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Who gets to speak in class? turn-taking, teacher authority, and student voice in Indonesian classroom interaction

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ABSTRACT

Background: Indonesian classroom participation is structured through turn allocation, teacher authority, and unequal opportunities for students to shape subsequent discourse. **Objective:** This study examines how speaking turns are initiated, allocated, sustained, and closed, how authority is enacted pragmatically, and when student contributions become consequential. **Method:** This qualitative corpus-assisted study analyzes eight primary Indonesian classroom studies, three secondary analytical sources, and two official contextual documents through conversation analysis, pragmatic coding, and a layered student-voice framework. **Results:** Teacher-mediated speaker selection appeared most consistently across primary sources, indicating that access to classroom talk commonly remained institutionally organized. Authority operated through questions, directives, evaluation, topic control, mitigation, and digital platform management, with both restrictive and facilitative functions. Student participation was most visible as invited response, whereas self-initiation, elaboration, peer uptake, multilingual expression, and influence on subsequent discourse were less consistently represented. **Implication:** Classroom inclusion depends not merely on increasing student talk but on redesigning interactional conditions so that contributions receive time, recognition, uptake, and discursive consequence. **Novelty:** This study integrates turn-taking, authority, and student voice within one sequential framework that distinguishes access, expression, uptake, and influence while preserving interactional episodes as a consistent unit of analysis across face-to-face and digitally mediated Indonesian classroom settings.

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1. INTRODUCTION

Classroom participation is not merely a pedagogical preference in Indonesia; it concerns how millions of learners gain access to explanation, recognition, and epistemic agency. OECD [1] reporting from PISA 2022 indicates that almost 80% of Indonesian students said their teachers were available to help during school closures, yet access to support does not reveal who can initiate, extend, or redirect classroom talk. Across 79 participating systems, stronger reported teacher support was positively associated with mathematics performance in 54 systems after socioeconomic adjustment, underscoring that interactional support matters for learning, although such associations are not causal. Indonesian evidence nevertheless identifies persistent oral reticence: Bahar, Husain, and Mariana [2] document students' narratives of teacher dominance and fear of negative evaluation, while Setiyono, Matin, and Sholehhudin [3] describe a silent-

classroom phenomenon in Indonesian-language learning. Consequently, examining speaking rights is crucial because apparently orderly lessons may distribute opportunities to contribute, question, and be heard unequally.

Recent scholarship has established several components of Indonesian classroom interaction without yet integrating them into a single account of participation rights. FIAC-based research distinguishes teacher talk from student talk [4], [5], whereas discourse studies trace initiation–response–feedback patterns and turn-taking organization [6], [7]. Other work shows how teacher dominance, directives, feedback, and power strategies organize classroom conduct [8], [9], [10]. Studies of translanguaging and code-switching further demonstrate that linguistic flexibility can support participation in multilingual classrooms [11], [12]. Internationally, productive dialogue and student voice have been linked to teacher receptivity, responsiveness, and opportunities for agency [13], [14]. What remains underexamined is how sequential turn allocation, pragmatic authority, and consequential student voice intersect within naturally occurring contemporary Indonesian classroom interactional episodes.

This study investigates how classroom speaking rights are produced, restricted, and negotiated through observable interactional practices in Indonesian educational settings. Rather than treating participation as a simple ratio of teacher talk to student talk, it asks three connected questions. First, how are turns initiated, allocated, sustained, interrupted, repaired, and closed, and which participants obtain opportunities for self-selection rather than teacher nomination? Second, how is teacher authority enacted through question design, directives, evaluation, feedback, topic management, mitigation, and control over sequence completion? Third, under what interactional conditions can students initiate topics, elaborate reasoning, ask questions, disagree, respond to peers, and mobilize multilingual resources? These questions require a corpus that distinguishes primary evidence from scholarship and policy context, maintaining turn sequences or interactional episodes as the consistent unit of analysis. This design permits comparison across face-to-face and online settings without assuming that observed patterns represent all Indonesian classrooms or establish causal effects.

This study advances the provisional argument that student voice depends less on the sheer amount of student speech than on how speaking opportunities are allocated and subsequently taken up. Teacher authority may function fundamentally ambivalently: nomination, evaluation, and topic control may compress student contributions, yet contingent questioning, wait time, mitigation, and elaborative feedback may protect participation and extend reasoning. This proposition accords with Kim's [15] account of authority and agency as interactionally negotiated, Ishino's [16] analysis of mitigated turn allocation, and Badem-Korkmaz and Balaman's [17] demonstration that teachers actively pursue student responses. It also responds to Irayanti's [18] concern that dialogic and critical pedagogy remains difficult to embed in Indonesian primary schools. Analytically, this study distinguishes access to a turn, expression within it, uptake by teachers or peers, and influence on subsequent discourse. Such differentiation clarifies whether student-centred policy is realized as consequential participation rather than symbolic permission to answer.

2. LITERATURE REVIEW

2.1. Turn-taking

Turn-taking refers to the organized distribution of speaking opportunities through which participants enter, maintain, transfer, or relinquish the conversational floor. In classroom research, it is understood either as a neutral sequencing mechanism or as a consequential system allocating participation rights. Conversation-analytic studies emphasize next-speaker selection, self-selection, overlap, repair, and transition relevance, whereas classroom discourse research often reduces interaction to initiation–response–feedback patterns or aggregate talk ratios [6], [7], [19]. This distinction matters because numerical participation does not reveal who controls sequence progression. Turn-taking is therefore both an organizational structure and a distributive mechanism of classroom voice.

