

ABSTRACT

YEYEN ROCHAENI (2018): PORTRAYING TEACHER-STUDENTS TURN-TAKING IN EFL CLASSROOM AND ITS CONTRIBUTION TO THEIR SPEAKING ACHIEVEMENT (A Case Study at Grade 12 of SMK Bakti Nusantara 666 Cileunyi, Bandung)

As an educator, a teacher is required to have reasonable competence in communication around the learning process. However, there is a problem faced by every teacher when teaching in class, one of which is the liveliness of students in learning and student's passivity. The teacher requires creativity, innovation, and vision. Teachers must be able to liven up the classroom and make students active in learning process.

The study aims to find out the process of turn-taking in the EFL classroom. It also aims to describe the influences of turn-taking process in the speaking skill. This qualitative case study involved one English teacher and 33 students of 12th grade Accounting at SMK Bakti Nusantara 666 Cileunyi Bandung. The data obtained from observation and test (Test 1 and Test 2).

The results of the study reveal that the most frequent aspect of turn-taking used by the teacher and the students are interruption and overlapping. In other words, based on classroom, it was obtained that teacher and students did interruptions and overlap each other. It showed that the most frequently used was interruptions and overlap in this present study. On the other side, this study found that the teacher has dominated and determined the content of the action. Furthermore, the study describes the influences of turn-taking process in the speaking skill. The result of Test 2 was higher than the result of Test 1. It means that the students had some improvement in speaking skill after doing turn-taking process at classroom.

Therefore, it is recommended that the classroom practice, the teacher should know that implementing turn-taking process in teaching and learning activity is really important to make students more active in speaking. The teacher should know the students' preference toward doing turn-taking, whether it is asking or answering the questions from the teacher or other students in teaching learning process. Then, for the future researcher, this study may complete previous studies of turn-taking in the classroom. Hopefully this study can serve as an example to do research with the same context in the future.