

Conversational Analysis on Politeness in Online Class Discussions: Exploring Turn-Taking and Relational Work Strategies Between Lecturer and Students

Yatni Fatwa Mulyati¹, Didin Nuruddin Hidayat², Nida Husna³, Alek⁴, Shirley Baker⁵

¹ Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, South Tangerang 15412, Indonesia

² Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, South Tangerang 15412, Indonesia

³ Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, South Tangerang 15412, Indonesia

⁴ Department of English Education, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta, South Tangerang 15412, Indonesia

⁵ Department of Educational Leadership and Management, Alliant International University, California 92131, United States

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ABSTRACT

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In the teaching-learning process, the lecturers usually play the role of dominant turn-takers. Meanwhile, students mostly perform as small turn-takers. In EFL classrooms, different turn-taking patterns are essential to analyze to identify the students' language politeness during the turn-taking process. The present study analyzed the turn-taking and relational work concerning politeness in online class discussions. For this study, a conversational analysis was performed on online class(es) discussions between students and lectures. A video recording of a classroom conversation between ELT and TEFL was employed. The study found that 16 out of 40 quotations displayed a turn-taking of the Appealing Strategy (AS). The relational work strategy of Being Cooperative (BC) was cited in 22 of 40 quotes. In relational work strategies, BC indicated that the students' responses related to what the lecturer mentioned. Turn-taking and relational work strategies could be one of the tools to determine the students' politeness by combining the characteristics as politeness indicators that focus on students' answers when speaking with the lecturer. Further investigations on gender disparities that use turn-taking and relational work to maintain politeness in online lecturer-student dialogues may prove insightful.

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1. INTRODUCTION

Teaching refers to the transfer and exchange of ideas or knowledge. The transfer and exchange of ideas are naturally done through talk (Riana, 2018). In line, the word speech

*Corresponding Author: Didin Nuruddin Hidayat  didin.nuruddin@uinjkt.ac.id

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is practically more than just an information exchange between the speaker and the listener, or in language teaching is between students and teacher (Huda, 2017). Talk refers to the mutuality of consenting to and cooperating between speakers and listeners to achieve orderly and meaningful communication. Furthermore, turn-taking exists to manage the run of a conversation to achieve tidy and expressive communication in the conversation (Setiajid, Dharmawan, Putri, & Susanto, 2020).

Turn-taking is essential in communications, but its realizations are culturally constrained and evolve with age to participate in talks (Ibraheem, 2017). Furthermore, the timing of turn-taking during the conversation radically differed because of the prevailing culture and behavior differences associated with culture (Almakrob, 2020). The communication patterns followed by native speakers make for different turn-taking styles across languages and cultures.

As a result, turn-taking is a crucial exercise for EFL students. The turn-taking technique is significant to study because it may be used to determine how participants manage and take turns speaking in interaction so that the conversation goals are accomplished. Furthermore, the turn-taking strategy is significant because it may be used to determine how participants manage and handle the exchange of speaking turns in interaction so that the conversation goals can be met. Still, considering the effect of the Covid-19 pandemic, lecturers in universities prefer to teach online classes (Ali Ta'amneh, 2021). This data follows the statement that the advantages and disadvantages of online learning during the present pandemic could help professors, educators, and educational experts make and adopt appropriate decisions that match the students' needs in such difficult conditions. Furthermore, other research related to online English classrooms discussed the implementation of virtual classrooms in foreign and Indonesian contexts (Abbasi, Ayoob, Malik, & Memon, 2020; Alberth, Mursalim, Siam, Suardika, & Ino, 2018; Cakrawati, 2017).

Technology assists students and teachers in teaching and learning in a virtual classroom. Nevertheless, participation in virtual classes inherently establishes barriers to communication between students and teachers, particularly concerning how students conduct themselves and their attitudes (Coman, Țîru, Meseșan-Schmitz, Stanciu, & Bularca, 2020). The prior research described above does not yet examine the turn-taking and relational work techniques in one study and relate it with linguistic politeness.