Its main indicators include turn initiation, allocation method, turn length, interruption, repair, sequence expansion, and closure. Teacher nomination, open-floor invitations, choral responses, hand-raising, and student self-selection represent different routes to the floor [20], [21]. IRF sequences may stabilize instructional order but can limit elaboration when evaluation closes discussion immediately [6], [22]. Response-pursuit practices, wait time, and embodied mitigation may instead sustain reluctant participation [17], [16]. Accordingly, turn-taking should be assessed sequentially rather than through frequency alone, with attention to how speaking rights are distributed.

2.2. Teacher authority

Teacher authority denotes the interactional capacity to define legitimate knowledge, regulate conduct, allocate turns, and evaluate contributions. Some scholarship treats authority as institutionally given, while other work conceptualizes it as enacted through language, gesture, timing, and response design. Indonesian studies identify directives, evaluative feedback, and teacher-dominated discourse as recurring manifestations

of classroom power [8], [23], [10]. Yet authority is not inherently suppressive. Kim [15] and Munir [9] show that teachers may use authority to scaffold inquiry, protect participation, and maintain epistemic direction. Authority therefore varies by interactional function and pedagogical consequence.

Analytically, teacher authority can be examined through question type, directive force, nomination, feedback, topic control, epistemic positioning, and mitigation. Closed questions and rapid evaluation often preserve teacher control, whereas contingent questions and elaborative uptake redistribute interpretive space [13], [24]. Directive speech acts may organize learning efficiently but can constrain student initiative when compliance replaces exploration [25], [26], [27]. Politeness, code-switching, humor, and softened allocation can moderate asymmetry [28], [12]. Authority should therefore be classified as restrictive, managerial, facilitative, or dialogic in classroom practice.

2.3. Student voice

Student voice refers to learners' capacity to express perspectives and have contributions recognized as consequential within classroom activity. A narrow definition equates voice with speaking frequency, whereas broader accounts emphasize choice, receptivity, responsiveness, and influence [14]. This distinction is crucial in Indonesian classrooms, where students may answer frequently yet remain unable to initiate topics, question premises, or challenge evaluations. Research on silence, speaking anxiety, and teacher dominance illustrates how participation can be formally available but interactionally risky [29], [2], [3]. Voice is therefore relational rather than merely individual.

Its indicators include self-initiated turns, questioning, elaboration, disagreement, narrative contribution, peer uptake, teacher responsiveness, and multilingual resource use. Translanguaging and code-switching may widen access when monolingual norms inhibit participation [11], [30], while role-play and group work may expand interactional space [31], [32]. However, activity design alone does not guarantee influence unless student contributions shape subsequent discourse. This study therefore positions voice as a four-stage process: access, expression, uptake, and interactional consequence. Integrating turn allocation, authority practices, and dialogic uptake moves analysis beyond talk counts toward a relational account of classroom participation rights.

3. METHODS

The material unit of analysis comprised interactional episodes and turn sequences documented in publicly accessible studies of Indonesian classroom discourse, rather than teachers or students treated as isolated individuals. Corpus construction produced 13 unique documents: eight primary empirical studies, three secondary analytical sources, and two official contextual documents published between 2021 and 2026. Primary materials represented face-to-face and online classrooms, English as a foreign language, Indonesian-language instruction, and Indonesian for foreign speakers. Each document received a stable code linked to metadata, excerpts, contextual descriptions, and analytical fields. Table 1 summarizes corpus composition and establishes methodological transparency, traceability, and alignment with this study's questions.

Table 1. Composition of corpus dataset

Code	Data Type	Source	Location	Period	Quantity	Characteristics	Status
PRI-001	Primary	Hidayatullah, English Learning Innovation	Yogyakarta, Indonesia	2024	1 document	IRF patterns and classroom turn-taking	Verified
PRI-002	Primary	Putra et al., Journal of Language and Literature Studies	Malang, Indonesia	2024	1 document	Unscripted recorded EFL classroom video and conversation analysis	Verified
PRI-003	Primary	Nursehag and Amalia, PAEDAGOGIA	Indonesia	2024	1 document	Teacher and student talk examined through FIAC	Verified
PRI-004	Primary	Rahmawati and Mujianto, Diglosia	Indonesia	2023	1 document	Grade 4 thematic learning and student-centred turn exchange	DOI verified
PRI-005	Primary	Syafar et al., TELL-US Journal	Indonesia	2023	1 document	Classroom turn-taking strategies	DOI verified
PRI-006	Primary	Herdiawan and Rofi'i, Visipena	Indonesia	2023	1 document	Power dominance and interaction strategies in EFL discourse	DOI verified
PRI-007	Primary	Mafulah et al., Studies in English Language and Education	Indonesia	2023	1 document	Teacher–student interaction in online EFL learning	DOI verified
PRI-008	Primary	Indrariani et al., International Journal of Data and Network Science	Indonesia	2025	1 document	Teacher roles in online BIPA speaking turns	DOI verified
SEC-001	Secondary	Conner et al., Journal of Educational Change	International	2024	1 document	Choice, receptivity, responsiveness, and student voice	DOI verified
SEC-002	Secondary	Hennessy et al., Language and Education	International	2021	1 document	Productive forms of teacher–student dialogue	DOI verified
SEC-003	Secondary	Kim, International Journal of Science and Mathematics Education	International	2021	1 document	Student agency and teacher authority in classroom talk	DOI verified
CTX-001	Context	Official Indonesian Learning and Assessment Guide	Indonesia	Current edition	1 document	Learner-centred learning and assessment policy	Official source
CTX-002	Context	Official Kurikulum Merdeka reference	Indonesia	Current edition	1 document	Active and student-centred pedagogical orientation	Official source

