Class conversation strategies in junior high schools: Study of conversation analysis

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Abstract

Class conversation in the learning process has important benefits and can facilitate the learning process, students' understanding of the material and create a close relationship between teachers and students. This study describes the classroom conversation strategies implemented in junior high schools, namely preliminary, core and final at learning activities. The conversion analysis model by Harvey Sacks and communication ethnography were used in this study. Data were taken from recorded class conversations and then transcribed. The respondents of this research are second-grade students at junior high school in Samarinda. The data collected from observation and recording were analysed using content analysis. This study's results are, first, classroom conversation strategies classified in the opening section, which includes emotional approach strategies, apperception strategies and strategies to condition the class. Second, in the core part of learning, an inductive collaborative strategy was carried out, a deductive assertive strategy, a directive strategy in a non-explicit and explicit manner and a guiding strategy drawing students' memory. Third, the strategy at the closing section includes summarising the material strategy, a clarification strategy, a reminder strategy and an assignment strategy through convincing steps and assigning students.

Keywords: Strategy conversation, class, conversation analysis.

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1. Introduction

Conversations in the learning process have important benefits. The role of conversations can facilitate the learning process, facilitate students' understanding of the material and create a close relationship between the teacher and students. Research on empirical conversation analysis was previously conducted in teaching the development of second language vocabulary (L2) (Schmitt & Schmitt, 2020), which provides an overview of vocabulary mastery, how vocabulary is learned and factors that contribute to vocabulary learning. The main focus of this research is on what needs to be achieved in vocabulary teaching. However, the lack of studies illustrates how this process is achieved in real-life L2 class interactions (Waring, Creider & Box, 2013). Conversation analysis is being used increasingly as a methodology to examine how vocabulary mastery is interactively managed, focusing on verbal and non-verbal use of participants. Likewise, students cannot just use their L1 abilities to overcome language barriers when learning vocabulary (Tai & Khabbazbashi, 2019).

1.1. Conversation Analysis

Class conversation is essentially the same as the conversation in general. Nonetheless, several things characterise class conversation, namely (1) the conversation participants are the teacher and students, (2) conversations are carried out during learning, (3) conversations have a purpose and (4) conversation topics are related to learning objectives. At the beginning of the development of conversation theory, experts from various fields of science (sociology, social psychology, linguistics and communication studies) realised the close relationship between conversation with social behaviour and social psychology (Burns, 2010; Hutchby & Wooffitt, 2002). These links encourage experts to develop conversation as a separate scientific discipline.

The class conversation is characterised by (1) not being a practical speaking task, (2) participants occupy unequal *power* (levels), (3) the number of participants is small, (4) there is a short exchange and (5) opportunity to take turns is preferred for participants, not listeners who are outside (Cook, 1989). The conversation is not a practical task of speaking because conversations occur naturally; there are no scenarios, no sentences and choice of words. Participants in conversation differ in levels, meaning that each actor has a different level of understanding so that there are actors who want to master the conversation and who share the opportunity to speak. The difference is related to the existence of different levels of power among participants. The number of actors in the conversation is not too large. According to Cook (1989), the ideal number of participants in exchange is at most five people. If there are too many, then the conversation is unfocused and there is no short, fast turn. Giving opportunities in turn-taking is prioritised for the participants involved, not for listeners who are outside the participants. Thus, it can be said that not all utterances can be called conversations. Mey (2001) and Shappeck (2004) provide signs that participants need to understand, namely the perpetrator must concentrate on a variety of formal tools to arrange talks, measure interventions and control the 'right to speak'. The signs direct the actors to a good, smooth and polite conversation.

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communication studies) realised the close relationship between conversation with social behaviour and social psychology (Burns, 2010; Hutchby & Wooffitt, 2002).

Class conversation strategies are seen in the ways teachers and students develop their understanding of the material. In building understanding, there is a need for teacher–student closeness through the use of greetings and questions about students' circumstances. The conversation strategy is continued when starting, developing and ending a conversation. Each stage of the conversation has certain steps so that the conversation runs smoothly, meaningfully and reaches the learning objectives.

