TURN TAKING USED IN ENGLISH EDUCATION ZOOM VIRTUAL CLASSROOM

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Abstract

COVID-19 pandemic caused educational institutions apply remote distance learning policy that makes the students and the teacher should use different kind of platform in learning process. Zoom is one of popular platform to optimize learning through video conference. This research aimed to analyze the turn taking strategies and how the teacher and the students achieve turn taking process in virtual class. The researcher used video recording as the data of this research. There were three videos recorded in this study they consisted of three different courses in English education. This research employed qualitative study to describe the turn taking strategies and which were expressed in Zoom virtual classes. In analyzing the data, the researcher used Stenstrom's theory to classify the turn taking strategies into three categories such as Taking the turn strategy, Holding the turn strategy, and Yielding the turn strategy. The results show that the most dominant turn taking strategy is Holding the turn strategy and the least used is Taking the turn strategy. By changing the medium in the conversation, it also changes how to achieve turn-taking in conversation. Within the Zoom virtual class, there are many features that can help speakers and listeners achieve turn taking such as audio channel, video channel, chat channel, and raise hand feature.

Key Words: Turn Taking, Virtual Class, English Education, Qualitative

INTRODUCTION

The outbreak of the Covid-19 pandemic affects most public service activities of the government including the education sector. Based on the Ministry of Education and Culture Circular Letter number 4 of 2020, it is stated about the implementation of education policies in an emergency period of the spread of Covid-19. The implementation of learning process during the emergency of the Covid-19 is applied with due observance of health protocol. In this case is the enactment of Learning from Home through online or offline distance learning.

As widely known, the implementation of Learning from Home uses several platforms especially online video conference to support this kind of learning. One of them is the use of Zoom application. It is a very useful alternative application for virtual meeting to facilitate communication with many people without making direct contact and be able to support learning needs in today's digital era. Zoom meeting application is very beneficial in online situation; most of teaching learning material can be conveyed directly without having to meet face-to-face or physically. The use of this application for online classes also gives influence to the interaction in classroom. One of the most visible influences that occurs in Zoom virtual class interaction behavior is the change of turn taking pattern.

Turn taking itself is the way people take, use, construct and hand over turns in a conversation. In real-life classes, the students and the teacher already used to interact directly by creating pattern and turn taking system. According to Duncan (1972), The cues of turn-taking are clearly visible in direct conversation such as syntax, pitch, sociocentric sequences, body motion

and intonation. In addition, gaze also considered as one of the cues. However, by doing online classes, the pattern and turn taking system will be slightly different than face-to-face classes. It is also can be more challenging than face-to-face conversation as there are also some different patterns of turn taking, misunderstanding, long interval of silence and many other problems that occurs in online classes. It is also conductedin accordance with the conversation analysis approach in language studies. Then, it is interesting to carry out turn-taking system in order to extract information on online synchronous educational setting.

METHOD(S)

This research used qualitative descriptive method which describe the conditions occur in distance learning process using Zoom as the learning platform. In this case is to describe the turn taking strategy and conversational analysis which found in Zoom virtual classes. In this research, the phenomena or situation under observation were the turn-taking in the utterances delivered by the students and the teacher in learning process. Theory proposed by Stenstrom (1994) used as a guide to analyze the data in this study. At this point, qualitative research method is used since there are several reasons as proposed by Bodgan and Biklen's characteristic (1792). Firstly, the data are in the form of words or utterances from the transcription of virtual class interaction. Secondly, this study uses human instrument: the researcher herself as the primary instrument for the data collection and analysis. Thirdly, the purpose of this study is to get a better understanding and deep information on what types and why certain type of turn taking strategy which are used in Zoom virtual class using Stenstrom's theory, this also concerning to process rather than simply with outcomes or products.

The process of data collecting in this research was using video recording observation. First, the researcher waited for the ethical approval from the students and the teacher first. Then, the researcher observed the targeted class. After observing the class, researcher recordedthe video from online virtual classroom that use Zoom video conference as their medium. It showed that the class was truthfully happen in reality. The utterances were also truly said by the students and the teacher. After that, the researcher extractedthe video recording into written data. The scripts of the video recording itself were the main data to be analyze further.

