

CHAPTER 1

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter presents a background of the study, research questions, research objectives, significances of the research, rationale, and previous study.

A. Background of the Study

As an educator, a teacher is required to have reasonable competence in communication around the learning process. It is essential thinking that the role of the teacher is to deliver knowledge to students. In the process of teaching and learning, teachers will interact directly with the students. 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. Passive students are indeed difficult for teachers. Teachers are difficult to verify whether students have understood the material being taught or not. Therefore, the teacher requires creativity, innovation, and vision. Teachers must be able to liven up the classroom and make students active when learning, either by asking or answering a question that was provided to teachers. One way to let the class come alive is the conversation between teachers and students. The conversation in question was discussed about the material that is taught. Conversation is the intercommunication that involves two or more persons in achieving common goals. Those who take part and enter into the process of conversation will share the general principles that will facilitate teacher and students in interpreting the resulting utterances.

In conversation discourse, there are turn-taking and adjacency pair. This research will focus on turn-taking where the occurrence of turn-taking is an important

prerequisite of conversation (Howe, 1983) because turn-taking will lead to a change in the role of participants in the conversation.

In turn taking, there is a party become a center, for example, a teacher in the learning process. The absence of good communication in the classroom may impact in effusion transferring information.

Communication can be in the form of giving questions to students, telling students to speak up in front of their friends, and others. Turn-taking can help illustrate the unity of the conversion process. In this case, when the teacher asks students a question, they can answer or respond directly to know the ability of their verbal skill, teachers can give students a test that is related to speaking skills. By the trial, the teachers will see the ability to speak talent.

However, the turn-taking process follows a basic rule formulated as follows: if the change of speech has been determined by appointing the next speaker, the designated participant is entitled to speak in the next turn; if the change of speech is not predetermined, the conversation participant will decide for himself who should speak in turn after the previous speaker gives the other participant a chance; if the change of speech is not predetermined and the other participant does not take the initiative to become a speaker, the previous speaker can continue his or her conversation (Sack, 1974) for example:

A: Uh you been down here before [have a niche.

B: Yeh.

The idea of writing this paper begins with the personal experience of the writer when observing the process of teaching English at grade 11 in SMK Bakti Nusantara 666 Cileunyi Bandung. The writer witnessed how the teacher taught and delivered the learning material in the classroom, observed how the interaction

between teachers and students and how students responded when the teacher asked questions. The writer also saw the enthusiasm of the students when asked by the teacher. For example:

Teacher : “Have you studied about gerund before?”

Student : “Yes, I have but I forget”

The researcher conducted "videotaping" while the learning process took place and make some of the videos as the object of this research.

The previous study by Maroni, Gnisci, & Pontecorvo (2007) shows that teachers were different from children in their turn-taking strategy (teachers interrupt with supportive and silent rounds, whereas children with failing or simple disorder). Then, the student participant in interactions was intentionally encouraged that the consequence might increase overlapping. Sometimes, this driven behavior was interpreted by the teacher as a moment of confusion, allowing them to gain control over the conversation. The research is different from the previous study above. The difference is that the writer examines how the influence of the turn-taking process on their speaking activities when learning as well as find out who is more dominant when the process of turn-taking takes place.

Meanwhile, this study aims to know the ability of teachers in mastering the learning process by doing turn-taking process to improve the activity and the ability of students in speaking skill and for students to play an active role in the learning process. Finally, the title of this study is **"Portraying Teacher-Students Turn-Taking in the EFL Classroom and its Contribution to their Speaking Achievement."**

B. Research Questions

The researcher divides the problems into two questions as follows:

1. How is the process of turn-taking in the EFL classroom?
2. What is the contribution of turn-taking process to the student's achievement?

C. Research Objectives

Based on the research questions above, there are two purposes to be researched, as follow:

1. To find out the process of turn-taking in the EFL classroom.
2. To describe the contribution of turn-taking process in the student's achievement.

D. Significances of the Research

This research is useful for everyone, especially in teaching and learning activities. Theoretically, the research is expected to enhance the turn-taking process at a classroom and to improve the previous study about turn taking process at the school.

