THE ANALYSIS OF TURN TAKING AMONG TEACHER AND STUDENTS IN ENGLISH SUBJECT OF THE ELEVENTH GRADE STUDENT OF SMA NEGERI 1 PALEMBANG

THESIS

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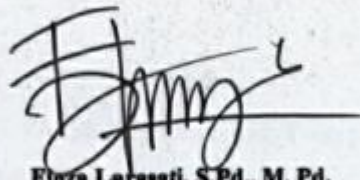The thesis is written by Eka Fitriani has been certified to be examined

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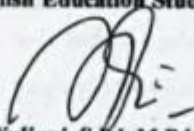Dr. Tri Rositasari, M.Pd. Chairperson

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SURAT KETERANGAN PERTANGGUNG JAWABAN

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Yang menerangkan
Mahasiswa yang bersangkutan,

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MOTTO AND DEDICATION

Motto :

"Yesterday was a history, today is a lesson and tomorrow is an ambition".

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ABSTRACT

Eka Fitriani. 2019. *The Analysis of Turn Taking among Teacher and Students in English Subject of the Eleventh Grade Student of SMA Negeri 1 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisors (1) Dr. Tri Rositasari, M.Pd. (2) Finza Larasati, S.Pd., M.Pd.

Keywords*: Turn taking, Strategy, Interaction.*

The study entitled The Analysis of Turn Taking among Teacher and Students in English Subject of the Eleventh Grade Student of *SMA Negeri 1 Palembang*. This study aimed to investigate in the types of turn taking strategy used by the teacher in teaching English to the eleventh grade student of *SMA Negeri 1 Palembang* and to describe the dominance of turn activity in English subject among teacher and students of the eleventh grade student of *SMA Negeri 1 Palembang*. The study used descriptive qualitative method. The participant of the study was the teacher and the students of the eleventh grade student and the data were analyzed by observation through videotaping and interview which focused on the types of turn taking strategy. The result of this study found that there were three types of turn-taking strategy used by the teachers in teaching English to the eleventh grade student of *SMA Negeri 1 Palembang*. They were taking the turn strategy, holding the turn strategy and yielding the turn strategy. In addition, the findings showed that the students were more dominant in turn taking activity compared to the teacher.

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The Researcher

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CHAPTER I
INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background of the study

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do any task synthesizing the different types of information perceived by us. Learning brings about changes in the existing behavior of an individual, Dharmaraj (2015, p.4).Beside that, by learning people can communicate and interact with other people by using the language like bahasaIndonesia, English, Chinese, Japanese, etc.

Learning English has four language skills, they are reading, writing, listening and speaking. One of the important skill is speaking, It was supported theories by Leong (2016) speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions (p.34). Atallah (2016) one of the most important skill of this language that leads to effective communication between people is speaking skill (p.2).

Moreover, Fisher and Frey (2007) state that speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language (p.16). Agung (2013) states that the teaching of speaking is having high

concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome strategies (p.1).

Based on the research conducted by Erianti and Akib (2018) found that English is one of the favorite subjects in some schools, but sometimes some of the students dislike this subject because of the situation in the class. In Indonesian English is as a foreign language. So it is a common problem to face a passive class because of the students unresponsive when the teacher gives more explanation or avoid instruction with their teacher (p.1).

It could be concluded that, for the teacher of English, especially in teaching speaking skill is the activity where the teachers should lead their students to improve their ability in expressing emotions, ideas or feelings orally by speaking. The goal of speaking is to achieve an interactive communication between speaker and listeners or teacher and students in teaching and learning process in the classroom.

Luz (2015) states that the best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effectivity of the language learning. Teachers need to be supportive. A supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated (p.2).

Nasseri and Renganathan (2007) describe that the teacher and student relationship is very important for a good learning environment. There should be an excellent relationship between a teacher and students in order to facilitate the learning

and gain positive attitude. This relationship between teacher and students has vast influence on the learning process of the students (p.167).

Furthermore, Nomlomo (2010) states that one of the key features of classroom interaction is the exchange of turns, roles and talks (conversation) between the teacher and learners and between learners themselves (p.51). Beppu (2017) describes that to have a close look into the classroom, and how students cooperate and construct the meaningful conversation or debate, they all have to follow varieties of rules that involve felicity of communication states (p.126).

However, Surat and Rahman (2016) state that children who have trouble with communication find it difficult in understanding, taking turns and sharing (p.1). It means that, there are many students that want to show theirself in English by speaking. As the matter of the facts, teacher and students should have good interaction in doing something to solve a problem in teaching and learning process by take turn in the conversation.

