
Compliments in Turn Taking: Analysis During Foreign L2 Speakers Class Session

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Abstract

This study aimed on elaborating the rules of turn taking and the primary intentions of turn taking containing compliments done by the Foreign L2 Speakers and the students at De Access Hotel and Culinary Training Centre. The writer applied descriptive research design which applied the participant observation method with passive observer. The data of the research is the conversations spoken by the foreign L2 speakers and the EFL learners in the teaching learning process and the data source was the teaching learning process done by the foreign L2 speakers in teaching the EFL Learners in De Access Hotel and Culinary Training Centre. In collecting the data, the writer as a passive observer attended the class and without disturbing the teaching learning process, the writer observed while recorded the classroom activity then the writer transcribed the conversation between the foreign L2 speakers and the EFL learners. The result of the study showed that the rules of turn taking are; (1) turn-taking 1A {S (who is talking) chooses NP (next Speaker) in the speech}; (2) Turn-taking 1B {NP (next Speaker) is not chosen by S (speaker)}; and Turn-taking 1C {S can stop or continue speaking} and the rule 1B is dominant and often used in turn-taking in classroom session. And also there are four primary intentions of speech in classroom that are; to express an opinion, to elicit a reaction, to encourage specific behavior and to express satisfaction.

Keywords: turn taking, rules, intentions

INTRODUCTION

Human is a social creature, that is, a being whose life cannot escape the influence of another human being. Humans are said to be social creatures also because there is a desire in humans to establish relationships (interactions) with others. Usually, human interaction creates conversation. A conversation is an activity carried out by two or more people and each of them contributes to the conversation, in other words, if one of them does not give a response then the conversation does not take place. go out. But according to linguists, conversation is not simply an activity carried out by two people; Furthermore, in conversation, rules determining who can speak are necessary. Turn-taking is how speakers change and manage their turns while they are talking. It is very important to study turn-taking in conversational interaction because it can be used to observe how participants manage and take turns in interaction. Additionally, conversation participants use turn-taking strategies to achieve their conversation goals.

In daily lives, conversational interactions come in different types, such as casual conversation and organizational conversation. Ordinary conversations usually take place in the social

sphere, such as a phone conversation between siblings or a conversation between a father and child in a family, etc. In contrast, conversation carries Institutionalism often focuses on a particular order. In this case, the participants' conversations are designed to achieve organizational goals rather than maintain personal interpersonal relationships, such as a conversation between a doctor and a patient. in a hospital to convey a medical diagnosis, between police and criminals in a police office to interrogate criminals, and chat between participants in a discussion.

Turn-taking is the rule that there is a change of speech between the speaker (S) and the next speaker (H) in a conversation. Schegloff (2007) believes that in the process of discussing turn-taking, the issue is how the speaker has the right to continue speaking and what the rules of turn-taking are in the conversation.

On the basis of some This goal, this turn of speech The research is very convincing when S interactions lead to the next speaker (H), the next speaker (H) has the right to respond and provide information in a structured way to the speaker. say (S). The turn process is known to be a verbal and logical process, the main goal of which is to gather information (Coulthard & Brazil, 2013). The process of everyday conversation has rules

to create effective communication.

But in the rule of turn-taking process, anyone can take turns speaking based on the opportunity given by the speakers in the discussion. Therefore, the importance of the rotation process needs to be studied especially during the classroom conversation in the film *Freedom Writers*.

The study of turn taking leads to a gender perspective, especially in the field of Sociolinguistics, has been conducted by Ghilzai and Baloutche (2015). Then, Butterfield (2015) conducted an analysis from an analytical perspective on language use at a university in Japan. Muryantina (2017) examines the results of the interrogation process between the defendant and the victim conducted by the police. Anggraini, (2017), who also reviewed television talk shows on the Basuki Tjahaja Purnama controversy, and other similar research was also conducted by Meiristiani & Ekawati (2018) on the conversation process in math lecture class between teacher and students.

Laila (2018), who researched speaking and initiation strategies in ILC (Indonesian Lawyers Club). Then, the final study was conducted by Laila & Puspitasari (2019), who conducted a study on rotation in ILC that became the reference and comparison in this study.

This study aims (1) to identify the dominant rule used by S and H in the classroom sessions taught by the foreign L2 speakers and (2) to explain the intention of turn taking containing compliments in the classroom sessions taught by the foreign L2 speakers. This article lays out specific rules about the types of turn-taking and its intentions for the direction of the conversation, especially in classroom discussions where many students participate and the foreign L2 Speaker as the teacher is the moderator, the person who manages the discussions effectively.

