# CHAPTER I INTRODUCTION

## 1.1 Background of The Study

A question and answer session is an important part of a presentation. This notion is parallel to Collins (2014) that a question and answer session is a situation where a person or group of people asks a question and another person or group of people answers it. Therefore, it can provide benefits for those of us who carry out presentation activities. As said by Hirata (2012), one of the benefits of question and answer is that can stimulate intellectually and open the minds of presenters and audiences towards greater understanding. In line with what has been mention in Quora (2019), a question and answer session could help not only people's thoughts but also someone's reason or experience. Therefore, Q and A are a pivotal part of the presentation.

However, there are three main problems that occur during the question and answer session in the presentation as stated by (Sidnell 2015). First, change here means a change in the situation where initially only the speaker spoke to explain the material and then changed to a question and answer session that made the audience also speak up. Second, the formation and assumption of action, this problem happen where the audience has what is received from a presentation that can generate new thoughts. The third is the sequence of actions possessed by both the speaker and the audience, namely when the speaker finishes giving a presentation and the audience has their assumptions that might raise a question which will be answered by the speaker and then can continue in a wider discussion. Besides that, there are also problems in conversation that occur in the question and answer session, as stated by Bygate (2009) that the speaker does not know or does not understand the signal when another speaker is about to speak. then the speaker does not know when he should speak, it can be interpreted that the speaker does not know what kind of moment the speaker has to start.

One of the ways to minimize the problem in the question and answer session at the presentation is understanding turn-taking. Stenstrom (2014) categorizes turn-taking into three parts as Taking the Turn, Holding the turn, and yielding the turn. Besides that Mey (2001) also said that turn-taking appears in a conversation such as yielding the floor, back planning as well as taking the floor. Then Li (2015) also mentions another turn-taking that appeared including the prototype, ignored turn, monolingual talk, or overlaps and pauses. To sum up, that there are some turn-taking that appears in a conversation, in this study the focus is on the turn-taking that occurs during the question and answers session during the presentation.

Many studies have been done on this subject during presentation or classroom interaction. Some studies were conducted by Sa’adah and Yulianti (2018), Osuchukwu, Ogayi, and Nwode (2019), Ibraheem (2017), Riana (2018), Ingram and Elliott (2014), Garton (2012) examined initiation of taking turns between students and teachers. Then, there is a research conducted by Oktisa and Ardi (2013), Rohaeni (2018), Harida (2013) who attempted to increase the spread of English regularly and provide equal opportunities to all students in accelerated classes who tend to dominate their speech and to improve language acquisition for students studying English as an international language. Other studies were conducted by Abrar (2013), Coates and Sutton‐Spence (2001), M, Riza, and Pd (2017), Zhang (2011), and Maroni, Gnisci, and Pontecorvo (2008), Prihastuti and Yusuf (2019) this research focuses on the pattern of class interaction and turn-taking distribution. In addition, research that is a little different but still in the scope of class activities, namely research conducted by Pradana (2020) to determine the rules of speech turn used in the Class session in the film "Freedom Writers" then explaining the meaning of the talk turn in the Classroom session which is carried out in the film "Freedom Writers". Another study conducted by Cape et al. (2010) analyzed class interactions through taking turns in Grade 4 science lessons taught through home language media and additional languages.

From the results of the above research, it can be concluded that their studies have several focuses, namely the pattern of taking turns in the whole class interaction as well as the meaning of taking turns from the films used in learning. This means that many have researched turn-taking in the overall presentation and interactions in the classroom, but few have analyzed it in the question and answer session. Therefore, this study aims to analyze the turn-taking during the question and answer session in the online classroom presentation.

## 1.2 Research Objective & Research Question

The main objective of this research is to find out what types of turn-taking appear in Teacher-student ' online presentations in English. Therefore the research question is :

What types of Turn-taking are shown in Question and answer sessions during the presentation in EFL online classroom?

## 1.3 Terminology of The Key terms

This research has several things that are the focus of discussion, such as turn-taking, question and answer sessions during presentations in online classes. And in this case, there are several problems, one of which is related to the way they take turns contributing to learning.

Turn-taking is meant in this research as a turn-taking marker that appears in a conversation during a presentation as expressed by Duncan (1972), including turn-yielding signals, backchannel cues, and turn maintenance signals.

## 1.4 Significance of the Study

Research on turn-taking has indeed been carried out in various contexts, and many of what researchers have found is in the context of everyday life or it can be said that it is outside the learning process, so this research focuses on the learning process that also adapts to the conditions where the learning process is currently carried out online. The results of this study are expected to provide information about the types of turn-taking in the online learning process. It is hoped that this research will provide the benefits of this research for lecturers and students, of course, namely increasing knowledge about turn-taking. besides this study can contribute to the enrichment of the existing literature.