A STUDY OF TURN TAKING IN EXTENSIVE READING LECTURE AT ENGLISH STUDY PROGRAM OF HALU OLEO UNIVERSITY

SUHARTONO ANWAIR
(A1D2 10 138)

Abstract
The study of turn taking in extensive reading lecture is aimed at investigation the types of turn taking and its functions. The scope of this study is restricted only to the classroom interaction in extensive reading lecture. There are 30 students and 1 lecturer taken as the respondents. They are taken by purposive sampling. In collecting the data, all utterances produced by the speakers were recorded and scripted. Finally, those scripts were analyzed by using descriptive qualitative method in terms of types of turn taking and its functions. The result shows that there are three turn taking types in extensive reading lecture, namely: taking the turn, holding the turn and yielding the turn. Additionally, there are eleven functions of turn taking in extensive reading lecture, namely: informative, organisation, affective, responsive, external thinking, interrogative, judgemental, intentional, hypothetical, reproductive, and imaginative functions.

Keywords: turn, turn taking, and extensive reading lecture

Introduction
Language and people have strong relationship. They use the language to communicate and talk each other. According to Hutchby and Wooffitt (1998: 1), “Talk is a central activity in conversation”. A speaker and a listener must cooperate each other in order to keep a conversation running well. This cooperation is known as the role of speaker and listener change.

In the role of speaker and listener change, there is a turn taking. According to Stenstrom (1994: 4), “A turn is everything the current speaker says before the next speaker takes over”. Besides, there is also turn taking where the right to speak in conversation is changed between two participants (Levinson, 1983: 292). In turn taking, speakers can keep the turn to speak by slowing down or pausing their voice in the middle or in the end of their utterance. So, it can be concluded that turn taking is the changing role of the speaker and the listener in conversation.

Afterwards, to avoid monopolizing talk, the speakers need to know when and for how long they have to speak. In order to know it, speakers need to understand some common types for taking, holding and yielding turn in conversation. Moreover, turn taking is somehow put into lecture practice whether it is in teacher center or student center class.

This study is conducted at English Study Program because turn taking is a part of discourse analysis lecture. Although turn taking is a part of discourse analysis, it is not only merely found in discourse analysis lecture but also can be found in other subjects. One of them is extensive reading lecture. There are few rationals why turn taking can be found in lecture. First, there are some interactions between students to students, students to lecturer, and lecturer to students which enable them to conduct conversation. Second, the lecturer lets students to choose their own book to be read which can encourage them to express their views in conversation. If students are let to choose their own book to be read, they will feel free to express their perspective about the book in conversation because each students has their own history and interest. So that, whether students or lecture can keep conversation running well during the classroom interaction.
**Turn Taking**

Turn taking is the way how to manage the roles in conversation, whether becomes speakers or listeners. It is also a foundational study of conversation analysis. According to Hutchby and Wooffit (1998: 47) there are very basic facts about conversation in turn taking occurs, one speaker tends to talk and turns are taken with as little gap between them as possible.

According to Stenstrom (1994: 4), “A turn is everything the current speaker says before the next speaker take over”. It is only one speak during the process of the conversation and his/her words are continuous which means that all the participants involved in conversation are not able to speak at the same time. Then, Levinson (1983: 292) declares that turn taking means the speaker gives a chance to listener who will be the next speaker, to give comment of what the speaker says and this is repeated the process in the conversation. The right to speak is changed between two participants, but they can keep the turn to speak by pausing their voice in the middle or at the end of their utterance. From those explanations, it can be concluded that turn taking is the changing role of the speaker and the listener.

In daily conversation, speakers generally pay more attention to the content than the rule. Actually, casual conversation is organized by a set of rules. Although speakers probably do not realize it because speakers pay more attention to the content of the conversation rather than the specific rules that govern those (Hilder & Winter, 2007: 207). The speakers mark the beginning and the end of the turn implicitly. Speakers do not say things like “okay, you may speak now” or “I asked questions, please answer now!” which would make the conversation inefficient and unnatural.

Another explanation about turn taking is declared by Giles (1989: 52), “Speaker and listener signal to each other. One turn has come to end and another should begin.” The speakers give signal when they want to end up their turn at speaking and indicate the next speaker can continue. This seem to be a very simple principle but this principle can lead conversation to run well.