De Access Hotel and Culinary Training Center is an A-Accredited training center which is under the Directorate General of Early Childhood Education and Community Education, Ministry of Education and Culture, which operates in the hospitality industry. De Access Hotel & Culinary Training Center Course & Training Institute has values, namely as the best partner for the government, service businesses (hotels, restaurants, resorts, villages, restaurants & cafes, airlines, travel agents, etc.) and the community (students) by offering a smart solution by providing training in the hospitality service industry that can accommodate requests from the service industry. The institution carries out the correct course & training process and in accordance

with government regulations and in accordance with industry needs and become a provider of affordable ready-to-use workforce services for the community with the best quality ready-to-use workforce. The researcher aimed to find out the rules of turn-taking that exist in class discussions done by the Foreign L2 Speakers and the Efl learners and integrally continuing by looking for the primary intentions of turn-taking in the classroom activity.

Turn Taking Theory

In doing conversation, speakers speak to each other in certain order. It is called turn-taking in conversation. The study of turn taking is the central feature of conversation analysis. It becomes important part because in doing conversation, it would be good if the conversation run smoothly without interruption or overlap. Turn-taking exist to organize the run of a conversation. In verbal communication turn-taking used to organize talks in interview, debate, ceremonies, conversation etc. Sack calls this as "speech exchange system" (Sack et al.1974: 696). The analysis of turn-taking is concerned with how interactants take turns speaking and how who speaks when is determined. According to Levinson (in Herman, 1995: 78), "turn-taking has been described as a process in which „one participant A talks, stops; another, B, starts, talks, stops; and so the researcher obtains as A-B-A-B-A-B distribution of talk across two participants". This explain that only one speaker talk at a time then another when the turn is possible".

Turn-taking is a rule where there is a change of speech between speaker (S) and next speaker or hearer (H) when having a conversation. Schegloff (2007) said that in the process of discussion of turn-taking is how the speaker takes the right to speak next and how the rules of turn-taking in conversation. Based on some of these objectives, this turn-taking study is very compelling where speaker (S) interacts leading to the next speaker or hearer (H), the next speaker or hearer (H) has the right to respond and structurally provide information for speaker (S).

The turn-taking process is known as a verbal and logical process, the main objective is to obtain information (Coulthard, M., & Brazil, 2013). The daily conversation process has rules for creating effective communication. But in the rules of the turn-taking process, anyone can get a turn to speak based on the opportunity given by the speaker (S) in a discussion.

Speech Act Theory

The importance of understanding the different aspects of verbal behavior is essential so that communication can be well established. The existence of understanding between speaker and listener is a very important sign that communication is going well. Pragmatics is a branch of linguistics that studies the use of languages integrated with grammar including phonology, morphology, syntax, and semantics (Leech, 2011). Unlike Leech, Yule (1996) defines pragmatics in four domains. First, pragmatics is the study of a speaker's meaning. Second, pragmatics is the study of meaning in context. The third pragmatics is the study of how communication achieves more than what is said. The last study is pragmatic about the expression of relative distance.

The first speech was given by British philosopher John L. Austin, delivered at Harvard University in 1955 and published in 1962 under the title "How to Do Things with Words". However, the theory of speech acts itself was introduced by Searle in the form that there are at least three types of speech acts in everyday life. He further stated that speech acts are classified into three types: locution (Ilocutionary act), Illocution (Illocutionary act), and Perlocution (Perlocutionary act) (Searle, 1969).

Handayani (2016) quotes Searle's statement that speech acts are classified into his three types, namely locutionary acts, illocutionary acts, and perlocutionary acts. On the other hand, Isnawati et al. (2015) state that "in uttering a sentence, a speaker is generally involved in three different acts: "locutionary act, illocutionary act, and perlocutionary act"" There are three types of speech acts in actual regional language use: locutionary acts, illocutionary acts, and perlocutionary acts. In other words, when people speak, they use language to perform various functions, such as expressing a variety of emotions, from opinions to insulting others.

All of the above can be said to represent the voice in the speaking process. Furthermore, she explained that when studying speech acts, three things need to be considered: the language used, the intention of the conversation, and the interaction in the social context.

