considered to speak as authority, interrupt more, ask questions to gain information, dominate the whole conversation in mixed-sex conversations.

II. METHOD

In this present study, the writer applied qualitative method. This method is declared by Miles et al (2014) stated that qualitative method is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations. This research used two instruments of the research namely observation and interview. The observation were documented through audio recording via mobile phone. The writer recorded the turn taking strategies of male and female teachers during teaching and learning process. The writer interviewed the teachers. The writer asked some questions to the participants dealing with type of turn taking occurred in interaction and the different ways of male and female teachers apply turn-taking addition, this utterance will reveal whether there are difference due to gender teachers. The questions of interview used in English and Indonesian language based on willingness of the teachers. The sampling technique that used in this study was random sampling technique. It was taken four teachers (two female teachers and two male teachers) as sample.

III. RESULT AND DISCUSSION

3.1 The Kinds Of Turn-Taking That Are Frequently Used By Male And Female Teachers

3.1.1 Turn taking strategies of male that frequently used

Table 1 the frequency of the use of turn taking by male teachers-students

Kinds of turn taking strategies	Male teachers						Total
	Teacher 1			Teacher 2			
	R1	R2	R3	R1	R2	R3	
1. Taking the turn							
a. Starting up	10	4	4	6	3	13	40

b. Taking over	131	31	73	54	86	43	418
c. Interrupting	-	1	-	-	-	-	1
Total	141	36	77	60	89	56	459
2. Holding the turn							
a. Filled pause & verbal pause	7	9	13	10	10	11	60
b. Silent pause	-	-	-	-	-	-	-
c. Lexical repetition	9	6	6	-	-	3	24
d. New start	-	-	-	-	-	-	-
Total	16	15	19	10	10	14	84
3. Yielding the turn							
a. Prompting	4	4	5	3	2	10	28
b. Appealing	7	3	1	1	1	3	16
c. Giving up	1	1	1	1	1	1	6
Total	12	8	7	5	4	14	50

Based on the table above, it can be seen that the turn-taking happens between teachers - students in EFL classroom interaction. For the male teachers, the kinds of turn-taking appears in form of taking the turn, holding the turn, and yielding the turn. Moreover in the first recording for the male teacher one (MT1), the turn taking which occur the most is taking the turn with 141 times. Holding the turn occurs 16 times and yielding the turn 12 times. In the second recording, taking the turn occurs 36 times, holding the turn occurs 15 times and yielding the turn occurs 8 times. In the

third recording, taking the turn occurs 77 times, holding the turn occurs 19 times and yielding the turn occurs 7 times. In the first recording for male teacher two (MT2), taking the turn occurs 60 times, holding the turn occurs 10 times, yielding the turn occurs 5 times. For the second recording, taking the turn occurs 89 times, holding the turn occurs 10 times and yielding the turn occurs 4 times. For the last recording, taking the turn occurs 56 times, holding the turn occurs 14 times and yielding the turn occurs 14 times.

3.2.2 Turn taking strategies of female that frequently used

Table 2. the frequency of the use of turn taking by female teachers-students

Kinds of turn taking strategies	Female teachers						Total
	Teacher 1			Teacher 2			
	R1	R2	R3	R1	R2	R3	
1. Taking the turn							
a. Starting up	12	10	9	9	17	6	63
b. Taking over	20	8	17	79	120	139	383
c. Interrupting	-	-	-	1	1	-	2
Total	32	18	26	89	138	145	428
2. Holding the turn							
a. Filled pause & verbal pause	38	51	70	28	25	10	222
b. Silent pause	-	-	-	-	-	-	-
c. Lexical repetition	18	13	11	11	9	10	72
d. New start	-	-	-	-	-	-	-
Total	56	64	81	39	34	20	293
3. Yielding the turn							
a. Prompting	6	12	13	13	20	12	76
b. Appealing	2	-	1	2	1	-	6
c. Giving up	1	1	1	1	1	1	6
Total	9	13	15	16	22	13	88

Based on the table above, it can be seen that the turn-taking happens between teachers - students in EFL classroom interaction. For the female teachers, the kinds of turn-taking appears in taking the turn, holding the turn, and yielding the turn. Moreover in the first recording for the female teacher one (FT1), turn taking that occur the most is holding the turn with 56 times. Taking the turn occur 32 times and yielding the turn 9 times. In the second recording, taking the turn occurs 18 times, holding the turn occurs 64 times and yielding the turn occurs 13 times. In the third recording, taking the turn occurs 26 times, holding the turn occurs 81 times and yielding the turn occurs 15 times. In the first recording for female teacher two (FT2), taking the turn occurs 89 times, holding the turn occurs 41 times, yielding the turn occurs 16 times. For the second recording, taking the turn occurs 138 times, holding the turn occurs 34 times and yielding the turn occurs 22 times. For the last recording, taking the turn occurs 145 times, holding the turn occurs 20 times and yielding the turn occurs 13 times.