This study adopted a qualitative, corpus-assisted classroom discourse design integrating conversation analysis, pragmatic analysis, and student-voice interpretation. Conversation analysis was appropriate because speaking rights emerge sequentially through nomination, self-selection, overlap, repair, expansion, and closure rather than through aggregate talk frequency alone. Pragmatic analysis examined how questions, directives, evaluations, feedback, topic control, and mitigation enacted teacher authority. Student-voice analysis assessed whether learners merely received speaking turns or achieved uptake and interactional consequence. This integrated design enabled comparison across heterogeneous classroom environments while preserving contextual differences. It also avoided causal claims because published interactional materials support interpretive comparison rather than experimental conclusions about instructional effects.

Information was obtained from lawful, publicly accessible, and verifiable sources. Primary sources consisted of open-access or DOI-traceable journal articles reporting classroom recordings, transcripts, FIAC coding, IRF sequences, speaking-turn analysis, or observed teacher–student interaction. Secondary sources provided contemporary analytical frameworks concerning productive dialogue, teacher authority, student agency, and student voice. Contextual sources comprised official Indonesian curriculum documents emphasizing active and learner-centred pedagogy. Publisher platforms, Garuda records, DOI landing pages, and official curriculum domains were prioritized over repositories lacking clear provenance. Each source was assessed for topical relevance, public accessibility, methodological transparency, geographical alignment, evidential quality, and suitability for comparative interpretation before inclusion in this corpus.

Data collection followed a structured and reproducible protocol. Searches combined classroom interaction, turn-taking, speaking turns, teacher talk, student talk, IRF, FIAC, teacher authority, student voice, classroom directives, and online classroom interaction with Indonesia-related identifiers. Eligible documents were recorded with title, authorship, publication date, publisher, educational level, interaction mode, language context, empirical material, DOI, and stable URL. Duplicates were removed by normalizing titles, standardizing DOI strings, removing URL parameters, and comparing author–year combinations. Brief lawful excerpts, analytical summaries, transcript locations, contextual descriptions, visual descriptors, timestamps, and screenshot references were stored separately. Missing information was marked "not reported" or "to verify" rather than inferred.

Data analysis proceeded through five interconnected stages. First, each source was segmented into interactional episodes, transcript sequences, or explicitly reported findings. Second, turn-allocation practices were coded for initiator, speaker-selection method, sequence pattern, repair, overlap, closure, and available student turn space. Third, teacher authority was examined through question design, directive force, evaluation, feedback, topic management, epistemic positioning, and mitigation. Fourth, student voice was analyzed through initiation, questioning, elaboration, disagreement, peer response, multilingual resources, and subsequent uptake. Finally, cross-source matrices compared recurring patterns across classroom modes and language contexts. Analytical memos separated description, interpretation, theory, and recommendation, while evidence-strength labels constrained unsupported generalization.

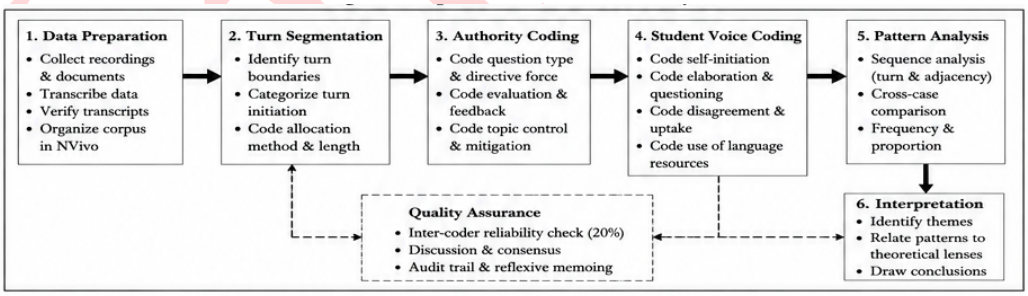


Figure 1. Operational matrix of analysis

4. RESULTS

4.1. The unequal architecture of turn allocation

Speaking opportunities across this corpus were organized through several overlapping mechanisms rather than through a single classroom participation model. Document-level coding indicates that teacher-mediated speaker selection appeared in five of eight primary sources, representing 62.5% of corpus coverage. IRF-based or evaluative sequence closure appeared in three sources, while student self-selection and expanded student turn space were each identified in three. Online platforms introduced an additional layer of turn organization in two sources, and two studies explicitly foregrounded repair, overlap, or floor-management strategies. These categories are not mutually exclusive because teacher nomination may coexist with student elaboration, repair, or digitally mediated participation within one classroom setting.

Accordingly, Table 2 maps the breadth of documented interactional patterns rather than estimating their frequency within individual lessons.