The act of locution or the act of saying something is a speech act that aims to explain something (Wijana, 1996). the act of illocution is a speech act that aims to do something. On the other hand, the act of perlocution is a linguistic act aimed at explaining something with the intention of producing a certain effect in order to influence the listener. Sulistyono (2013) states that a speech act is a person's ability to use language to convey

a message to a listener.

From the description of speech acts by some experts, it can be concluded that speech acts are the abilities of a person's spoken language, aimed at conveying a message to the listener with attention to the context of the speech.

Compliment Theory

People use compliments to build, maintain, and strengthen interpersonal relationships (Searle, 1976). People often admire the beauty, achievements, personality, and abilities of others in many different ways. According to Berowa (2020), complimenting and receiving compliments are important speech acts that help strengthen or weaken interpersonal relationships. Compliments can maintain relationships because receiving compliments can make you feel better about yourself. Zhu (2019) then argued that compliments are considered a positive politeness strategy to improve good relationships during communication. Cheng (2011) classified reactions to compliments into three types: acceptance, avoidance, and a combination of both. Speakers can use many different compliments depending on their needs and preferences.

Various types of compliments exist, categorized by their purposes (Herbert, Wolfson, Manes in Yusof and Hoon, 2014). The initial type is employed to convey feelings of admiration. In such instances, the speaker aims to express approval and admiration for the recipient's appearance, hobbies, or work. Typically, these compliments are given spontaneously, catching the recipient by surprise (Herbert in Yusof and Hoon, 2014). Another crucial function of compliments is to establish a sense of solidarity, allowing the speaker to foster positive relationships with others through praising. This approach serves as a means to cultivate strong connections (Wolfson, 1989). Compliments also function as substitutes for language formulas, such as expressions of gratitude, apologies, and greetings. Additionally, some compliments are employed to soften potentially threatening behavior. This occurs when the speaker wishes to convey a personal opinion to the recipient while preserving a positive relationship. Such compliments are frequently utilized in situations involving apologies, demands, or criticism, often featuring terms like "but" and other contrasting conjunctions. Compliments can also serve as conversation starters, covering simple and neutral topics. Furthermore, they play a role in encouraging recipients to continue desirable behavior (Manes, 1983). Teachers commonly use compliments as positive feedback to motivate stu-

dents in their academic endeavors.

METHODS

In analyzing and discussing the data, the writer has to enter the research method to get success in conducting the research. In relation to this research, the writer chooses a descriptive qualitative method to frame the research. In this research paper, the writer employs the qualitative research. Qualitative research is a research which has a result of descriptive data in the form of written or oral form observing people or behavior. Then the steps of conducting this qualitative research are: (1) determining the object of this research, (2) determining the source of data, (3) determining the method of data collection, (4) determining the technique of data analysis. The writer uses the observation technique in collecting data.

The object of this research is the study of turn-taking, the data are the conversation including turn-taking between foreign L2 Speakers and the students in the classroom. The data are transcribed using Orthographic transcription, while the source of data is the text of the conversation in the teaching learning process. In collecting data, the writer took or cut the conversation based on the profession of the speakers and then the writer identifies and signs the data which is indicated as a turn within conversation of the movie.

After determining the previous researches, finally the researcher gives the enlightenment to the rules of turn-taking and the intentions the foreign L2 Speakers as the native speakers in classroom discussion session. This study aims (1) to determine the dominant rule of turn-taking used by S and H in Classroom sessions in the classroom and (2) to explain the primary intentions of turn-taking in the classroom session done by the foreign L2 Speakers and the Efl learners in De Access Hotel and Culinary Training Centre.

RESULT AND DISCUSSION

After analyzing all the data, the most dominant rule of conversation containing compliments between the foreign L2 speakers and the EFL learners at De Access Hotel and Culinary Training Centre is 1B (Responses and direct answers). The interactions consistently follow the Sacksian turn-taking model, where one participant initiates with a question (1A), and the other responds with an answer or acknowledgment (1B). This sequential alternation forms the backbone of the conversations, facilitating a structure

red and cooperative exchange of information. While 1C is present in some instances, such as extended statements or evaluations, the foundational pattern revolves around the initiation and response dynamic captured by 1B.

The result of the dominant rule of turn taking in classroom session is presented in Figure 1.

