Interaction Management Strategies in English Literature Lectures in Indonesian University Setting

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Abstract:
Interaction management strategies are increasingly set to become a vital factor in fostering active participants in university lectures. Following Rido, Ibrahim & Nambiar's (2015) framework, this study investigated interaction management strategies used in English literature lectures in a university setting in Indonesia. This study employed a qualitative method and the data were gathered through video recordings. The findings showed that all literature lecturers employed three kinds of interaction management strategies such as code strategies, emotional strategies, and managing strategies. In code strategies, the lecturers used English during the entire class for clarity in opening, explanation, example, and closing. Meanwhile, in emotional strategies, the lecturers shared common strategies namely using non-verbal gestures and using humours or jokes in order to invite participation, to increase student's motivation, and to create conducive learning environment. Then, in terms of managing strategies, the lecturers decided topic, controlled or switched the topic of discussion, decided who speaks, gave direction or commanded the students, gave extended wait time, and offered opportunity for student to speak in order to enable the

students express their ideas and engage with the lectures. It is hoped that insights gleamed from this study will assist such lecturers to successfully manage their lectures and navigate the distribution of participation as well as content of the lesson.
Keywords: English literature, interaction management strategies

1. INTRODUCTION

This study attempts to reveal interaction management strategies used in literature lectures in a university in Indonesia where English is used as the medium of instruction. In a university, lectures are considered the most common mode of teaching. During lectures, interaction occurs as an action in which the lecturer transfers and the students receive knowledge (Lestari, 2017; Rido, 2020a). Therefore, interaction management becomes important. Through interaction management, lecturers discover how to facilitate their students in dynamic interaction. This is salient as a key process of fostering active participation (Solheim, 2019) and, in the same time, improving communication skills (Lestari, 2017) which can create conducive learning environment (Rido, 2019).

This study is based on the premise that interaction management strategies of lecturers impact on the performance of students. In the 2008 Indonesia employer/employee survey of skills/labor demand and job vacancies involving 473 medium and large firms released by World Bank, it was reported that the Indonesian graduates' communication skill was the weakest among other demanded skills like technical and computer skills (World Bank, 2010; Di Gropello et al., 2011). One study on the incorporation of employability skills in the teaching-learning process also indicated that university graduates were strongly confident about their personal management and teamwork skills; but this was not the case with the their academic skills, especially the communication skills in English. Their poor communication skills meant they are unable to meet industries demands for competent workers and this affected their employability in the global market in future (Hendarman, 2010; Rido, 2020a).

Studies on the use of interaction management strategies in secondary and tertiary settings have widely been conducted (Amir & Jakob, 2020; Lovorn & Holaway, 2015; Rido et al., 2017; Rido, Ibrahim, Nambiar, 2015; Rido, 2010; Shi, 2013; Sirande, 2016). The results have shown that interaction management has been significant to promote learning and participation. Amir and Jakob (2020) state that a proper interaction management motivate students to be more active in the class. Rido, Ibrahim, and Nambiar (2015) believe that lecturers are the key factors for success learning as they are the architect of interaction who defines what to speak, who speaks, and when to stop. Here, they act as a teaching facilitator. In the same vein, Shi (2013) and Rido et al. (2017) claim that interaction management strategies used during lectures encourage students to express their feelings and thoughts comfortably as they are given opportunity to speak and ask the question. Here, critical thinking is also

cultivated; in addition, the students experience linguistic improvements, mainly enlargement of vocabulary and enhancement of the command of technical terms. Lovorn & Holaway (2015) suggest the use of humor during lectures as it is effective for ice-breaking which can also facilitate engagement between lecturers and students. However, Sirande (2016) reminds that lecturers must give a clear signal while giving opportunity for students to speak in order to get their attention, to make them focus, and to indicate that the lecturer welcomes their contribution.

The present study is initiated in line with those concerns. All lecturers must perform effectively and facilitate as well as give the best learning experience to their students. To this end, it is important to investigate how they manage interaction in the lectures since all decisions about interaction are influenced by them. Thus, the research question is what are the types and functions of interaction management strategies used in English literature lectures in Indonesian university setting?

2. LITERATURE REVIEW

This study investigates interaction management strategies in English literature lectures in Indonesian tertiary setting. Interaction management is essential in the lectures and great lecturers must have distinctive interaction management strategies since they contribute to effective teaching. It is also stressed that lecturers have core roles in the lectures which beyond regulating group or pair work tasks to students. Therefore, the success of a lecture depends very much on the lecturer's ability to manage students' learning and contribution. Based on this standpoint, Rido, Ibrahim, and Nambiar (2015) classify types of interaction management strategies into three, they are code, emotional, and managing strategies as can be seen in figure 1 below.

Interaction Management Strategies

Code Strategies:
1. Speak English (L1)
2. Speak Bahasa Indonesia (L2)

Emotional Strategies:
3. Use non-verbal gestures
4. Use humours or jokes

Managing Strategies:
5. Decide topic
6. Decide who speaks
7. Decide how long to speak/when to stop
8. Direct/command students
9. Control/switch discussion direction
10. Give extended wait time
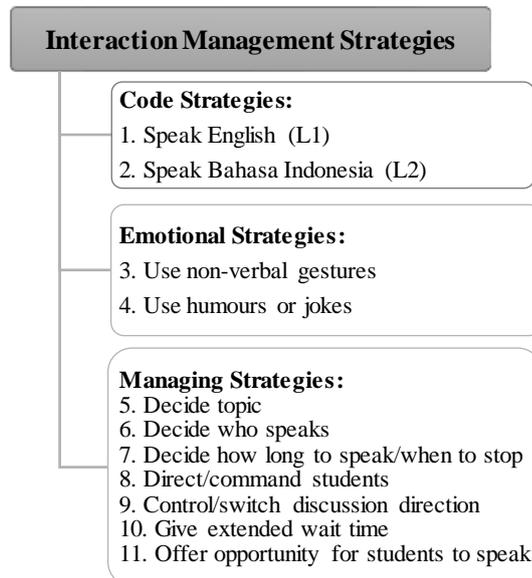11. Offer opportunity for students to speak