Furthermore, ethical consideration specified as one of the most important parts of the research. In this case is about research protection including for the participants. In regard to qualitative study, Mason (2002) outlines qualitative research and raises ethical issues which should be anticipated. It aims so that the researcher can consider how the actions during the research process affect the participants, and can maintain the integrity of the research. Considering the importance of ethics in the research, ethical approval from the teacher and students was applied for and gained before the observation and video record. There are two ethical consideration that should be taken into account while carrying qualitative research namely anonymity and confidentiality. The term of confidentiality refers to the need to keep identifiable information about individuals private. Meanwhile, the term of anonymity refers to

one of the ways in which data are kept confidential. To apply these principles in this study, the researcher assuredto not reveal any identifiable information about, or names of participants and indirect participants (third party), either in the transcription or in the discussion of the study.

FINDING AND DISCUSSION

The data are obtained from the conversation between them in Zoom virtual class. During the data analysis, the researcher uses theory of turn taking strategies based on Stenstrom's theory (1994) in which the data are classified into three kinds. It consists of *taking the turn*: starting up, taking over, interrupting; *holding the turn*; verbal filler and filled pauses, silent pauses, lexical repetition, new start; *yielding the turn*; prompting, appealing, giving up. The researcher has analyzed and counted all the data. There are 844 strategies that are used in those three courses. The following table is the distribution of the total data.

Table 4.1

No.	Turn Taking Strategy				Frequency
1.	Taking The Turn				79
	1.	Starting Up			
		A	Clean Start	36	
		B	Hesitant Start	10	
	2.	Taking Over			
		A	Uptake	29	
		B	Link	43	
	3.	Interrupting			
		A	Alert	-	
		B	Meta Comment	-	
2.	Holding the Turn				607
	1.	Filled Pause and Verbal Filler			
		A	Filled Pause	431	
		B	Verbal Filler	78	
	2.	Silent Pause		51	

	3.	Lexical Repetition	37	
	4.	New Start	10	
3.	**Yielding the Turn**			
	1.	Prompting	64	
	2.	Appealing	79	158
	3.	Giving Up	15	
	Total			**844**

From the table above, it can be seen that there are 844 data containing turn taking. Those are 79 data of taking the turn strategy, 607 data of holding the turn strategy and 158 data of yielding the turn strategy. In addition, among all kinds of turn taking strategies, it is found that the most dominant turn taking strategies used in online virtual class is holding the turn. Meanwhile, the least data is starting up strategy

Turn taking always occurs in any kind of conversations. There are many cues that affect how people can take turns in speaking such as gaze, gesture, body movement, intonation, so on and so forth. However, in online classes, it cannot be a signal for turn taking because the speakers and listeners are not in the same place or face-to-face. By changing the medium in the conversation, it also changes how turn-taking occurs in conversation. Within the Zoom virtual class, there are many features that can help speakers and listeners achieve turn taking. After collecting and analyzing the data, the following are features in Zoom application that allows its users to take their turn:

a) Audio Channel

This Zoom feature is usually signed with mute and unmute. The speaker will click the unmute button first before speaking. By clicking the unmute button, the mic icon will change from red to a white mic icon. By seeing this, the previous speaker or audience will notice that this is a sign that someone want to takes a turn to talk. The microphone icon, which is the mute/unmute button in Zoom, is found at the bottom left corner of the meeting's window.In the screenshot below, the microphone is on:
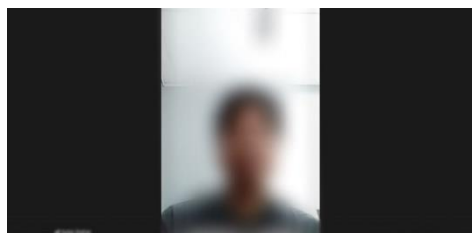
Picture 4.1

Once the mic button is being clicked, it will immediately mute the speaker. Whenever the microphone icon with a red line crossed over it, that means the speaker is muted. In this case, the microphone will be off and no one will be able to hear the speaker voice.

b) Video Channel

Picture 4.3

This feature marked by off camera and on camera. Usually, students will switch on the camera if they want to speak or take a turn to talk. By switching on the audio and video feature, the sounded audio will make the speaker video pops out on the screen when she/he speaks. Thus, the audiences know who is the current speaker. In the screenshot below, the video is on:
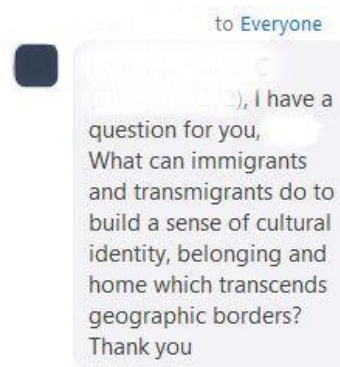