Politeness can be determined by using turn-taking and relational work strategies. Turn-taking can be determined by the interlocutors occur in order to fill change and manage their talks, whether becoming a speaker or listener in a conversation (Silitonga, Pasaribu, & Sinambela, 2022). Furthermore, relational work strategies refer to an effort of individuals' manifestation. In contrast, they try to negotiate relationships with others during the conversation (Ononye & Ezugwu, 2022), in line with this current research situation where during the project assignment, students tend to negotiate with the lecturer when it comes to the project instrument. Earlier academic studies on turn-taking mainly discussed how people usually take turns in the classroom. On the other hand, relational work strategies are not prevalent in education, primarily when they use an idiomatic expression as their data. Relational work strategies research was primarily based on written expression, and in Indonesia, the face-to-face classroom has been transformed into a virtual classroom (Dhawan, 2020).

The previous studies about turn-taking and relational work strategies have opened the gap for this current research. Most of the earlier studies that analyzed turn-taking and

relational work focused on finding the kind of turn-taking and relational work that happen in classrooms, movies, talk shows, and others. For instance, previous studies about turn-taking from Wibisono and Haryono (2020) found that using honorifics in communication in several areas involves exchanging information with individuals from different social statuses, roles, positions, and ages. The research conducted by (Fenyi & Nyarkoh, 2022) found that by using adjacency pair patterns of teacher-student classroom interaction and determining how these patterns impact the learning pedagogy. For the relational work strategies, research conducted by Darics (2010) found that non-task-oriented talk used in these virtual teams shows relational work, which contributes to forming a collaborative working environment that enhances cooperation and efficient work. In line with the explanation above, turn-taking and relational work are two strategies determining this language politeness (Stenström, 1984).

Therefore, the current research revealed the dominant types of turn-taking and relational work strategies that occur in online English discussions and also determined the language politeness of students in the university. Hence, to ensure the aim, two research questions guided the present study: 1) What dominant types of turn-taking and relational work are used mainly by lecturers and students? 2) How do turn-taking and relational work strategies determine students' language politeness?

2. METHOD

A qualitative and quantitative method was conducted in the Master Program of the Department of English Education at one of the state universities in Indonesia. Qualitative research includes specific people, programs, groups, and policies (Alwasilah, 2015). Furthermore, qualitative and quantitative methodologies facilitate a complete understanding of the phenomenon (Creswell & Creswell, 2018; Skamagki, King, Carpenter, & Wåhlin, 2022; Wasti, Simkhada, van Teijlingen, Sathian, & Banerjee, 2022). The research instruments were Turn-taking and Relational Work Strategies checklists. The Turn-taking checklist contains taking-turn strategies, and holding the turn strategy consists of yielding the turn strategy. Furthermore, the Relational Work Strategies checklist contains positive and negative Relational Work Strategies. Thus Turn-taking and Relational Work Strategies checklist are seen as criteria that have been determined as a benchmark for the Turn-taking that occurs in student and lecturer conversations in online classes.

In order to answer all of the research questions, the first step for the researchers is to record the online class discussion through the Zoom recording feature. Second, the researchers transcribed the turn-taking between the lecturer and students in the Zoom recording. Third, the data extracted from the transcript were encoded and analyzed by following the Turn-taking and Relational Work Strategies checklists. Finally, for the last step, the researchers use the politeness theory to complete an in-depth analysis of relational work techniques, including turn-taking.

The researchers analyzed an online class discussion recording video between students and lecturers using conversational analysis by Stenström (1984) to classify the data based on their types; furthermore, the data was counted in each category to make the analysis more comprehensive by knowing which category ranks the highest. In addition, the researchers used Conversation coding by Paltridge (2002) to transcribe and code conversation analysis data.

3. RESULTS AND DISCUSSION

3.1 Turn-Taking

The results of this study indicated that in online class discussions, the turn-taking strategy works well between lecturer and students. The turn-taking strategies in this study were presented with 40 examples, and we classified them based on their turn-taking types (Stenström, 1984). The first turn-taking type consists of three turn-taking processes: starting up, taking over, and interrupting. Second, there are four holding-the-turn strategies: filled pause and verbal fillers, silent pause, lexical repetition, and a new start. Last, there are three parts of yielding the turn strategies: prompting, appealing, and giving up. The number and types of Turn-taking types are presented in Table 1.