Figure 1. Interaction Management Strategies (Source: Rido, Ibrahim, Nambiar, 2015)

First, code strategies belong to the use of language of instruction during the lecture. In the context of this research it consists of English, the official language of instruction in the lecture, and *Bahasa Indonesia*, the mother tongue of the lecturer and most of the students. Code strategies are important for clarity instruction, explanation, example, question, and feedback so students understand the materials at hand and engage in lectures.

Meanwhile, emotional strategies refer to gestures performed by the lecturer during the lectures. It comprises the use of non-verbal gestures such as facial expression, body language, hand gesture, and eye-contact. These also include the use of humours or jokes. The functions are to strengthen input through fulfilling students' visual needs, to emphasize statement, and to show enthusiasm so that students are attracted to the lecture. In addition, humour is to create a free-anxiety learning.

Finally, managing strategies are the roles of lecturer in managing the topic and turn-taking, decide who speak, to whom, when, and how. These include deciding the topic, commanding students, controlling discussion direction, giving extended time, and offering opportunity for students to speak. The functions of managing strategies are to offer opportunity for students to think and speak, to know students personally, to make them alert and pay attention, and to be polite by calling their names.

3. RESEARCH METHODOLOGY

3.1. Participants

The participants in this study were three lecturers, Mr. Dave, Mr. Shane, and Mr. Steven (pseudonyms), who were selected purposively based on a number of criteria. The lecturers have to possess master's degree in literature, teach literature courses, obtain recommendation from head of English literature department and their colleagues, and agree to participate in this research. In addition, they must have at least five year experiences teaching prose, drama, poetry, or literary criticism in a higher education institution in Indonesia using English as the medium of instruction.

3.2. Instruments

The instrument employed in this study was video-recording. In a study where the researchers seek to study real people in real situations, doing real activities, video-recording can be used. There are a number of advantages to video recordings. First, video recordings improve the density of data. Second, with the moving images, video recordings are superior as the researcher gains a more complete sense of who the people are, the settings that the participants are in and the role those people play in the interactions and the types of activities they engage in the nature of these activities. In other words, video recordings not only enable us to provide information about posture, gestures, and clothing, but more importantly in discourse studies, it also accurately identifies who is speaking. Gestures, facial expressions, and other visual interactional cues also provide important information both on the negotiation of meaning and the negotiation of affect. Third, non-native speakers of English, especially those whose

linguistic means are limited, may rely extensively on extralinguistic means, as well as linguistic and paralinguistic means, to convey both their referential message and their relational message. Fourth, this kind of visual information can help us to disambiguate verbal messages by narrowing down the possible number of accurate interpretations. Another advantage of video recording is its permanence Researcher is able to experience an event repeatedly by playing it back. With each repeated viewing, focus can be redirected to another sequence or act which may have been overlooked altogether during the earlier viewings. Replaying the event also allows us more time to contemplate, deliberate, and ponder over the data before drawing conclusions. This is important as it allows the researcher to peel off the layers of discourse for a more thorough interpretation. Finally, the visual information in videos also provides information on directionality and intensity of attention, which can be particularly useful in determining the levels of comfort and involvement of the interlocutors. These kinds of visual contextual information, then, can enrich our database in many ways (Rido et al., 2017; Rido, 2020b).

In this current study, video recordings were used to capture both verbal and non-verbal behaviors of the lecturers in relation to their interaction management strategies. It also included gestures and physical proximity between the lecturers and the students, but not accent and stress. Using a video camera on a tripod placed at the back-corner of the lecture room, this study recorded Mr. Dave's prose (LE1), Mr. Shane's drama (LE2), and Mr. Steven's literary criticism (LE3) lectures with approximately 100 minutes duration for each lecture. In total, there were three lectures with 300 minutes duration collected in this study. After that, the videos the lectures were converted into DVD versions. Then, through the DVD, the researchers could hear and watch all activities during the lectures. The lecture recordings were transcribed orthographically based on transcription conventions by Jefferson (2004) and Simpson, Lee, and Leicher (2003) using a notebook and a headset. The recordings were played repeatedly in order to get detailed transcriptions. It took about six weeks to accomplish all the transcriptions. In transforming the video-recording into a transcribed form, the details of gestures, intonations, and postures during the lecture were also noted. After all, the transcriptions were typed in a Ms. Word program in a form of table. Line numbering indicating turn-taking was given on the left of the table to ease reference and facilitate analysis. Next, peer debriefing was conducted to ensure the validity of the gathered data. A linguistic expert helped the researchers in examining the accuracy of the results of transcriptions. Member checking was also carried out as an identification process to get confirmation from the participants. After the transcriptions were neatly written, all participants verified if the transcriptions have been correctly noted. This was done to establish credibility of the data obtained.

3.3. Data Analysis Procedures

The data in this study were analyzed using five steps. The first step was building a database. All data gathered from video recordings were organized and labelled in

separate files in one folder or database. Second, open-coding was done. Here, the data were studied carefully and the researchers were open to any possible categories. Third, after open-coding the data, similar interaction management strategies might be developed and the emergent themes were obtained. Fourth, after having the emerging themes, focused-coding was conducted to classify them into sub-categories. Fifth, final emerging themes were presented.