Table 2. Distribution of turn-allocation patterns across primary corpus sources

Main Category	Operational Subcategory	Interactional Indicator	Supporting Documents (n)	Corpus Coverage (%)	Data Variation	Evidence Example	Data Codes
Teacher-controlled allocation	Teacher-mediated speaker selection	Teacher nominates, selects, or determines who speaks next	5	62.5	Face-to-face EFL, FIAC, IRF, power-dominance, and online BIPA contexts	"The teacher tends to be the main speaker allocating the turn to maintain teacher-student interaction."	PRI-001; PRI-002; PRI-003; PRI-006; PRI-008
Sequence closure	IRF or evaluative completion	Student response is followed by teacher feedback, evaluation, correction, or topic closure	3	37.5	IRF analysis, FIAC-coded interaction, and authority-focused discourse	Classroom exchange is organized through initiation, response, and feedback rather than extended student-controlled sequences	PRI-001; PRI-003; PRI-006
Student-accessed floor	Self-selection or student initiation	Student enters without direct nomination, initiates a contribution, or claims a speaking turn	3	37.5	Student-centred primary classroom, general turn-taking research, and online interaction	Student-centred turn exchange provides an alternative to exclusively teacher-nominated participation	PRI-004; PRI-005; PRI-007
Extended participation	Expanded student turn space	Student contribution extends beyond a minimal answer through explanation, continuation, or follow-up	3	37.5	Student-centred, online EFL, and online BIPA settings	Speaking opportunities are treated as interactional sequences rather than isolated responses	PRI-004; PRI-007; PRI-008
Digitally organized turns	Platform-mediated turn organization	Speaking access is shaped by online interfaces, muting, delayed response, or teacher-controlled digital sequencing	2	25.0	Online EFL and online Indonesian for foreign speakers	Teacher roles remain central in organizing speaking turns within online instruction	PRI-007; PRI-008
Sequential negotiation	Repair, overlap, or turn-management strategy	Participants manage entry, continuation, interruption, misunderstanding, or transfer of the floor	2	25.0	Recorded conversation-analytic and turn-taking studies	Unscripted classroom video is treated as conversational data for examining turn management	PRI-002; PRI-005

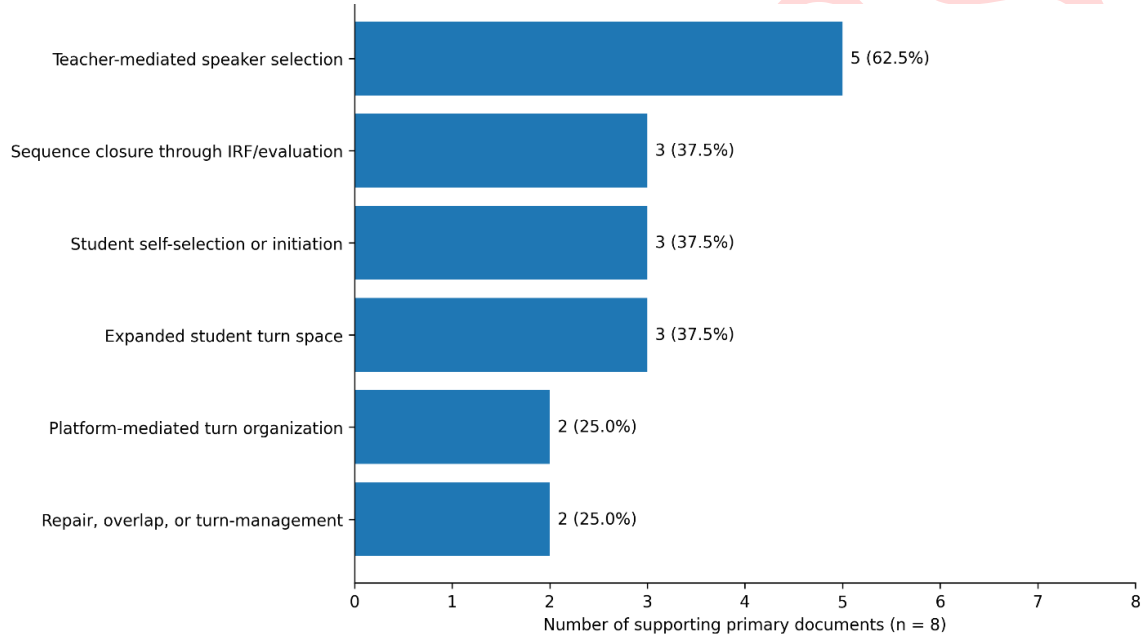


Figure 2. Document-level distribution of turn-allocation evidence

A dominant pattern concerns teacher involvement in determining who obtains the next speaking opportunity. Putra, Yusiana, and Elfiyanto [7] report that "the teacher tends to be the main speaker allocating the turn to maintain teacher-student interaction," directly connecting classroom order with teacher-led speaker selection. Hidayatullah [6] similarly places IRF organization and turn-taking at the centre of classroom interaction, while FIAC-oriented work distinguishes teacher talk from student responses through predetermined functional categories [5]. Nevertheless, corpus variation shows that teacher control was not exhaustive. Student-centred turn exchange, online interaction, and general turn-taking studies retained evidence of self-selection, initiation, and extended contribution. Thus, the recurrent pattern is not student silence alone, but conditional access to speaking space under differently structured allocation systems.