**Types of Turn Taking**

Based on Stenstrom’s theory (1994: 68), there are three types of turn taking namely: taking the turn, holding the turn, and yielding the turn. taking the turn is everything the current speaker says before the next taking the turn. Those are: starting up, taking over, and interrupting. next is holding the turn means to carry on talking. Those are filled pause, lexical repetition, and a new start in conversation. The last is yielding the turn. The speaker appeals to the listener for a response. Yielding the turn are divided into prompting, appealing, and giving up.

**Functional Analysis of Verbal Interaction**

The functional analysis of students’ verbal interaction focuses on the purposes of verbal language used. It investigates the communicative strategies applied by individual while taking part in the interaction. Analysis of this nature often concentrates on its functional meaning (Stubbs, M. 1974 & Erickson, F. 1996). The identification of language functions in peer interaction takes place on the basis of implication. According Kumpulainen & Wray (2004: 49), ”Example of language function identified in peer group interaction in learning situations are intentional, responsive, reproductive, interrogative, expositional, heuristic, affective, informative, judgemental, argumentational, hypotetical, compositional, organizational, external thinking and imaginative functions.” However, none of the functions should be seen only one of these dimensions. These functions must be situationally defined for each interaction.
METHODOLOGY
Design of the Study
The design of this study was descriptive qualitative. The approach that was used in this study was Conversation Analysis. Qualitative method was used because of four reasons based on Bogdan and Biklen’s characteristic (1982: 88): 1) naturalistic which the key instrument was the researcher; 2) the data about utterances that were produced by the speakers in form of words rather than number; 3) concerning with process rather than simply with outcomes or product; and 4) analyzing the data inductively. These assisted this study in order, the description of turn taking types and its functions in oral interaction of extensive reading lecture could be done well.

Subject of the Study
The subjects of this study were one of lecturers and all students of English Education of Halu Oleo University in academic year 2015/2016 who took extensive reading subject in fifth semester. the subject of this study is class A. They were taken by purposive sampling by taking all the participants consisted of 30 students and 1 lecturer. This based on what Arikunto (2006: 120) stated that, if the subject of the study less than 100, it is better to take them all.

Source of Data
This study focused on the analysis of turn taking types and its function in oral interaction of extensive reading lecture. The source of data in this study was the utterances produced by the speakers and its transcription. It was getting from the utterances that were produced by the student to student and lecturer to students in oral interaction of extensive reading lecture in English Study Program academic year 2015/2016.

Technique of Data Collection
To take the data of the study, it used certain techniques as follows:
1. Recording
   To get original data, an audiovisual recorder (voice recorder in the video camera) was used to record the utterances produced by the speakers. The recording was only taken in the fourth meeting.
2. Transcript
   The transcription of the utterances was made as the data to be analyzed. It was made by listening while watching the video for several times in order to know the conversation in detail and the result of utterance recording was scripted.

Technique of Data Analysis
Conversation analysis was used to analyze the data. First, the analysis was begun by searching the types of turn taking in utterances that were produced by the speakers during the conversation in the classroom.
The second was analyzing the functions of turn taking in conversation that were produced by the speakers based on the context of the conversation in the classroom interaction.
The last was describing the functions of turn taking by giving statements. It was begun with data reduction and then data display and a conclusion.

Result
Convention: NR= Novita Rahayu, AT= Afrida Tiku, SA= Siti Aleha, DP= Diana Putri
Marks: + = pause for a second, ++ = pause for 2 seconds, +++ = pause for more than 2 seconds, T1 = Turn 1, T2 = Turn 2 and so on, (1) = line 1, (2) = line 2 and so on
Extract of group one T1, T2 and T3:

1. N Well, the title is love or money. E++ the author is Rowena
2. R Akinymi[...]E++this is consist of 53 pages.[...]The story, the story
3. first tell about the life of Jackie and her mother. Jackie, Jackie lives
4. with her mother. She has, she has one brother and one sister. The
5. complication of this story is when the family e++ held e+++ dinner.
6. The climax is where, where Diana find her mother that in her in her
7. room.[...]The murder, the murder of Molly is Jackie.[...] I think the
8. grammar is not is not is not hard.Interesting character of this novel
9. is+++ I don’t know.
10. A Ok, the next, Alle!
11. T
12. S Ok, I dont read the novel. I read a+++ non fiction book. [...] There is
13. A consist of20 stories from e++ different country.[...] A++ this book
14. consist of 20 stories. It is from, from around the globe.[...] And then
15. e++ why cow is important in India.[...] And then for the language use,
16. the language use, you can, you can understand what the book
17. mean.[...] Ivery enjoy the book because it can a++ improve your
general knowledge.[...] I think that’s all.