4. FINDINGS

This study shed new light on the interaction management strategies utilized by three Indonesian lecturers of English literature at tertiary setting. It looked at the types and functions of interaction management strategies used by the lecturers. The results showed that the English literature lecturers employed the three types of interactional management strategies proposed by Rido, Ibrahim, Nambiar (2015), namely code strategies, emotional strategies, and managing strategies. The results are presented in the following section.

4.1. Code Strategies

The findings demonstrated that the three literature lecturers used English in whole lectures for the clarity of instructions in the opening part, during the lecture, and in the closing part. In the following extract, Mr Dave began the lecture by using English.

Extract 1: (LE1)

1		((The lecturer and students are preparing the lesson. The lecturer
2	L	plays two songs in sequence entitled *Cheap Thrills by Sia* and *I*
3		*know What You Did Last Summer by Shawn Mendes))*
4		Ok everybody, good morning
5	Ss	Good morning, Sir.
6	L	How are you today?
7	Ss	((noise different responses))

The extract above shows that Mr. Dave started the lecture with interesting way where he greeted the students and let them listen to the music first (lines 1-3). In lines 4-7, he said 'good morning' and asked their feeling. The students gave various responses of greeting (line 7).

Meanwhile, Mr. Shane started the lecture by reviewing the previous material given. A few lines from extract 2 below indicated that he also used English.

Extract 2: (LE2)

5		Ok, today, we are going to continue the materials ya. Ee little bit-
6	L	a little bit review related to what we have already discussed
7		previously. Previously, we have already ((move and walk to left
8		side)) (.) ee discuss about what is fiction. …

In drama lecture, Mr. Shane tended to start the lecture by reviewing what had been discussed in the previous session, about fiction (lines 5-8). He wanted to ensure students' understanding before continuing to the next material; therefore, he revisited what fiction was.

Similarly, in literary criticism lecture, Mr. Steven opend his lecture using English by greeting the students. Extract 3 below is presented as the data sample.

Extract 3: (LE3)

1		Good to have you today, this evening and this number, I wish that
2		you're good, I'm good. And some of your friends, they're very
3	L	busy to prepare for Saturday night program. I hope everybody
4		support that even though you're not there but give your support in
5		other ways, so the program will be successful, ok?

In the above extract, Mr. Steven began the lecture by greeting the students and hoping that they were doing well, indicating that he gave more attention as he understood that the students had to attend the lecture in the evening, on Saturday night (lines 1-3). He also encouraged his students to support their friends who conducted an event (lines 4-5).

Furthermore, English was also used during the main part of the lectures, while explaining the materials. It can be seen in extract 4 below.

Extract 4: (LE1)

392		Ok, the proof, the action. Eventhough I don't- I never say that I
393		am diligent, when- when action shows it, so you may believe it.
394		Indirect characterization shows things that reveal the personality
395	L	of the character. There are five different methods of direct
396		characterization. Five methods, five, five., five, five. Number one
397		is, you remember about STEAL? Ok, STEAL- speech, thoughts,
398		effect on others towards the characters, action, and looks

Mr. Dave was explaining the material concerning characterization. First, he talked about undirect characterization (lines 392-395). After that, he discussed direct characterization and highlighted a term STEAL (speech, thought, effect, action, and look) which was done in order to ease the students memorizing direct characterization (lines 396-398).

Mr. Shane explained his materials using English as well. A few lines from extract 5 below in drama class illustrate this strategy.

Extract 5: (LE2)

55		(3.2) alright! Because to discuss character, it can not be separated
56		from its characterization. (1.9) So talking about characters-
57	L	alright- we do not only talk about the individual itself but also its
58		characterization- in sense ( ) Stenton also said character-
59		characterization is character as well. (2.4) So character refers two

60		things actually (1.6) ya-(the individual who appears inside the
61		story) or its characterization. So, I hope that later on ee- (0.5) we
62		can be very familiar with this terminology ya- so whenever I say
63		character °oke° doesn't mean that it's only like the individual but
64		also its characterization also, ok.

Here, Mr. Shane used English when he was discussing character and characterization with the students. First, he introduced the terminolgy 'character and characterization' to the students (lines 55-57). Second, he scoped it by citing a statement from a scholar 'Stenton' (lines 56-59), continued by emphasizing that the students had to be familiar with the terminology (lines 60-64).

Apart from in explaining the material discussed earlier, Mr. Steven also used English in the lecture. It can be seen in extract 6 below.

Extract 6: (LE3)

132		Yeah, literature, literary work can move people, right, can change
133		the way their thinking, that is true, but quiet often we don't realize
134		about that, ok because we also do not like to read literature anyway,
135		ok, that what makes us do not understand its function, but if you
136	L	look at that.. You know you look at someone's biography and
137		expect to see how they solve their problem, how they build
138		something, ok, you see how the story ee history happened through
139		historical book, but literature also give you that portrayal and,
140		probably it gives more realistic portrayal because it was written by
141		somebody inside or within society.

Mr. Steven gave an explanation about literary work to the students. In lines 132-134, he began to talk about the functions of literary work to someone's life along (line 132-135) with giving an example of biography (lines 136-137). He continued explaining how historical book and literature could also give realistic portrayal of someone within society (lines 138-141).

Furthermore, English was also used in the closing part of the lecture. The example is presented in extract 7 below.

