

Turn-taking in "The Land of Five Towers" Novel: Implications for The Teaching of Pragmatics

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Abstract: The discouraging level of students' literacy in Indonesia has encouraged teachers to look for alternatives in teaching, leading to the use of various teaching media to help increase students' literacy. This study explores the use of novels, a genre of authentic text with interesting and inspirational contents, to help students understand pragmatics and thorough description of the turn-takings and their components in the novels. The method used is turn-taking analysis with two data taken, namely conversations for turn-taking features and narration by the author as turn constructional units. From the data collected, this research uses the conversation analysis method that was initiated by Sack, Schegolff, and Jefferson. The turn-taking feature found in this study is turn-taking in groups of students or when they listen to lectures from the teacher. The narrative section from the writer was used to show how the gaps, overlapping, intonation, or actions of the characters are. This part gave a big limitation to explore because it depends on what the writer wrote in narration. The genre of this novel also will influence what the researcher will find and English students will learn in pragmatics.

Keyword: *turn-taking analysis, conversation analysis, teaching pragmatics*

INTRODUCTION

The challenge to increase reading interest in Indonesian students is one of the special concerns in the world of education. This has been mandated by the issuance of PERMENDIKBUD no. 21 of 2015 concerning the School Literacy Movement and Character Building. The School Literacy Movement must have a school literacy team to encourage reading by presenting literacy programs that are more interesting and increase students' reading interest. It aims to foster children's interest so that they have more to learn character education.

The mandate from PERMENDIKBUD is based on both reports from OECD and UNESCO on Indonesian literacy levels showing a low level of literacy of Indonesian children compared to other nations worldwide. A survey was conducted by the Program for International Student Assessment (PISA) and released by the Organization for Economic Co-operation and Development (OECD) said the literacy level of Indonesian society was classified as very low in 2019, ranking 62 out of 70 countries (Retno, 2021). In addition, based on the facts reported by UNESCO that Indonesia's reading interest is very low with a second rank from the bottom, namely 0.001%. Meanwhile, this is concerning compared to the reading infrastructure that has surpassed Europe but Indonesia's reading interest in reading ranks 60thth, this is a fact quoted from the World's Most Literate Nations Ranking conducted by Central Connecticut State University in March 2016 (Devega, 2017).

Based on these facts, the mandate of implementing school literacy is not only the responsibility of the literacy team. Teachers as the front liner in education must be able to foster student interest in reading by presenting interesting learning media. One way is to use novels set in Indonesia that have been translated. This activity can also support the ability to learn English in written and spoken (Herdiawan, 2021). Several studies have tried to analyze how to communicate using various objects and some support the development of English education.

Language learning continues to develop according to the vocabulary needs of the speakers. Students who are learning foreign languages must be able to adapt and practice often. Novels and conversations in it are one of the alternative learning media needed to help students more easily understand the use of words in several situations. By analyzing the conversations in the novel, students can find comfort in learning

so as to speed up the understanding process. Analysis of conversations in the form of written or digital media can be used in pragmatic learning or others to make it more fun.

In the last three years, there have been two studies with the theme of conversational analysis in education. The first study stated the findings of interactions in the class found that 1) the most dominant characteristic in the immersion classroom interaction was cross-interaction, 2) the teacher spent 57.43% teaching and learning time, while the students spent 22.20% teaching and learning time which indicated that the students were quite active in-class interaction, and 3) elements of teaching effectiveness used in the classroom in the form of academic learning time, use of reinforcement, cues and feedback, cooperative learning, classroom atmosphere, high-level questions, lesson planning, direct teaching, indirect teaching, and democratic classes. The results showed that lectures indirectly showed their response to students' feelings and accepted students' feelings, accepted students' ideas by clarifying and developing their ideas for the most part (Kapoe, 2021).

In other research on the effects of using a teaching method, other studies use conversational analysis and discourse analysis in speaking classes. The media will improve students' critical thinking in viewing the material, especially in dialogue, which they will create through discussion, and they will present it through role-playing. The discussion will be on the right track if the teacher provides and explains to a dialogue/script model so that students can create/generate a dialogue/script that involves the use of conversational analysis and mediated discourse analysis as a discourse perspective like the examples given (Maharani, 2020).

