TURN-TAKING ORGANIZATION IN SINGLE SEX
ENGLISH CLASSROOMS

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Abstract

This research aims to know the pattern of turn taking organization in single sex English classrooms. The data were obtained from a private Islamic high school in Jombang. The school is in the Islamic boarding house environment which separates the students based on their gender. The school is called billingual school.

A qualitative appproach is applied in this research. The data in the study were obtained by the observation to the classroom and video recorded during three meetings in each class (female – only and male – only class). The theory used in the study was turn taking organization proposed by Paul Ten Have (2007).

The result showed that turn – taking organization in female-only class was different from male-only class. The highest number of turn – taking organization found in the data was current speaker self selects (CSSS). There were many factors caused that type appeared mostly during teacher – students interaction in both classes.

There were some phenomena found in the data in both classes, female – only and male – only student class. Some jokes found in female – only student class mostly initiated by the teacher while in the male – only student class was mostly initiated by the students. Most of the jokes were nothing to do with the topics discussed in the meetings.

Keywords : *Turn taking organization, teacher – student conversation, conversation analysis, single sex class*

A. Introduction

Classroom interaction is an important factor in succeeding the teaching learning process. Through a good classroom interaction built by the teacher and learners, the goal of education can be gained. There are many factors influencing the interaction. One of factors is gender issue. In some cases, gender issue is still becoming a "problem". Some teachers still treat differently between male and female learners. The discussion on gender in education is always interesting to explore especially for Eastern people like in Indonesia. In some places, the equity between male and female position is still imbalanced. The problem arises when the teachers and students have different gender.

Turn-taking organization built by the teacher and students in the interaction during the teaching –learning process might be different in female-only English classroom and in

male-only English classroom. This research applied turn-taking organization theory proposed by Paul Ten Have (2007).

B. Literature Review

A conversation can be also analyzed systematically on some talk turn (talk in interaction). The important factor of a conversation is the organization of turn talks of talking as the exchange system of a speech (Sacks, Schegloff, & Jefferson, 1974). While an Interaction between the teacher and student is very important to maintain a harmonious relationship in order to achieve the goals of teaching and learning process. In school, students learn many skills and attitudes and beliefs regarding the schools rules and the outcome through relationship with others including the teachers inside classroom and outside the classroom (Baker. 1999). Teachers and students should understand and respect their obligations and rights each other. A teacher as the role model should be able to build a good interaction among the students. When the students feel comfortable in learning activities they will be able to absorb the knowledge easily. For some cases, there are some students who are not comfortable when they have to study and stay together in the classroom with their opposite sex.

In a classroom, teacher and students build the interaction in various patterns or ways. Some tend to be able to create the interaction in group work and some tend to work individually. The pattern of classroom interaction built by teacher and students will give a description about the interaction itself. From those pattern, we know how the interaction is built and what types of patterns of interaction which is dominant in the classroom. Many theories used by some researchers to investigate the pattern of the interaction in the classroom.

Paul Ten Have (2007) proposed a theory called turn-taking organization. There are 3 types of turn-taking organization. They are (1) 1. Current Speaker Selects the Next Speaker (CSSNS), (2) Next Speaker Self-Selects (NSSS) and (3) Current Speaker May Continue (CSMC).

C. Research Methodology

This research used qualitative approach. In qualitative research, the research tends to ignore numbers since it focuses on the essential qualities beyond the numbers itself (Miles, Huberman., & Saldaña). A key factor of much qualitative research is the research need to

experience the phenomenon in a full context. The characteristics of qualitative data which are collected in form of words or pictures rather than numbers (Fraenkel, Wallen, & Hyun, 2012). The data includes interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people.

1. Participants / Population and Sample

   The subject of the study were (I) a female English teacher of SMA Darul Ulum 3 Bilingual Peterongan Jombang who taught eleventh grade of social and science classes. A female teacher is chosen since she teaches in both male and female class. The most important is the female teacher was agreed to participate in this research.

   (2) The male and female students of Year XI science and social classes. It is expected the number of students would be sufficient and detailed data about conversation by teacher and students. These two classes are chosen since those classes are taught by the same teacher. Those two classes are also in the same level. Another consideration is the classes are more active in conducting interaction, and the last consideration the class was conductive and communicative.

2. Instruments

   The instruments used include interview transcripts, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people.

3. Data Analysis

   The data is analyzed firstly by select the sequences needed and related to the research. The data chosen were only the turn-taking organization between the teacher and the students not the interaction between students and students. The data then transcribed by the theory proposed by Gail Jefferson, 1984) with some modifications. The last step, the data were classified into some types.