Convention: IK= Indra Kusyanti, SL= Sri Lestari, WA= Wa Amu, AN= Ayu Nintyas
Marks: += pause for a second, ++ = pause for 2 seconds, +++ = pause for more than 2
seconds, T1 = Turn 1, T2 = Turn 2 and so on, (1) = line 1, (2) = line 2 and so on

Extract of group two T1 & T2:

1. IK I have read a book. E+++ , I don’t know exactly when the first publish
2. of this book. But the author is e++ S fott Fitzgerald. [...] And then consist
3. of a++ 67 pages. Well, a++, this book is actually talks about e++ a man
4. a++ who loves a girl but the girl e++ is belonging to another man. And
5. then a+ when this man a++ want to take again his girl a++, some
6. mistakes happen. Such as a++ someone kills the the gatsby and then
7. gatsby die.[...] How about you all?
8. WA Ok, I have read this book.[...] E++, in this novel, this novel talking
9. about Mia’s life. This talking about e++ her fear feeling to her mother.
10. She just tell about her her fear feeling to her friends. And she write
11. down e++ about her feeling in her diary.[...] I think this.

Extract of group two T3 & T4:

1. AN OK, I have read the book.[...] but the little, the little title is the lady and
2. the tiger. E++ this novel talking about the king have to request bad habit
3. from people of his society [...] And the king give challenge to wrong
4. people, wrong people to choose twodoors. The first door, the first door
5. is the lady, the beautiful lady.[...] E++ if they lucky, they lucky, they can
6. get beautiful lady And the climax, the climax of this novel, the king don’t
7. like relationship usual people.[...] E++, I recommend to you all to read
8. this novel because this novel is tell about the struggle of love and how
9. the king to reducethe bad habits of society.
10. SL Ok, well I have read a book.[...] Well about the synopsis of the story
11. e++, this book tell us about the teacher who fell discipline for his
12. students. And then a++ in the complicated there was a problem when the
member of the wave get misunderstood with the function of the wave.

[...] About the language used is quite, quite easy. The grammar is easy to understand.[...] I think enough.

Convention: NI= Nur Isma, JY= Juneike Yustin, KJ= Kamba Janna, IS= Israwati
Marks: + = pause for a second, ++ = pause for 2 seconds, +++ = pause for more than 2 seconds, T1 = Turn 1, T2 = Turn 2 and so on, (1) = line 1, (2) = line 2 and so on.

Extract of group three T1 & T2:

1. NI I have read this book.[...] The total pages is about 63. E++, what is the story about? [...] And she said to her husband that she didn't love him anymore. [...] At the end of the story she told him to find another girl but in this story, this story didn't explain it. I think that's all.

Extract of group three T3 & T4:

1. JM Well, I am Jannah Mukambah. [...] A++, the author of this book is Jules Verne. [...] Well, this book tells about the information of the world. This is a including true story about the world. A++ in this book there are some different stories, such as the elephant is important in India, oh no. Why is cow important in India. [...] This book, this book, I like, I like very much this book because actually I like non-fiction book because it can increase my general knowledge in second language. So I prefer to read non-fiction book such as a what a world what make a story around the globe and than a fiction novel. I think that's all from me. Thank you.

Extract of group four T1, T2 & T3:

1. NJ My name is Ni Luh Juliani. [...] Well, this earthquake publish by Elisabeth Laird. [...] E+++, the total pages is 22. E++, this story, tell about love story. [...] And the complication when at night, they are Silvia, Gabriel, and Markogo to the cinema and
restaurant, e++ the earthquake, e++ the earthquake washappen. They are lost each other. They are lost each other. Silvia lost her mother. e++ lost Marko in the restaurant. e++ the mother and other people was in the hospital to get medicine. The day later, the day later after earthquake Silvia and other people can find each other. Silvia find her mother and Gabriel find his, find his family. [...] I enjoy, enjoy e++ read this book because this story, this story is interest, very interesting story. They are, we have a+, this novel is longer story, e++ I think enough.

