



Speech Switch Patterns in Student Discussion in First Middle School

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Abstract

The purpose of this research is to describe the pattern of speech exchange in the discussion of students of SMP Negeri 3 Kalianda. This research is a qualitative descriptive study. This study found that there was a pattern of switching in student discussions, including (1) how to get things to happen between Maltina and the discussion participants because Maltina gave the discussion participants the opportunity to immediately take over their turn to speak; (2) the way of stealing occurs between Fahmi and Niken when Niken takes over the turn to speak before the previous speaker or presenter finishes the conversation; (3) the seizing process occurs between Niken, Seftia, and the educator when Niken as the presenter wants to answer questions from Seftia, but the teacher takes over the speaking turn when Seftia gets Niken to turn to speak; and (6) continuing occurred because Syafira continued speaking because Fahmi did not take advantage of the opportunity to speak.

Keywords: *Pattern of Speech Transfer; Discussion; Students*

Introduction

Humans cannot be separated from language to show their existence. That is, language plays an important role in human life when interacting with other people. Language is a medium for expressing ideas, thoughts, and feelings of speakers and speech partners in speech events (Lubis, 2015). Based on this, language acts as a means of communication between speakers and speech partners.

When communicating, speakers and speech partners will face obstacles. These constraints can result in communication not going well. That is, speakers and speech partners need solutions to overcome obstacles when communicating. The solution is in the form of patterns that regulate communication activities, so that good cooperation is established between speakers and speech partners. This cooperation is known as the principle of cooperation which regulates the rights and obligations of speakers and speech partners in communication activities. The principle reads, "Make speeches in such a way as expected. Make conversations that match the agreed conversation objectives" (Grice in Rusminto, 2015). The principle of cooperation is divided into four maxims, namely the maxim of quantity, maxim of quality, maxim of relation, and maxim of manner.

In addition to paying attention to the principle of cooperation, speakers and speech partners must pay attention to the use of language based on norms. These norms are rules of speaking in speech events. Norms or attitudes when speaking are related to the principle of courtesy. The principle of courtesy helps speakers and speech partners in maintaining the balance of social relations. The principle of courtesy reads, "Behave politely with others to maintain relationships" (Leech in Rusminto, 2015). The politeness principle is divided into six maxims, namely the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, and the maxim of sympathy. attitude when speaking by adhering to the principle of courtesy.

The principle of cooperation and the principle of courtesy are needed in the transfer of speech between the speaker and the speech partner when the speech event takes place. These two principles are related to the use of language in speech transitions. The use of language includes two things, namely the contents of the conversation related to the topic of conversation and the function of the conversation related to the intent and purpose of the conversation. Based on this, speakers and speech partners are required to master the rules and mechanics of conversation, so that the conversation can take place properly. Conversation rules and mechanisms include opening, engaging, and closing conversations (Rusminto, 2015).

Conversational rules and mechanisms are related to speech switching patterns in conversation. The pattern of speech over is related to the nomination of topics to be discussed. Speech switching patterns can occur when one of the conversation participants supports a topic, broadens the topic, introduces a new topic, or changes the topic being discussed. Based on this, the pattern of speech switching has a way of taking over the turn of speech. The method is divided into six, namely obtaining, stealing, seizing, substituting, creating, and continuing (Rusminto, 2015).

Speakers and speech partners convey speech with two forms of discourse, namely oral discourse and written discourse. Oral discourse is discourse that is transcribed from recorded spoken language in the form of a series of sentences, while written discourse is a series of sentences arranged in written form or a variety of written language. Oral discourse is conveyed by speakers and speech partners, while written discourse is delivered by writers and readers. In this study, the researcher studied oral discourse in discussions with students at SMP Negeri 3 Kalianda. The spoken discourse is transcribed into written language to describe and analyze how to take turns in speaking.