D. Findings

1. Turn taking organization in a class of female – only students

In the class of female – only students, it was found three categories of turn taking organization. The distribution of the three categories of turn taking organization can be seen in the following chart.
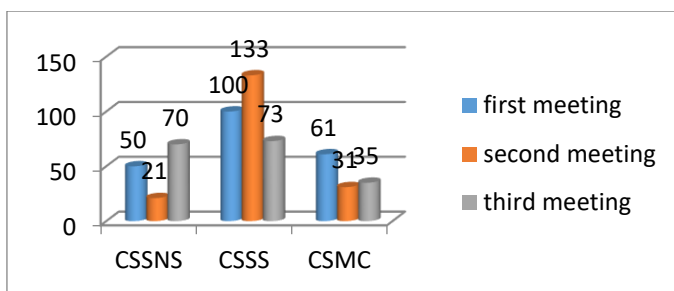
Chart 1

Turn taking organization in a class of female - only students

The chart showed that for the first meeting, the total number of turn taking organization found in the female students only was 210 times. For the first category of turn taking organization which is current speaker selects the next speaker found in the female students only class is 50 times (24%) of 210 times. The number reflected the frequency of the turn taking organization type was found in the data. The second category (next speaker self selects) which was found in the female class only was 100 times (48%). It was the highest category found in the turn taking organization found in the first meeting. The next category (current speaker may continue) found in the female students only was 60 times (28%) from the total of turn taking organization found in the female students only class.

There was a decrease in term of the numbers of the first category (the speaker selects the next speaker) and the third category (current speaker may continue) found in the second meeting compared to the first meeting in the same category. While there was an increase of the amount number of the second category (next speaker self-selects) compared to the first meeting from the same category.

It was 21 times (11%) of total number of the turn taking organization (185 times) found in the first category "CSNS" of turn taking organization. While for the third category, the number of the category decreased from the previous meeting (first meeting). It was 31 times (17%) times from the total number of turn taking organization found in the second meeting. The second category increased from the same type in the first meeting. It was 133 times during the second meeting.

In the third meeting, the first category (current speaker selects the next speaker) increased. It was the highest number compare to the second and the first meeting. It was 70 times. The second category (next speaker self-select) was the lowest number compared to the second and the first meeting. It was 73 times. It was because the teacher mostly explained the topics to the students in longer time. It was also because the teacher used the LCD

projector to guide the class. While the third category (next speaker may continue) was 35 times. It was higher than the category found in the second meeting but it was lower when compared to the first meeting.

Current Speaker Selects the Next Speaker (CSSNS)

This type of turn taking organization was found in every meeting in those three meetings. It happens when the current speaker selects the hearer to take the chance to be the next speaker (See Chapter II part F) .The highest type of CSNS was found in third meeting. It was the meeting when the teacher displayed the exercises on the LCD projector. By seeing the exercises on the screen, the students had more understanding on the topic discussed which was passive voice form.

After the teacher explained the topic, the students were asked by the teacher individually to make the sentence in active form and the other student who sat next to her should change the sentence into passive one. The class was dominated by the teacher. While the lowest number of CSNS was found in the first meeting. It was because some students had to come forward to write their comments deal with the topic which was past progressive form. They had to make some sentences and change the verb from the base form to the simple past form, then changed into past participle form and changed again into the progressive form.

The fragment was taken in the first meeting when the teacher asked the students to read together a text about spoof text entitled "A Young Lady". Right after the students read the text together, the teacher asked the students voluntarily to come forward to explain the story using the students' own words in English and Indonesian language. After few seconds the teacher asked the students to retell the spoof text sample in front of the class, nobody still did not have courage to point herself to come forward. Some students asked their friend to come forward but their friend said "no". Then the teacher asked the students again to come forward but unfortunately no students had willingness to come forward.

The teacher then pointed a student whose name "Sofi" to come forward to explain or retell the story using her own words. The complete fragment can be seen as follows.
T: one of you , WHO? Siapa yang bisa mewakili anak- anak?

Ya…C'mon…C'mon…

SOFI. Explain in front here. Using your own words… pake   bahasamu

sendiri .. juga bisa habis Inggris .. Indonesia atau inggris dulu

semuanya…

S: Oke… so in this story the young lady (she told the story
  completely to her classmates).

The fragment above showed that the teacher selected the next speaker by calling or mentioning one of the students' name.

