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Language Learning Process and Gender Difference Implied from the Turn-Takings Used in EFL Student Conversation Club

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Abstract

This study aims at investigating the kinds of turn-taking mostly used by EFL learners, how the turn-takings are portrayed as a process of EFL learning, and how the EFL learners differ in making their turn-takings according to their gender. This study was qualitative in nature, using 10 members of English Club of English department students, Mulawarman University as the participants. The procedures of data collecting were video-tape recording observation and semi-structure interview. The data were analyzed by using conversational analysis and percentage frequencies. The result revealed that: 1) the kinds of turn-taking mostly used by the participants were adjacency pair and insertion sequence from the sequence type of turn-taking, almost all kinds turn-taking from the overlap turn-taking except the third party mediation, and other-repair and self-repair from the repair turn-taking; 2) all members of the English Club felt they acquired their languages as they practiced them in either written and spoken communication; and 3) the female members dominated talk than the male ones.

Keywords: gender differences, turn-taking, EFL learning, students' conversation

A. Introduction

Peer interaction among L2 learners needs in-depth understandings in order that language learning process can get the benefits from it. Researches suggested the importance of effective peer interaction for L2 learning (Chen, 2017) and how participants in a conversation employed certain strategies (Ardianto, 2016). Effective interaction occurs in a good conversation, however, in the context of EFL learning, very often conversation has not been perfect enough to be called effective conversation. Language errors and problems often influenced the conversations between non-native speakers. Turn-taking concepts, especially "repair" or "negotiation" are used to deal with the errors and problems (Larsen-Freeman, 1980). Sack et al in Wilson & Wilson, (2005) stated that in a conversation, turn taking is the phenomenon when human beings talk to one another, they overwhelmingly engage in a speech exchange between two or more parties. Meanwhile, to communicate each other means to build up social relationships and exchange ideas for knowledge or information (Rahman, 2006). Building a realistic conversational agent can be a difficult challenge, because a lot of factors come into play when choosing the right turn taking strategy.

More research findings proved that turn taking in conversation and language learning are mutually related; for instance, in a conversation, social roles, in which turn taking plays a role, can trigger learners in functioning the language (Dewi, et al. 2018); several misunderstanding in a conversation happened due to the inappropriate distribution of turn-takings, for instance, certain turn-taking features may cause misunderstandings even among speakers (Tannen, 2005); in dyadic telephone conversation, participants perform very few sentence completions and overwhelmingly apply a turn-taking distribution of 'one party talks at a time' (Firth, 1996). By contrast, Gramkow-Andersen (2001), despite using a similar data set and methodology, observes a lot of overlapping speech in his data and argues for a turn-taking model that is violated by other speakers. His findings are corroborated by Cogo (2007), who also observes a fair amount of cooperative overlap in casual ELF speech.

Furthermore, House (2002, 2006, 2008) finds that turn-taking management in ELF is "non-smooth" and lacking in recipient design. Therefore, it evidently proved that turn-taking is a fundamental construction unit of conversation (Isenberg, 2008). Ter Maat et al (2010) found that different turn taking strategies influence the user's impression of a conversational agent or taking behavior influences an agent. Therefore, to develop an agent, an appropriate turn taking strategy should be chosen. Ten Bosch et al (2004) wrote a paper on durational aspects of turn taking in conversations. They discovered that the average pause duration in telephone conversations was significantly lower than the average pause duration of face-to -face conversation due to the lack of options for non-vocal feedback.

In the context of EFL learning, to build conversational systems and agents might enrich the learners' negotiating experiences in the learning to speak. In fact, the ways EFL learners take their turns in conversations must be different; some of them may take too many turns thus they look active; and some others may take less turns which

triggers them to be passive in the conversation. This might all be caused by the gap created in their power-relations as interlocutors of the conversation. The power-relation can influence the degree of misunderstanding in the conversational behavior taken by the EFL learners. Theoretically, spoken discourse likely have great problems in terms of its instructed nature analysis (Milliward, 1992). Meanwhile, Duncan (1972) states that it is obvious that when people communicate, they always take turn in speaking. Moreover, it is like playing tennis where each player needs to take turn hitting the ball, if somebody does not take a turn, then the game stops.

Meanwhile researches on turn taking in regard with gender differences have addressed various results. For instance, Zhu & Ruan (2019) stating that there is divergence in the use of intensifiers and hedges among male and females; study (Azhar & Iqbal, 2018) on classroom of different departments arguing that taking class discourse turns was dominated by certain gender; Faizah's & Kurniawan's (2016) study on interruption and overlap concluding that female speakers initiated more than male did; and other different strategies in taking turns by different gender are also investigated by some researches (see Sapabsri, et al, 2018; Chalak & Karimi, 2017; Hamsia & Saraswati, 2017; and Napitupulu & Siahaan, 2014). It is obvious that turn taking and gender are interrelated in regard with language learning process. This study aims at investigating: 1) kinds of turn-taking mostly used by EFL learners, 2) how the turn-takings are portrayed as a process of EFL learning, and 3) how the EFL learners differ in making their turn-takings according to their gender.