This research is different from previous research. Research on speech switching patterns was researched by Elyana Syafitri and Sri Puji Astuti in 2018. The difference between this research and Elyana Syafitri's research lies in the research data sources, data collection techniques, and learning implications (Syafitri, 2018). The data source for Elyana Syafitri's research was in the form of the film *99 Lights in the Sky of Europe* (Part 1 and Part 2) directed by Guntur Soeharjanto, while the data source for this research was in the form of discussions with students at SMP Negeri 3 Kalianda. This study uses four data collection techniques, including (1) see engagement; (2) see free engagement; (3) recording techniques; and (4) note-taking techniques, whereas previous studies only used documentation and note-taking techniques. Then a follow-up to previous research by implying speech switching patterns in the Speaking Skills course with the results in the form of RPS (Semester Learning Plan), while this study had no follow-up. Meanwhile, the difference between this study and Sri Puji Astuti's research lies in the data sources used and follow-up research (Astuti, 2018). Previous research was sourced from the drama script *First Love* by Ingrida Wisnu and there was no follow-up in learning. That is, the research is pure without any connection with learning Indonesian.

Research Method

This study uses a qualitative descriptive method. Qualitative research is research that describes phenomena in life that do not use statistical procedures (Syamsuddin and Damaianti, 2015). Qualitative

research is based on subjective understanding because it sees reality or natural conditions that occur in society (Sugiyono, 2015). This reality shows the relationship between events and the meaning of events. This is in line with Hamzah's opinion which states that qualitative research is natural in nature which does not carry out any manipulation based on the facts when the interaction takes place (Hamzah, 2019). In qualitative research, researchers are involved in the phenomenon being studied (Syamsuddin and Damaianti, 2015). Based on this, this study uses a qualitative descriptive method because it describes the mechanism of speech exchange in the discussion of students of SMP Negeri 3 Kalianda in the form of utterances that contain six ways of taking turns in speaking, namely acquiring, stealing, seizing, substituting, creating, and continuing. The research data is in the form of conversations in the discussions of Kalianda 3 Public Middle School students related to the way of speech transitions when communicating, namely acquiring, stealing, seizing, substituting, creating, and continuing. Meanwhile, the source of the data for this study was the discussion of students at SMP Negeri 3 Kalianda.

This study uses four data collection techniques, including (1) see engagement; (2) see free engagement; (3) recording techniques; and (4) note-taking techniques. Involved listening technique is carried out by researchers by participating when discussion activities take place in class. Researchers participate in communicating with students during discussions. Researchers include communication participants, either actively or passively. Then, the free-involvement listening technique is capable of being carried out when the researcher is only an observer of the speech spoken by the students during the discussion activities. After that, this study used data collection techniques in the form of recording techniques. The researcher recorded the utterances during the discussion activities in class. Furthermore, the researcher recorded the results of the utterances during the discussion activities. The utterances in the discussion of Kalianda 3 Public Middle School students were transcribed into written language to make it easier for researchers to analyze data including patterns of speech switching.

This study used data analysis techniques, including (1) listening carefully to the speeches of the students at SMP Negeri 3 Kalianda one by one. Then, identifying and recording data including how to take over a turn to speak; (2) analyze the data using pragmatic analysis from the speaker's point of view. Pragmatic analysis from the speaker's point of view reads, "If the speaker wants to change or maintain the mental state of the speech partner, what should be said so that the speaker succeeds?". The analysis is called means-ends analysis. The method-goal analysis describes the problem as an initial state, an intermediate state and a final state as the speaker's goal in overcoming the problem with ways to solve the problem; (3) identify utterances that contain patterns of speech transfer; (4) classifying the data and describing the data including how to take turns speaking, namely how to get, how to steal, how to seize, how to replace, how to create, and how to proceed; and (5) draw conclusions about speech transfer patterns in student discussions and their development as teaching materials in junior high schools.

Results and Discussion

This research found that there is a transition of speech by taking over the turn to speak, namely how to get, how to steal, how to seize, how to replace, how to create, and how to continue.

1. Transfer of Speech by Acquiring

Maltina : *Assalammualaikum warahmatullahi wabarakatuh*

Peserta diskusi : *Waalaiikumusslam warahmatullahi wabarakatuh*

Context:

S : class
 Q : Maltina as the moderator and all discussion participants
 E: open the discussion
 A: The moderator opened the discussion starting with a greeting
 K: seriously
 I : orally
 N: polite
 M: formal

The conversation took place in class between Maltina as the moderator and all the discussion participants during the discussion. The conversation between Maltina as the moderator and all the discussion participants contained speech transitions. The speech transition uses the method of taking over the turn to speak "acquire" because the previous speaker gave the opportunity to the speech partner to immediately take over the turn to speak. This means that all discussion participants have a turn to speak from Maltina as the moderator. Maltina opened the discussion by starting with a greeting saying, "*Assalammualaikum warahmatullahi wabarakatuh.*" Then, all the discussion participants answered by saying, "*Walaikumussalam warahmatullahi wabarakatuh.*" after the moderator gave him a chance to speak. Maltina opened the discussion because she has a higher social status than the discussion participants as a moderator who guides the discussion. The utterances spoken by Maltina as the moderator and all participants in the discussion used the closest pair of utterances, greetings followed by greetings. That is, when Maltina gave a greeting, all participants in the discussion answered the greeting in response to Maltina's speech.