The location of this research is in junior high school (SMP). This research is based on the assumption that class conversations are a social phenomenon. Therefore, non-linguistic factors greatly influence the conversation, such as cultural factors, norms and habits of the community. Therefore, the class conversation is not just a linguistic event but a social and cultural event. For example, when the perpetrator intends to avoid the conversation using the principle of avoidance of the conversation can be seen in the following fragment of the conversation.

A: How much do you pay for that blouse?

B: Do you like it? I got the blouse at the Mitra Supermarket.

Actor B does not answer question A by avoiding the topic through answers that contain the meaning '*I don't want to tell you about the price of the item*'. With the answer (B) in another form, actor A understands the intention to be conveyed and the topic of the *price* can be avoided.

Understanding the conversation strategy put forward by Ellis (2015) is a conversation tactic carried out through (1) selection of important topics, (2) checking to understand, (3) requests for clarification, (4) repetition of utterances, (5) emphasis on keywords and (6) change of topic (Williams, 2017). Ellis's opinion differs from Evans (2008) who argues that there are two class conversation strategies, namely the deductive assertive (DA) and inductive collaborative (IC) strategies. The DA strategy is a strategy of discourse that is built by first summarising the whole of something that is considered the most important and then developed with the affirmation of things that are more specific and more detailed. DA strategies are used so that students are sure that what is said is important. The IC strategy is a conversation strategy that is carried out by introducing several small problems that are considered important for students and gradually moving towards the disclosure of the main problems together.

Yates (2005), of La Trobe University, categorised the conversation strategy into four types. First, the negotiation strategy with the express statement as non-explicit and non-conventional, for example, '*Now all had been waiting for you*' (told to hurry). Conventional statements, for example, '*So, now fate is no longer good*', conventional questions, for example, '*All right! Are you copying this downturn?*' Second, the negotiation strategy was explicitly carried out to ask for approval, give advice and ask for permission. The advisory strategy was implicitly carried out with a statement of willingness, a statement of ability, a statement of advice and an assertive strategy explicitly carried out by stating a desire, stating an obligation and stating affirmation. Third, the advisory strategy is explicitly carried out with statements of willingness, statements of ability, statements of advice. Fourth, an explicit assertive strategy is carried out by stating wants/needs, stating obligations, and stating the teacher's affirmation.

The requested strategy in a conversation is carried out directly, for example, '*Open that door!*'; performative, for example, '*I want you to open that door!*'; performative fenced, for example, '*I will tell you to open that door*'; statements of necessity, for example, '*You must open ...*'; statements of desire, for example, '*I want you to open the door*'; give suggestions, the milestone is '*What if you opened*';

conveying with questions, for example, '*Can you take chair...*'; strong insinuations, for example, '*Why is the door closed?*'; and subtle allusions, for example, '*Very hot air here!*'

Forgiveness strategies in conversations are carried out by denying techniques, for example, *'I don't do that'*; minimising resistance, for example, *'Oh no problem'*; stating accountability, for example, *'It's my fault'*; expressing apologies, for example, *'forgive me'*; giving explanations for example *'Sorry I was late, I took the bus wrong'*; delivered a repair, for example, *'I will replace all these glasses'*; and promise with patience, for example *'This will not happen again.'*

Rejection strategy in conversation is carried out by rejecting explanatory techniques, for example, refusing when invited to eat '*I'm on a diet today, right'*; refusing alternation, for example, '*What if it's just another day*'; refusing explanations and alternations, for example, '*Wow, I just happened to have promised the children to eat out, maybe another time, yeah!*'; and refusing directly, for example, '*I don't want to eat with you!*'

The strategy of incorporating emotions to create a pleasant classroom atmosphere is carried out in two techniques, namely (1) the technique of using greetings and (2) the technique of questioning student conditions. Gredler (2009) argues that the task must be carried out by the teacher in learning activities in the classroom by creating student interest, enthusiasm or motivation to learn. Establishing the emotional closeness of teachers and students in learning is important. Clark and Clark (1977) say that to start a conversation, one must attract the attention of others and give a sign of the desire to have a conversation. One of the signs of the desire to talk is greetings. Malinowski (see Young, 2004) emphasised that the function of greetings and greetings as language behaviours have important social meaning, namely as a sign that there is an emotional closeness between the speaker (Sp) and the hearer (Hr). Before starting the learning activities, the teacher talks with students about all issues related to students, class conditions and so on to establish interpersonal relationships between them.