Table 1
Types of Turn-taking

No	Types of Turn-taking		ELT Course	TEFL Course
1	Taking the turn	SUS	1	1
		TOS	3	3
		IS	4	2
2	Holding the turn	FP/VP	2	5
		SP	-	-
		LR	-	-
		NS	-	-
3	Yielding the turn	PS	-	-
		AS	8	8
		GUS	2	1
Total			20	20
			40	

List abbreviations:

- SUS : Starting Up Strategy
- TOS : Taking Over Strategy
- IS : Interrupting Strategy
- FP/VP : Filled Pause and Verbal Fillers
- SP : Silent Pause
- LR : Lexical Repetition
- NS : New Start
- PS : Prompting Strategy
- AS : Appealing Strategy
- GUS : Giving Up Strategy

Table 1 shows 40 examples of Turn-taking that occurred from two English classes, where 20 samples were taken from the ELT course, and another measure was taken from the EFL course. From the ten types of Turn-taking that this research already classified, four types did not occur in this research, namely SP, LR, NS, and PS. On the other hand, each 8 AS in ELT and TEFL courses are seen as the most dominant Turn taking types.

The appealing strategy included the yielding the turn strategy because the speaker expected to get feedback from the interlocutory (Tyas & Pratama, 2022). The result revealed that AS is the most dominant Turn-taking type because the lecturer wants to get

feedback from students during the online discussion. To obtain the feedback lecturer could use signaling words such as question tags or "right" (Dewi, Suharsono, & Munir, 2018; Umar & Ariyanti, 2022).

3.2 Taking the Turn Strategy

The taking-the-turn strategy consists of three methods: the starting approach, the taking-over approach, and the interrupting process (Silitonga, Pasaribu, & Sinambela, 2022; Stenström, 1984). The lecturer in material development and Teaching English as a Foreign Language (TEFL) class attempted to initiate the conversation with a different phrase. Below are examples of a starting-up strategy found in two online class discussions.

3.2.1 Starting up Strategy

- LEC : **"So, how well is it?"**
 STD : "Yes, Miss, we discussed about our material for the need analysis instrument questionnaire for students."

The data above shows that the lecturer who first started the conversation asked about the research project's progress with the students, who were already divided into four breakout rooms at Zoom meetings. Furthermore, the lecturer used "so" to avoid silence and get to the point of the class meeting, which can signify that a new topic is starting.

3.2.2 Taking Over Strategy

- LEC : "Then the question number 1: What are the types of materials that are necessary for you to know before writing English language text? Do the students understand the question or not?"
 STD : **"But** after the discussion, we plan to change that question into number 2: What did you prepare before writing?"
 LEC : "I think it is also good if you can try to ask junior high school students to see this fill-in this question; therefore you can gather the information that you need."

In this turn-taking, the students respond to the previous question from the lecturer by stating, "But." In line, by connecting words "such as and, but, and because" are commonly used as a link for the next speaker to take over the previous speakers' topics (Pande et al., 2021).

3.2.3 Interrupting Strategies

- LEC : "Okay, but Open question, with a number of questions of more than 20, that is quite a lot, you know."
 STD : **"If the open question is like:** Do you have difficulties in Writing English Language text? What do you think, miss?"

The interrupting strategies above showed that the students started talking before the lecturer finished the last word in the line. Furthermore, the interruption strategy students take is considered a natural reaction to respond to the lecturer, to deliver a message that the students are already prepared some alternative to the research instrument. Therefore, the student stated, "If the open question is like." The word "if" is also commonly used to repair a previously misunderstood response in conversation. In this context, to cover up the misunderstood of 20 numbers of open questions, the students used "if" to make the lecturer think that students did not come to the classes unprepared but came with an alternative idea.

3.2.4 Holding the Turn Strategy

The holding-the-turn strategy consists of four methods: filled pause and verbal fillers, silent pause, lexical repetition, and a new start (Silitonga et al., 2022b; Stenström, 1984). When participants in a conversation become overly carried away with their own discourse, a practice known as holding turn might emerge. The following are examples of a lecturer and students using a method called "holding the turn" in two online class discussions.

The use of filled pauses and verbal fillers can be seen in the data below.

LEC : "So, how many questions are in the questionnaire?"
 STD : "**Well...** actually, there are 20."

In this holding turn strategies turn-taking, the students spontaneously answered the lecturer's sudden question. Not all students prepare well for providing an unexpected response in the middle of the conversation. It makes the speakers use a hesitant statement, such as a) filled pause, for instance, an m, a;m, and verbal fillers, such as "well," "I mean," and "you know." This filled pause and verbal fillers give a speaker extra time to prepare their next word (Nurrahmi, Sahril, & Sunra, 2021).