Turn allocation operates as a distribution of interactional rights because controlling the next speaker also shapes what kinds of contributions become possible. Teacher nomination may maintain lesson coherence and protect orderly participation, yet repeated nomination followed by rapid evaluation can confine students to institutionally expected answers. This interpretation is consistent with Hennessy et al. [13], who distinguish productive dialogue from exchanges that terminate after evaluation, and with Kim [15], who treats authority and agency as negotiated through classroom talk. Student self-selection, response pursuit, and expanded turns provide alternative pathways, but they do not automatically establish voice unless contributions influence subsequent discourse. Badem-Korkmaz and Balaman [17] further show that teachers

may pursue responses to sustain participation. Turn-taking therefore reflects neither simple domination nor unrestricted agency, but graded access to interactional initiative, continuity, and closure.

4.2. Authority in action: questions, directives, evaluation, and topic control

Teacher authority appeared across this corpus as an interactional accomplishment rather than a fixed personal attribute. Turn nomination and speaker control, together with directive and question design, were each represented in five of eight primary documents, corresponding to 62.5% document-level coverage. Evaluation and feedback, as well as topic and sequence control, each appeared in four sources. Three sources documented more facilitative forms of authority, including response pursuit, scaffolding, softened prompting, or linguistic accommodation, while two online studies showed that digital platforms introduced additional mechanisms for regulating speaking access. These categories overlap because a question may simultaneously nominate a student, define an acceptable response, and establish a trajectory for subsequent evaluation. Authority was therefore distributed across several connected practices rather than expressed through teacher talk quantity alone.

Table 3. Distribution of teacher authority practices across primary corpus sources

Main Category	Operational Subcategory	Interactional Indicator	Supporting Documents (n)	Corpus Coverage (%)	Functional Variation	Evidence Example	Data Codes
Speaker control	Turn nomination and allocation	Teacher selects the next speaker, assigns response rights, or determines who may enter the floor	5	62.5	Direct nomination, whole-class allocation, teacher-led sequencing, online speaker management	"The teacher tends to be the main speaker allocating the turn to maintain teacher-student interaction."	PRI-001; PRI-002; PRI-003; PRI-006; PRI-008
Action regulation	Directive and question design	Teacher uses questions, prompts, commands, or requests to project students' next actions	5	62.5	Closed questions, display questions, instructional directives, response prompts, participation invitations	Question and directive formats organize both instructional progress and speaking obligations	PRI-001; PRI-003; PRI-004; PRI-006; PRI-008
Epistemic judgement	Evaluation and feedback	Teacher confirms, rejects, reformulates, repairs, praises, or expands a student contribution	4	50.0	IRF evaluation, correction, recast, confirmation, elaborative feedback	Feedback may close a sequence or create an opportunity for further explanation	PRI-001; PRI-003; PRI-006; PRI-007
Discourse management	Topic and sequence control	Teacher initiates, redirects, maintains, or closes topics and interactional sequences	4	50.0	Topic initiation, answer closure, lesson-stage transition, relevance management	Teacher control extends beyond speaking time to the direction and duration of classroom discourse	PRI-001; PRI-002; PRI-006; PRI-008
Facilitative authority	Mitigation and participation support	Authority is softened or used to sustain hesitant, incomplete, or developing contributions	3	37.5	Response pursuit, repetition, wait time, scaffolding, softened prompts, linguistic accommodation	Student participation is maintained through supportive pursuit rather than immediate evaluation alone	PRI-004; PRI-007; PRI-008
Digital control	Platform-mediated authority	Online interfaces shape speaker access, response timing, muting, visibility, or turn sequencing	2	25.0	Delayed responses, platform queues, teacher-controlled microphones, screen-mediated nomination	Online learning relocates rather than removes teacher control over speaking turns	PRI-007; PRI-008

