

CHAPTER 1

INTRODUCTION

This chapter is the introduction to the study. It discusses background of the study, research questions, aims, limitation, and significance of the study. This chapter is expected to provide some highlights on the study.

1.1 Background of the Study

Conversation is related to human being and has an imperative role in human life. People make conversation to communicate with others. In addition, people communicate to express their feelings, convey their messages, and share things so that they can be understood by others. A conversation needs minimum two people as a speaker and as a hearer.

Conversation deals with social interaction. Social interaction is “a process of which the businesses of the world are transacted, the identities of its participant are accepted or denied and the cultures are transferred or modified” (Goodwin & Heritage, 1990). Moreover, in social interaction, the problem in a conversation is related to the way people act when they deal with speaker.

Furthermore, the way people act and make conversation in social interaction with other speakers is discussed in conversation analysis. Conversation analysis (CA), as an approach of spoken discourse analysis, observes behavior of people in their conversational analysis (Paltridge, 2006). In early 1960s, sociologist, Sacks, Schegloff and Jefferson were interested in how social worlds were constructed and recognized by speakers as they take part in conversational discourse (Paltridge, 2006). Conversation analysis is described as a ‘naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally’, (Sacks & Schegloff, as cited in Sert & Seedhouse, 2011). Sidnell (as cited in Sert & Seedhouse, 2011) states that the aims of this analysis are to describe, analyze, and understand talk as a basic and constitutive feature of human social life.

One of the basic studies in conversation analysis is turn-taking. A turn is the time when a speaker is talking and turn-taking is the skill of knowing when to

start and finish a turn in a conversation (Burns & Joyce, 1997). People naturally take turn without being nominated. Taking turn can be indicated by do overlap, gaps, pause, and even do silence. Moreover, turn-taking may depend on some factors such as the topic of conversation, how well the speakers know each other, the relative status of the speakers, and relationship between the speakers (Burns & Joyce, 1997).

In some situations in conversation, turn-taking patterns and possible factors that influence turn-taking patterns become an interesting issue, such as in classroom. Teacher-students interaction, naturally, can be classified as a systematic and intensive social contact, requiring a system which maintains orders and controls (Jackson, 1968). In formal classrooms, it is the teacher who asks questions and the students who answer (Drew & Heritage, 1992b).

Turn-taking in classrooms had been investigated by some previous researchers. One of the studies is proposed by Ingram, Johnston-Wilder, and Briggs, 2010. Ingram, Johnston-Wilder, and Briggs (2010) found that the structures of turn-taking in mathematics classrooms were different from other structure of turn-taking in daily conversation. Turn-taking in the classroom supports wait-time, thinking time, and the turns distribution between the students.

On the other hand, the factors in turn-taking patterns are essential to discover. Gender is one of the factors that is interesting to be taken into account. It is possible to reveal some issues in communication through examining patterns of interaction and communication from gendered perspective (McConnel, 1997). In addition, gender is unavoidable; it is part of the way in which societies are ordered around us, with each society doing that ordering differently (Wardhaugh, 2005). Besides, power relations differences between speakers in conversation, such as boss and employee, are often reflected in how often and when speakers claim the floor (Finnegan, 2004).

In addition, there are some possible factors that influence turn-taking patterns. Nuraeni (2011) found that there were some factors that influenced turn-taking patterns in conversation among actors in *Bruce Almighty* film, namely gender differences, personality differences, and power relation differences.

However, she suggested that further research in real situation such as conversation between friends or in classroom situation.

Unlike two previous studies, the study not only investigates turn-taking patterns in classroom interaction, but also investigates the factors that influence turn-taking patterns in real classroom situation. To do the analysis, this study applies turn-taking analysis by Sacks, Schegloff, and Jefferson (1974).

1.2 Research Questions

In order to achieve the aims of this study, this research attempts to address two questions as follows:

1. What patterns of turn-taking found in English classes among the students and teachers?
2. What are the factors that influence the turn-taking patterns among students and teacher in English classes?

1.3 Aims of the Study

In line with the study questions above, this study is conducted to:

1. Reveal the students and teacher's turn-taking pattern through qualitative descriptive analysis during the classroom interaction.
2. Identify the factors that influence turn-taking patterns in the English class.

1.4 Limitation of the Study

This study is conducted in the 7th grade of English classroom at one of junior high schools in Bandung. The study analyzes the turn-taking patterns in two classroom interactions and investigates the possible factors that influence turn-taking patterns. Each classroom consists of a teacher and about thirty students.

1.5 Significance of the Study

Conversation analysis has become an important issue in linguistic field. The study focuses on discovering the function of turn-taking patterns in English class setting. First, theoretically, the result of the study provides further explanations on the function of turn-taking patterns in English classroom setting. Besides, practically, the finding hopefully could help and useful for the readers who are interested in understanding about turn-taking patterns in English classroom interaction.

1.6 Clarification of Key Terms

To avoid misunderstanding, some of important terms are clarified as follows:

- (1) **Turn-taking** is the strategy of how people manage their turn in conversation, when current speaker is speaking and stop and another speaker start speaking and stop (Paltridge, 2006).
- (2) **Gender** is a term constructed socially by society to characterize women and men. It often governs the process of production and reproduction, consumption and distribution (FAO, 1997).
- (3) **Power** deals with rank, status, and hierarchies term (Wang, 2006).

1.7 Organization of the Paper

The paper is organized into five chapters. Each chapter contains several points which give a detail and specific explanation of the information. They are elaborated as follows:

1. CHAPTER 1: INTRODUCTION

The chapter discusses background, research questions, aims of study, scope of the study, significance of the study, research methodology, classification of terms, and the organization of the paper.

2. CHAPTER 2: LITERATURE REVIEW

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AN ANALYSIS OF TURN-TAKING PATTERNS IN ENGLISH CLASSROOMS IN JUNIOR HIGH SCHOOL IN BANDUNG

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This chapter explains theoretical foundation. It provides the basic of theory used in the study and describes some theories terms that will be used as the base of the study.

3. CHAPTER 3: METHODOLOGY

This chapter consists of the methodology used in the study. The writer will explain the study problems, research methods, and what way is the writer gather the data as well as implement and observe it.

4. CHAPTER 4: FINDINGS AND DISCUSSION

This chapter reports the data results and what the study will be found then the beginning of the study to the findings are will be discussed.

5. CHAPTER 5: CONCLUSION AND SUGGESTION

This chapter discusses the interpretation about the results of the study. This chapter will be ended and concluded with some suggestions for further study.