In addition to research with class objects, previous research analyzed conversations outside of learning activities, namely events and talk shows with a guest star who is easy changes languages because of his prowess. Cinta's proficiency as a guest star in the use of two languages makes it easy for her to switch from one language to another. After finishing one sentence in one type of language, Cinta switches to another type of language to make a new sentence (Sari et al., 2021).

There is a difference in the object presented from the research that has been mentioned, namely the communication that occurs in a novel. This novel media will have a positive effect on the transformation of foreign language learning. With this activity, students will feel reading for pleasure so that teachers can easily implement the learning materials that have been adapted (Clark & Rumbold, n.d.). Apart from that, this novel tells about the lives of teenagers who are studying in Islamic boarding schools with family backgrounds. diverse. The setting of the incident is in the countryside and Islamic boarding schools. In the novel *Land of Five Towers* translated by Anggie Kilbane, the dialogues presented the novel are based on everyday conversations. So that students can understand the storyline easily and know how to build good communication.

To improve the quality of student communication in English, one of the important aspects that must be honed is pragmatic ability. Concerning pragmatic abilities, language experts say that in studying language, pragmatics will pay attention to the factors that accommodate the use of language in everyday life. This can be interpreted that students are only masters of grammatical rules but also they must master sociocultural rules and the context of language use. Verhaar (1996) states that pragmatics is a branch of linguistics that discusses what is included in the structure of language as a means of communication between speakers and listeners and as a reference to language signs on "extra lingual" matters being discussed (Sanulita, 2019).

Pragmatic ability indirectly also contributes to the development of a student's literacy. In other words, the development of literacy also has implications for the development of language skills, including pragmatics. Moreover, nowadays, the need for literacy is undeniable, especially with the Covid 19 pandemic which is increasingly supporting students to switch from books to gadgets. Encouraging English language learners as foreign languages using novels will increase reading interest for foreign students' communication in the field of English. In addition to improving the quality of communication, students can also improve their writing skills in foreign languages according to appropriate pragmatic rules. Students can also practice gradually the sentences they make.

This study refers to the assumption that reduced student interest in reading is not only the responsibility of the school literacy team but also the responsibility of the teacher. One way for teachers to improve student literacy is by providing learning media that is attractive, affordable, and can be integrated into the subject, namely a novel. By reading English novels, foreign language skills can be improved in one way, namely pragmatic learning. Therefore, the purpose of this study is how to turn-taking analysis happened in a novel's conversation with the components and features. The conversation and narrations in the novel also can be used for teaching pragmatics.

METHOD

The author uses a descriptive method with a conversation analysis design which happens in turn-taking analysis. The object of this research is the first novel by A. Fuadi which was translated by Angie Kilbane under the title *The Land of Five Towers* and published in 2013. This novel contains the story of the writer studying at an Islamic boarding school which has many references for daily conversation. To examine the conversational *The Land of Five Towers* text in the novel, the researcher took several steps according to the research objective, those are to find out the components of turn-taking in the novel *The Land of Five Towers* novel and its implementation using several steps. First, the researcher read the Indonesian and English versions of the novel. The second was to indicate the dialogue based on the table made for the two components of turn-taking, turn constructional units (TCUs) and turn allocation with the feature of turn-taking only in the English version of the novel. The next step was to enter the data from the classification results in the two-component table of turn-taking and triangulate with the triangulation investigator. Then, a discussion of the implications of the research findings. The fifth step was to conclude.

FINDINGS AND DISCUSSION

Findings

Analysis of Turn-Taking Components in Novel

The finding of this study showed that from 46 chapters in the novel and there were 109 conversational situation data. All of this data was analyzed based on the theory of Sacks, Schegloff, and Jefferson (SSJ) into 29 models of turn-taking components, namely Turn Constructional Units (TCU) and turn allocation rules and turn-taking features. (Liddicoat, 2007) The turn-taking component model is described in table 1.

1. **Table 1.** Turn-taking components

No.	Turn Constructional Units
1	Grammar: words, phrases, clauses, and sentences
2	Intonation
3	Action
No.	Turn Allocation
1	1a: If the current speaker has identified, or selected, a particular next speaker, then the speaker should take a turn.
2	1b: If such a selection has not been made, then any next speaker may self-select at that point. The first speaker can take turns when self-selection occurs.
3	1c: If a next speaker has not been made, alternatively the current speaker may continue

	talking with another turn constructional unit. Unless another speaker has self-selected, in which the speaker can take the right time.
4	2: In any condition, the rules 1a till 1c come into a circle of the next transition relevance place.