3.2.5 Yielding the Turn Strategy

The strategies for yielding the turn consist of three: prompting, appealing, and giving up. A "releasing the turn" strategy requires the speakers to take turns giving the floor to another speaker.

Appealing Strategy

STD : "If the open question is like: Do you have difficulties in Writing English Language text? What do you think, miss?"
 LEC : "**What kind of answers do you expect from questions like this?**"
 STD : "Yes, I feel difficulties"
 LEC : "If you expect that students are answering yes, that is fine, but if that is the case, the students must be told the answer they are expecting. Then, question number: 1 What are the types of materials that are necessary for you to know before writing English language text? **Do the students understand the question or not?**"

The data shows that the appealing strategy occurs after the students clarify the research instrument. The lecturer delivers an approach to hearing more about the students' expectations about what they want in their research. The study indeed gives spontaneous answers; however, students' responses lead to another lecturer appealing strategies to invite the students to think as research participants, not only researchers.

Giving up strategy

LEC : "Move to the next question. Do you organize your writing correctly? How do they know? If it is correct or not? Do you use appropriate vocabulary? How do they judge if you correct their vocabulary or not?"
 STD : "**Maybe they could grammar check... (students have no idea).**"

The act of giving up strategy refers to when the speaker no longer continues his utterance because they have nothing more to say. The students use this strategy as speakers when the lecturer thinks the research instrument still needs to be handy for the participant. The students try to answer. However, students stop talking in the middle

because they are at a loss for words and are consequently waiting for a response from their lecturer.

According to the findings presented above, it is possible to answer the first research question that the predominant usage of turn-taking in online classes discussions between the lecturer and students was included as yielding the turn. Related to holding the turn is when the speaker delivers an utterance that aims to get an expected response from the listener (Pande et al., 2021). Furthermore, the Appealing Strategy (AS), which refers to representative communication between students, is related to the result of yielding the turn that was primarily used (Thainaphraio, 2022). The lecturer stimulates students to respond or show an idea.

Similarly, the result data from two online classes, Introduction to Teaching English as a Foreign Language (also known as TEFL) and Material Development in English Language Teaching (also known as ELT), contributed to this research. Yielding the turn is purposed as a counter strategy to force the listener to respond to the conversation politely (Sinaga, Pangaribuan, & Saputra, 2021). During the online class discussion, the lecturer tends to hook the student attention by asking about challenges they might face while designing the research article and book.

Moreover, the turn-taking aspects that do not occur in this research are filled pauses and verbal fillers (FP/VP), silent pauses (SP), lexical repetition (LR), and new start (NS) (Silitonga et al., 2022b; Stenström, 1984). Filled pauses or verbal fillers were not considered part of this research because most students responded right away after the lecture gave an appealing strategy (AS). In the conventionalized forms of phonemic expression, filled pauses have no proportionate value and slow down the conveyance of the message (Zulhemindra, Munir, Yulnetri, & Putra, 2022). In addition, the use of filled pauses is typically connected with cautious and reluctant speech (Rose & Watanabe, 2019). Therefore, in filled pauses or verbal fillers, the listeners may judge whether the speaker is not good at creating a sentence or cannot give a suitable speaking component, which causes the listener not to catch the attention of the utterance.

The second element of turn-taking that is absent from this study is the occurrence of silent pauses (SP). A silent pause may contain some detectable disruptions in the signal and frequently (but not always) audible (Belz & Trouvain, 2019). However, this is not always the case. This may be the consequence of additional non-vocal noises (such as typing noises or clock sounds), in addition to an undetermined noise production likely produced by the speaker (such as head-scratching), but also from an unknown source. The locations of punctuation signs, occurrences of pauses, and a full stop were signaled by a silent pause, and the time was tagged as a comma (Igras-Cybulska, Ziółko, Żelasko, & Witkowski, 2016).

The third turn-taking aspect that does not occur in this research is lexical repetition (LR). One model of repetition has verbal lexical repetition in a broadside sense than is customary (Adorjan, 2013). It includes reiteration (that is, repeating the same word) and paraphrasing, that is, through other lexical items which are semantically related, such as antonymy, synonymy, or superordinate. It is used synonymously with lexical cohesion. In addition, these are why individuals did repeat their words, phrases, or sentences during a conversation (Mubarak, 2019). These reasons include expressing the sincerest gratitude, responding to the previous discourse, recalling a memory, telling the truth, demonstrating feeling, ensuring intention, not wanting to have a miss perception, and possibly the speaker being hesitant about something. The last turn-taking aspect that does not occur in this research is the new start (NS) (Silitonga et al., 2022b; Stenström, 1984). This strategy is

mostly not found in conversation because, as we know, while we are in the middle of a conversation, we primarily respond to the following the previous topic without suddenly moving or changing the subject as the new start.