KP E++, about the book and the author. The title is, the title is the elephant man. [...] My favorite part, my favorite part or chapter is chapter 7, the last level. I enjoy this novel, I enjoy this novel because I got that we must always kind to other people although one the person has not perfect. I think enough.

FR Ok, my name is Fitriantry. [...] Synopsis about the story is the first, private detective of Marllove e++ looking for the wife of the king's lake. [...] Her name, her name is Cress Novelty. [...] And the end e++, and the end Mr. Marllove find out the++ the++ the++ wife in the hotel. And the killer i++s i++s is his wife of Willy, Willy Chase. And language, language use in this story is good and easy to understanding. I enjoy I enjoy read this book because the language, the language is easy. The grammar is++ appropriate with our level. I think enough.

Con convention: FT= Fitriantry Togala, OS= Other Students, RM= Rahyuni Melisa FA= Fauziah At Tin, NJ= Nurhijah
Marks: + = pause for a second, ++ = pause for 2 seconds, +++ = pause for more than 2 seconds, T1 = Turn 1, T2 = Turn 2 and so on, (1) = line 1, (2) = line 2 and so on.

Extract of group 5 T1-T7:
1. FT Assalamu alaikum warahmatullahi wabarakatuh.
2. OS wa’alaikumussalam warahmatullahi wabarakatuh.
3. FT Thank you for the chance. [...] A++ the topic is just good friends. [...] I say this topic is very interesting because one of the main characters in this novel, must choose, must choose one of the both men. [...] I think just it.
4. RM Just it?
5. FN Ya. Do you have any question for me?
6. FA About the climax of your story. Could you tell us?
7. FN The climax of this story when Steven and Mark and boyfriend go to travel for holiday. [...] After some days, in the, in the country, Carlo and Stevany talk about something. And then si Marks, si Marks ini dia jealous karena dia liathe jealous because he saw Stevany talk with Carlo. And same with, same with his wife, She saw stevany and her husband talk, talk together.

Extract of group 5: T8-T18
1. NJ How about the ending?
2. FT The ending of this novel is happy ending.
3. RM Ok my question is did you enjoy reading the book?
4. FT Yes, I really enjoy.
5. RM What is your reaction?
I am happy.

Just it?

You are happy to read. Any recommendation to us about the book?

I hope you can read novel that I have read. Because this novel is very interesting topic to you all.

Oke next, zia!

Well. I have read the book. The title is love or money, love or money. [...] A++ this is a mistery story. It’s about, it’s about 40 pages. [...] The story begin with e++ the mother Molly, his mother’s name is Molly. [...] Molly was death.

Molly was death?

Molly was death. a+++ ya, actually in this, in this novel is very good because the author give the clue. [...] It will bring you to+++ Imagination?

Ya, to imaginate who is the killer. But, in the ending, in the ending of this story, of this story, e++ actually the killer is Jackie, Jackie. The girl at the begining we won’t expect it, we won’t expect that she will be the killer. But at the end e++ it’s, it’s++

It’s wrong?

Convention: L= lecturer, SA= Siti Aleha, EK= Indri Kusyanti, NI= Nur Isma Elvianti, AZ=Azan, NJ=Nurhijah, KJ= Kamba Janna Mufabar, NR= Novita Rahayu, AT= Afrida Tiku, JY= Juneike Yustin, OS = Other Students.

Extract of lecturer and students T1-T8:

Tadi saya membuat kalian penasaran dengan buku ini, kalian juga harus melakukannya hal yang sama. [...] Siapa yang mau maju duluan?

Ya, kamu. Saya beri waktu 3 menit saja untuk promosikan yang kamu baca. Ya, silahkan! Ya, you. I give you only three minutes to promote your book. Ya, time is yours!

Assalamu alaikum warahmatullahi wabarakaatu. Peace be upon you.

Wa alaikumussalam warahmatullahi wabarakaatu. Peace be upon you too.

[...] you can see on the whiteboard. [...]a++ there is a map, but it’s notsuitable, a+++maksudnya... I mean...tidak apa apa pakai bahasa Indonesia pak? May I speak in bahasa Indonesia sir?