B. Literature Review

1. Definitions of Turn-taking

Definitions of turn-taking can be obtained from the statements proposed by several people. For instance, Mey (2001) argued that in the interaction, the mechanism of talk in which turn-taking organization is inside, can be the conceptual landmark. It states that turn-taking deals with where and how speaking turn occurs; how speakers select others or selected themselves as next speakers. Meanwhile, Sacks, Schegloff and Jefferson (1974) proposed a definition of turn-taking as speech exchange system that usually orders at moves in games, talking in interviews, meetings, debates, conversation, political office, etc. the system aims at controlling utterances potentially spoken participants. In other words, turn taking is defined as a process thorough which the participants are obliged to to be present in the conversational activity (Sacks, et al, 1974). Furthermore, Wilson & Wilson (2005) stated that in conversation turn-taking is ubiquitous. In addition, turn-taking includes highly coordinated timing and involves the notable rarity in two party conversation, of two speaker break silence at once. In sum, it can be concluded that turn-taking is a process or time during which a single participant speaks to convey a message toward his/her interlocutor with minimal interruption between them.

2. The Principles of Turn Taking Mechanisms

Sociologists, Sacks, Schegloff and Jefferson in "A Simplest Systematics for the Organization of Turn-Taking for Conversation," published in the journal *Language*,

December 1974 described the principle of turn-taking. In the principle, it is important to know turn-taking since it is vital in cooperative development of discourse. Knowledge about turn-taking includes knowing how to recognize appropriate turn-exchange points, how long the pauses between turns should be, how (and if) one may talk while someone else is talking, etc. That is why, cultural differences happens in turn-taking can trigger the conversational breakdown, misinterpretation or interpersonal intergroup conflict (Wolfram & Schilling-Estes, 2006).

3. Kinds and Functions of Turn-taking

Cook (1989) classified turn-taking into three kinds, namely: 1) sequence, 2) overlap, and 3) repair.

1) Sequence

Sequence refers to the conversation unit having two or more adjacent and functionally related turns. Sequence can be adjacency pairs, insertion sequence, overall organization, pre-sequence, and post-sequence.

a) Adjacency pair

It refers to an ordered pair of adjacent utterances that two different speakers speak. Once the first utterance is spoken, the second is required. It is the conversation unit consisting of turn exchange that two speakers make. Adjacency pair occurs when the speaker's utterance make a particular kind of response very likely. In addition, there is often a choice of two likely responses.

b) Insertion sequence

According to Levinson (1983), insertion sequence is defined as turn sequence intervening between first and second parts of adjacency pair.

c) Overall organization

Overall organization refers to a schematic description of conversational encounter. It classified types and orders of a conversation's turns and sequences.

d) Pre-sequence

A pair of turns is preliminary to the main course of action. Levinson (1983: 345-346) classified it into "two senses of pre-sequence: (1) a conversational action, (2) a particular sort of action which secured the addressee's cooperation".

e) Post-sequence

McLaughlin in Levinson (1983) described it as a sequence that is subordinate to and follows another sequence.

2) Overlap

In defining 'overlap', Kohonen (2004) combined coding of and counting of interruption as an approach to view an overlap. Furthermore, it is defined that overlap refers to the situation where speakers begin to take his/her turn as a second person who speaks, then interrupting the first speakers. For instance,

Desk : What is your last name, Loraine?
Caller : Dinnis
Desk : What?

Caller : Dinnis (Sack et al, 1974).

The speaker in such example asks the caller's surname. The speaker has already known that the caller's first name is Loraine. The transcription shows a comma inserted after '*what is your name,*' (transition relevance place). The caller then mentioned her surname. However, the speaker has not concluded her sentence, and refers to the caller by her first name, Loraine. This is an overlap, in which speech breakdown is said to occur (Firestone, 1974).

Furthermore, when 'breakdown' or violation of the turn-taking 'mechanism' happens, speakers revert to 'repair' strategies (point 14 in the model above). In this example the desk speaker could not hear the caller's surname as they were both speaking simultaneously, and takes her next self-selected turn to repeat a request for the information by asking "what?" Loraine infers that the person at the desk did not hear her surname and simply repeats it (Firestone, 1974).

In addition, Kohonen (2004) described categories as follows.

a) Overlap related to TRPs (Transition Relevant Places)

It is natural place for the occurrence of short overlaps. A TRP and its projected closeness in an ongoing turn convey to the co-locutors which the current speaker is about to end his/her turn, and that the co-locutors can begin theirs even with a slight overlap of turns (Kohonen, 2004).

b) Discourse Management Devices (DMDs)

They are paralinguistic and pragmatic devices that takes place outside the utterances' grammatical structure, but providing continuity, informational structuring, and socio-pragmatic coherence in spoken discourse (Kohonen, 2004).

c) Simultaneous Onsets

It occurs when two or more participants try to take their turns at the same time, after the previous speaker has finished or is about to finish his/her current turn (Kohonen, 2004).

d) Laughter and shared laughter

Laughter and shared laughter are produced mostly to accomplish a relationship or an alignment among participants, and in addition to that, to convey a less serious attitude towards the previous or the following turns (Kohonen, 2004).

e) Simultaneous turns

It happens when participants start their turns at the same time and no one relinquishes the floor to the other. (Kohonen, 2004).

f) Delayed completion

It is also called 'justified' interruption, which happens when the locator which produces one might have been interrupted before he/she reaches the end of a prior turn, but then he or she has the 'right' to complete his/her turn.

g) Interruptions

Interruptions are on observable situations in the sequence of interaction in which the current speaker has started his or her turn as a second person speaking. In addition, Kohonen (2004) stated that interruption disrupts a current speaker although the disruption as such can also be regarded as interaction.