Another example of current speaker selects the next speaker was as seen in the following fragment.

T: there is effect kalau yang "perfect" kalau yang past…sudah tidak ada
  effect…UNDERSTAND?

S: yes

T: Coba I check…Anita… ya silahkan silahkan diulangi lagi…kalau tidak
   bisa ya dibantu oleh sovia. Anita dulu ya C' MON

S: perfect

T: ya present perfect maksudnya.

The fragment above showed that the teacher pointed a student called Anita to repeat the teacher's explanation on the definition of spoof text.

Next Speaker Self Selects (NSSR)

During the second meeting, in a certain time, the teacher encouraged them to answer the teacher's question. The teacher asked the students to raise their hand if they can answer the teacher's question while the teacher raised her hand to give the students understanding if they want to answer the question she must raise her hand first. The class was quiet for a while. No students had braveness to answer the teacher's question. Then the teacher sat in her chair. The teacher mumbled while tiding up her stuff on the desk. The teacher raised her hand again to invite the students' comment. Suddenly a student raised her hand and looked at her friends to make sure that the teacher had known that she was the person meant by the teacher to answer the question.

When the student answered the question, the teacher did not give any attention to her. She was busy looking at the students' presence list after the student finish answering the question, the teacher looked at the student. The fragment is as follows.

T   : what is PAST TENSE students? C'mon raise your hand
      explain…jelaskan…

S   : (class was quiet for seconds)

T   : Ya Mifta..

S: eee… explain about the past

T: the past …ONLY THAT MAY BE?

S: using verb 2

T: Ya, tell the experience .. the event in the past time ..using verb 2 that's right. OTHERS?

The teacher asked whomever to answer the question. She did not mention the certain name to be the next speaker. It means that the hearer in this case the students can select themselves to be the next speaker (See Chapter II part F).

Another example also could be found in the first meeting when the teacher asked the question to all students. The fragment is as follows.

T: …and the last number 5

S: False…false

T: ABSENT NUMBER?

S:ten…ten

T: which one is the right one? ALASANNYA APA?

S:young lady telatnya hanya 45 menit

T: Not an hour ya? But 45 minutes

The second category (next speaker - self-selects) increased from the previous meeting which was 133 times (72%). There was some changes of this type of turn taking organization. The lowest number was found in the third meeting since the teacher had not pointed the students to answer or to have chance to do the exercises. The teacher gave the students a chance to anwer or respond to the teacher's questions.

Current Speaker May Continue (CSMC)

This type of turn taking organization was the varied in the three meetings observed. This type of turn – taking organization happened when the current speaker waited the hearer to respond the teacher's questions. The highest number of this type was found in the first meeting since the students did not understand the teacher's questions. Although the teacher had given some hints to the question given, the students still could not answer the teacher's question. Then the teacher continued her utterance to make the students understand.

While the lowest number of this type was found in the second meeting when the class was dominated by the students. The teacher asked the students to write the students' ideas on the white board about "past progressive tense". some students came forward and wrote their ideas on the white board. After that the teacher asked one of the student to explain the topic.

In the third meeting, the teacher displayed the topics on the screen. Then the teacher wrote the topics on whiteboard. When the teacher asked the students about the definition of passive voice, all students could not answer. The class was being quiet for seconds. Then the teacher stood up closer to the student desk. The teacher gave two optional answers in Indonesian language "dikenai pekerjaan atau mengenai pekerjaan". The students were not sure with their understanding that is why they kept silent. Knowing that the students did not give any respond to the teacher's question, the teacher wrote the explanation of passive voice on whiteboard.

When the teacher was writing on the whiteboard, two students came into classroom by saying "salam". It was quite different from the previous meeting when there were some students came late for the class, the teacher punished them to have their own prayer. The following fragment showed the conversation happened between the teacher and the students.

T   : apa anak-anak PASSIVE VOICE?

     the subject is… subjectnya DIAPAKAN?

T   : dikenai pekerjaan apa mengenai pekerjaan?

S   : Subjeknya.

T   : in English, the subject is … subjekya dikenai pekerjaan.

The fragment above showed that the teacher as the current speaker selected herself to be the next speaker since no students responded the teacher question. In different meeting, the teacher asked the students to answer the teacher's question on the definition of spoof text. The fragment was as follows.

T: Apa nduk? .. definisi panjangnya ?

S: (class was quiet for few seconds)

T: a text or a kind of text that tell the story TO ENTERTAIN or to inform…ya…with funny or unpredictable story

T: jadi there is TWIST… that to tell the event with humorous twist.