3.2 The Reason Male And Female Teachers Take Their Turn

3.2.1 The Reason Male Teachers Take Their Turn

Starting up

The male teachers used starting up strategies to get attention the students. For more details, the writer shows the analysis of the interview result and the transcript of the classroom interaction that used by male teachers, as follows:

Extract 1

R : Have you ever been in the situations when the students keep chatting and you want to explain something? What do you usually do/say?

MT1 : He..He.. ask them to silent. I..I..I ask them to have attention about it...by putting oee..oe..hellow..hii..and I sometimes I say what is wrong? Heee..what is broad market throw it to them to..to..is not to punishment but to their attention, ok?

Interview MT1, November 12th 2019

Extract 2

R : sir, what do u usually say when you want the students silent?

MT2 :Ah,,sometime I just say, "Halo.." like that or "attention", "attention please", or sometime I mention their name. It is more effective if I mention their name than I just say "halo" because directly focuses to the student who I mention their name.

Interview MT1, November 12th 2019

Taking over

The reason male teachers use taking over strategies are simplify the question and order the students.

Simplify the question

Extract 3

R : And then what do you usually say when the student can't understand the lesson?

MT1 : So, once again. We have to simplify the question, ok. Mmm... then we ask them, we support them, don't shy in learning English. So, But... but... we find out the students that sometimes they are shy in speaking, in learning English. Because they are very afraid to make mistake. So, I sometimes said that oee,, don't be afraid. English is not our language, ok. So, you have to try although is seen, oh sorry... make mistake is not seen I think.

Interview MT2, November 12th 2019

Order the students

Extract 4

R : Next...what do you do if the students look confused or bored when you explained the lesson?

MT1 : Hm...sometimes, we ask the other students to clarify because in one class I think variety of students ability ok... I ask them sometimes.. I ask a good people, te good student to clarify, to understand them.

Interview MT1, November 12th 2019

Interrupting

Making students silent or motivate them is the reason male teachers use interrupting strategies.

Extract 5

R : sir, do you give chance to your students to speak during the process of teaching?

MT2 : 'what do you mean?

R : I mean in learning process, sir. For example, the students speak with their friend. Eee..chit chat and they cannot be silent in the classroom, sir'.

MT2 : oh ya, of course if in learning we have to anticipate all of the things that can be disturb the learning process. Of course, if they speak about anything that there is no correlation with the lesson, we will stop them to speak'.

Interview MT2, November 12th 2019

The male teachers take their turn used three kinds of turn taking by Stenstorm (1994) they are starting up, taking over and interrupting. The male teachers use the **starting up** to get attention the students. It can be proven by seen the extract 1 and 2. The male teachers said, “*halo, hi, and attention*” to get students’ attention. Then for **taking over**, the male teachers use it to order and simplify the question. When the male teachers take their turn by using simplify reason the question, they sometimes ask the question to the students and if the students do not know the answer, the male teachers will simplify the question (see extract 3). For the order reason, the male teachers give motivation to not be afraid to speak English (see extract 4). **Interrupting**, the male teachers interrupt to make students silent. It can be seen in the extract 5.

3.2.2 The Reason Female Teachers Take Their Turn

Starting up

The female teachers used starting up strategies to get attention the students. For more details, the researcher shows the analysis of the interview result and the transcript of the classroom interaction that used by female teachers, as follows:

Extract 6

FT1 : Yes. Hm.. Sometimes I say don’t be noise or just Hay silent please.

R : Have you ever been in the situations when the students keep chatting and you want to explain something?

FT1 : Yes.

R : What do you usually do/say?

FT1 : I just say, ok my student attention, please. I will inform something to you.

Interview FT1, November 12th 2019

Taking over

The reason female teachers use taking over strategies are repeat the explanation and order the students.

Repeat the explanation

Extract 7

R : then, what do you usually say to students if they don’t understand?

FT2 : if the students don’t understand, I will repeat the explanation again to the students who don’t understand and give task, do the students understand or not.

Interview FT1, November 12th 2019

Extract 8

R : What do you usually say when the student can’t understand the lesson?

FT1 : When my students don’t understand, I usually say to them listen to me, students. I will repeat my explanation, listen carefully.

Interview FT2, November 12th 2019

Order the students

Extract 9

R : Do you give chance to your students to speak during the process of teaching?