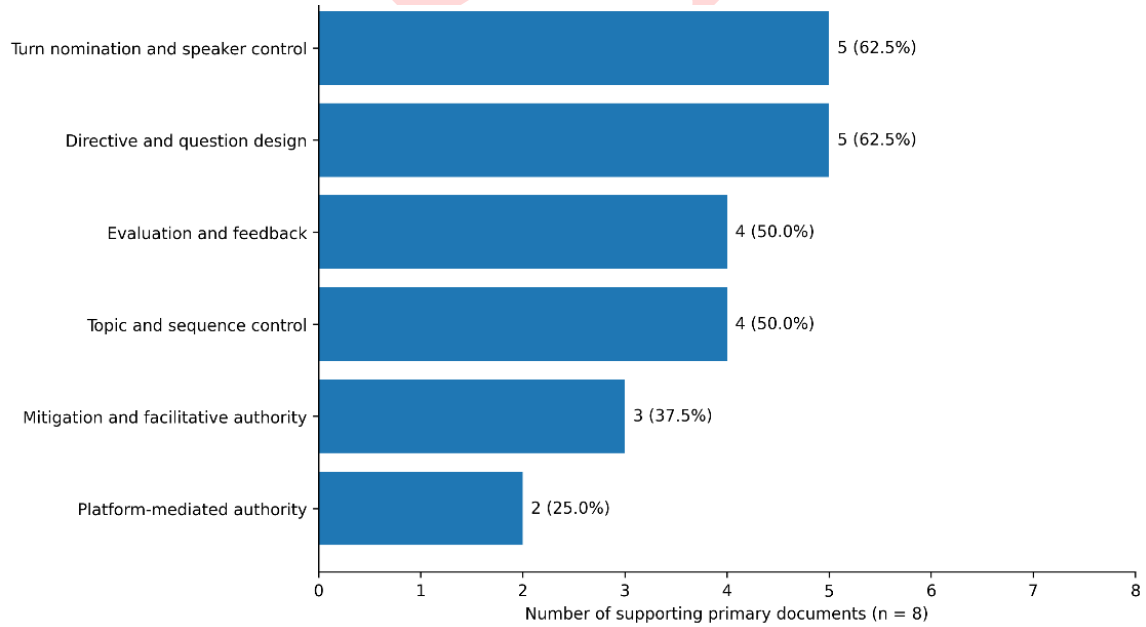


Figure 3. Document-level distribution of teacher authority practices

The dominant pattern involved teachers shaping participation before, during, and after student turns. Speaker nomination determined who could respond, while question design constrained what counted as a

relevant contribution. Hidayatullah's [6] focus on IRF sequences illustrates how teacher initiation projects a response and positions evaluation as a possible closing action. Putra et al. [7] similarly identify teachers as central allocators of classroom turns. FIAC-oriented evidence further distinguishes teacher questioning, direction-giving, and feedback from student response categories [5]. However, authority did not operate only through explicit commands. Topic redirection, rapid confirmation, reformulation, and lesson-stage transitions also shaped how long students could retain the floor. Online sources added platform-dependent controls, showing that digital mediation altered the means, but not necessarily the institutional location, of classroom authority.

These patterns position authority as both restrictive and pedagogically productive. Closed questions, rapid evaluation, and teacher-controlled topic closure may narrow student contributions to brief institutionally preferred answers. Conversely, contingent questions, response pursuit, mitigation, and elaborative feedback can use teacher authority to secure participation and extend reasoning. Kim [15] similarly conceptualizes authority and agency as negotiated rather than mutually exclusive, while Hennessy et al. [13] distinguish dialogic uptake from interaction that terminates immediately after evaluation. Munir [9] also treats teacher authority as functionally variable across language-learning contexts. This corpus therefore supports a continuum from restrictive control to dialogic facilitation. What matters is not whether authority is present, since classroom interaction is institutionally asymmetric, but whether authority closes, redirects, protects, or develops students' emerging contributions.

4.3. From speaking time to consequential student voice

Student participation was most visible as teacher-invited response rather than independently initiated discourse. Six of eight primary sources, equivalent to 75.0% document-level coverage, contained evidence of students speaking after nomination, prompting, or teacher questioning. By contrast, self-initiation, elaborated contribution, teacher uptake, and multilingual participation resources each appeared in three sources, while peer-to-peer uptake was represented in two. These categories capture different stages of participation and should not be treated as interchangeable. Being invited to answer establishes access to the floor, but it does not necessarily provide space for elaboration or influence. Table 4 therefore distinguishes responsive access, interactional initiative, discursive development, consequential reception, linguistic accessibility, and horizontal participation within the same corpus-level unit of analysis.

Table 4. Distribution of student voice dimensions across primary corpus sources

Main Category	Operational Subcategory	Interactional Indicator	Supporting Documents (n)	Corpus Coverage (%)	Participation Variation	Evidence Example	Data Codes
Responsive access	Teacher-invited student response	Students speak after nomination, prompting, display questioning, or direct invitation	6	75.0	Individual response, choral answer, short reply, online response, teacher-pursued participation	Student participation most commonly appears as a response projected by a teacher's preceding turn	PRI-001; PRI-002; PRI-003; PRI-004; PRI-007; PRI-008
Interactional initiative	Student self-initiation or questioning	Students claim the floor, introduce a question, or contribute without direct nomination	3	37.5	Self-selection, spontaneous question, volunteered answer, topic initiation	Student-centred and turn-taking studies indicate limited but identifiable alternatives to teacher-selected participation	PRI-004; PRI-005; PRI-007
Discursive development	Elaborated contribution	Students extend an answer through explanation, reasoning, narrative, clarification, or follow-up	3	37.5	Extended response, multi-unit turn, explanation, clarification, continued contribution	Longer speaking space becomes visible when classroom sequences are not closed after an initial response	PRI-004; PRI-007; PRI-008
Consequential reception	Teacher uptake of student contribution	Teacher reformulates, develops, questions, or incorporates a student contribution into subsequent discourse	3	37.5	Elaborative feedback, follow-up question, recast, incorporation into topic progression	Student speech becomes consequential when it shapes what the teacher or class discusses next	PRI-001; PRI-007; PRI-008
Linguistic accessibility	Multilingual participation resource	Bahasa Indonesia, English, code-switching, or translanguaging supports access to expression	3	37.5	EFL interaction, BIPA instruction, bilingual explanation, linguistic accommodation	Flexible language use can reduce the interactional burden of participating through one prescribed code	PRI-004; PRI-007; PRI-008
Horizontal participation	Peer-to-peer uptake	Students respond to, extend, challenge, or repair another student's contribution	2	25.0	Group interaction, peer response, shared topic development, student-centred exchange	Peer uptake shifts interaction from a teacher–student dyad toward a broader participation framework	PRI-004; PRI-007