Extract 7: (LE1)

785		Ok. Keep it! We will analyze it next week. But, your homework
786	L	will be taken from this one. (0.22) And, the slide also you can
787		take. The file for you. (0.21) DBS Prose 1 2016. This one save. Is
788		there any question so far?
789	Ss	No
790	L	Ok see you next week

Before closing the lecture, in lines 785-787, Mr. Dave gave an assignment to the students. Here, he firstly ensured that students understood the materials at hand. Thus, he offered the students to ask question 'is there any question so far' (lines 787-788).

The students responded by saying 'no' (line 789), indictaing that everything was clear. So, in line 790, he closed the lecture by saying 'ok see you next week'. All of his closing parts were done in English.

Same as the previous extract, Mr. Shane gave the students an assignment before the lecture ended. The utterance can be seen in extract 8 below.

Extract 8: (LE2)

851		It is easier and cheaper, you know! You don't need to- to spend
852		electricity and energy ( ). (0.12) But, make sure your hand writing is
853	L	readable *ya*. If it is not, then learn how to make people ee(.)
854		understand your hand writing. Ok, no more question *ya*? I think that's
855		all *ya* for today. Thank you very much *ya*. See you.
856	Ss	See you Sir

At the end of the lecture, by using English, Mr. Shane told the students that the assignment must be submitted by hand writing (lines 851-853). After ensuring that there was no question from the floor (line 854), he completely closed the lecture by saying 'thank you very much *ya*. See you' (line 855) and the students replied by saying 'see you sir' (line 856).

Unlike other lecturers, Mr. Steven immediately finished the lecture without giving an assignment. It can be seen in extract 9 below.

Extract 9: (LE3)

1138	L	Everyone thank you for coming, see you next meeting with your
1139		quiz, see you, assalamualaikum warahmatullahi wabarakatuh

While closing the lecture, Mr Steven reminded that the students would have quiz in the following meeting. He, then, signed the end of the lecture by saying 'everyone thank you for coming, see you next meeting', continued by Islamic *salaam* (lines 1138-1139).

4.2. Emotional Strategies

This study also found that all lecturers employed emotional strategies. The use of emotional strategies by the lecturers will be presented in the following section.

4.2.1. Use Non-Verbal Gestures

Using non-verbal gestures generally deals with body language and hand gesture. Extract 10 indicated that Mr. Dave used body language during the lecture.

Extract 10: (LE1)

536		Ok, thank you. Next, goes to the man. Yes, man. Lady **((point a**
537	L	**group of male students))**, the man **((point a group of female**
538		**students))**
539	Ss	((laugh))

540	L	We have to change actually (.) lady **((point a group of female**
541		**students))** and the man **((point a group of male students)).**
542	Ss	((laugh))

While lecturing, Mr. Dave realized that there were two groups of male and female students by pointing them out (lines 536-538). So, in order to grab their attention and to ensure that he gave equal opportunities for all the students to contribute instead of gender, again by pointing his finger, he told the students that he had to change the turn-taking, firstly female (line 540), then male students (line 541). This visual body-gesture helped the students to understand what he meant.

Meanwhile, the following extract proofed that Mr. Shane's lecture used body language while presenting the material.

Extract 11: (LE2)

256		… **((Look at the screen))** But right now, it's no longer like that.
257		°ok°. One character only has ee(.) one function. Right now, it can
258		be both. So that's why we need- we need you- **((look at the**
259	L	**screen))** °ok° to analyze that. But you need to know the parameter
260		first- °ok°- you need to know the parameter first. If protagonist
261		character is the one who is being given sympathy and empathy.
262		**((look at the screen))** …
263	S	Sir ((raise hand))
264	L	Yes. **((approach the chair))**

Before line 256, Mr. just started explaining types of character using power point slides so he looked at the screen. He, kept continuing his explanation about reasoning of analyzing characters and the parameter (lines 257-262), again looked at the screen (lines 258 and 262). This was done in order to make the students pay attention and read his presentation slides on screen. In responding his explanation, a student raised his hand, asking a question (line 263). He said 'yes' and approached the student's chair, indicating that he allowed him to speak (line 263).

Furthermore, in this following extract 15, Mr. Steven used his head gestures while lecturing activity.

Extract 12: (LE3)

1015		In producing literary work, ok, in the theory in the literary work, so
1016		we just analyze the literary work in it's e treated it as autonomous
1017	L	creation, do you understand what I mean? Seem like you say **((nod**
1018		**head))** but **((shake head)),** say no if it is not because it will be your
1019		quiz right? Ok, Hari ok?, ok Masdar?

Mr. Steven was explaning literary production in relations to theory in literary works (lines 1015-1016). Then, he made confirmation check by asking the entire floor 'do you understand what I mean?' (line 1017) as he noticed some students' confusing

reaction. Then, he imitated them by nodding and shaking his head (lines 1017-1018). After that, he emphasized that his explanation would be important for thier next quiz and mentioned names of the students who made the reaction (lines 1018-1019). This indicated that he also read the students' body gestures during the lecture.

4.2.2. Use Humours or Jokes

In the next strategies, the lecturers used humour or joke during lecture activities. Interestingly, they did it in different ways and in different activities. Some examples are presented in the following extracts.

Extract 13: (LE1)

357	L	Young girl studies in Teknokrat College. She is verryyy beautiful.
358		**She has very long long long hair**.
359	Ss	((laugh)) Scary.
360	L	**She can fly**
361	Ss	*Kunti <female ghost>* ((laugh))

Mr. Dave was explaining material about developing character and characterization in prose lecture. In lines 357-358, he mentioned a young female character who had long hair (lines 357-358). It made the students laugh, but said 'scary' (line 359). He continued the description by saying that the character could also fly (line 360). After that, the students responded '*kunti <female ghost>*" and laughed together (line 361), indicating that it sounded funny for them.