1.2. Purpose of the study

The study aims to achieve fluency in classroom conversations; various strategies need to be carried out to open, develop, maintain and end conversations. The research problem is how is the classroom conversation strategy was carried out in junior high schools? In detail, the purpose of the study is formulated as follows. This study will describe the strategies used in (a) preliminary learning activities, (b) core learning activities and (c) final learning activities.

2. Methodology

Harvey Sacks' conversion analysis (CA) model (Whalen & Raymond, 2000) and communication ethnography (Saville-Troike, 2008) were used in this study. Data were taken from recorded class conversations and then transcribed for analysis. The qualitative approach is used in the natural settings of this research; it is descriptive in nature and researchers act as key instruments. Speech data as the main data are analysed inductively (Bogdan & Biklen, 2007).

2.1. Respondents

The respondents of this research are second-grade students at junior high school in Samarinda, Indonesia. The number of classes in this study is four classes with two people as a sample. Each student who was sampled had their speech recorded, while he was following the learning. The respondents in this study were teacher students. The teacher also acts as an observer or participant observer (Spradley, 2016).

2.2. Data collection

The instrument used to collect data was observation assisted by a recording device. Every conversation that occurred in class was recorded and classified according to the stages of learning. These stages include the preliminary stages of learning, the core stages of learning and the final stages of learning (Bogdan & Biklen, 2007).

2.3. Data analysis

The data collected from observation and recording were analysed using content analysis. Content analysis is studying documents and communication artefacts, which might be texts of various formats, pictures, audios or videos. Social scientists use content analysis to examine communication patterns in a replicable and systematic manner (Bryman, Bell & Harley, 2019). In this study, content analysis was used to analyse conversations (Spradley, 2016) in class to see the conversation strategies used. The analysis steps include the following stages: (1) data collection, (2) data reduction, (3) data interpretation and (4) data conclusion (Miles, Huberman & Saldana, 2018).

3. Result and Findings

3.1. Strategies in open learning

The results of the analysis found several conversation strategies when open learning activities include strategies such as (1) emotional inclusion, (2) material exposure, (3) apperception and (4) classroom conditioning. Emotional inclusion strategies are implemented as an effort to create a pleasant classroom atmosphere, so students are interested in participating in learning activities. There are two ways to create emotional closeness in conversation, namely (1) the use of greetings and (2) questioning the condition of students. Greetings are used when starting the learning activities so that participants' attention is focused on the activity. For that reason, every time a teacher starts learning he tries to attract the attention of students as a sign of a desire to interact. Greetings at the beginning and end of the lesson are a form of conversation as language behaviour that has social meaning. Aside from being a marker of the start of a lesson, greetings also function as a barrier between the informal and formal conversation in learning. In Indonesia, the use of greetings is also a prayer of salvation, honour and blessings for the doers of the conversation.

The patterns of the use of greetings vary. (1) Asymmetric pairs are used if Pn has a higher status than Mt. The greetings used in the form of greetings are concise, but Mt answers more complete forms to be more respectful. (2) The symmetry pairs used by Pn and Mt are balanced with complete greeting patterns answered with complete greetings. Equality of initiation response indicates equality between participants.

The use of asymmetric greetings by using a complete pattern of greetings, followed by complete answers, is intended to minimise differences in social levels as well as efforts to give full attention to students. Minimising teacher–student distance positively impacts emotional closeness between them. The following description of the use of greetings associated with efforts to create emotional closeness teacher–students can be seen in Table 1.