The conversation on the data obeys the principle of maxim of quantity cooperation. The maxim of quantity is a maxim that states, "Try to provide the right amount of information or don't speak if there is no information that needs to be conveyed." (Rusminto, 2015). This means that the speech delivered by Maltina as the moderator and discussion participant did not provide more information than was necessary. This is done so that speakers do not waste time and energy. In fact, it can lead to misunderstandings. In addition, the conversation adheres to the politeness principle which contains the maxim of agreement. The maxim of agreement states, "The speaker and the speech partner make an agreement in the speech event." (Rusminto, 2015). This means that there was an agreement between Maltina as the moderator and the discussion participants in the conversation. Maltina as the moderator opened the discussion during the learning process by saying, "*Assalammualaikum warahmatullahi wabarakatuh.*" Then, the discussion participants agreed on Maltina's greeting by saying, "*Walaikumussalam warahmatullahi wabarakatuh.*"

2. Transition of Speech by Stealing

Fahmi: An explanatory text is a text that explains the process of occurrence or formation of a natural, social phenomenon. Ex text... expon text...

Niken: Explanatory text

Fahmi: Explanatory text

Context:

S : class
 Q: Fahmi and Niken as presenters
 E : answer the question

A: Fahmi as the presenter is answering questions from the discussion participants
 K: seriously
 I : orally
 N: polite
 M: formal

The speech includes how to take over the turn to speak steal. Fahmi as the presenter is answering questions from the discussion participants. However, Niken took over the turn to speak before the previous speaker or presenter finished speaking. Fahmi, as the first speaker, did not expect that his speech partner (Niken) would take over before he finished speaking. Niken took over the turn to speak to justify the story told by Fahmi. This means that the speech spoken by Fahmi can be clearly accepted by Niken even though the speech is truncated or lost. This can be seen in the presentation Fahmi said, "Explanatory text is a text that explains the process of the occurrence or formation of a natural, social phenomenon. Explanatory text... exponential text..." Based on this, Fahmi had difficulty pronouncing the word "explanatory text", so Niken stole Fahmi's speech before he finished speaking. This was done by Niken so that the presenter would not mispronounce the word "explanatory text".

The data adheres to the cooperative principle of the maxim of quality. The maxim of quality is a maxim that states, "Try to provide correct information with convincing evidence of truth." (Rusminto, 2015). That is, Niken gave correct information to Fahmi that the speech in question was "explanatory text". This is done so that speakers do not mispronounce a word. In addition, the conversation adheres to the politeness principle which contains the maxim of agreement. The maxim of agreement states, "The speaker and the speech partner make an agreement in the speech event." (Rusminto, 2015). The conversation occurred because of an agreement between Fahmi as the moderator and Niken as the discussion participant. The agreement was marked by Fahmi repeating what Niken said in the speech, "Explanatory text." This means that Fahmi agrees that the story told by Niken is true.

3. Transition of Speech by Seizing

Niken : The causality relationship in the explanatory text is as if we exist this event. That event had an impact on other events. Do you understand?

Seftia : ... (didn't have time to speak)

Educator: So, that means there is a causal relationship. For example, floods. Why is there a flood? There must be a reason. What was the flood caused for? For explanatory text, flooding can be caused by rain.

Context:

S : class
 Q: Niken as presenter and educator
 E : answer the question
 A: Niken as the presenter is answering questions from the discussion participants
 K: seriously
 I : orally
 N: polite
 M: formal

The utterance includes how to take over the turn to speak seize. Niken as the presenter wants to answer questions from Seftia in the speech, "The causality relationship in the explanatory text is for example when we have an incident. That event had an impact on other events. Do you understand?"