Meanwhile, Mr. Shane used a humour while one of the students asked permission to go to restroom. It is seen in extract 14 below.

Extract 14: (LE2)

453	L	Ok. So far can you understand that based on characterization? Any
454		question? (0.5) Can you...
455	S	Sir ((raise hand))
456	L	Yes (/)
457	S	I want to go to toilet.
458	L	**Ok, five minutes. Alone yeah. Don't ask Aceng to accompany**
459	S	Oh, my God! ((laugh))
460	Ss	((laugh))

During the lecture, Mr. Shane offered the students an opportunity to ask question (lines 453-454). Suddenly, there was a student interrupted and raised his hand (lines 455-457). The lecturer said 'yes', indicating that he allowed the student to say something. However, the student stated that he just wanted to go to toilet. Responding that, the lecturer teased the student not to ask his friend to accompany him (line 458). Realizing that it was a funny joke, in lines 459-560, the students laughed.

Mr. Steven had his own style in using a humour in the lecture. The sample of data can be seen in extract 15 below.

Extract 15: (LE3)

1045	L	Psychology, do you understand? Meanwhile the objective just
1046		treating this literary work as autonomous body, for example if it is a
1047		picture of cat ((draw something in whiteboard)) (.5) **this is cat**
1048	Ss	((laugh))
1049	L	This is cat
1050	Ss	((laugh))
1051	L	This is cat, ok
1052	Ss	((laugh)) *ayam* <chicken>
1053	L	Why? Oke, chicken ya chicken. This is chicken, ok, no, listen, why
1054		you said this is **chicken**…

While explaining 'literary work as an autonomous body' to the students, he gave example by drawing something on whiteboard and said 'this is cat' (lines 1045-1047). The students suddenly laughed after seeing the picture (line 1048). He kept insisting that it was a cat (lines 1049 and 1051) and this made the students even laughed harder (line 1050) because they thought he drew a chicken (line 1052). In lines 1053-1054, he still questioned why the students thought it was a chicken. This made the room full of laughter.

4.3. Managing Strategies

The findings revealed that all lecturers employed common strategies namely deciding topics, directing or commanding students, controlling or switching discussion direction, giving extended wait time, and offering opportunities for students to speak.

4.3.1. Decide Topic

The following strategies belong to decide topic by the lecturers. In extract 16, the data showed that Mr. Dave introduced topic in the beginning of the lecture.

Extract 16: (LE1)

75	L	It is what we are going to study. We are going to focus ont
76		**character and** (/)
77	Ss	character and characterization
78		Yes. Ok, so we will talk about what is **character and**
79		**characterization**- whether it is real or not so you can try to proof
80	L	it later. So this is one, as- as I have told you that we are going to
81		scope of our study- is not only talking about character and
82		characterization but here **theme, plot, setting, point of view, and**
83		**language style**- it will be ee discussed later in the next meeting.

In lines 75-76 and 78-79, right after opening the lecture, he mentioned that he wanted to discuss character and characterization. Besides that, he also told some topics for the

next discussion so that the students could relate them with the current topic (lines 81-83).

Along the same vein, Mr. Shane mentioned topic in the opening part of his lecture.

Extract 17: (LE2)

15		ok. *nah*, starting from today ee (.) we are going to continue the
16	L	materials, ok, ee (.) starting from the story fact of **intrinsic elements**
17		(0.5) that exist, ok, inside of those kind of fictions. (1.6) Ok, this
18		particular material ee- ((move his position to right side)) maybe until
19		next meeting also ya- we will deal with **characters**.

Mr. Shane brought the students to understand that they were discussing intrinsict element of fictions (lines 15-17). After that, he emphasized by telling the students that the focus would be on characters until the following meeting (lines 18-19).

Meanwhile, in extract 18, Mr. Steven clearly decided all the topics and told it to the students.

Extract 18: (LE3)

11		This is our agenda today, match day 3, meeting 3. Today, first we'll
12		review about last meeting materials, ok limited to the discussion of
13		**why literature does matter**? , ok, everybody agreed at that time,
14		literature does matter, please refresh our understanding, or our
15		mind, and then we define "**what is literary criticism**", after that
16	L	meeting two we discuss about approach and theory.. most
17		particularly in the literature analysis, and the last one based on our
18		agenda we discuss about **M. H. Abrams critical orientation to**
19		**literature**, ..

In the beginning of the lecture, Mr. Steven reviewed the previous material; first, why literature does matter, (lines 11-14). After that, he revisited 'what literary criticism is' (line 15). Then, in lines 18-19 he introduced topic for the particular meeting, 'Abram's crticial orientation to literature'.

4.3.2. Decide Who Speak

After deciding topic, the lecturers also decided who speak during the lectures. In the extract, Mr. Dave called on a specific student to speak.

Extract 19: (LE1)

91		But, this is so special. Because of what? Because you will really
92	L	really analyze and apply it (.) not only inside of story, but you can
93		also apply it in the reality. Do you have someone special in your
94		life**, in this class? ((ask a female student))**
95	S	Oh, *ya*- yes.
96	L	Yes ((smile)) **Ok. Keanu (.)** do you have special... friends in this
97		class?