Table 1. Use of greetings and emotional proximity

No.	Various ways of using greetings	Participant	Levels of emotional proximity
1	Short—Short	Teacher—Students	Very Close
2	Complete—Complete	Teacher—Students	Short
3	Short—Complete	Teacher—Students	Far Away

The conversation strategy in introducing learning is also carried out through teacher attention to students through questions about self, family and health conditions in-class conversations is a question that functions as a phatic form of pronunciation that functions as a binding of togetherness (Abercrombie, 1998; Coupland, Coupland & Robinson, 1992; Cruz, 2007). Sociologist and sociolinguistic experts say the function of fatigue is to maintain stability and social relationships. The teacher tries to maintain an emotional connection with students by asking about students' health conditions. The following is a sample fragment of a conversation about a student's health condition and the description of participants' emotional closeness in conversation can be known from questions about the state of students, student health and student safety. The creation of emotional closeness is one of the efforts in open learning after creating an atmosphere of emotional closeness between participants.

3.1.1. Questioning strategies

Direct exposure to strategies can save time in learning, especially for subjects with an allocation of 80 minutes (2 × 40 minutes). The method of direct exposure to questions is used by the teacher to introduce the subject matter. Direct questions on subject matter arouse students' interest. The teacher question related to the subject aims to attract students' attention not to test students but to attract students' attention and at the same time to stop the noise and control the class. The impact of these questions is that the classroom atmosphere becomes calmer and lessons run smoothly. Questions that are delivered directly in learning are carried out by (1) asking the subject matter and (2) asking to attract students' attention.

3.1.2. Apperception strategies

Apperception strategies in open learning evoke students' schemata. Apperception is carried out by reminding them of the subject matter that has been taught. Apperception strategies are used to encourage students to recall what has been taught in relation to the subject matter to be taught. Apperception strategy are categorised into two, namely (1) raising questions of subject matter and (2) providing information that clarifies the material to be studied.

3.1.3. Classroom conditioning strategies

Classroom conditioning strategies are carried out to create a calm, neat, orderly atmosphere and to make it easier for students to learn. Classroom conditioning in the context of learning can be carried out in two ways, namely (1) the teacher's request to students to do or say something and (2) the teacher's instructions to students to do something. Requests in-

class conversations are expressed directly when the teacher asks students to prepare for learning such as the teacher's direct request to start a conversation by asking students to check the contents of each table (1). The request was followed by subtle commands such as '*Please clean!*' and '*The finished one please collect.*' Judging from the socio-pragmatic study is a study based on the reality of the principle of cooperation and the principle of courtesy operating differently in different cultures and language societies, in different social situations and in different social classes (Leech, 2016). The use of the word '*help*' to condition the equality of teacher–student relationships in conversation so that there are no status differences can hinder the process of communication. Commands starting with the word *help* provide flexibility for those who are told to choose to do or not do orders. However, teacher–student status in a school setting does not allow students to refuse orders. Thus, the use of the word '*help*' as a form of instruction delivered by the teacher to students inculcates polite behaviour when speaking.

The direct and strict orders from teachers, besides showing stern warnings as well as a marker of *power*, were very high in the conversation. Students were in a weak position because they made mistakes. Thus, the form of the command used directly and decisively is a pragmatic act. Pragmatic act is a force that is motivated by general principles regarding social and rational behaviour (Leech, 2016) in the context of class conditioning. Judging from the educational dimension, the teacher's direct order was carried out because of a violation so students did not repeat it. Thus, it can be concluded that the command is used in a subtle form when the teacher wants the equality of the teacher–student relationship and gets used to behaving politely when speaking. Direct commands are used if the teacher wants to guide students not to break the rules.

Classroom conditioning strategies can also be used to create a religious classroom atmosphere in-class conversation. In this strategy, the teacher invites students to read the *basmalah* (in the name of Allah) as they begin learning and continue to thank God. There are two steps to the class conditioning strategy for this purpose, namely (1) invitations and (2) expectations.