However, the teacher took over the speaking turn when Seftia got Niken's turn to speak. Niken, as the first speaker, did not expect that her speech partner (educator) would take over when the other speaker (Seftia) had her turn to speak. The teacher takes over the turn of speaking to clarify the presenter's answer to the speech, "So, that means there is a causal relationship. For example, floods. Why is there a flood? There must be a reason. What was the flood caused for? For explanatory texts, flooding can be caused by rain." The educator as the speech partner takes over the turn to speak because he has a higher status than Niken as the presenter. Educators want to convey their views spontaneously and immediately want to be known by their speech partners.

The conversation contains the principle of cooperation and the maxim of quality. The maxim of quality is a maxim that states, "Try to provide correct information with convincing evidence of truth." (Rusminto, 2015). Based on these data, educators provide correct information to students that the causality referred to in the explanatory text is a causal relationship, such as the cause and effect of a flood. This can be seen in the teacher's speech, "So, that means there is a causal relationship. For example, floods. Why is there a flood? There must be a reason. What was the flood caused for? For explanatory texts, flooding can be caused by rain." In addition to containing the principle of cooperation, the conversation data contains the principle of politeness and the maxim of wisdom. The maxim of wisdom states, "The speaker makes as much profit as possible for the hearer; the speaker makes the loss to the speech partner as small as possible. That is, the speaker does not lose, while the speech partner gains. Based on this, the conversation contains a maxim of wisdom because the speaker or educator does not feel disadvantaged for taking over the turn to speak by seizing. Meanwhile, the speech partners feel lucky because they get information from the utterances spoken by speakers or educators in the speech, "So, that means there is a causal relationship. For example, floods. Why is there a flood? There must be a reason. What was the flood caused for? For explanatory texts, flooding can be caused by rain."

4. Speech Transition by Substituting

Niken: What is causality in explanatory text?

Maltina: Where? Characteristics huh? What does that mean?

Niken : Oh yes... a causal relationship!

Context:

S: class
 Q: Niken and Maltina students
 E: ask
 A: Niken asked Maltina
 K: seriously
 I: orally
 N: polite
 M: formal

The utterances occur in the classroom when the learning process takes place. Niken discussed with Maltina as her groupmate about the questions raised by her friends. Niken asked Maltina about the meaning of causality in explanatory texts by saying, "What is causality in explanatory texts?". Then, Maltina replied with a saying, "Where? Characteristics huh? What does that mean, what's the connection?" After that, Niken replied, "Oh yes... a causal relationship!" Based on this, the story told by Niken in the story, "Oh yes... a causal relationship!" is an example of how to take over a turn to speak by substituting. The utterance shows that Niken took over the turn to speak by changing the speech to continue the conversation. This was caused by Maltina as the speech partner being unable to understand

the speech meant by Niken as the speaker. This method is intended to maintain the continuity of the speech so that it does not stop.

The data contains the principle of cooperation maxim of quality. The maxim of quality has the principle of providing correct information with convincing evidence of truth (Rusminto, 2015). Based on these data, Niken provided correct information to Maltina that the purpose of the causality relationship in the explanatory text was a causal relationship. This can be seen in Niken's story, "Oh yes... a causal relationship!" Then, the data contains the principle of politeness and the maxim of wisdom. The maxim of wisdom has the principle that the speaker makes as much profit as possible for the hearer and the speaker makes as little harm to the hearer as possible. In this case, the speaker does not lose, while the speech partner gains. The conversation contains a maxim of wisdom because the speaker or Niken does not feel disadvantaged for having taken the turn to speak by substituting. Meanwhile, the speech partner feels lucky because he gets information from the utterances spoken by the speaker or Niken in the utterance, "Oh yes... a causal relationship!" This means that Maltina gets correct information regarding the purpose of the causality relationship in the characteristics of the explanatory text.