98	S	Yes.

In extract 19 above, Mr. Dave was explaining how to analyze story which could be applied in reality as well (lines 91-93). After that, he asked a female student about someone special in her life (lines 93-94), then, posed a display question to another student named Keanu (lines 96-97), indicating that he wanted the students to speak. Responding the questions, the students gave their short answer 'yes' (lines 95 and 98).

In different lecture, Mr. Shane nominated a female student to answer his question. The sample of the data can be seen in extract 20 below.

Extract 20: (LE2)

19	L	Enough ya (.) **so Alleta**
20	S	Yes sir
21 22	L	**What about you? What do you know about Agus? ((walk to the left and approach Alleta))**
23 24	S	Agus is- hhhmm... humble person, ee like to talk too much, sometimes, and- and full love humor.

In lines 19 and 21-22, after explaining his material, Mr. Shane selected a female student, Alleta, and posed a referential open question about her friend, Agus. This indicated that he wanted her to speak her mind. After that, she shared to everyone that Agus was a down-to-earth, talkative, and humorous person (lines 23-24).

Similarly, Mr. Steven also gave opportunity for his student to speak during the lecture.

Extract 21: (LE3)

86 87 88 89 90	L	And now we look at this and come to our first agenda reviewing last material discussion "why literature does matter?" Last time some of you responded literature does matter because a, b, c. I want you to refresh what we have discussed last time, anybody can share, ok ((point a student)) **Ratna** (/)

Mr. Steven was revisiting previous material with the students in the beginning of the lecture 'why literature does matter?' (lines 86-88). Therefore, he wanted the students to give their thought, then nominated a student named Ratna (lines 89-90). Here, he actually wanted to ensure that the students have understood the materials at hand before continuing to the next discussion.

4.3.3. Direct/Command Students

The results also showed that the lecturers directed and commanded students during the lecture. The way Mr. Dave employed the strategy can be seen below.

Extract 22: (LE1)

99	L	But today's discussion we are going to talk about character and

100		characterization. So, emm (.) **write done one of the name our**
101		**friend over here** ((pass a board marker to one student and tell her
102		to write on the whiteboard))
103	S	((come to the front and write on whiteboard))

In the lecture, Mr. Dave was discussing character and characterization with the students (lines 99-10). So, he gave instruction to a student to write one of her friend's name on the whiteboard (lines 100-102). After that, the student came to the front and wrote something on the whiteboard, indicating that she listened and followed the instruction.

Mr. Shane also gave command to his student during the lecture. A few lines from extract 23 below illustrate this strategy.

Extract 23: (LE2)

43	L	Who is that? ((walk to the door and look out)) (.) **Putri Diana**
44		**would you please to help me**- ( ) **help me** okay (.) alright, **see them**
45	S	Yes. ((stand up and walk out through the door))
46	L	**See** them and let's say bye bye

In lines 43-44, Mr. Shane noticed that somebody knocked the door while he was just started the lecture; therefore, he instructed a female student (Putri Diana) to see the person. The students followed the instruction and walked out through the door (line 45). After realizing that there was few students who came late, he told Putri Diana to tell them that they were not allowed to attend the lecture (line 46).

In addition, Mr. Steven also commanded his students in the lecture. The example is presented in extract 24 below.

Extract 24: (LE3)

25	L	Ok, first of all will give an example to give the clear understanding
26		to literary criticism, an example, ok
27		Can everybody give applause for Devi?
28	Ss	((applause))
29	L	Very pleased
30	S	((signal with finger to ask where she should stand to present her
31		thought))
32	L	Up to you, you want to stand here, sit here, up to you, can you just
33		go to the front, no no no **you cannot sit there**, ok, **go to the front**
34		**and share idea**

Mr. Steven was discussing literary criticism with the students and he wanted one of the students to give an ecample (lines 25-27). However, the student gave a signal with her finger, indicating that she was unsure from where she had to stand and talk (line 30). Then, the lecturer instructed her to come to the front, instead of sitting on her chair (lines 33-34).

4.3.4. Control/Switch Discussion Direction
The next managing strategies are controlling/switching direction of discussion. In extract 25 below, the lecturer utilized the strategy during the lecture.

Extract 25: (LE1)

153		**Ok** (.) that is about the characterization of the characteristic
154	L	physical, you can see it (.) directly you can see it (.) **so now** aaa
155		here Leonardo Dicaprio (.) what about his non physical
156		characterization?
157	Ss	Kind

In the above extract, Mr. Dave was discussing character and characterization. In line 153, he used discourse markers 'ok' folowed by 'that is about the characerization', indicating that the discussion was done. After that, the lecturer used another discourse markers 'so now' (line 154), continued by a statement ''here is Leonardo Di Caprio' and a qustion 'what about his non physical characterization?' to the entire class (lines 155-156), showing that he wanted to continue and invited the students for further discussion. In line 157, the students gave their response 'kind'.

Meanwhile, the way Mr. Shane controls the discussion direction can be seen in extract 26 below.

Extract 26: (LE2)

108		Ok, full of humor. Ok. **So**, **that's the thing**. **So**, Agus- alright- can
109		not stand alone. (0.5) sometimes if somebody asks you. Eh (.) do
110		you know Agus? Yes, the one who is tall, (0.5) who is funny.
111		**Alright** (.) **so that's the things**. **So**, that's why I say this is related.
112	L	**So** whenever later on- ya- you analyze character, ok. You will also
113		see the characteristic of it. What makes one character different with
114		another character. **Ok** (.) *Nah*, and how to analyze that? (.) In
115		general, ya, there are four classifications of characters (0.3) you
116		need to analyze each of them

Mr. Shane was talking about character and characterization during the lecture and he agreed with one of the student's response that said his friend was full of humour, then, switched the discussion direction which was indicated by the use of discourse markers 'so, that's the thing'(line 108). Next, he added an explanation about the relations between character and characterization (lines 109-110), followed by dicourse markers 'alright (.) so that's the thing' (line 111), indicating that he finished with the explanation and was ready to move to the next discussion. After that, by utilizing discourse markers 'so' (line 112) and 'ok (.) *nah*' (line 114), he directed the students to the next discussion which was about 'how to analyze a character' and 'four classification of characterization' (lines 114-116)

In the next extract, Mr Steven also controlled the discussion direction during the lecture.