Picture 4.3

Whenthe camera button is being clicked, it will turn off the speaker's camera. Whenever the camera icon with a red line crossed over it, that means the speaker's video is off. Usually students switch off the camera after they finish speaking. In other case, students also can speak without switching on the camera due to internet connection problem.
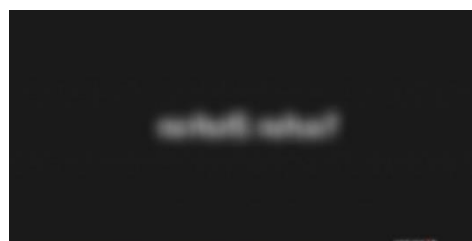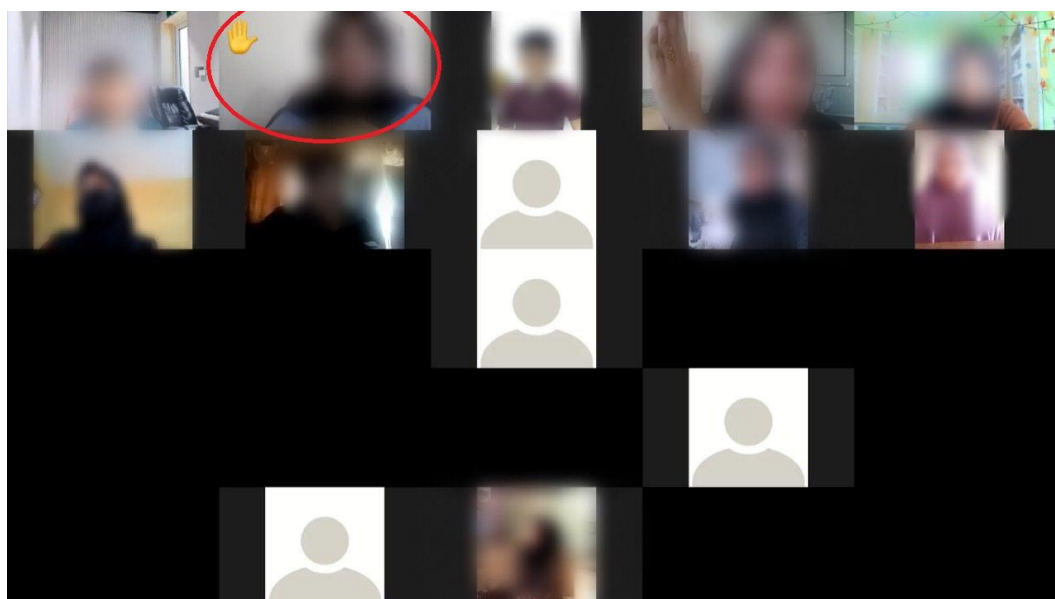

Picture 4.4

c) Chat Channel

This feature is usually used by student to avoid interruptions. Students may use chat feature in order to talk in the chat, ask permission to talk,ask questions andanswer question. This is a unique behavior in online situation, because students do not want to interrupt the lecturer or fellow students when they are talking. The audience or the next speaker prefer to inform in the chat channel first before taking the turn. Furthermore, bad internet connection also influences the use of this feature. During this situation, the audio of the speaker is unstable and cannot be heard clearly. To solve this problem, the speaker prefers to write down what he going to say in the chat section. The following picture is the example from a student who wants to ask using the chat feature to avoid interruption when the lecturer is still talking.

to Everyone

), I have a question for you,
What can immigrants and transmigrants do to build a sense of cultural identity, belonging and home which transcends geographic borders?
Thank you

Picture 4.5

d) Raise Hand

When students want to ask the lecturer in face-to-face class, they only need to raise their hand. However, the situation is different now. Being not in the same place obviously change the interaction process between the lecturer and the students. Through Zoom, students can also "raise their hands" when they want to ask the teacher during the teaching and learning process by using the Raise Hand feature. By doing this, students who raise their hands will be able to get the attention from the lecturer and able to ask questions. The Raise Hand feature can also be combined with the Chat feature, where students can type in what they want to ask. The following picture is the example when a student wants to ask but she does not want to interrupt the lecturer. When the lecturer sees the raise hand symbol, it can be a sign that the student wants to ask or give an opinion. Usually the lecturer will let the student to take their turn to speak.