T: to retell…apa to RETELL

S: menceritakan kembali

When the students were quiet and they did not respond to the teacher's question, she answered her own question.

Turn Taking Organization in a Class of Male – Only Student

It explains how the conversation is done by the speakers and how they speak and listen. Turn taking organization is divided into three categories. They are (1) current speaker selects the next speaker, (2) next speaker self- selects, and (3) current speaker may continue speaking. The chart below showed the turn taking organization in a class of male - only student from the first meeting to the third meeting.
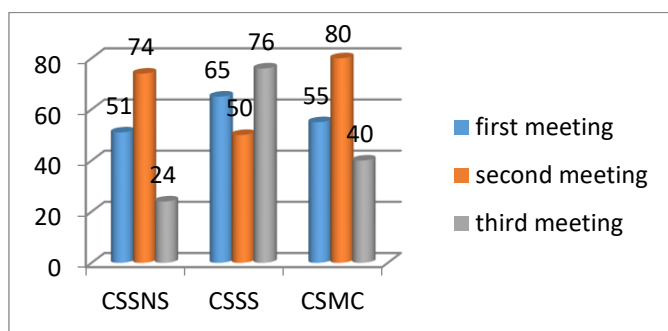

Chart 5

Turn taking organization in a class of male-only student

From the chart above, it can be seen that from the first meeting the first category (current speaker selects the next speaker) is happened for 51 times (30%). The second category (next speaker self selects) is 65 times (38%) from the total amount of the turn taking organization found in the first meeting which was 171 times. While the third category (current speaker may continue) is 55 times (32%) from the total amount of the turn taking organization 171 times.

The second meeting, there are some changes happened in the number of each category. For the first category (current speaker selects the next speaker) is happened for 74 times (36%) from the total amount of turn taking organization found in the second meeting in a class of male - only students which was 204 times. While for the second category (next speaker self selects), can be found that there was 50 times (25%), and the third category (current speaker

may continue), there was 80 times (32%) from the total of turn taking organization found in the second meeting.

There was still a change found for the number of category of turn taking organization in a class of male - only students in the third meeting. It was 24 times (17%). found for the first category (current speaker selects the next speaker). Beside, the second category (next speaker self selects), had also changed from 50 times in the second meeting, the amount of number became 76 times (54%). While the third category (current speaker may continue), found 40 times (29%) of the total number of turn taking organization (140 times).

Current Speaker Selects the Next Speaker (CSSNS)

The first category in turn taking organization is current speaker selects the next speaker. This also happened in the male class in the three meetings. The most common way in selecting the next speaker is by calling the next speaker's name. The fragment below showed how the current speaker selects the next speaker by mentioning the next speaker's name.

(32)

T : Ok , Adam. Why are you late today?

S : l'm sorry for come late because I take book from class

T: Because you are LATE... Please come forward here and reading and praying first.

The teacher asked a student named Adam by mentioning his name to come forward to stay in front of class first before he sat in his chair since he was late for the class. By calling or mentioning his name, meaning that the teacher had selected the student named Adam to be the next speaker.

The way the current speaker selects the next speaker was not always in form of calling or mentioning the next speaker's name but also by some gestures which was pointed to the next speaker. The following fragment showed it.

T : Lanjutnya tadi ya…number one.

   Fix itu memperbaikinya. Ya. C' MON MISTER dibaca keras.

S : the computers are fixed by him

T : ya… are fixed by him

The fragment above showed that the teacher selected the next speaker by pointing her finger to the student who got the turn to answer the question displayed on the screen. He firstly did not answer the question because he was still in a doubt whether his answer is correct or

wrong. Then the teacher encouraged him again by seeing him to answer the question loudly. Although the student's answer was correct but he was still worried in answering the question as seen in his voice tone which was still low.

The number of this type always changed from the first meeting to the third meeting. The second meeting was the most number of this category could be found. It was because in the second meeting the class was dominated by the students. a student explained the topic in front of the class after he wrote some information about past progressive tense form. The student also opened question – answer session in order his classmates can ask question. When his friend led the discussion, other students did not feel worried about making mistakes, that is why students could be more active in the teaching learning process.

The least number of this type was found during the third meeting. It was because the teacher gave the students a handout of the topic discussed and the teacher also displayed the topic on the LCD screen. By displaying the topic on the screen, made the students had more understanding about the topic discussed.