Moreover, the result of AS (Appealing Strategy) in this research commonly comes from the lecturer's utterance then students follow or respond to that conversation or the current topic. When a speaker takes an appealing approach, they provide a clear signal to the audience to make some kind of reaction (Ashidiq, 2021). This signal is sent when the speaker adopts an attractive method. This signal is transmitted to the audience when the speaker employs an engaging approach. In addition, students can turn their replies and techniques into appealing forms, such as questions, views, points of view, and others.

The understanding and acceptance between speaker and listener while transferring topics are tested first to ensure the yield of the turn of AS (Vranjes & Bot, 2021). Therefore, connected to the result of this research, if there is no understanding and acceptance between students and lecturers, then the AS cannot happen. AS also occurs in every yielding turn-taking research discussion in various contexts of situations and is supported by previous studies' outcomes (Dewi et al., 2018; Fenyi & Nyarkoh, 2022; Rivai, 2019; Sinaga et al., 2021; Thainaphriao, 2022; Tyas & Pratama, 2022).

3.3 Relational Work

The results of this study indicated that in online class discussions, relational works also happen between lecturer and students. The relational work strategies were presented with 40 examples and classified based on the turn-taking types. The first is positively marked relational work strategies, including claiming common ground and being cooperative. Second is negatively marked relational strategies, which include showing uncertainty and apologizing.

Table 2
Types of Relational Work

No	Types of Relational Work		ELT Course	TEFL Course
1	Positively Marked	CCG	2	3
		BC	10	12
2	Negatively Marked	SU	8	2
		AP	-	3
Total			20	20
			40	

List of abbreviations:

CCG	: Claiming Common Ground
BC	: Being Cooperative
SU	: Showing Uncertainty
AP	: Apologizing

Table 2 shows 40 examples of relational work occurring from two different English courses, where samples were taken from the ELT course and another 20 from the TEFL course. From the ten types of relational work that this research already classified, an optional kind of work did not occur in this research: AP. In contrast, the total 10 BC and 12 AS in ELT and TEFL courses were the most dominant positively marked in relational work types.

Being cooperative (BC) is considered the dominant aspect of relational work in this research. Furthermore, relational work is strongly connected with the social positioning between self and others (Donaghue, 2018). In line with the research result, students' position in the classroom is considered lower than the lectures. Therefore, relational work mostly happens here. Furthermore, the findings were taken from the online Zoom media. This research proved that although the conversation is held online, students and teachers did not lose control and showed positive signs of relational work called BC (Lindell & Crevani, 2022).

3.3.1 Positive Relational Work Strategies

Claiming Common Ground

- LEC : "So, how well is it?"
 STD : **"We discussed about our material for the need analysis instrument questionnaire for students."**

The data shows that the first one who started the conversation was asked about the research project's progress with the students. In positive relational work strategies, politeness is viewed as the performance of interlocutors' polite/politic/appropriate relational practices to avoid being too direct to infringe on others' cheerful faces in interaction. Furthermore, this invitation from the lecturer indicated that they have a positive relationship with the students.

Being Cooperative

- LEC : "Okay, I think you have to consider the number of questions so that It won't be too long. Because I am afraid, they will be hesitant to fill out the questionnaire. But this is only the questionnaire ya? There is no test ya."
 STD : **"Yes, miss, we only use questionnaires for students, and we will use the interview for the teacher."**

The data shows that the students indeed give a fast response to what the lecturer asks about their research instrument. The students' responses were also not only "Yes, Miss," but the students responded with their critical thinking too. The students cooperated with the lecturer during the online class discussion.

Being Cooperative could also be an exaggerated compliment and maximizing approbation to illustrate the point of cooperation between speakers (Betz & Mamidi, 2009; Zhang, 2022). Following this research result, students could give compliments such as "Thank you," "It seems new for me," or even "Yes, Miss" as their responsibility to respect the lecturer.