3) Repair

Repair refers to the mechanisms through which certain "troubles" in interaction are concerned (Sacks, Schegloff and Jefferson,1974). Repair organization presents the way parties in a conversation face problems in speaking, hearing, or understanding. Repair segments are classified by who initiates repair (self or other), by who resolves the problem (self or other), and by how it unfolds within a turn or a sequence of turns. The organization of repair is also a self righting mechanism in social interaction (Sacks, Schegloff and Jefferson, 1974). Participants in conversation seek to correct the trouble source by initiating self repair and a preference for self repair, the speaker of the trouble source, over other repair (Sacks, Schegloff and Jefferson, 1974). Self repair initiations can be placed in three locations in relation to the trouble source, in a first turn, a transition space or in a third turn (Sacks, Schegloff and Jefferson, 1974). Self initiators of repair in the same turn use different non-lexical speech perturbations, including: cut-offs, sound stretches and "uh's" (Sacks, Schegloff and Jefferson, 1974).

According to Levinson (1983) repair is an alteration that is suggested or made by a speaker, the addressee, or audience, in order to correct or clarify previous conversational contribution. It may occur at any of several points following the contribution in question, perhaps occurring in accordance with a conventional order of preference. Levinson (1983) posits four kinds of repair, they are:

a) Other-initiated repair

Other-initiated repair is repair that results from a process that was begun by the addressee of repaired utterance. The last turn of the following exchange is an example of other-initiated repair:

A: I need a new bolt for my oil filter
B: You mean the PAN?
A: Yeah… (Levinson, 1983).

There are two kinds of other- initiated repairs:

(1) Embedded repair. Embedded repair is other-initiated repair that is performed by the addressee of the questioned utterance by the substitution of the repairing item in the adressee's own utterance (Levinson 1983). In the following exchange, the substitution by B of pan for the erroneous choice filter is an embedded repair:
A: I need a new bolt for my *oil filter*.
B: What size bolt does your *pan* take?
A: Seventeen millimeter.

(2) Expossed repair. Exposed repair is an another repair that is not handled covertly as an embedded repair.

b) Other repair

Other repair is repaired made by a participant other than the one whose speech is repaired.

A: I need a new bolt for my oil filter
B: PAN, you mean

A: Right (Levinson, 1983).

c) Self-initiated repair

Self-initiated repair is repair that the speaker of utterance needs repair makes without a prompting from another participant.

Example: *I need a new bolt for my oil filter—um, PAN.*

d) Self repair

Self repair is repair that is performed by the speaker of utterance who needs repair. The last turn of the following exchange is a self repair.

A: I need a new bolt for my oil filter
B: A BOLT?
A: I mean for my oil PAN (Levinson, 1983).

4. Gender Difference in Turn-taking in Role-Relationships between Participants

According to Coates (1998: 120-121) the curiosities that females have to take turn in conversation is bigger than men have; meanwhile men tend to go straightforward, being silent, and neglect the turn taking offer. It implies that women are more talkative then men. However, current researches opposed this implication (see Mehl, Vazire, Ramírez-Esparza, Slatcher, and Pennebaker, 2007). Obviously, both males and females look more at each other as the physical distance increases between them (Malandro & Barker in Wei-dong, 2007). Duncan & Fiske in Wei-dong (2007) argued that the length of males' speaking turns was distinctly longer than that of the females' ones. Furthermore, females do more gazing, smiling, and laughing in a conversation than males do. In regard to interruption in a conversation, Beattie in Wei-dong (2007) said that males do more than females do.

5. Previous Related Studies

Gramkow-Anderson's (2001) analysis stated that *'one speaker at a time'* principle is essential to emphasized so that violating turn-taking is not oriented in the same speech passage. However, the same speech passage is used for collaborative, i.e. non-interruptive conversation. In addition, Tannen (2005) argued that any features of turn-taking may cause the speakers' misunderstanding. For instance, "machine-gun questions", which were employed by New Yorkers to show enthusiasm or interest, but were likely to be interpreted as interruptions by speakers from California who stopped talking and handed over the turn to the New Yorkers. Meanwhile, Gramkow-Andersen (2001) still argue that it happens that '*violative'* interventions is considered normal and cooperative by other speakers if they are treated as such by the participants themselves. This finding was corroborated by Cogo (2007), who also observes a fair amount of cooperative overlap in casual ELF speech.

Somewhat in contrast to this findings, House (2002, 2006, 2008) found that turn-taking management in ELF is "non-smooth" and lacking in recipient design. According to House, ELF speakers "just start talking instead of waiting for the best point at which to 'jump in'" and "appear not to be able to wait for and/or to project a suitable point of transitional relevance" (House 2008: 359, see also House 2002: 256). Meanwhile, Isenberg (2008) states that turn is a fundamental construction unit of conversation which can be

reproducibly recognized and statistically analyzed. Turns are most often marked by a pause in conversation but can also be recognized by in-breaths, intonation, and speaker change. Conversational interaction is made up of many irregularities, such as, speakers who take too many turns, or speakers who never take a turn despite the discomfort of extended pauses, and etc. The process of exchanges of the speakers' role from the listening mode to speaking mode or vice-verse mostly operated smoothly; although, relatively few violations still occurred (Rahman 2006). This statement is also supported by Nursyamsi (2007) in her research that the participants used overlap categories in the recorded conversation higher than the other categories of kinds of turn-taking, but this phenomenon is tolerable for the reason that their occurrences are reasonable and less problematic in terms of smooth exchanges.