Participants take turn taking and control the conversation which negotiated by the parties involved. It was supported theory by Rymes (2009) mentions that taking turns, asking and answering questions, providing feedback and encouraging more thinkers are essential in conversation. The kind of talk is likely to differ according to different contexts of interaction, the structure of the talk, and the basic pattern of "I speak - you speak – I speak - you speak", will derive from that fundamental kind of interaction we acquire first and use most often (p.1).

It means that, for a successful collaboration to ensure, It is important for speakers to know how and when to take, hold onto, and relinquish their turns in

conversation. In addition, Fahad (2011), almost all such teachers and lecturers, therefore, complain about the unwillingness of their students to talk and communicate. This may be particularly frustrating to some of them, especially when they receive no feedback or response for their questions (p.85). Then, theteacher has to allow and response the students' speak about something that they want to know or they do not understand from their teacher.

Thus, if the students still do not understand, the teacher has to allow them to talk by taking their turns. In the classroom, the process of teaching and learning has a rule to talk between the teacher and the students. In short, It will be more polite as well as the students up right hand, then the teacher allow them to talk and the students take their turns to talk to have a conversation, means turn-taking.

Based on researcher's experience whenshe conducted an interview to teach 15 students from different school in private course, the researcher found that most of the students were more silent while paying attention to the teacher, and when the teacher allow them to talk and ask, the students still quite, they are more unresponsive and shy to ask and to speak in English. In other hand, Fitriana (2009) states that the teachers faced problems of their student in which some of the students were shy and afraid to speak English for example: when a student was asked by the teacher to speak in front of the class, he/she said that he/she was shy and afraid to speak (p.1).

Based on the research conducted by Heriansyah (2012) noted,the difficulties of speaking are also faced by the students of the English Department of Syiah Kuala University in which he taught. He said that the frequent difficulties in speaking from what he noticed during the process of teaching and learning took place were (1)

students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they make mistakes., (3) the students are afraid of making errors in class as they will be laughed at by their friends., and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined" (p.37).

Additionally, the researcher conducted observation in SMA Negeri 1 Palembang whichlocated atJl. Srijaya Negara No.10. This school has been established since 10 Mei 1950 as the oldest Senior High School in Palembang, using Cambridge curriculum that guide the students to speak in English in some lessons and It avowed as the featured school. It showed from the students who have a lot of achievements. Thus, It made the researcher was interested to analyse turn taking process happened in this school because of the information that the researcher found.

As the result of observation, the researcher found that there were two class of the eleventh grade student in using Cambridge curriculum where the research was conducted., they were (1) XI IPA 1 (Cambridge 1) and (2) XI IPA 2 (Cambridge 2) of SMA Negeri 1 Palembang. In this case how the teacher should get students response and how the students act to their teacher is one of the problems that the researcher would conduct a research to get solution for solving the problem with the title "The Analysis of TurnTaking among Teacher and Students in English Subject of the Eleventh Grade Student of SMA Negeri 1 Palembang.

1.2 Problem of the Study

The problem of this study concernedon something to do with the responses of turn taking among teacher and students in English subject of the eleventh grade student of SMA Negeri 1 Palembang.

1.2.1 Limitation of the Problems

There is a limitation in the problem of the study in order to make this study clear. This study focus on the analysis of turn taking among teacher and studentsin English subject of the eleventh grade student of SMA Negeri 1 Palembang.

1.2.2 Formulation of the Problems

Through English subject in the classroom, teacher and students can negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process. Related to the statement, this research is conducted to answer into the following questions:

1. What types of turn-taking strategy usedby the teacher in teaching English to the eleventh grade student of SMA Negeri1 Palembang?

2. Who is thedominanceof turn activity among teacher and studentsin English subject of the eleventh grade student of SMA Negeri 1 Palembang?

1.3 Objective of the Study

Relevant to the research sub-questions, the more specific objective of the study as follows :

1. To find out thetypes of turn-taking strategy used by the teacherin teaching English to the eleventh grade student of SMA Negeri 1 Palembang.

2. To describe who the dominance of turn activity among teacher and students in English subject of the eleventh grade student of SMA Negeri 1 Palembang.

1.4 Significance of the Study

Hopefully, the results of the study can be useful for some parties, as follows for :

1. The Researcher Herself

By doing this study, the researcher can enlarge her knowledge about turn-taking among teacher and studentsin English subject. This research also helps her to broaden her skills on how to do research.

2. The Teachers of English

The researcher hopes the teachers can get information about turn-taking among teacher and studentsin English subject. In other words, the teachers should be more creative, responsible to their students in line with teaching and learning process in the classroom.

3. The Students

The researcher hopes the students can be more active in the process of learning related to the title about turn-taking among teacher and students in English subject.

4. Other Researchers

The researcher hopes this study can help them who will do the research that has the same topic with her. Also they can get information from this study.

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