3.2. Conversation strategies at the core of learning

Conversation strategies in the core part of learning activities are classified into five, namely (1) IC strategies, (2) DA strategies, (3) directive strategies (SDs), (4) coaching strategies and (5) affirmation strategy.

3.2.1. Inductive collaborative (IC) strategies

IC strategies is a conversation strategy in learning with the step of introducing the subject matter items then concluding the material items into a general and main statement in learning. The main purpose of the IK strategy is to invite students to jointly compile general statements (formulas, definitions and propositions) taken from the more specific subject matter items. IK strategy steps are as follows: (1) introduction of material items, (2) explanation of material

items with examples and exercises and (3) formula formulation is taken from the characteristics of each item. The following is an example of a conversation with an IC strategy in a conversation that starts by provoking students with questions about industrial constraints in Indonesia. After that, students are asked to look for examples of industrial conditions in Indonesia.

In this conversation, the teacher uses the inductive strategy to begin by asking *'Is Indonesian not including country industry?'* The question is directed towards the industrial phenomenon in Indonesia. The teacher tries to compare the industrial countries in the Asian region by inviting students to list countries that are classified as industrialised with advanced technology. Students give examples of developed industrial countries, namely Japan, Korea and China. To address the existing constraints in Indonesia, the teacher asks the condition of the ability of Indonesian people with the question '*Is Indonesia a country where people can use technology?*'. Students answer '*Yes*'. From the conversation, it can be seen that the teacher directs the students to focus on the ability of Indonesian people to find industrial constraints that exist in Indonesia.

Teacher strategies are used to direct students by using induction steps, i.e., several delivered phenomena are used to make conclusions. The teacher talks about new communication technology that can be accepted in Indonesia, such as *mobile phones*. Students answer the teacher's questions by giving a new phenomenon as part of the constraints of industrialisation in Indonesia, namely '*Indonesians cannot make it*'. Another phenomenon about the acceptance of new technology in Indonesia is also expressed by the teacher by explaining to the community the use of technology to help with various needs. However, the teacher retells the behaviour of the people who are unable to utilise technology. The teacher clarifies the description by concluding that the community can use technology but is unable to use it properly. Proving the use of technology by the community is a strategy to clarify the existing constraints in society when using advanced technology. That stage is a stage in the strategy to prove as a step to find conclusions.

The final part of the conversation is the IC strategy. Seeing the teacher's speech confirms the examples that have been put forward. The main question is repeated so that students can formulate the information taught. Thus, the steps of the IC strategy in-class conversation are (a) the core questions that contain the main problem of the conversation raised by the teacher, (b) the teacher directs students to look for evidence that supports the conclusions, (c) students collaboratively find evidence the evidence needed to support the main question, (d) the teacher takes over the topic to find the diversity of evidence and (e) the teacher repeats the problem statement so that students can formulate the answer. The answers given are collaborative in nature, meaning students take turns answering and are guided by the teacher.