C. Research Methodology

1. Research Design

This study was qualitative in nature, which investigated the participants by emerging the research questions, collecting the data in the words or texts form, analyzing the data inductively in order to avoid the bias data. The aim was to find out: 1) kinds of turn-taking mostly used by EFL learners, 2) how the turn-takings are portrayed as a process of EFL learning, and 3) how the EFL learners differ in making their turn-takings according to their gender. The participants of this study were the member of English Club of English department students in Mulawarman University (i.e. ESA – English Student Association). There were ten students (6 females and 4 male) as the participants who became sources of data in the study. The data were collected by video camera recording, observation, and interview.

2. Data Collection Procedure

Firstly, the researchers observed ten respondents in their conversations. The conversation happened naturally as they arranged according to their meeting agenda. The researchers' positions were passive observers since because they did not participate and involve in the process of conversation. The observation was conducted in the conversations during 4 meetings. Video-recording was done to capture each conversation.

Secondly, the researchers invited the ten respondents to follow the semi-structured interview. It was used to crosscheck the gain data from observation. The interview was made directly after the observation. The interview was recorded and then transcribed. It allowed the qualitative researcher to ask all of the participants the same series of questions to find out the kinds, the functions and influence of role relationships between them with turn taking in their conversation. Finally, the researchers did the transcriptions of observations interview results. It was process of converting video camera, field note and observation checklists into text data.

3. Technique of Data Analysis

The data were analyzed by using conversational analysis. It was a technique to describe the orderliness, structure and sequential patterns of interaction. (Sacks, Schegloof

and Jafferson (1974). As a result, the respondents' talks in observation and interview were transcribed into written data. After that particular items of texts into simple words-counts were categorized and analyzed (Silverman, 1998). It was the process of segmenting and labeling texts to form descriptions and broad themes in the data (Creswell, 2008).

The data collected through coding in observation is analyzed in percentage frequencies per participant to know the frequencies of occurrences. The percentage of frequency was calculated by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P : Percentage
F : Frequency
N : Number of respondents/categories (Sudjana, 2001: 131)

Next, the researchers used the steps of analyzing the qualitative data presented by Lodico, Spaulding and Voegtle (2010) as follows (1) Preparing and organizing the data; (2) reviewing and exploring the data (3) coding the data into categories; (4) constructing the descriptions of people, places and activities; (5) building themes and (6) reporting the data.

4. Triangulation

To check the validity of the data, triangulation was used. In this study, the researchers used data triangulation and investigator triangulation. The function of data triangulation is for gathering the various data for the participants in different times. To check the validity and avoid bias in this study, investigator triangulation was used.

D. Findings and Discussion

1. Kinds of Turn-taking Mostly used by EFL Learners

From the data obtained through the observation and video recording during four meetings of the conversation, it was found that for *sequence* turn-taking, there were 10 participants (100%) using the *adjacency pair*, 7 participants (70%) using the *insertion sequence*, 1 participant (10%) doing the *pre-arrangement,* 2 participants (20%) using the *pre-closing, pre-invitation, pre-request* and *summons-answer sequence*. For the overlap turn-taking, there were 10 participants (100%) doing the *overlap related to TRPs*, *simultaneous onsets* and *laughter*; 9 participants (90%) doing the *discourse management devices*, 7 participants (70%) doing the *simultaneous turns*, 8 participants (80%) doing the *delayed completion* and *interruption*, and *third party mediation* was being done by only one participant (10%). Meanwhile, 3 participants (30%) doing the *other- initiated repair*, 10 participants (100%) doing the *other- repair*, 3 participants (30%) doing the *self-initiated repair*, and 9 participants (90%) doing the *self-repair* (see table 1). In short, the kinds of turn-taking mostly used by the participants were: 1) adjacency pair and insertion sequence from the sequence type of turn-taking, 2) almost all kinds turn-taking from the overlap turn-taking except the third party mediation, and 3) other-repair and self-repair from the repair turn-taking. In addition, the less used turn-

taking were: pre-sequence repair (all kinds), third party mediation, other-initiated repair and self-initiated repair.

Table 1: The frequency and percentage of the occurrence of turn-taking

	Kinds of Turn-taking	Code	Frequency of Occurrences										Total	Percentage
			M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10		
A.	**Sequence**													
1)	Adjacency pair	AP	√	√	√	√	√	√	√	√	√	√	10	100%
2)	Insertion Sequence	IS	√	√	√	√	√	√	-	√	-	-	7	70%
3)	Pre-sequence													
	a) Pre-announcement	PAn	-	-	-	-	-	-	-	-	-	-	0	0%
	b) Pre-arrangement	PAr	√	-	-	-	-	-	-	-	-	-	1	10%
	c) Pre-closing	PC	√	√	-	-	-	-	-	-	-	-	2	20%
	d) Pre-invitation	PI	√	-	-	√	-	-	-	-	-	-	2	20%
	e) Pre-request	PR	√	-	-	-	-	√	-	-	-	-	2	20%
	f) Summons-answer Sequence	SAS	√	-	-	√	-	-	-	-	-	-	2	20%
B.	**Overlap**													
1)	Related to TRPs	ORTRPs	√	√	√	√	√	√	√	√	√	√	10	100%
2)	Discourse Management Devices	DMDs	√	√	√	√	√	√	-	√	√	√	9	90%
3)	Simultaneous Onsets		√	√	√	√	√	√	√	√	√	√	10	100%
4)	Laughter	SO	√	√	√	√	√	√	√	√	√	√	10	100%
5)	Simultaneous Turns	L	√	√	√	√	√	√	-	-	-	√	7	70%
6)	Delayed Completion	ST	√	√	√	√	√	√	-	√	-	√	8	80%
7)	Interruption	DC	√	√	√	√	√	√	-	√	-	√	8	80%
8)	Third party mediation	ITR TPM	√	-	-	-	-	-	-	-	-	-	1	10%
C.	**Repairs**													
1)	Other-initiated repair	OIR	√	-	-	-	-	-	-	√	-	√	3	30%
2)	Other-repair	OR	√	√	√	√	√	√	√	√	√	√	10	100%
3)	Self-initiated repair	SIR	√	-	-	-	-	√	-	-	-	√	3	30%
4)	Self-repair	SR	√	√	√	√	√	√	√	-	√	√	9	90%

In a nutshell, overall occurrence of the turn-taking shows that overlap was mostly done by the members of *ESA* (English Students Association) *English Club* in conversation with the percentage 79%, repair was the middle with the percentage 63% while sequence was rarely done by the participants with 30%.