To connect the turn-taking component with who is speaking and how the turn-taking occurs in each situation, the researcher uses table 2. This table describes seven turn-taking features.

Table 2. Turn-taking Features

No.	Features
f1	Speakers change recurs
f2	One person talks at one time and commonly more speakers occur briefly
f3	Transitions with no gap and no overlap are Common
f4	Turn order is varied and the relative distribution of turns is not specified
f5	Turn size is not fixed, but it is varied
f6	Various number of parties
f7	Conversation can be continued or discontinued

From the two tables, the researcher found 29 models of turn-taking (M) realized with a description of the combination of turn allocation and turn-taking features. The most conversational happened were situations 1af3 and 1af2, which were 18 events. 1af3 was the realization of turn allocation 1a, which was a conversation between two people, and f3 where the communication transition went smoothly and there was little overlap when they were arguing. The second realization was model 2 1af2. In this model, turn allocation occurred 1a, which was a conversation between two or more people in a public place or a community. While the realization of f2 was to explain that there were people who spook to give rebuttals or opinions suddenly when the first speaker spook briefly.

The discovery of the next conversation event was model 3 (M3) with the realization of 1a, which often occurred when there was a command and was only answered with movement. This situation occurred 15 times in conversational situations. The next incident was the realization of 1bf2, namely conversations that often occurred in one circle such as friendship with the realization of the speaker directly connecting communication, this situation appeared in as many as 10 events. The events that appeared slightly in the conversational model are 1bf6 and 1af1. Situation 1bf6 was that there were many types of people in one group and communication was so difficult because of the conflict. The other situation was only whereas situations 1af1 is a command from someone to someone who violates the rules. Other events in the situation occurred only one to three times in the situation. Such the situation in 1a1c where no turn-taking features arose because there was no direct reciprocal communication. This incident was like when there was a lecture in a boarding school.

In addition to producing turn allocation and turn-taking features, researchers also found the realization of Turn Constructional Units (TCU). The realization of the three parts of TCU in written sources such as novels was explained by the novel's author, which included intonation, action, and grammar. In the intonation section, the author described it as using the words 'softly, scream, and high intonation' or using punctuation marks. The next part was the action was explained using the narrative in the novel. Like the 'tapped his shoulder' narrative. The last part was grammar which could be analyzed with regular conversation or the use of pronouns and verbs.

All components of turn-taking and features can be investigated even with written objects such as novels. Researchers must use clear research references as described by SSJ to produce their findings. The most noticeable difference is the TCU part. In this section, the researcher must read the narrative carefully. This is different from conversational analysis using video or audio because they can be heard and even seen the expression. Even so, this study also provides more support for discourse analysis and the grammar section of TCU because it is more visible in its use in writing with the vocabulary used in everyday life.

Discussion

Turn-Taking in Discourse Analysis

Research on the use of language to communicate following the theme of the conversation is studied in discourse analysis to link theory with practice. This research can be in the form of written or oral data as the concept of discourse is the basis for how understanding language to communicate is formed and expressed (Lilamas et al., 2007). As we experience in everyday life, starting and continuing a conversation does not only depend on what we say but there are also social factors that influence it. Following the realm of conversation required, one of the discourse approaches in the written and oral communication section is conversation analysis.

Turn-taking and how the conversation should be corrected if there are errors such as requiring a re-explanation according to the concept of conversation analysis. Another thing that supports this concept is how someone expresses something supported by intonation, mimic, and behavior (Gee & Handford, 2012). The objects in this study are different from those exemplified such as audio and video, but this does not reduce the things that need to be researched on turn-taking. All research data is in the dialogue in the novel and its narration which is very dependent on the author of the work. This is different from research with the object of conversation, so what will happen is that speakers will speak differently in their usual style and behavior because they know they are being observed (Gee & Handford, 2012). An example of direct conversation analysis research is research conducted in a classroom using learning media in the form of UNO cards with a teacher and four EYL. The results showed that teachers were more dominant in speaking. Teachers also have to know the psychological condition of students to determine how to interact with them (Nurjanah, 2022).