Next Speaker Self Selects (NSSS)

The next category of turn taking organization was next speaker - self select. this type of category happen when the teacher gives chance to all students to answer or respond to the teacher's question since the teacher did not call or mention certain name as the next speaker. It means that everyone in the classroom can choose themselves to be the next speaker. The most number of this type of turn – taking organization was found during the third meeting. It was because the teacher gave the students a hand out to each students and the teacher also displayed the topic and the exercises on the screen. While the lowest number of this type was found in the second meeting. It was because the student led the discussion during the session. The fragment showed the data about how the next speaker was self select.

T   : …and then past versus past perfect using CONJUNCTION OF…?

S   : before and after.

T   : before and after

T   : So today we will give addition material ABOUT ? WHAT IS IT?

S   : passive voice

T   : but it is still related.

From the fragment above, we know that one student had selected himself to be the next speaker since no students selected themselves to respond the teacher's question. He directly answered the teacher's question when the teacher gave the question although he firstly was not sure when answering the question. Proven that the student answered the question with low level of the voice.

Current Speaker May Continue (CSMC)

In some meeting the teacher continued her speaking because no students answer her questions. It happened in the third meeting as the lowest number of this type found in the classroom. It was because the teacher and the students had their own hand out, It means that they had better understanding about the topic. Once they did not understand the topic, they will try to find the answer hand out.

When the teacher asked the students to answer the teacher's question about the definition of spoof text. The teacher was walking in front of class while writing or giving an extra score for the students who had answered the teacher's question. But seemingly the teacher still wanted to hear the answer from other students. She also gave some clues to the students in order the students could answer the question as the following fragment showed.

T : Good job. Others …unpredictable event, funny story, ending, unpredictable event.
T : Good job. Others?... ya C'mon others…ya… others…
    May be THE COMPLETE DEFINITION … pengertian
     secara komplitnya anak-anak?.

The fragment showed that the teacher continued the speaking since none of the students responded or answered the teacher's question for few seconds. Even though she had got closed to the students by standing near the students' desk and persuading the students by giving an extra score for those who could answer the question, the students still found difficulties in responding the teacher's question.

E. Discussion

Turn - taking organization was frequently created by an old teaching approach in which the teacher still led and commanded the class at all times. Although the teacher provided the kids the opportunity to express themselves, they were still hesitant or bashful because they

were afraid of making mistakes. When the teacher called a student forward, some would step forward and explain to their classmates, while others would reject.

One sort of turn-taking organization is current speaker self-selection. It was the highest figure in the female class. This was the most common type in each meeting. Because the teacher asked students individually and in groups to ensure or check their grasp of the topics covered. During one of the meetings, the teacher provided the pupils a copy of materials that helped them comprehend better. Another gadget was also utilized by the teacher to present the materials on the screen. It assisted the pupils in maintaining their concentration throughout the session.

Interactions between female and male students were more common in the female-only class than in the male-only class. It was because the students and the teacher were of the same gender. The classroom discussion would be more lively if the teacher and students were of the same gender. Although the kids did not hesitate to answer to the teacher's questions and instructions, there would be more communication between the teacher and the pupils.

In both classrooms, female students only and male students only, the teacher and students employed the native language, Indonesian, in the teaching and learning process. During the teaching and learning process, the teacher utilized Indonesian language to ensure that the students grasped the teacher's questions, directions, and explanations.

The teacher and students followed Islamic values as unwritten regulations. It has a significant impact on the interaction between teachers and students in both male and female classes. In the classroom, the teacher had no physical touch with the arguing against sex. While the teacher was in physical contact with learners of the same sex.

F. Conclusion

Many things influenced the turn-taking organization in the classroom. The turn - taking organization discovered no significant differences between the classes of female - only students and male - only students. The study's hypothesis, conversation analysis proposed by Have (2007), classified turn-taking organizations into three types. They are the current speaker chooses the next speaker, the current speaker chooses himself, and the current speaker may continue. The current speaker self picks had the biggest number of turn - taking organizations in the data. Many variables contributed to the formation of this kind, which was particularly noticeable during teacher-student interactions in both courses.

One of the causes was that the teacher continued to teach the children using the previous manner. The teacher was in charge of the class. She mostly asked the pupils questions in front of the entire class. As a result, whoever could answer the questions was chosen. As mentioned in earlier chapters, the condition that the current speaker self picks was the situation in which the current speaker gives the opportunity to all listeners (the students) to be the next speaker. It indicates that when the teacher invited the class to respond to the questions, all pupils had the same right or chance to be the next speaker in the dialogue.

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