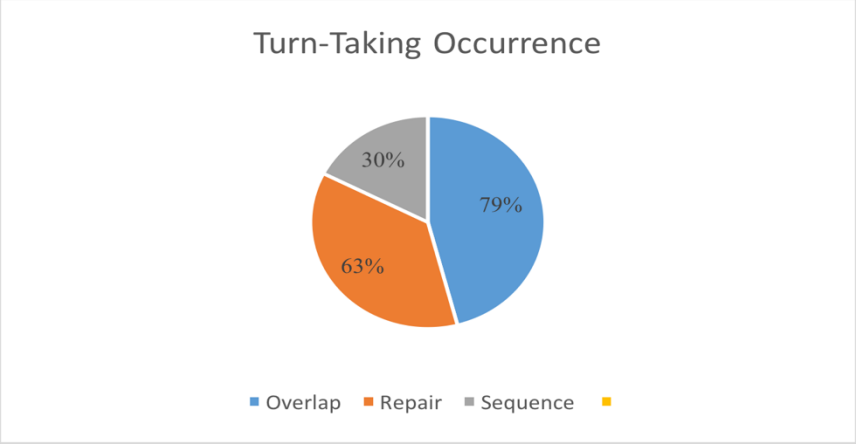

Figure 1: Percentage of Overall use of Turn-taking by ESA Students

2. How the Turn-Takings Are Portrayed as a Process of EFL Learning

On the basis of the description of the percentage of the use of turn-taking, it was found that the kinds of turn-taking mostly used by the participants were: 1) adjacency pair and insertion sequence from the sequence type of turn-taking, 2) almost all kinds turn-taking from the overlap turn-taking except the third party mediation, and 3) other-repair and self-repair from the repair turn-taking. In the process of learning, participants tend to choose the easy turn-taking, avoiding the difficult ones.

From the interview, it shows that for doing sequence, i.e. adjacency pair turn-taking, in fact, the participants understood well the functions. The functions of *adjacency pair,* for instance, almost all participants said that adjacency pair is functioned to make a conversation (starting, closing, or moves or remedial exchanges in the conversation).

M1 : So usually I and my friend do the pair conversation is to starting and closing the conversation. Because as we know that if we want to have a conversation, we need to it with two or more than two people. Because when we do the conversation by ourselves or only one person it can't be a conversation and also we can use it for move into the conversation.

M2 : The function for doing the pair conversation is for starting and closing conversation or for move in conversation or for remedial exchange

M3 : Ok. In my opinion the function of doing pair conversation is to related sentences that we want to talk about something with someone and we want that our partner has a same opinion like us.

M4 : In my opinion, the function for doing the pair conversation is to open and closing conversation with someone we want to talk about something yeah maybe we want the same opinion

M5 : In my opinion, pair conversation is really needed and help us in holding conversation. We can use it for many ways, for example to talk about related sentence and also for starting and closing the conversation. Sometimes, we also need pair conversation to move in conversation. I mean its function is like a transition sentence. So, it can show us on what about the conversation will be going on.

M6 : For me, that's good thing to do conversation in pair, because why? I mean, it can make our related sentence each other, and try to discussed and share opinion to our pair.

M7 : I think we are doing it for starting and closing conversation

M8 : It is for relating our conversation topic and keeping each other focused

M9 : Beginning and closing conversation

M10 : The main function for doing a pair conversation is we can exchange our knowledge in English language as we speaking in pair and we can learn a new sentence and how to make a conversation

Figure 2: An extract of transcript of the structured-interview (sequence)

The extract below in fact exemplifies how the participants showed their understanding in practicing the turn-taking occurrence.

Extract: -M1-O1-L3-11-AP and M9-O1-L3-11-AP

M1 : Ok, so. Today I am going to invite you all to discuss about one of the topics, its hot topic in Samarinda.
M9 : What is that?
M1 : Oh yeah. It's the project plan, planning project of Trans studio Samarinda. Ok, so, before we start the discussion…

As seen in extract M1-O1-L3-11-AP and M9-O1-L3-11-AP, in the conversation among participant 1 (M1) and participant 9 (M9) showed that M1 in line 1 offered the other members to discuss about one of the topics, and it was responded by M9 by giving question. Then, M1 answered the M9's question. The kinds of *adjacency pair* shown were *request-acceptance.*

Moreover, for overlap turn-taking, most participants based on the interview almost all participants also understood the functions. For instance, the function of this kind of *related to transitional relevant places* which is as opportunities to co- locators to give the overlap of turn from current speaker in the natural or right place was agreed upon by the participants, as it was seen in figure 3.