3.3.2 Negative Relational Work Strategies

Showing Uncertainty

- LEC : "Okay, but open question, with a number of questions of more than 20, that is quite a lot, you know."
 STD : **"If the open question is like, Do you have difficulties in Writing English Language text? What do you think, miss?"**

The data shows that the lecturer who asked about the students' research instrument showed concern about the number of questions. Furthermore, students' answers showed they were hesitant about the number of the questionnaire. Therefore, they change several questions there. However, students ensured whether the questionnaire was right or wrong by showing uncertain responses.

Apologizing

- LEC : "This is the urgency of the discussion, so has it been asked for a while? Is English not important for you? It's impossible right, so it is better not to use the students. The stakeholders in it are teachers etc."
- STD : **"Ma'am, sorry we didn't include the students' perceptions in the findings before because we just want to know the opinions of the stakeholders."**

The data shows that the lecturer asked about the focus of perception in the students' research. However, the students apologized because they did not clearly understand the perception focus of this study. This apology is included as a negative relational work strategy because it highlights a wrong action that students do.

Relational work presented in the findings revealed that it is possible to conclude that the predominant usage of relational work in online class discussions between the lecturer and students was included as positively marked relational work. Positively marked relational work strategies included claiming common ground and being cooperative (Zhang, 2022). Being cooperative (BC) is considered the dominant aspect of relational work in this research. Furthermore, relational work is strongly connected with the social positioning between self and others (Donaghue, 2018). In line with the research result, students' position in the classroom is considered lower than in the lectures. Therefore, relational work mostly happens here.

Furthermore, the findings were taken from the online Zoom media. This research proved that although the conversation is held online, students and teachers did not lose control and showed positive signs of relational work called BC (Lindell & Crevani, 2022).

BC is one of the positively marked relational works commonly determined by the speaker or listener's nature of behavior. This follows the statement that people's behavior could see relational work with respect in the middle of the changing social situation (Chung Kwong Ho, 2011; Hopkinson, 2014). Therefore, connected with this research result, student's BC occurs because of their daily behavior of respecting the older ones and considering their age while conversing with the lecturer.

Apologizing is a part of relationship work strategies that were not found to occur in this research result. On the other hand, people used speech acts in many different settings, and both genders had commonalities in employing apologizing techniques (Mulyani, 2019). They used categories that were similar to one another concerning certain circumstances. In addition, an explicit apology carries out interactional work in two different ways: 1) it acknowledges that a (possible) offense (i.e., interruption) has occurred, and 2) it indicates that the current speaker will self-select to take and keep the turn (Park & Duey, 2020). Both of these things are important for maintaining the flow of conversation.

The explanations show that AS and BC were the most dominant turn-taking and relational work aspects. The researchers answered the second research question about the relationship between turn-taking and relational work strategies by connecting the AS and BC with the politeness theory (Vinagre, 2008), which showed that positive politeness

strategies consist of claiming common ground, assuming or asserting reciprocity, and conveying cooperation. The AS could also represent the assumption or someone's ideas in line with this research result. Meanwhile, the BC represents asserting reciprocity.

On the other hand, the position of turn-taking and relational work strategies in this research is represented by the lecturer and the students. The AS is dominantly shown by the lecturer. Meanwhile, the BC is dominantly demonstrated by the students. Social positioning between self (students) and others (lecturer) also determines the BC response (Vranjes & Bot, 2021), and AS occurs because of the understanding and acceptance between students and lecturer while having a conversation (Donaghue, 2018). Therefore, these AS and BC theoretically already showed a positive result. Furthermore, the researchers connected this AS and BC with the politeness theory. Finally, regarding the importance of this research and also answering the second research question, the turn-taking and relational work strategies could be one of the tools to determine the students' politeness in the language classroom.

This research proved that turn-taking and relational work strategies could measure students' politeness during online classes. Therefore, turn-taking strategies and relational work strategies could be the strategies to stimulate students' awareness of politeness toward lectures in the teaching-learning process. Furthermore, one of the turn-taking aspects is appealing strategies, and lecturers could use attractive strategies as an implication in teaching to stimulate students' critical thinking. In addition, for the importance of relational work strategies, one of the aspects is being cooperated, which means that students allow showing they lack information by still giving a response to the lecturer that they still do not understand the question by adding "sorry" or apologizing for word first before answering the lecturer question.