Ya, Terserah. Ya, up to you.

Di petanya kan ada harta karun. There is a trouser on the map[...]The main problem is a++ maybe bajak laut (piratical) want to take this map[...]If you curious, you may read this novel.
Based on the data analysis, it showed that there are three types of turn taking in the conversation by students to students and students to lecturer in extensive reading lecture. Those are taking the turn, holding the turn and yielding the turn.

From the analysis of the conversation, most turn taking types found is holding the turn/filled pause. The next one is taking the turn/taking over. Followed by holding the turn/lexical repetition.

On the other hand, the function of language talk in conversation may fulfill more than one function. This study analyzes the function of the language talk by using Kumpulainen & Wray (2004) theory. It was found that most language function in talk occurred on external thinking functions. The next is informative function, responsive function and affective function. After that followed by the interrogative function.

In group one, there are three turn taking types found. The first is taking the turn. Taking the turn is divided into three parts. Those are starting up, taking over, and interrupting.

When the conversation is begun, it means that someone has an initiative to talk. In group one, NR initiate to talk to make the conversation from silent to talk. It only happens once in this section. This accordance with Stenstrom theory states that the first thing that people have to do in the conversation is making the environment from silent to talk. There must be someone who initiates the talk first. NR does it well by starting the conversation.

The second taking the turn type that is found is taking over. In this section, there are four taking over that is found. According to Stenstrom theory, taking over happens when the listener respond the current speaker. In this conversation, it can be noted that AT, SA, and IK come up with their respond for the current previous speaker. There is no interruption during the conversation among the first group.

The next turn taking types that is found in group one is holding the turn. According to Stenstrom (1994), holding the turn may involve filled pause, lexical repetition and a new start. There is no newstart that can be found in this section. There are lexical repetition and filled pause that can be found. Lexical repetition occurs twenty times, while filled paused only fourteen times.

The last turn taking types that is found is yielding the turn. According to Stenstrom (1994), yielding the turn divides into prompting, appealing and giving up. Unfortunately, there is only giving up types that can be found in this section. It occurs when each interlocutor comes up with the signal of ending up their utterances.

Beside, the types of turn taking of extract group one, the identification of function may be identified as fulfilling more than one function.

First is information function. One of the functions of interaction in the talk is identified as informative when a speaker uses utter as a means of providing information, his/her oral language is classed as serving the informative function (Kumpulainen & Wray, 2002: 51). In this conversation, there are thirty seven times of information function occur.

Second is external thinking. One of the functions of interaction in the talk was identified as external thinking when speakers thinking aloud in search of a solution or interpretations (Kumpulainen & Wray, 2002: 52). The total external thinking function occurs is thirty six times.

Third is responsive function. According to Kumpulainen & Wray (2002: 49) “One of the functions of interaction in the talk is identified as responsive function when it refers to talk used to respond to a question or statement.” There are four of responsive function occurs when the interlocutor respond the previous speaker.

The last is organizational function. Talk used for organizing talk is classed as an organisational function (Kumpulainen & Wray, 2002: 52). AT’s turn indicated her role in organizing the conversation by choosing SA as the next speaker. It only occurs once.
In group two, it is quite similar with group one. There are also three turn taking types that found. Those are taking the turn (starting up and taking over), holding the turn (filled pause and lexical repetition), and yielding the turn (prompting and giving up).

There is no interrupting that is found in taking the turn types. Only starting up that occurs once and taking over that occurs three times during the conversation. It is same with holding the turn taking types. There is no a new start. There are filled pause that occurs twenty times and lexical repetition that occurs ten times. While in yielding the turn types there is no appealing. Only giving up that occurs three times and prompting that occurs once.

In group two, there are three language functions that found. First is information function. One of the functions of interaction in the talk is identified as informative when a speaker uses utteras as a means of providing information, his/her oral language is classed as serving the informative function (Kumpulainen & Wray, 2002: 51). In this conversation, there are twenty four times of information function occur. Second is external thinking. One of the functions of interaction in the talk was identified as external thinkingwhen speakers thinking aloud in search of a solution or interpretations (Kumpulainen & Wray, 2002: 52). The total external thinking function occurs is nineteen times. The last is interrogative function. Questions either requiring information is classed as an Interrogative Function (Kumpulainen & Wray, 2002: 49). It occurs only once in this conversation.