M1 : It is to give the overlap of turn from current speaker in the natural or right place.
M2 : To give the overlap of turn from current speaker in the natural or right place.
M3 : We need to know the time when we want to talking about something, we must know the topic and also the mood of our pair conversation or we need know the time to give the overlap of turn from current speaker in the natural or right place.
M4 : The function is to give the overlap of turn from current speaker in the natural or maybe in the right place
M5 : Of course, it's a big Yes!! Because, when we give the opinion on right way and right time, it will give us the overlap of turn from current speaker in the natural or right place too. So, our talking will not be useless.
M6 : Sure. That is important to get right time to talk, because if we talk wrong time, it will be irrelevant with what people said before that. So, we have to know, what the topic they talk, after understood, we can talk in the right time and sharing together with the topic they talk.
M7 : Because we need everyone the overlap of turn from current speaker
M8 : So everyone can get a chance to talk.
M9 : To establish or reinforce a relationship or an alignment between participants.
M10 : We ask them because we don't want to overlap with another speaker because is not the time for us to talk so we know the turn on conversation is begun.

Figure 3: An extract of transcript of the structured-interview (overlap)

One of the examples of this case could be illustrated in extract below. In the transcript, it could be noticed that an overlap in the form of related to TRPs came *where* M1 request M5 to tell the opinion and when M1 ended the turn as shown (observation 2 line 74-75) and M5 directly began the turn with a slight overlap (Observation 2 line 76)

Extract: M5-O2-L76-ORTRPs

M1 : Because we have different culture yeah that's my opinion so how about you M5?
M5 : I mean that I'm agree LGBT is realize

In addition, another example is *Simultaneous onsets turn-taking, which functions as* showing the same opinion or respond, was also done by the participants.

Extract: M3,M7,M1,M3-O3-L6-10-SO

M1 : And now, this evening, we're going to discuss about "Smart phone using for Kids". Ya, ok.
M1-10 : (Smartphone)
M2 : Under 17 years old
M3 : Banned for kids
M7 : For children
M1 : For Elementary School
M3 : We banned the smart phone for the schools

From the extract above, it was seen that M1 was trying to arrange the discussion and all members respond the MI turn, and then M2 was trying also to give a simultaneous onset and then continued by M3, M7, M1 and M3 again.

Meanwhile, the functions of *laughter,* which was to establish or reinforce a relationship or an alignment between participants, as well as to convey a less serious attitude towards the previous or the following turns, were agreed upon by the participants who showed example of doing the turn-taking as seen in extract below.

Extract: M7,M8-O2-L196-197-L

M10 : But even if not legalize know in facebook you can see people gay together..
M7 : Haha..
M8 : Haha..

From the extract M7, M8-O2-L196-197-L above, it could be seen that M10 was trying to give an opinion in the discussion and then M7 and M8 was laughing to respond M10.

In regard with repair turn-taking, the *other-initiated repair* is defined by the participants as having function as follows.

M1 : It is to repair the utterance who needs repair that is done by the speaker her/his self, without directly initiation to repair.

M6 : Sometimes we talk with other without think well before, I mean if they understood what I mean, it's enough. But if I realized that I have wrong sentences when talk with other, I initiation to repaired directly before anyone repair my talk.

M10 : the function is so they can repair our sentence and correct the meaning of our conversation and we can repair it indirectly.

Figure 4: *An extract of transcript of the structured-interview (repair)*

It could be noticed that M1 did other-initiated repair to correct the mistake made by her friend, while M8 did it for a better understanding of what others saying and M10 to show her friends that they made mistake and need repairing.

In another kind of repair, that the function of *other-repair was* to repair the utterance that is done by other without initiation was also agreed upon by the participants.

M1 : So it is to repair the utterance that is done by other without initiation.

M2 : To repaired the utterance that is done by other without initiation

M3 : To repair the utterance who needs repair that's done by the speakers self with directly initiation to repair.

M4 : the function is to repair the utterance that is done by other without initiation.

M5 : As the reflect expression, we usually directly repair the other's speaking is to repaired the utterance that is done by the people without initiation. By doing this, we can learn from each other.

M6 : yes, certainly. As long as I know that my friend making mistake in her conversations, I will remind her and repair her wrong sentences of word. And the other side, she also remind me if I have wrong sentences when talk. So, we tried to always reminding each other.

M7 : its the same, to repair the utterance

M8 : To prevent a misunderstanding between the speaker and listeners.

M9 : to repair the utterance that is done by other without initiation.

M10 : the function is to repair the sentence and continue our conversation.

Figure 5: *An extract of transcript of the structured-interview (repair)*

In this kind of repair, (Levinson 1983) said the function of *self-initiated repair was* to repair the utterance without a prompting from another participant and according to the members interviewed were:

Extract: M10-O3-L L.177-OIR

M6 : and, of course for, ehmmm. . for our assignment or homework. We need it to get information from our gadget of course. That to the user. Ehm… I think, that parenting is important to (mengawasi, apa itu?) how to say "mengawasi"?
M10 : Control ?

The extract above indicated that M6 did not know the word or forgot the word in completing her turn, then M10 realized that and then initiatively repaired M6 utterance.

In addition, the less used turn-taking were: pre-sequence repair (all kinds), third party mediation, other-initiated repair and self-initiated repair. For these kinds of turn-taking, the participants seem to understand the functions, however, it is difficult for the learners to act. For instance, according to Levinson (1983: 345-346) "there are two senses of pre-sequence: 1) it is used to introduce a conversational action, and 2) it often prefigures a particular sort of action and secures the addressee's cooperation.