For the broader scope, the lecturers could use turn-taking and relational work strategies for students character-building. Not only inside the classroom, but students can also implement turn-taking forms such as showing ideas and apologizing while communicating with others outside the school. Furthermore, students could learn to respect each other by using relational work strategies, praising, and showing excitement while communicating.

4. CONCLUSION

The most common form of taking turns between the lecturers and students in online class discussions was yielding the turn. Related to yielding the turn, the form of Appealing Strategy (AS) is the most dominant, which refers to the lecture stimulating students to respond or show an idea. Furthermore, to ensure the yielding of the turn of AS occurs, the understanding and acceptance between speaker and listener while transferring topics are tested here. Therefore, connected to this research result, if there is no understanding and acceptance between students and lecturers, then AS cannot happen. On the other hand, Being Cooperative (BC) is considered the dominant aspect of relational work in this research. Furthermore, relational work is attached to the social positioning between self and others. In the classroom, students' position is considered lower than the lectures. Therefore, turn-taking and relational work strategies in this research are represented by the lecturer and the students, and the lecturer dominantly shows AS. Meanwhile, the BC is the dominant relational work by the students. Based on the explanation above, AS and BC showed a positive result theoretically. Therefore, the researchers connected this AS and BC with the

politeness theory. Finally, to the uniqueness of this research, the turn-taking and relational work strategies could be one of the tools to determine the students' politeness in the language classroom.

This present research contributed to the existing literature on linguistic politeness with turn-taking and relational work methods by analyzing the lecture-student dialogue during online class discussions. This study assessed the lectures and students' use of language based on a minimal number of participants. A survey of study on many participants inspired research benefits many services of turn-taking and relational work tactics that were served for teacher-student courtesy. In addition, the research did not consider gender. Future research on gender differences in the use of language to perform turn-taking and relational work in the interest of sustaining civility in online lecturer-student dialogue may shed light on this topic. In addition, this study concentrated on the background of Jakarta, which is located in Indonesia. The performance of turn-taking and relational work with the direction of politeness theory in an online lecturer-student conversation could be compared between different countries in future research. These studies can explore the similarities and differences in these areas.

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Authors' Contribution

Yatni Fatwa Mulyati led the design of the study, collected the data and wrote the majority of the manuscript. Didin Nuruddin Hidayat managed the data, and present the findings. Nida Husna and Alek worked almost all of the data analysis and discussion. Shirley Baker wrote the final section, edited and proofread the manuscript.

Authors' Information

YATNI FATWA MULYATI is a bachelor of English education and now continuing her master's education at UIN Syarif Hidayatullah Jakarta. She is an Educational research enthusiast. She was awarded an Outstanding Student in Social Action, Humanity, Environment, and Education at the International Forum in 2018 at UIN Syarif Hidayatullah Jakarta.

Email: yatnifatwa_21@mhs.uinjkt.ac.id

DIDIN NURUDDIN HIDAYAT is Head Department and Professor of English Education, UIN Syarif Hidayatullah Jakarta. He is also an editor and reviewer for several reputable international journals and nationally-accredited journals. His research is mainly on English education, applied linguistics, TESOL, and teacher education.

Email: didin.nuruddin@uinjkt.ac.id; ORCID <https://orcid.org/0000-0002-7506-4258>

NIDA HUSNA is a senior lecturer at the postgraduate program of English Education, UIN Syarif Hidayatullah Jakarta. She is an extensive reading enthusiast, publishing numerous articles in that field. She has extensive experience in presenting papers in national and international academic arenas.

Email: nida.husna@uinjkt.ac.id; ORCID <https://orcid.org/0000-0002-3808-4049>

ALEK is a senior lecturer at the postgraduate program of English Education, UIN Syarif Hidayatullah Jakarta. He also serves as a reviewer in some international and national journals. Alek is an experienced writer, publishing numerous written works in English education and linguistics.

Email: alek@uinjkt.ac.id; ORCID <https://orcid.org/0000-0002-1907-2851>

SHIRLEY BAKER is an associate professor and former System Director of Educational Leadership and Management at Alliant International University, San Diego, California, The United States of America. She has served as a Fulbright Scholar in Indonesia and Belize and a Fulbright Specialist in Laos and Indonesia.

Email: ibushirley@me.com; ORCID <https://orcid.org/0009-0004-0854-8908>

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