In group three, there are three turn taking types that found. Those are taking the turn (starting up and taking over), holding the turn (filled pause and lexical repetition), and yielding the turn (prompting and giving up).

There is no interrupting that is found in taking the turn types. Only starting up that occurs once and taking over that occurs three times during the conversation. It is same with holding the turn taking types. There is no a new start. There are filled pause that occurs twenty one times and lexical repetition that occurs ten times. While in yielding the turn types there is no appealing. Only giving up that occurs three times and prompting that occurs once.

In group three, there are four language functions that found. First is information function. One of the functions of interaction in the talk is identified as informative when a speaker uses utteras as a means of providing information, his/her oral language is classed as serving the informative function (Kumpulainen & Wray, 2002: 51). In this conversation, there are twenty eight times of information function occur. Second is external thinking. One of the functions of interaction in the talk was identified as external thinking when speakers thinking aloud in search of a solution or interpretations (Kumpulainen & Wray, 2002: 52). The total external thinking function occurs is nineteen times. The last is responsive function. This accordance with Kumpulainen & Wray, (2002: 49) statement, “one of the functions of interaction in talk was identified as responsive function when it refers to talk used to respond to a question or statement.” it occurs three times in this conversation. The last is affective function. The affective function is indicated by the expression of personal feelings and emotions (Kumpulainen & Wray, 2002: 50). It occurs twenty eight times.

In group four, there are three turn taking types that found. Those are taking the turn (starting up and taking over), holding the turn (filled pause and lexical repetition), and yielding the turn (prompting and giving up).

There is no interrupting that is found in taking the turn types. Only starting up that occurs once and taking over that occurs four times during the conversation. It is same with holding the turn taking types. There is no a new start. There are filled pause that occurs twenty two times and lexical repetition that occurs twenty two times. While in yielding the turn types, there is only giving up that occurs five times.

In group three, there are four language functions that found. First is information function. One of the functions of interaction in the talk is identified as informative when a speaker uses utteras as a means of providing information, his/her oral language is classed as serving the
informative function (Kumpulainen & Wray, 2002: 51). In this conversation, there are thirty seven times of information function occur. Second is external thinking. One of the functions of interaction in the talk was identified as external thinking when speakers thinking aloud in search of a solution or interpretations (Kumpulainen & Wray, 2002: 52). The total external thinking function occurs is thirty six times. Third is responsive function. This accordance with Kumpulainen & Wray, (2002: 49) statement, “one of the functions of interaction in talk was identified as responsive function when it refers to talk used to respond to a question or statement.” It occurs four times in this conversation. The last is affective function. The affective function is indicated by the expression of personal feelings and emotions (Kumpulainen & Wray, 2002: 50). It occurs four times.

In group five, there are three turn taking types that found. Those are taking the turn (starting up and taking over), holding the turn (filled pause and lexical repetition), and yielding the turn (prompting and giving up).

There is no interrupting that is found in taking the turn types. Only starting up that occurs once and taking over that occurs forty four times during the conversation. It is same with holding the turn taking types. There is no a new start. There are filled pause that occurs fourteen times and lexical repetition that occurs twenty one times. While in yielding the turn types, there are giving up that occurs four times and prompting that occurs two times. There is appealing in yielding the turn of this group.

There are some language functions that found in group five. First is informative function. One of the function of interaction in talk was identified as informativewhen a speaker uses utters as a means of providing information, his/her oral language is classed as serving the informative function (Kumpulainen & Wray, 2002: 51). It occurs thirty four times. Furthermore, external thinking function. One of the functions of interaction in talk is identified as external thinkingwhen speakers thinking aloud in search of solution or interpretations (Kumpulainen & Wray, 2002: 52). It occurs twenty four times. Next is responsive function. This accordance with Kumpulainen & Wray, 2002: 49 statement. One of the functions of interaction in talk was identified as responsive function when it refers to talk used to respond to a question or statement. It occurs thirty nine times. The other function is interrogative function. Question requiring information is classed as Interrogative Function (Kumpulainen & Wray, 2002: 49). It occurs twenty times.