5. Transition of Speech by Creating

Fahmi: Ken, do you have a pen?
 Niken: It's in the pencil case
 Fahmi: I want to write a question
 Niken: OK, wait a minute, I'll take it first
 (while taking pen in bag)

Context:

S: class
 Q: Fahmi and Niken students
 E: request
 A: Fahmi asked Niken to lend him his pen
 K: seriously
 I: orally
 N: polite
 M: formal

The utterances occur in the classroom when the learning process takes place. Fahmi as the note taker didn't have a pen because the pens ran out. This made him unable to record the results of the discussion. Then, Fahmi tried to borrow a pen from Niken saying, "Ken, do you have a pen?" Then, Niken replied by saying, "It's in the pencil case." After that, Fahmi answered by saying, "I want to write a question." Then, Niken answered by saying, "Okay, I'll take it first in a moment." Based on this, the speech spoken by Fahmi includes how to take over the turn of speaking by creating. The utterance shows that Fahmi created a new direction of speech in response to the previous utterance. This speech is still related to the previous speech. This method is intended to direct the speech to the main purpose of the speech, namely Fahmi asking for a pen to be taken or lent.

The data contains the principle of cooperation maxim of relation. The maxim of relation is a maxim which states, "Try to provide relevant information." (Rusminto, 2015). Based on these data, the speech uttered by Fahmi has relevance to the speech spoken by Niken who discusses pens. Fahmi asked Niken, "Ken, do you have a pen?" Then, Niken answered, "It's in the pencil case." After that, Fahmi said,

"I want to write a question.").” The speech uttered by Fahmi is still related to the previous speech. This method is intended to direct the speech to the main purpose of the speech, namely Fahmi asking for a pen to be taken or lent. In addition, the data contains the principle of politeness and the maxim of wisdom. The maxim of wisdom has the principle that the speaker makes as much profit as possible for the hearer and the speaker makes as little harm to the hearer as possible. In this case, the speaker does not lose, while the speech partner gains. The conversation contains a maxim of wisdom because Fahmi as the speaker does not experience the disadvantage of wanting to write down the questions asked by the discussion participants. Meanwhile, Niken as the speech partner experienced an advantage because she did not write down the questions asked by the discussion participants.

6. Transition of Speech by Continuing

Syafira: Fahmi, where are your Indonesian books?

Fahim : (*silence*)

Syafira: Indonesian language package book

Fahmi : (*still silent*)

Syafira: I want to borrow first, want to find answers to their questions.

Fahmi : Ohh... here it is (*while giving the book*)

Context:

S: class

Q: Syafira and Fahmi students

E: request

A: Syafira wants to borrow Fahmi's Indonesian book

K: seriously

I : orally

N: polite

M: formal

The data contains how to take over the turn to speak by continuing. The data shows that Fahmi did not take advantage of the opportunity to speak that Syafira gave him, so that part of his speech was quite long. This means that Fahmi did not immediately take over the turn to speak. Fahmi was silent when Syafira asked about his Indonesian book. Syafira continued her story by saying, "I want to borrow first, want to find answers to their questions.", so that a tense and frozen situation does not occur.

The data contains the principle of cooperation maxim of quality. The maxim of quality has the principle of providing correct information with convincing evidence of truth (Rusminto, 2015). Based on this data, Syafira provided correct information to Fahmi that he wanted to borrow an Indonesian language textbook because he wanted to find answers to questions posed by students. This can be seen in Syafira's story, "I want to borrow first, I want to find answers to their questions!" Then, the data contains the principle of politeness and the maxim of wisdom. The maxim of wisdom has the principle that the speaker makes as much profit as possible for the hearer and the speaker makes as little harm to the hearer as possible. In this case, the speaker does not lose, while the speech partner gains. The conversation contains a maxim of wisdom because Syafira as the speaker does not experience the disadvantage of wanting to find answers to the questions asked by the discussion participants. Meanwhile, Fahmi as the speech partner experienced an advantage because he did not look for the questions asked by the discussion participants in the Indonesian language textbook.

Conclusion

Based on research data, the pattern of speech switching in student discussions found ways to take over turns speaking in this study, including (1) how to get things to happen between Maltina and the discussion participants because Maltina gave the discussion participants the opportunity to immediately take over turns speaking; (2) the way of stealing occurs between Fahmi and Niken when Niken takes over the turn to speak before the previous speaker or presenter finishes the conversation; (3) the seizing process occurs between Niken, Seftia, and the educator when Niken as the presenter wants to answer questions from Seftia, but the teacher takes over the speaking turn when Seftia gets Niken's turn to speak; (4) the method of substitution occurs when Niken changes speech to continue the conversation; (5) the way of creating occurs because Fahmi creates a new speech direction in response to the previous utterance; and (6) continuing occurred because Syafira continued speaking because Fahmi did not take advantage of the opportunity to speak.

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