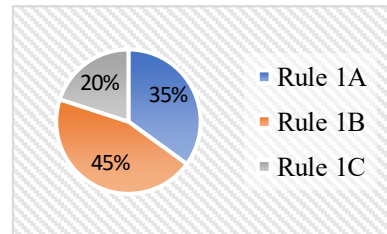


Figure 1. Chart of turn-taking in classroom discussion

The intentions of the turn taking

The researcher found 11 intentions inside the unit of analysis. The intention is divided into 1. To express an opinion : 40%, To eliciting a reaction : 20%, To encouraging specific behavior : 20%, and To express satisfaction : 20%

The result of intentions in classroom session are presented in Figure 2.

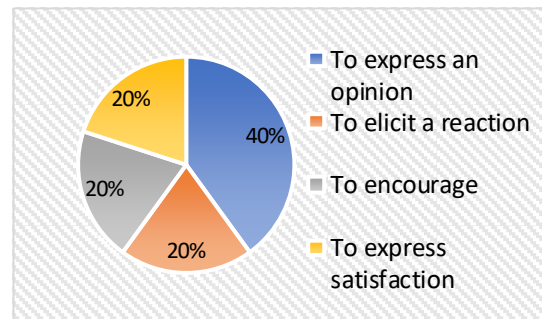


Figure 2. Chart of Intentions in classroom discussion

Discussion

The researcher provides some discussions related to the finding. This research was conducted based on two research questions. The first is to find out the rules of turn-taking that exist in class discussions by referring to the theory of Sacks and integrally continuing by looking for the intentions of turn-taking in the class by referring to the Austin's theory. This research is strengthened and compared by several previous studies from year to year by the researcher. There is a lot of discovery in the form of turn-taking and the discovery about interruption has relation with overlap.

The first research has conducted by Laila & Puspitasari (2019) conducted turn-taking research about strategies of turn-taking for getting information in Indonesia Lawyers Club Discussion debate in TV One. This research is a reference to be a complement of turn-taking on classroom session research.

The second research was done by Laila & Pradana entitled Turn-taking in the Classroom Session in the Movie Freedom Writers by Richard La Gravanese (2007). The result of study showed that turn-taking 1A (S chooses H in the speech) was the highest, (2) turn-taking 1B (H is not chosen by S) is the second higher; and turn-taking 1C (S can stop or continue speaking) is the least in frequencies. It could be concluded that the rule 1A was dominant and was often used in turn-taking in classroom session. And also The research explained that the intention within the turn taking are ranged from the highest to the lowest respectively : to ask , to clarify, to demand, to inform, to assert, to support, to request, to invite, to threaten, to challenge, and to tease.

The third research was Tsuraya, A. S (2020) with her research *Kinds of Turn Taking and The Functions of Overlaps in Conversation*. The result of the study was that by knowing the kinds of turn taking, speakers closely connected with how participants take their turn in a conversation. People can avoid misunderstanding which lead them into an altercation which can break their relation and social life. So that, people can get easy of conversation as social beings in their daily life.

The fourth research was conducted by Fahlenafitri, D (2020) with her research *A Conversation Analysis of Turn-Taking Strategies Used in Marriage Story Movie*. The result of the study was there were nine strategies used by the two main actors in the movie, namely the address term, adjacency pair, post completor, utterance in-completor, in-completion marker, possible pre-closing, overlap, repair technique, and question tag which were categorized into three strategic functions namely take the turn, hold the turn, and relinquish the turn.

Based on those previous studies, there are many similarities and the differences. The similarities are the same theory of turn-taking (Laila & Pradana, 2020). And then, the differences are the data analysis and the focus of the research. This research can be classified into valid research that has related researches in the sub part of theories. The rule of 1A is often used by teacher as Speaker to get reactions from students as Next Speaker and the intention to express opinion is very often used in the classroom.

CONCLUSION

To answer research question, the researcher conclude that the conclusion is related to the theory of Sacks about turn-taking and Austin about to find the primary intentions of speech in classroom session at De Access Hotel And Culinary Training Centre”.

The researcher shows three rules of turn-taking in classroom session; the unit of analysis shows (1) turn-taking 1A {S (who is talking) chooses NP (next Speaker) in the speech} 35%; (2) Turn-taking 1B {NP (next Speaker) is not chosen by S (speaker)} 40%; and Turn-taking 1C {S can stop or continue speaking} 25%. Therefore, it can be concluded that the rule 1B is dominant and often used in turn-taking in classroom session.

The researcher shows four primary intentions of speech in classroom and the researcher divide the intention into to express an opinion (40%), to elicit a reaction (20%), to encourage specific behavior (20%) and to Express satisfaction (20%). Therefore, it can be concluded that the intention to express opinion is the most intention used in classroom session.

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