Because this research only involves one novel, the variation of turn-taking according to the theory used is still limited. Therefore, follow-up research is still needed to find out whether the turn-taking patterns in this study are the same as those that appear in novels with different genres or in literary works in different genres. The setting in the conversation in the novel influences the findings. Turn allocation that often occurs is a conversation between friends who takes turns according to the topics discussed in a group or community. There are conversation findings where there is no verbal interaction, but only behavior as an answer from the first speaker. For example, when the hostel leader gives advice, there is no verbal response but a behavioral response as according to the Turn Relevance Places (TRP) model. In addition to this model, the TRP that occurs is an informal conversation that occurs in a peer group.

As the findings in the turn allocation and TRP sections use conversational texts, the Turn Constructional Units (TCU) use narration. Like the movement of the character that gives imagination to the reader, namely the movement of the head nodding, smiling, laughing, embracing his friend and others. In the intonation section, it is explained as a voice enthusiastically and said slowly. The gap in the conversation is indicated by the words silence and punctuation. The next TCU is grammar. There are so many grammar findings in the dialogue, of course, that can be a reference for readers to improve the quality of using English. Word structures and other grammatical elements can be analyzed by readers such as the use of pronouns and phrases.

Implications for Pragmatic Teaching

A form of learning that uses novel media as a form of developing literacy can be applied with text and context analysis. The existence of texts with various types of sentences will help students find examples of using sentences that are appropriate to the situation. As an example, the analysis of the text for the situation introduces the challenges that will be faced by the main character according to information from his new friend as follows:

"What? There's a test to get in?" I asked Raja and Dulmajid with a confused face. "Yeah, a selection test. Around 2000 people take the test, but only 400 are accepted, said Raja with a resigned expression."

"Even I'm not ready yet, though I've been studying since last week, uttered Dulmajid with a look on his face that made me worry even more."

"No one feels ready. This exam is famous for being hard. Last year I didn't get in because I registered late," said Raja again."

From the example sentences, it can be explained the use of sentences for the situation that is being experienced as said by Dulmajid and the simple past to tell the experience as said by Raja. This section provides examples of sentences that are used according to the situation with the sequence of events. The next analysis in the context of this text is the setting of time and place. The incident tells the main character will carry out the school entrance test. In addition to sentence structure, students can also enrich the vocabulary used in daily conversation. The advantage of this novel is that besides the language used is easy to understand, this novel was also translated by a journalist from England who has also translated novels with other inspirational genres such as rainbow Troops. She is Angie Kilbane.

Based on the example above, it can be seen that pragmatic ability has 4 main things, namely communication, responding, listening and reading, and speaking and writing (Ishihara & Cohen, 2014). Conversation analysis in English learning at the junior high school level can be applied to material about telling introductions and telling stories. experiences such as the example of the conversation text above. In this lesson, you can use dialogue in the novel *The Land of Five Towers* for how to start a conversation and how the conversation can flow on topic. Learning media in the form of novels is expected to be able to increase students' reading interest and add insight into the character education of the characters.

Foreign English students who learn to use text can make it easier for students to recognize various vocabulary and be easier to understand because English learned at school of course has a different way of using that used by native speakers. The involvement of the ability to interpret sentences is very important in conversation as a speaker or as a reader. If the learning media is novel, students can know the tone and attitude in communication (Ishihara & Cohen, 2014). So that with good English speaking, students can also know the prevailing social norms and other positive things will be obtained.

Apart from adding vocabulary and pragmatics, other researchers also use the novel *The Land of Five Towers* to examine certain grammar sections such as derivational analysis and noun phrases. There is even a study in this novel that examines the motivation of the main character of this novel, Alif, from a psychological perspective. The religious side of this novel can also be studied from this novel by using a humanistic psychological approach. However, teachers also still have to combine pragmatic implementation methods using novel media. Moreover, this novel uses English which, according to the children of this country, is also difficult to understand. Schools also do not only look but also provide verbal motivation or an English dictionary to get vocabulary.

CONCLUSION

Because in this study it was found that turn-taking often appears is a conversation between groups of friends in daily life as well as discussions at formal events with the feel of a boarding school that can be used for pragmatic learning. Because of this, the next teacher and researcher will look at the pragmatic implications of using novel media in the same genre but different background stories or other novel genres to add to the literacy treasures that occur in classroom learning. The researcher also did not

compare the Indonesian and English versions of the novel for vocabulary. In addition, this research is also very limited by the work of the novelist, so to enrich the turn-taking feature and its components.

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