An effective IC strategy is implemented in heterogeneous classes. In heterogeneous classes, there are groups of active and passive students. Guided by the teacher, students can find examples and evidence needed to formulate or define. In this way of collaboration, passive students will be motivated to participate actively after seeing other friends respond actively. This condition is the implication of constructivism which emphasises that learning means the inclusion of a person in a symbolic world so that knowledge and understanding are constructed when a person is socially involved in dialogue and is active in experimenting learning processes in groups (Bachtold, 2013). Therefore, the teacher's role is very necessary for providing opportunities and infrastructure for students so that students have the opportunity to be actively involved in the conversation. For a more detailed description of the use of strategies, Figure 1 shows the steps of the IC strategy in-class conversations during learning.
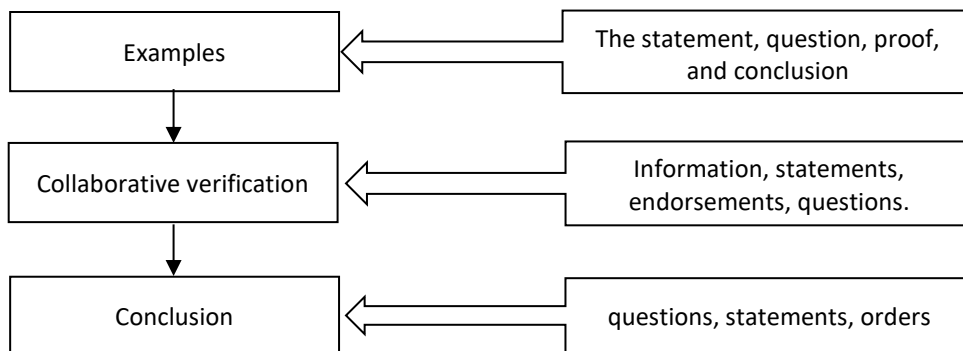
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┌──────────────────────┐      ┌──────────────────────────┐
│      Examples        │◄─────│ The statement, question, │
│                      │      │   proof, and conclusion  │
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┌──────────────────────┐      ┌──────────────────────────┐
│ Collaborative        │◄─────│  Information, statements,│
│ verification         │      │  endorsements, questions.│
└──────────┬───────────┘      └──────────────────────────┘
           │
           ▼
┌──────────────────────┐      ┌──────────────────────────┐
│      Conclusion      │◄─────│ questions, statements,   │
│                      │      │         orders           │
└──────────────────────┘      └──────────────────────────┘
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Figure 1. Steps of inductive collaborative strategies in conversation

3.2.2. Deductive assertive (DA) strategies

DA strategies are conversational steps in learning that are constructed by summarising all the main elements in a conversation affirming more specific and more detailed things. The DA strategy is used to explain to students why something is considered important through its assertion in more detail. The steps of the DA strategy are (1) presenting a summary of the material in general, (2) putting together the characteristics and examples of each subtopic, (3) explaining the topic of learning, (4) giving other examples that are similar to the topic of learning and (5) describing sub-subtopic similarities by category. Affirmation as part of the DA strategy step is used by the teacher in providing affirmation with the word *'that'* in response to the previous utterance. The next test is in the form of affirmation by repeating the general statement with an example added. The final part of the DA strategy step is to provide opportunities for students to ask questions that are not yet clear. This opportunity is part of an effort to direct students to understand the subject matter that has been discussed. Figure 2 shows the DA strategy steps.
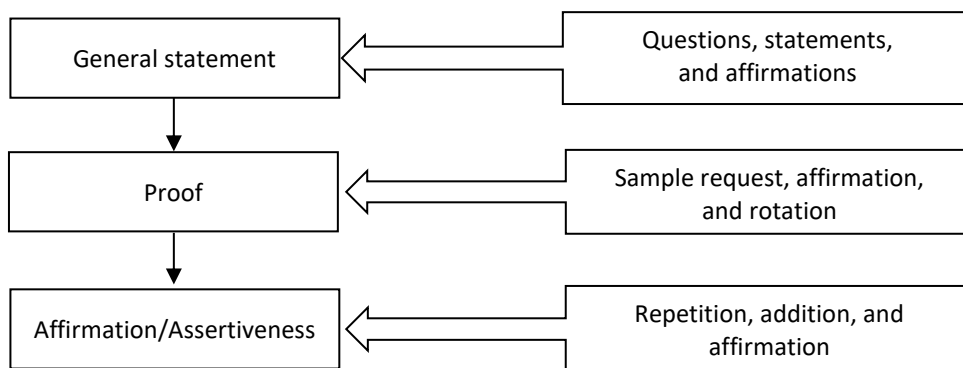
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┌──────────────────────┐      ┌──────────────────────────┐
│  General statement   │◄─────│  Questions, statements,  │
│                      │◄─────│     and affirmations     │
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┌──────────────────────┐      ┌──────────────────────────┐
│       Proof          │◄─────│ Sample request,          │
│                      │      │ affirmation, and rotation│
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┌──────────────────────┐      ┌──────────────────────────┐
│ Affirmation/         │◄─────│  Repetition, addition,   │
│ Assertiveness        │      │     and affirmation      │
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Figure 2. Deductive assertive strategies in class conversation