Extract 27: (LE3)

250	L	Ok, thank you. Other things? Done already? Enough? **Ok, we**
251		**proceed**, other point of our discussion also, this one.. What's
252		literary criticism.. Ee, Devi has given us three, right? Three
253		examples. Ee the category is clear anyway, you, ee, what's literary
254		criticism? This is actually a discipline, you know a discipline? A
255		path, ok, a science, ok, of applying theoretical principle of the..

In line 250, Mr. Steven thanked his student who just gave her opinion and examples towards the previous material 'literary criticsm and its category'. After that, he moved to the next discussion. So, he used discourse markers 'ok' and said 'we proceed' to indicate the trasition (lines 250-251), followed by a summary that literary criticism is a discipline of science (lines 252-255).

4.3.5. Give Extended Wait Time

The findings also revealed that all lecturers gave extended wait time. The examples can be found in the following extract.

Extract 28: (LE1)

733		Ya that's the explanation. (0.22) So, after you analyze it, you will
734	L	see whether all elements or not- or there are some part of STEAL-
735		STEAL ((pronunciate it with Indonesian language))- STEAL in
736		that point. **(5.22) Finish (/)**
737	S	Not yet
738	L	**Three more minutes**. (0.33)

During the lecture, Mr. Dave gave the students a task, analyzing character and characterization using 'STEAL' element (lines 733-735). After few minutes, he checked the progress by asking a question 'finish (/)' (line 736) and the students responded by saying 'not yet' (line 737), indicating that they had not finished the analysis. Understanding the situation, he gave extended wait time by saying 'theree more minutes' (line 738).

In drama lecture, Mr. Shane also gave extended wait time to the students. His utterance can be seen in extract 29 below.

Extract 29: (LE2)

735	L	Ok. Any other? **(.5) ((wait for response))**
736	Ss	((silence))
737	L	Time is almost over
738	Ss	No sir

Before closing the lecture, in line 735, Mr. Shane tried to summarize the lecture. He asked if the students had questions and gave them time to think (line 735). As it was just no response, just a slience (line 736), he reminded them by saying 'time is almost

over' (line 737), indicating that he still waited and gave the students opportunity to ask. A choir of students responded 'no sir', indicating that everything was clear and the lecturer could end the lecture.

In the same vein, extarct below shows how Mr. Steven gave extended wait time to the students in his lecture.

Extract 30: (LE3)

866	L	Next, may be .. I choose
867	S	Masdar sir
868	L	Ok, Masdar. **Masdar two minutes please think and share to us**
869		**here**, **prepare two minutes**

In the lecture, Mr. Steven wanted his students to present their thought about the materials at hand and he ended up by nominating a student (lines 866-868). Noticing that the student needed time to share his standpoint; therefore, he gave him two minutes (lines 868-869).

4.3.6. Offer Opportunity for Students to Speak

Based on the results of this study, all lecturers offered opportunity for the students to speak. The data sample can be seen in the following extract.

Extract 31: (LE1)

767	L	Ok, somebody wants to share the knowledge about the
768		characterization in the boy. **Raise your hand?**
769	S	((raise her hand))
770	L	**Yes, what's your name?**
771	S	Astari.
772	L	What?
773	S	Astari.
774	L	**Astari. Ok, Astari.**
775	S	For the speech from the boy.
776	L	Speech?
777		*Ya*. The speech, the boy said my father is going to come and fix
778	S	your window very soon. *Nah,* it means the boy is liar because the
779		man is not his father.

In extract 31, Mr . Dave was discussing character and characterization during the lecture and he offered the students to give their opinion (lines 767-768). A student initiated by raising her hand (line 769) and he allowed her to talk (line 774). First, the student mentioned that she wanted to talk about 'speech from the boy' (line 776). After that, she gave her elaboration (lines 777-779).

Next, in data sample below, Mr. Shane also gave opportunity for the students to speak through initiating questions.

Extract 32: (LE2)

246	S	Sir (/) ((a student raises his hand))
247	L	**Yes (/)**
248 249	S	How about the character who make- who make ee conflict but in the- in the end of the story they- they solve- their problem?
250	L	They solve their problem themselves?
251	S	Yes
252 253 254 255 256	L	They solve their problem themselves. Then still- still- ok- still it is antagonist character. Later on we discuss ya- later on we discuss after this maybe ((pointing out the screen). Related to the development (0.5) of the character inside of the story because sometimes character also develops based on the flow of the plot
257	S	Sir (/) ((a student raises her hand))
258	L	**Yes (/)**
259 260	S	Is there any character that ee (.) they have both of them characters?
261 262	L	<u>Possible</u> as I told you right now ya in in ((content of fiction)) fiction- ee (.) we can not close any possibllities because right now

Mr. Shane's lecture was dominated by question and answer activities, especailly when he discussed about antagonist and protagonis character with the students. In lines 246 and 257, two students raised their hand, indicating that they initaited to talk. In lines 247 and 258, the lecturer responded by saying 'yes (/)' signaling that he allowed them to speak. Then, they posed their open-referential (lines 248-249) and display questions (lines 259-260). Mr. Shane gave his response in lines 252-256 and 261-262.