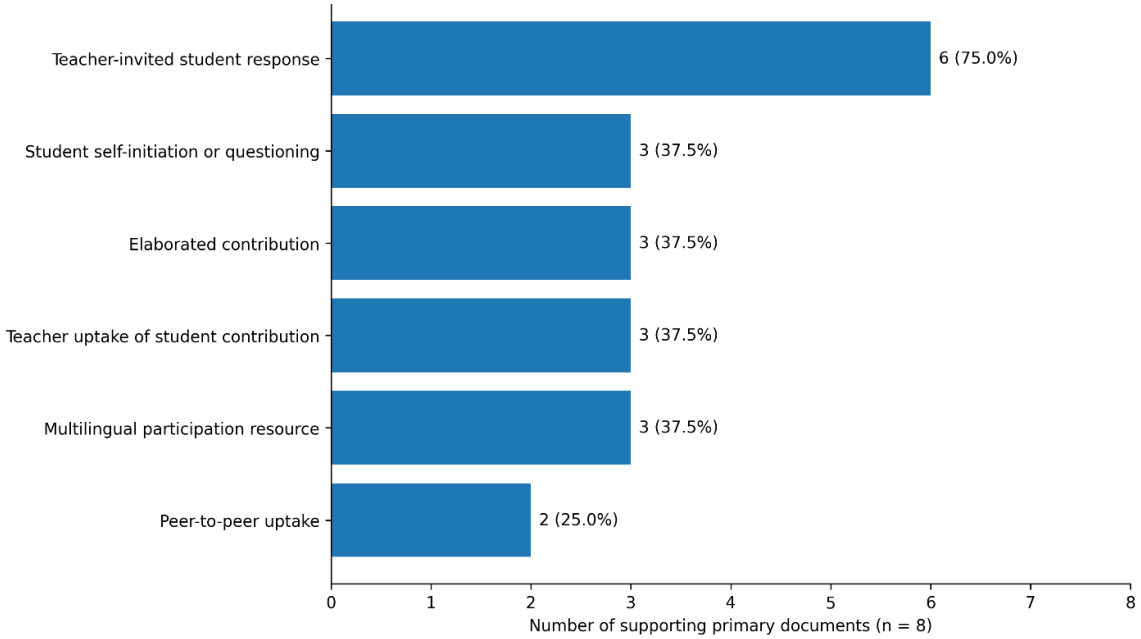


Figure 4. Document-level distribution of student voice dimensions

The dominant pattern was a widening gap between speaking and shaping interaction. In IRF-oriented and FIAC-based sources, students commonly entered discourse through response slots projected by teacher questions or directives [6], [5]. Such participation made student talk observable but often retained teacher control over topic, response relevance, and sequence closure. Evidence of stronger voice appeared where students could self-select, extend answers, or receive further uptake, particularly in student-centred and online interaction studies. Multilingual resources also widened participation by allowing meaning to be negotiated across English, Bahasa Indonesia, and instructional language boundaries. Peer uptake remained least visible, suggesting that much classroom talk continued to follow a teacher–student–teacher trajectory rather than developing through sustained student-to-student exchange.

This distribution supports a layered conception of student voice as access, expression, uptake, and influence. Conner et al. [14] similarly distinguish opportunities for choice from teacher receptivity and responsiveness, while Hennessy et al. [13] emphasize that productive dialogue requires contributions to be developed rather than merely elicited. Kim's [15] account of negotiated agency further indicates that student voice can emerge within, rather than only outside, teacher authority. From this perspective, frequent student responses may coexist with limited interactional agency when students cannot initiate, elaborate, or redirect discourse. Translanguaging and code-switching may improve expressive access, but linguistic flexibility becomes consequential only when contributions receive recognition and shape subsequent talk. Student voice is therefore best understood not as talk quantity, but as participation that acquires interactional consequences.

5. DISCUSSION

The unequal distribution of speaking turns matters because classroom participation is not exhausted by whether students speak substantively but by whether they can enter, sustain, and redirect interaction. Teacher-mediated allocation can function productively by maintaining order, protecting hesitant learners, and coordinating limited lesson time. Yet it becomes dysfunctional when repeated nomination and rapid sequence closure reduce participation to short, institutionally predictable responses. This implication extends Hennessy et al. [13], who distinguish dialogic development from exchanges terminated by evaluation, and supports Putra et al. [7], who identify teacher control over turn allocation. It also complicates student-centred claims in Rahmawati and Mujianto [21], because nominally participatory formats may still preserve asymmetrical speaking rights. What matters, therefore, is not the disappearance of teacher control but its interactional flexibility. Classrooms become more inclusive when allocation practices create multiple entry routes, permit self-selection, and allow contributions to remain open long enough for reasoning to develop.

This pattern can be explained by the institutional structure of classroom discourse, where teachers remain responsible for pacing, curricular coverage, behavioural order, and evaluation. Such responsibilities make turn control structurally rational, even when pedagogical policy encourages student-centred learning. IRF organization offers efficiency because teacher initiation projects a relevant response and evaluation closes the sequence, but this same efficiency may narrow student initiative [6]. FIAC-oriented studies similarly reveal how instructional talk is organized around teacher functions and student responses [5].

However, Badem-Korkmaz and Balaman [17] show that teacher response-pursuit can extend rather than suppress participation, while Ishino [16] demonstrates that mitigation can reduce the coercive force of allocation. Thus, unequal turn distribution is not simply a product of authoritarian disposition. It arises from institutional accountability, pedagogical routines, and interactional conventions that privilege manageability. Change therefore depends on redesigning participation structures, not merely urging teachers to speak less.