3.2.3. Directive strategies

Directive strategies in classroom conversations are used in the core part of learning that teachers use to provide student learning experiences. The learning experience is in the form of knowledge, skills and attitudes. The SD is carried out in two ways, namely non-explicit and explicit directives (Yates, 2005). Non-explicit directives are conversations using indirect command forms while explicit directives are conversations that use direct command forms. Non-explicit SDs are used to avoid students' fear when working on class assignments. The teacher will not give sanctions if the student answers are incorrect. Non-explicit SDs are used to motivate students to come forward even though they are not sure of the answer. The explicit SD is also used when the class atmosphere is in a state of high emotional distress. When the class atmosphere cannot be controlled because of conquest, this explicit SD is used.

3.2.4. Guidance strategy

Guidance strategy is part of the implementation of the core of learning to direct students during the learning process. Guidance strategies are implemented by techniques (1) strengthening understanding of concepts, (2) fishing for memories and (3) keeping concepts in mind. Coaching in-class conversations serve as a reinforcement of information received, while learning takes place so that more understanding and not easily forgotten. The teacher guides students mainly in the cognitive field.

To instil concepts to students, coaching strategies are used through the delivery of information when students do something inappropriate. Guidance strategies are also used to justify students' incorrect answers when students answer incorrectly. The teacher guides students directly by asking questions whose purpose is to lead to the correct answer. The teacher's question makes students realise that the answer is not right and allows them to improve. Thus, the questions raised by the teacher remind us of the inaccuracy of students' answers. The teacher does not directly blame students' answers but uses questions that make students aware of their mistakes.

3.3. Strategies at closing learning

Class conversations at the end of learning are important conversations because they relate to summarising, providing training and reflecting. At the end of the learning activity, the teacher summarises what has been conveyed in class, evaluates the material that has been taught and does reflection. Besides, at the end of the conversation the task is given. Assignment is known as an effort to ensure students' authority over the subject matter. From this study, four strategies were used to end the class conversation, namely (1) summary strategy, (2) clarification strategy, (3) reminder strategy and (4) assignment strategy.

3.3.1. Summary strategies

Summarising strategies are used when learning approaches the end. Summarising begins with conveying the main points of the material in an effort so that the material just studied is not forgotten. The summary strategy contained in the conversation starts with the cry *'Still remember*!'. The steps of summarising strategies are (a) a call to remember, (b) revealing the subject matter items, (c) having students explain the material items and (d) asking students to repeat the explanation. These steps are taken to convince students of the subject matter that has been taught.

3.3.2. Clarification strategy

The clarification strategy is the teacher's step in the conversation to convince themselves of the correctness of the mastery of the material students have. Clarification strategies in the conversation are carried out to end the lesson.

3.3.3. Remainder strategy

The remainder strategy to end learning is the teacher's strategy in learning as a reminder. The remainder strategy is carried out as follows: (a) the teacher informs that learning time is coming to an end, (b) the teacher reminds students to study the subject matter, (c) the student accepts the teacher's request and (d) the teacher ends with a greeting. Remainder strategies are also used so that students take care when doing things and behave critically about what is done. The following example of a dialogue ends the class conversation:

'Since time is up, we will continue next week.'

'Please study again!'

The example serves as a reminder that the lesson will continue the following week and the students are asked to repeat and practice. Thus, the remainder strategy is carried out according to the steps: (a) marking the end of the conversation, (b) reminding newly learned material, (c) affirming the subject matter discussed on that day, (d) assessment of students' fluency and mastery, (e) ending the conversation while being thankful and (f) greeting.

3.3.4. Assignment strategy

The assignment strategy is an important part of ending learning so that the lessons learned make a deep impression on the students. The assignment strategy is carried out according to the following steps: (a) the teacher makes sure the students can do the task well, (b) the teacher assigns students to find information related to the material, (c) the teacher gives examples of how to find the material, (d) the teacher allows the student to ask questions related to the task and (e) the teacher reminds students to do the task seriously and carefully.