Next, is the affective function. The affective function is indicated by the expression of personal feelings and emotions (Kumpulainen & Wray, 2002: 50). It occurs four times. Next is organizational function. Talk used for organizing talk is classified as Organisational Function (Kumpulainen & Wray, 2002: 52). It occurs three times. And then reproducional function. Speakers’ language is classified as reproducional function when they repeat what has recently been said by another person (Kumpulainen & Wray, 2002: 49). In this utterances, it only occurs once. After that is judgemental function. The Judgemental Function expressed agreement or disagreement (Kumpulainen & Wray, 2002: 51). In her utterances, it occurs eight times. The last is an imaginative function. A speaker introducing or expressing imaginative situations is closed as using the Imaginative Function (Kumpulainen & Wray, 2002: 52). In this utterance, FA is imaginating as if she is the detective. It only occurs once.

In lecturer and students conversation, there are three turn taking types that found. Those are taking the turn (starting up, taking over and interrupting), holding the turn (filled pause, lexical repetition and a new start), and yielding the turn (prompting and giving up).

Interrupting that is found in taking the turn types occurs fourteen times. While, starting up is eight times and taking over that occurs forty nine times during the conversation. In holding the turn types, there are filled pause that occurs twenty times, lexical repetition that occurs eleven times, and a new start that occur six times. In yielding the turn types, there are
giving up that occurs eight times and prompting that occurs eleven times. There is no appealing in yielding the turn.

There are some language functions that found in students and lecturer oral interaction. First is informative function. One of the function of interaction in talk was identified as informativewhen a speaker uses utters as a means of providing information, his/her oral language is classed as serving the informative function (Kumpulainen & Wray, 2002: 51). It occurs thirty three times. Furthermore, external thinking function. One of the functions of interaction in talk is identified as external thinking when speakers thinking aloud in search of solution or interpretations (Kumpulainen & Wray, 2002: 52). It occurs twenty seven times. Next is responsive function. This accordance with Kumpulainen & Wray, 2002: 49 statement. One of the functions of interaction in talk was identified as responsive function when it refers to talk used to respond to a question or statement. It occurs twenty seven times. The other function is interrogative function. Question requiring information is classed as Interrogative Function (Kumpulainen & Wray, 2002: 49). It occurs twelve times.

Next, is the affective function. The affective function is indicated by the expression of personal feelings and emotions (Kumpulainen & Wray, 2002: 50). It occurs four times. After that is organizational function. Talk used for organizing talk is classified as organisational function (Kumpulainen & Wray, 2002: 52). It occurs fourteen times. And then judgemental function. The judgemental function expressed agreement or disagreement (Kumpulainen & Wray, 2002: 51). It occurs six times. Furthermore, there is a hypothetical function. A speaker providing ideas or suggestions that can be used as a basis for further investigation is thought to be using the hypothetical function (Kumpulainen & Wray, 2004: 51). It occurs three times. The last is intension function. It is the function of speakers using language to ask permission to talk and signaling intention to participate in discourse (Kumpulainen & Wray, 2004: 49). In this utterance, it only occurs once when SA asks permission to talk in bahasa Indonesia.

Conclusions

Based on the result of the study that described in chapter IV previously, the researcher concluded that:

1. There are three turn taking types in oral interaction of extensive reading lecture namely: taking the turn (starting up, taking over, and interrupting), holding the turn (filled pauses, lexical repetition, and a new start), and yielding the turn (giving up and prompting).

2. There are eleven functions in language talk in oral interaction of extensive reading lecture namely: informative, organisation, affective, responsive external thinking, interrogative, judgemental, intentional, hypothetical, reproductional, and imaginative functions.

Suggestion

Based on what has been done in this study, it is suggested that other similar studies with different subjects such as speaking, speech and seminar, and TEFL should be conducted.

Hopefully, this study would give another contribution in understanding the types of turn taking and it functions in the classroom interaction. It is also expected that this study would be fruitful for further study concerning the types of turn taking: how to taking the turn, holding the turn and yielding the turn in different contexts and situations.
REFERENCES


Sacks, Harvey, Emanuel A. Schegloff & Gail Jefferson. 1974 *A Simplest Systematics for the Organization of Turn-Taking for Conversation*.Language Vol. 50, No. 4, Part 1, 696-735