Teacher authority has implications because it can either compress or cultivate student participation. Questions, directives, evaluation, and topic control provide classrooms with coherence, focus and epistemic direction. These functions are indispensable when learners need scaffolding or when discussion risks fragmentation. Dysfunction emerges, however, when authority monopolizes relevance, closes sequences prematurely, or treats student contributions only as objects of correction. This finding aligns with Munir [9], who presents authority as functionally variable, and with Kim [15], who shows that agency can coexist with teacher guidance. It contrasts with interpretations that equate authority solely with domination, including studies emphasizing power asymmetry in EFL discourse [8]. The more productive distinction is between restrictive and facilitative enactments of authority. Authority becomes dialogic when it secures participation, invites elaboration, and incorporates student ideas into subsequent talk; it becomes restrictive when control over turns also becomes control over what may count as knowledge.

The variation in authority practices reflects differences in how classrooms organize epistemic responsibility. Teachers possess rights to define correct knowledge, sequence activities, and judge adequacy while students are positioned as respondents whose contributions require ratification. Closed questions and directive speech acts reproduce this asymmetry because they specify who should speak and what answer is acceptable [25], [10]. Yet authority becomes more facilitative when teachers redistribute epistemic work through contingent questions, elaborative feedback, and moderated topic control. Hennessy et al. [13] support this distinction by showing that productive dialogue depends on how contributions are taken up, not merely elicited. Online settings do not remove these structures; they often relocate them into muting, visibility, response queues, and platform management [33], [34]. Authority therefore persists because it is embedded in institutional roles and technological arrangements, although its consequences are interactionally negotiable.

The distinction between speaking time and consequential voice carries the democratic and pedagogical implication. Students may be visible as respondents while remaining marginal as initiators, questioners, or co-constructors of knowledge. Such participation functions instrumentally by allowing teachers to monitor comprehension and maintain engagement, but it becomes dysfunctional when student contributions have no effect on subsequent discourse. Conner et al. [14] similarly distinguish opportunities for expression from receptivity and responsiveness, while Bahar et al. [2] and Setiyono et al. [3] show how dominance and silence can coexist within participatory classrooms. Multilingual resources, code-switching and translanguaging, can widen access to expression [11], [12], yet linguistic access alone does not guarantee influence. Student voice becomes substantive when contributions receive uptake, invite peer engagement, or reshape topical development. This reframes participation as a relational achievement rather than individual traits such as confidence, motivation, or willingness to speak.

This pattern is rooted in a layered participation structure that separates access, expression, uptake, and influence. Teacher invitations provide access, but institutional expectations may confine students to brief answer slots. Elaboration requires temporal space, reduced evaluation pressure, and questions that permit legitimate responses. Uptake requires teachers or peers to treat student contributions as resources for thinking rather than endpoints awaiting judgement. Influence requires contributions to alter the direction of interaction. Conner et al. [14] support this view through choice, receptivity, and responsiveness, while Kim [15] shows that agency emerges through negotiated classroom talk. Emilia and Hamied [11] further indicate that multilingual flexibility can lower expressive barriers, although language choice cannot compensate for absent uptake. Peer response remains limited because classroom discourse is organized through teacher–student dyads rather than horizontal exchange. Student voice is constrained not by a cause, but by sequential design, epistemic hierarchy, linguistic norms, and opportunities for consequential reception.

6. CONCLUSION

This study shows that classroom voice is determined not by speaking frequency alone, but by how turns are allocated, sustained, received, and allowed to influence subsequent discourse. Its central lesson is that teacher authority is neither inherently restrictive nor automatically facilitative; its consequences depend on question design, nomination, evaluation, topic control, mitigation, and uptake. By integrating conversation analysis, pragmatic analysis, and a layered model of student voice, this study advances classroom participation research beyond talk-time ratios. Its contribution lies in treating access, expression, uptake, and influence as distinct analytical dimensions while preserving interactional episodes as a consistent unit of analysis.

This study is limited by its reliance on publicly accessible published materials, uneven transcript availability, heterogeneous classroom settings, and document-level rather than turn-by-turn quantitative comparison. These constraints restrict claims about prevalence, regional variation, and differences across

subjects, school levels, or linguistic communities. Future research should assemble multimodal corpora containing synchronized audio, video, transcripts, and contextual metadata from diverse Indonesian classrooms. Longitudinal and comparative designs could examine how participation structures change across teachers, platforms, and curriculum reforms. Further work should also test coding reliability, investigate student perspectives, and connect interactional patterns with learning processes without reducing voice to performance or compliance.

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Wulan Kurnia Sari: conceptualization, methodology, formal analysis, writing – original draft, writing – review and editing.

CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the generation of illustrative figures and with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the research, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Not applicable – this study did not involve direct human participants. Data consisted solely of publicly accessible published studies of Indonesian classroom discourse and official contextual curriculum documents.

ETHICAL APPROVAL

This research did not involve human or animal subjects; it analyzed publicly accessible published classroom discourse studies and official contextual documents, and therefore no institutional review board approval was required. Where research does involve human subjects, the author affirms that such research would be conducted in full compliance with all relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and would be approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The corpus of publicly accessible Indonesian classroom discourse studies and official contextual documents analyzed in this study are available from the corresponding author upon reasonable request.

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