4. Discussion

The conversation strategy found in this research is the strategy used in open learning, the core of learning and close of learning. The conversation strategy in open learning is divided into three strategies, namely material exposure, apperception and classroom conditioning. Conversation strategies carried out in the core learning activities are classified as IC strategies, DA strategies, SD, MS and affirmation strategies.

The IC strategy in-class conversation at the core of learning is carried out by introducing several specific issues that are considered important and gradually being analysed and are linked to the disclosure of the main problem formulation. The main purpose of the IC strategy is to invite students to have the ability to make a formula (formula or definition) that is carried out together. IC strategy is based on the philosophy of social constructivism, namely learning means putting someone into a symbolic world and being socially involved in dialogue and actively conducting experiments to be able to construct knowledge or understanding (Craven et al., 2000). DA strategy is the conversation steps taken in learning interactions that are built starting with summarising the whole of something that is considered the most important and developed with the affirmation of other things that are more specific and more detailed. The strategy is in line with the opinion that the steps in learning are to breakdown a major problem into sections to facilitate steps for solving the main problem (Hammersley,

2020). Thus, the DA strategy is carried out to train students in problem-solving following the learning objectives.

The directive strategy in-class conversation is categorised into two, namely (1) non-explicit and (2) explicit directives. The non-explicit directive strategy is carried out by the teacher to stimulate students' motivation to have courage in responding to the teacher's questions and commands. Students are expected to be brave to show their ability, in both answering questions and doing assignments in front of the class, even though students are not sure of the correctness of the answers. Next, an explicit directive strategy is carried out when the classroom atmosphere is less conducive because of the conquest and will disrupt the delivery of materials. The strategy was carried out so that students' attention is more focused on the subject matter.

A guidance strategy is carried out by giving direction to students during the conversation. The purpose of the strategy is for students to have a strong understanding of the concepts given. Through mentoring, students can find, recognise, understand and apply the concepts of the subject matter. Guidance strategies are useful for strengthening student understanding so that it becomes a long-term memory. The main use of the mentoring strategy (MS) is to provoke students' memories to be able to answer the teacher's questions. Accordingly, Yates (2005) said that the mentoring strategy makes it easy for students to remember the answers to the teacher's questions. Associated with speaking skills, coaching strategies can be used as a way for teachers, so that students are not left behind in the conversation because they continue to be guided to always follow every exchange that occurs in the conversation.

Conversation strategy is carried out at the end of learning activities to find out the picture of students' mastery of the material that has been taught. The strategies carried out at the end of the class conversation are summarising strategies, clarification strategies, reminder strategies and assignment strategies. Thus, the findings of some of these strategies refute opinions that say the main strategy improves students' intellectual abilities and that the teacher's authoritarian strategy is carried out very strictly (Hammersley, 2020).

Some conversation strategies used in learning still show the dominance of the teacher in the conversion process. This finding justifies the results of a conversation strategy study conducted in an urban school in India where teacher strategies are dominant in learning while student-oriented strategies are very limited. In general, strategies are oriented towards the teacher's will and orientation to the subject matter. As a result of the strategic orientation of the teacher, there does not appear to be a balanced exchange between the teacher and students. Teachers tend to start conversations and students tend to be listeners and respond to the teacher's speech. The teacher is still very dominant in implementing and managing class conversations as stated by Intarapanich (2013). In such conditions, students become the object of learning and not learning subjects as expected in the national education goals.

5. Conclusion

Improving teachers' ability to develop strategies must be carried out continuously as there is an increase in learning that occurs day after day. Learning certainly must be able to adjust to the development of the educational situation at any time that continues to develop in line with the development of today's society. In terms of changes, it includes anything, including learning strategies that are used in the classroom. Class conversations are social behaviours that use language as the medium. As social behaviour, the conversation has rules.

Therefore, classroom conversations can be sought by setting strategies that are appropriate so that social interaction roles are actualised and students become the main subjects in learning.

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