Extract M1-O3-L3-4-PAr

M1 : Now, this evening, we're going to discuss about "Smart phone Using for Kids". Ya, ok.
M1-10 : (Smartphone)

As shown in extract M1-O3-L3-4-Par above, usually the one who initiated to take such turn-taking is the leader of the group. Thus, not all participants did this easily.
The same thing happens to the *third party mediation*; it is obvious that reducing conflict in a group conversation is not an easy action. The function of *third party mediation* according to Kohonen (2004) was to alleviate the conflict. The extract below exemplified how the learners alleviated the conflict by addressing a dispute-emerging case, such as flooding in Samarinda. Obviously, it not such an easy action for the learners.

Extract: M1-O1- L.346-347-TPM

M5 : Water absorbing area in Samarinda is good and than Sempaja is have too there will no..,.
M4 : That's for me
M5 : There will no flood in Samarinda or Sempaja ,so ... a.. I think we really need a free place or free.... To make our... What is that? For example like when... It rain and then our...our...
M1 : So our ground can absorb the water. All right so guy I got your point

The similar cases happened to the *other-initiated repair* and *self-initiated repair* as exemplified in extract M10-O3-LL.17-OIR and extract M1-O1-L364-SIR below.
The function of *other-initiated repair* according to (Sacks, Schegloff and Jefferson, 1974 was to repair the utterance that is done by other with initiated.

Extract: M10-O3-L L.177-OIR

M6 : and, of course for, ehmmm. . for our assignment or homework. We need it to get information from our gadget of course. That to the user. Ehm… I think, that parenting is important to (mengawasi, apa itu?) how to say "mengawasi"?

M10 : Control ?

The function of *self-initiated repair was* to repair the utterance without a prompting from another participant.

Extract: M1-O1-L364-SIR

M1 : I can i can take your point the pollution is caused by if there are many traffic jam and there are going to be many caused of transportation that will slow.... You know.... So...going by slow... Slowly.. and then the energy from the car will be... a.. more and then the pollution will be more so that why its not good for our health

M10 : Yes yes

In sum, it could be noticed that all members agreed that language learned in the classroom would be used mostly in communication either written or spoken. Therefore, turn-taking mechanisms would be helpful to support their spoken communication so that they could achieve the successful in communicating in interactional activity. In addition, not all turn-takings are taken by all learners since there some of them which seem difficult and not appropriate for all members to take.

3. Gender and Turn-takings taken by *EFL Learners*

From the data obtained through the observation and video recording for four meetings, the kinds of turn-taking occurred in the conversation happened in *ESA (English Students Association) English Club* were presented in table 2.

As shown in table 2, there was a different distribution of the occurrence of each kind of turn- taking mechanisms done by each participant (i.e. female and male). Obviously, the table described that the average of *adjacency pair* of female was 8.17 and male was 3.5, *insertion sequence* of female was *1.50* and male was *0.25,* pre-arrangement of female was 0.83 and male was 0, pre-closing of male was 1.50 and male was 0, pre-invitation of female was 0.67 and male was 0, pre-request of female was 4.33 and male was 0, summons answer sequence of female was 0.67 and male was 0, then, overlap related to TRPS of female was 8.83 and male was 8.5, discourse management devices of female was 8,17 and male was 3,25 simultaneous onsets of female was 11.17 and male was 5, laughter of female was 18.67 and male was 20.25, simultaneous turns of female was 2.20 and male was 0.75 , delayed completion of female was 3.33 and male was 1.75, interruption of female was 8.83 and male was 3.5, and third party mediation of female was 0.17 and male was 0. Lastly, other-initiated repair of female was 0.33 and

male 0.75, other repair of female was 7.17 and male was 3.25, self-initiated repair of female was 0.33 and male was 0.25, and self-repair of female was 2.76 and male was 1. Thus, the total of turn-takings that were used by female was 89. 83 and male was 52.

In a nutshell, the average of *adjacency pair* of female was higher than male's average. This means that female did adjacency pair more often rather than male while the of the kind of turn taking *insertion sequence, pre-arrangement*, *pre-closing*, *pre- invitation*, *pre-request*, and *summons answer sequence* were only done by female and not by the male. The average of the kinds of overlap included *overlap related to TRPS, discourse management devices*, *simultaneous onset*, *simultaneous turns*, *delayed completion* and *interruption* was higher that male, it means that female looked more active in doing *overlap related to TRPS, discourse management devices*, *simultaneous onsets simultaneous turns*, *delayed completion* and *interruption* rather than male. *Then, the average of laughter* of female was lower than that of male, it means that male laughing more than female and *third party mediation* was only done by the female. The last, the average of the kinds of repair included *other-initiated repair, other repair, self-initiated repair* and *self-repair* of female was higher than male, it means that the female looked more active in doing repair rather than male. For the total average that was done by female and male it shown that female looked more active than the male did (table 2).