FT1 : Yes, I do.

R : What do you usually say?

FT1 : I just ask them directly.

Interview FT2, November 12th 2019

Interrupting

Making students silent or motivate them is the reason female teachers use interrupting strategies.

Extract 10

R : have you ever been in the situations when the students keep chatting and you want to explain something? What do you usually do/say?)

FT2 : if they talking about the lesson, I think no. but if they talking about the other, I will ask them to silent. I warning them.

Interview FT2, November 12th 2019

Female teachers take their turn by using starting up, taking over and interrupting. Those strategies are the Stenstorms’ theory (1994). Female teachers take their turn by starting up with saying don’t be noise, attention please. It is called starting up to get students’ attention. It can be seen on the extract 6. Taking over, the female teachers take their turn by using taking over to repeat the explanation and to order something. For repeating the explanation, the female teachers will repeat the explanation when the students do not understand the lesson. It can be seen from the extract 36, 37, 7 and 8. For ordering, the female teachers take their turn by asking the students or just give the students chance to speak. It can be seen in the extract 9. Interrupting, the female teachers interrupt the students to make the students silent. It can be seen in the extract 10.

Turn taking used by male and female teachers at SMP 40 Makassar were itemized as taking the turn (starting up (S U), taking over (T O), and interrupting (I T)), holding the turn (filled pause and verbal filler (F P V F), silent pause (S P), lexical repetition (L R), and new start (N S)), and

yielding the turn (prompting (P R), appealing (A P), and giving up (G U)). Based on the table 4.1 and 4.2, the frequency of the turn taking appeared in EFL classroom interaction can be shown in the chart below:

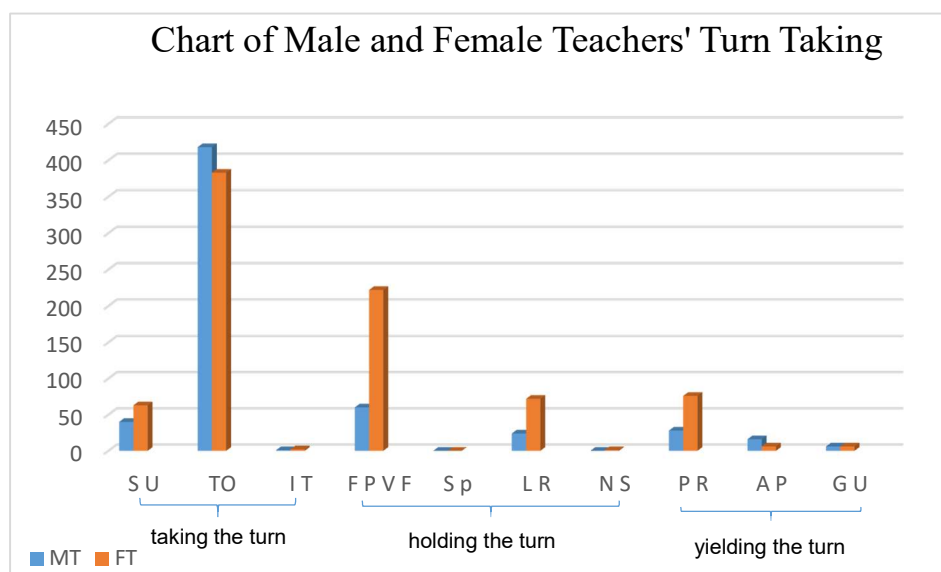


Figure 1. The frequency of the use of turn taking by male and female teachers

IV. CONCLUSION

Based on the findings discussed in the previous, some conclusions could be drawn as follows:

- A. The interaction between teachers and students in the EFL classroom interaction use three kinds of turn taking strategies, namely taking the turn, holding the turn and yielding the turn. Taking the turn was divided into three, starting up, taking over and interrupting. Holding the turn divided into four, filled pause and verbal filler, silent pause, lexical repetition and new start. Yielding the turn divided into three, prompting, appealing, and giving up. However, the most frequency used by male and female teachers are taking the turn (starting up, taking over, and interrupting).
- B. The ways male and female take their turn is starting up, taking over and interrupting. For male teachers' reason, they use starting up to get attention same as female teachers. Taking over, male teachers use it to simplify the question and order. While female teachers use it to repeat the explanation and order. Interrupting, male and female teachers use it to order to silent.

- C. The differences of male and female teachers on filled pause and verbal filler, lexical repetition and prompting. The reasons female teachers used lexical repetition and filled pause and verbal filler to get students' attention and think what she will say next. While male reason used them sometimes, reflex. For prompting, male and female teachers have same reason where they want students to be more active to talk.

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