In the following extract, this study found a student raised hand to give ideas in Mr. Steven's lecture.

Extract 33: (LE2)

338 339 340	L	Ok.. approach, theory, what's make them different especially in literary analysis, literary criticism…. **Yes … Feel free, speak your mind, yes (/)**
341	S	((raise hand))
342	L	**Rani**
343 344 345 346 347 348 349 350 351	S	As I read the.. Some .. Some source, literary theory is the prelude the relation between author and the work, and in some approach, there are sociological criticism which focus on the cultural, economy, and political context, and the second is mytho.. mythological criticism is emphasis the psychology and history of the work, and the reader response is how, in this case, its.. it is how to, the reader response or interpret the work, and…. and then the deconstructionist criticism is focus on the languages that author use in this work

Mr. Steven was discussing approach and theory in his literary criticism lecture (line 338). In lines 339-340, he invited the student to share their thoughts. After the

invitation, a student raised her hand (line 341) and the lecturer mentioned her name, indicating the he allowed her to speak (line 342). After that, the student directly gave a long response (lines 343-351). This showed that Mr. Steven provided space and time for the students to express their ideas.

5. DISCUSSION

This study examined the use of interaction management strategies in English literature lectures in university setting in Indonesia. The emergent themes have indicated that all lecturers used a number of common interaction management strategies, consisting of code, emotional, and managing strategies.

In terms of code strategies, they used English as the language of instruction during the lectures in the beginning, main, and end part of the lectures. Pennycook (1994) states that in learning situated in a non-native environment with non-native lecturers teaching non-native students, the more target language use the better. Shi (2013) even underlines that the use of target language can improve lingustic capability of students, especially vocabulary technical terms. Since all lectures require the use of English as the medium of instruction, this also indicates that the lecturers are competent communicators (Kuswoyo et al., 2020; Mahmud, 2017; Marsella, 2020; Soraya, 2020).

In terms of emotional strategies, the lecturers used non-verbal gestures and humours or jokes. Jones (2007) asserts that the use of body gestures encourage students to be more active as they enliven interaction. Even though non-verbal communication like body gestures can be universal and local (Amir et al. 2017), but Singelis (1994) believes that the use of non-verbal communication like body gestures has critical role to compliment verbal language (Knapp et al., 2014). Meanwhile, humours or jokes are helpful in engaging the lecturer with the students and creating a relaxed learning atmosphere. The use of humour also increases students' motivation (Akbar et al., 2019; Bakar & Kumar, 2019; Lovorn & Holaway, 2015; Tunnisa et al., 2019).

Finally, in terms of managing strategies, the lecturers decided topic, controlled or switched the topic of discussion, decided who speaks, gave direction or commanded the students, gave extended wait time, and offered opportunity for students student speak. Domizio (2008) and Rido et al. (2017) state that announcement of the topic of lesson is important in the introductory part of lecture so the students know what to learn. Meanwhile, switching topic of discussion is salient and lecturers need to signal the transition from one topic to another topic or sub-topic by the use of discourse markers so that the students can follow the structure or move of the lecture (Rido, 2010; Walsh, 2011) as this aids comprehension (Kuswoyo et al., 2020; Rido et al., 2017). Next, turn-taking—allocation and student nomination create opportunities for the students to express their ideas and share their voices (Amir & Jakob, 2020; Namaziandost & Nasri, 2019; Sulistyorini, 2019). Rido, Ibrahim, and Nambiar (2015) add that this strategy facilitates less confident or shy students to participate as the lecturer allots them a turn. Further, giving direction and command indicates that the lecturers are the navigators of the lectures and the students are under their supervision

(Kuswoyo et al., 2020; Rido et al., 2017). Another strategy, extended-wait time gives the students more time to think deeply about the questions and tasks given, resulting a better learning outcomes (Ingram & Elliott, 2015; Mercer & Dawes, 2008).

What is clear from the findings is that the lecturers used various interaction management strategies which promoted students' involvement and they approached learning through interactive way. All lecturers also ensured that the students got opportunity to speak, express their personal standpoint, ask question, give response, and discuss in pair or group. In short, all lecturers fostered interaction by encouraging the students to speak and stimulating them with questions and discussions which could improve communication and develop their critical thinking skills.To some extent, the findings of this study are similar to Rido et al. (2017), Shi (2013), and Sirande (2016).

6. CONCLUSION

This study investigated interaction management strategies in English literature lectures in Indonesian university setting. The findings revealed that all lecturers used code strategies, emotional strategies, and managing strategies. They used English as the medium of instruction, body gestures, and humours or jokes during the lectures. They also decided topic, controlled or switched the topic of discussion, decided who speaks, gave direction or commanded the students, gave extended wait time, and offered opportunity for students to speak. All interaction management strategies were used by the lecturers for clarity in the opening, main, and closing parts of the lectures so that the students could understand the materials at hand. The use of the strategies were able to invite participation, to increase student's motivation, and to create conducive learning environment. The strategies also enabled the students express their ideas and engage with the lectures.

To conclude, the use of interaction management strategies made all lecturers occupied more interactional space of the lectures, but the students still had the opportunities to contribute their ideas. By using the interaction management strategies, the lecturers also successfully navigated the distribution of participation as well as content of the lessons. Thus, lecturers should manage the turn-taking and give the students chances to speak. Students will have interactional space and freedom in both what they say and when they say it, but still under the lecturers' close supervision

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