Picture 4.6

From all the data based in the result of investigation, the researcher finds an interesting discovery in online classroom interactions. There is no overlapping and interruptions occurs in those three courses. During the conversation, both lecturer and students prefer to wait or give a long pause which cause an interval of silence. After a lengthy pause occur for few seconds, the next speaker initiates to take the turn. It happens because they assume the previous speaker obviously gives the turn after the interval of silence of lengthy pauses. Moreover, interval of silence also shows if the listeners do not want to take the turn or give feedback. So, the current speaker should take his/her turn again to talk. It was supported by the results finding of previous study according to Anne Bannink& Jet Van Dam (2021) aimed atthe details of teacher and student behaviors and strategies in the online situation, using f2f (face-to-face) setting as the default situation. The data derived from online classes taught by experienced university lecturers in the course of 2020 at the beginning of the Covid-19 pandemic through the Zoom platform. The researcher found that silence and lengthy pause are often occur in the conversation. Furthermore, even though the lecturer adds an encouraging word as a clear invitation to the students to self-select and spontaneously take a turn at talk, but none of the students do so. We can conclude that not being physically co-present in the same space apparently diminishes the need for participants to mirror each other's nonverbal behaviors or turn taking cues.

To support turn-taking in online situation, the researcher found that lecturer and the students use some features which are provided by Zoom application such as raise hand feature, audio channel, video channel and chat feature. Raise hand and chat feature found so helpful to solve technical and connectivity issue. These features also can affect the turn taking in online situation. For example, the student uses the chat feature to ask or answer questions. This feature also proves that on a different medium of conversation, the audience can take their turn without interrupting the current speaker. Another example is when the students use raise hand feature to

ask question or deliver their opinion. This raise hand feature helps students to do the same behavior in offline or face-to-face classes. If students just raise their own hand in the video, the lecturer will not realize it as the video does not appear on the top of the screen as when the student use the raise hand feature. The students also seem to use those features to avoid overlapping or interruptions. This is in line with theprevious study according to Earnshaw (2017)which mention that the types of technical and conversational problems that may hinder communication even if just temporarily in a synchronous learning session. Each time there was a speaker hand-off, the speaker seemed to anticipate if an issue would occur. The speaker would tell the next speaker to unmute before speaking. This occurrence is unique to the online environment because the medium constrains how the flow of conversation goes. In most instances, speaker hand-offs went smoothly. The instructor informed students that they could use the chat or raise a hand, using the hand icon in WebEx, to speak next. There are three patterns of turn taking used by the lecturer and the students in English Education at one public university in Jambi. They are taking the turn strategy, holding the turn strategy, and yielding the turn strategy. In the three courses, the researcher found that holding the turn strategy is mostly used in the class. This happens because the conversation in those courses contains presentations and lecture sessions. Also, there is no overlapping and interruptions occurs in those three courses. During the conversation, both lecturer and students prefer to wait or give a long pause which cause an interval of silence. After a lengthy pause occur for few seconds, the next speaker initiates to take the turn. It happens because they assume the previous speaker obviously gives the turn after the interval of silence of lengthy pauses.

CONCLUSIONS

There are three patterns of turn taking used by the lecturer and the students in English Education at one public university in Jambi. They are taking the turn strategy, holding the turn strategy, and yielding the turn strategy. In the three courses, the researcher found that holding the turn strategy is mostly used in the class. This happens because the conversation in those courses contains presentations and lecture sessions. Also, there is no overlapping and interruptions occurs in those three courses. During the conversation, both lecturer and students prefer to wait or give a long pause which cause an interval of silence. After a lengthy pause occur for few seconds, the next speaker initiates to take the turn. It happens because they assume the previous speaker obviously gives the turn after the interval of silence of lengthy pauses.

In online situation, especially in Zoom virtual classroom, there are several features that can support turn taking between the students and the teacher. They are Raise Hand feature, Chat channel, Audio channel, and Video channel. This is done because several cues in face-to-face class cannot be used in online situation. By changing the medium in the conversation, it also changes how to achieve turn-taking in the classroom.

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