Table 2: Frequency of the use of turn-taking based on gender

Kinds of Turn-taking	Code	Frequency of the use by each member											
		Female						Average	Male				Average
		M 1	M 2	M 3	M 4	M 5	M 6		M 7	M 8	M 9	M 10	
A. Sequence													
1) Adjacency pair	AP	21	4	10	2	10	2	8.17	1	3	1	9	3.5
2) Insertion Sequence	IS	2	2	2	1	1	1	1.50	0	1	0	0	0.25
3) Pre-sequence													
a) Pre-announcement	PAn	0	0	0	0	0	0	0.00	0	0	0	0	0
b) Pre-arrangement	PAr	5	0	0	0	0	0	0.83	0	0	0	0	0
c) Pre-closing	PC	8	1	0	0	0	0	1.50	0	0	0	0	0
d) Pre-invitation	PI	3	0	0	1	0	0	0.67	0	0	0	0	0
e) Pre-request	PR	25	0	0	0	0	1	4.33	0	0	0	0	0
f) Summons-answer Sequence	SAS	3	0	0	1	0	0	0.67	0	0	0	0	0
B. Overlap													
1) Related to TRPs	ORTRPs	8	8	7	8	11	11	8.83	8	12	8	6	8.5
2) Discourse Management Devices	DMDs	20	4	3	11	7	4	8.17	0	2	2	9	3.25
3) Simultaneous Onsets	SO	22	9	9	9	11	7	11.17	4	2	4	10	5
4) Laughter	L	21	17	18	18	20	18	18.67	21	19	20	21	20.25
5) Simultaneous Turns	ST	5	1	5	2	1	1	2.50	0	0	0	3	0.75
6) Delayed Completion	DC	9	2	4	1	3	1	3.33	0	2	0	5	1.75
7) Interruption	Itr	14	4	14	9	10	2	8.83	0	4	0	10	3.5
8) Third party mediation	TPM	1	0	0	0	0	0	0.17	0	0	0	0	0
C. Repairs													
1) Other-initiated repair	OIR	2	0	0	0	0	0	0.33	0	1	0	2	0.75
2) Other-repair	OR	22	4	4	3	8	2	7.17	1	4	3	5	3.25
3) Self-initiated repair	SIR	1	0	0	0	0	1	0.33	0	0	0	1	0.25
4) Self-repair	SR	3	1	1	1	7	3	2.67	1	0	2	1	1
Total of Turn taking used by female and Male								89.83					52

M1 : I think female is more talkative than male because as we know that female like talk, it is the reality rather than male. Sometimes male only talk the main point or you know, talk straight to the point, and which one is more often to laugh is also female because sometime when female gathering together they can talk a lot and talk anything even the non-important think and it is sometimes make them laugh each other.

M2 : I think female is more talkative in talk in the way in talking but the men is more assertive with the way he talk about the conversation.

M3 : women also speak more quickly devoted brain power to chit-chat. In fact women talk almost three times as much as male. Women devoted more brain cells to talking than man. The man also struggles to express their emotion to the same case. I think that is.

M4: in my opinion that male and female has a different way in talking or responding talking. I think female is more talkative in talk and more often to laugh is female too because in my opinion again that female is too much talking and male is cool I mean male is cooler than female.

M5 : Yes of course! In my opinion, female is more talkative in talk than male and also in laughing, female is laugh more in doing a conversation. Because, I think that's because female is more enjoy to talk about the simple thing. Like jokes, fashion maybe. Different with male, they like to talk about game, technology and so on. Here, their expression, their voice is often seems like always serious. And if female and male are in a situation of conversation, the reason why male is rarely laugh is also because they are usually talk less.

M6 : I think so. Because in my mind, men more critical talking/responding than women. He usually little talking but he is critical and easy to understand, while women many talk but not clearly or not to the point, it means too difficult to understand what she said. Even though women have a good confidence and more brave than men when she giving her arguments. Beside that, women have a good intonation when talk and she have a good hand gesture when explain about something then men. And of course, women more talkative, because women more active to give opinions, their have many perfections and more details if they give explain thing than men. Yeah, and women like laugh when talk with other women than men who more seriously one.

M7 **:** because if a male speaks they use logic and when female speaks they use their feeling, Female is more talkative than man and Male laugh much.

M8 : Yeah, female are more talkative while the man usually tend to joke and laugh, probably because men are not as complicated as women.

M9 : female is very easy to laugh moreover the conversation is funny.

M10 : Male and female have different way in talking or responding in conversation and the one is more talkative then the other is the female or women. Then the on who like to laugh the most is male or man. Why? Because women tend to talk because they like it and for men we only want to talk because there is an important matter so we talk less and listen more.

Figure 4: An extract of transcript of the structured-interview (gender differences in using turn-taking)

It could be noticed that M1, M2, M3, M4, M5, M7, M8 and M10 agreed that the female tended to dominate the talk rather than male, while only M6 disagree about that. On the other hand, M1, M4, M5, M6 and M9 agreed that female laugh more than male while M7, M8 and M10 agreed that the male laugh more than female. The result from interview supported the observation's result that Female dominated talk rather than male, it was meant that female used kinds of turn taking in conversation rather than male used.

In other words, it is apparent that the result of the interview supported the observation's result that female dominated talk rather than male which means female used more kinds of turn takings in conversation rather than the male used. According to

Coates (1998: 120-121) females indeed have more curiosity to take turn in conversation while men stick to their own point, remain silent, and rejected the offer of turn taking. This supports the assumption that women are more talkative then men. However, resent research opposed this assumption that women are more talkative (Mehl, Vazire, Ramírez-Esparza, Slatcher, and Pennebaker, 2007).

E. Conclusion

There were three conclusions which can be drawn from the results. Firstly, the kinds of turn-taking mostly used by the participants were: 1) adjacency pair and insertion sequence from the sequence type of turn-taking, 2) almost all kinds turn-taking from the overlap turn-taking except the third party mediation, and other-repair and self-repair from the repair turn-taking. Secondly, all members of the English Club felt they acquired their languages as they practiced them in either written and spoken communication. Thirdly, it is apparent that the result of the interview supported the observation's result that female dominated talk rather than male which means female used more kinds of turn takings in conversation rather than the male used.

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