Practically, the research is benefited for the teachers so that they understand that the process of turn-taking is important to learning activities in the classroom. Teachers also need to know the ways to talk well with their students so that all students play an active role in the learning process and make the learning atmosphere become alive because the students play an active role. Besides, the benefit to students is that they always do active learning activities, do not hesitate to ask the teacher if the material presented is poorly understood. Turn-taking will make the learning process more natural and communicative.

Then, for the 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.

E. Rationale

Conversation is the most basic form activity undertaken by humans to establish relationships with one another. By having a conversation, people can express their thoughts and feelings, and also, can exchange information to meet their needs.

Turn-taking model is a model that takes turns taking between participants (Sacks, Harvey, Schegloff, Emanuel A., & Jefferson, Gail. 1974). The occurrence of speech switching is an essential prerequisite for the interview (Howe, 1983) because the transition will lead to a change participant's role in the conversation. This is by with the opinion of sack (in Howe, 1983: 3-12) which states that the conversation can occur when several people are alternating each other. The conversation involves several people, but it does not involve too many people.

In an adult conversation, in general, the participants have already know about a convention who should talk when to speak, and how long talks are used (Richards and Schmidt, 1983). In a natural day-to-day conversation, the transitional arrangement of the speech was never found. According to Richards and Schmidt (1983), the transition of speech in the community varies. In daily conversations, there are the most basic rules of speech. He said that if in a conversation there was one person who was talking, the other participants should not speak. In other words, at one time in a conversation, there is only one speaker.

Turn-taking is the basic form of organization for conversation (Oreström, 1983, Roger, Bull, & Smith, 1988; Bailey, Plunkett & Scarpa, 1999; Schegloff, 2000; Bortfeld, Leon, Bloom, Schober, & Brennan, 2001). Turn-taking maintains mutual attention among the parties involved in the conversation, defining their relationship (Wiemann & Knapp, 1999) and the constraints associated with the interaction

(Kendon, 1992). According to Schegloff (1987), turn-allocation techniques prepare to some extent what appears to be "a primordial place of sociality: direct interaction between individuals.

The conversational analyst (Sacks et al., 1974) focuses on silence and pause while assuming interactive connotations. The authors emphasize three types of breaks in an organized regular interaction system: the "gaps," namely "lapse" and "pause." Types of pauses depend on their placement in interactions and on continuous or discontinuous conversations and can be transformed when interpreted in contrast to. When there is a pause, it transforms from "gap" to "lapse." In this case, Denny (1985) suggests that the likelihood of speaker changes increases as well. Wilson and Zimmerman (1986), given the dyadic interactions, clarify this aspect and conclude that social interaction is a collaborative activity, not only to produce and produce but also to use silence.

F. Previous Study

There are several studies about turn-taking at classroom. The first one is from conducted by Maroni, Gnisci, & Pontecorvo (2007). The results showed that children and the class as a whole show improvement in 2 to 3 and 3 to 4 classes, proving that because the active participation of children in interaction is progressive. Hypotheses about the use of different overlaps are mainly confirmed, since student participation in interactions is deliberately driven which may consequently have increased overlap. This encouraged behavior is sometimes interpreted by the teacher as a moment of confusion, making them master the conversation.

If previous research focused on elementary school students, then this study focuses on high school senior students in Bandung, Indonesia.

The second study is conducted by Clark and Lindsey (2015). This study analyzed time's response and found that only a few students who were able to respond quickly. Young people struggle to take words from memory, and also have a difficult time producing words in recognizable form. In short, word retrieval is one of the barriers in the timing of response: it adds the necessary planning costs to answering questions.

While in this study, the writer examines the response of students when getting questions from the teacher, there is waiting time or direct answer. Selection of words in answering questions is not the main focus of this research

The third is conducted by de Vos, Torreira and Levinson (2015). The study analyzed a constellation of participants (the acquainted women's placed) and a limited set of actions (questions of answers to equations, stories). Whether the same type of transition turn can be found with other participants (groups of men, mixed groups, unauthorized participants) is an open question. Systematic analysis of turn-endings that establish strong projected actions compared with those without strong projections (questions vs. comments) needed for a more detailed understanding of the significant turn-taking management.

From the previous studies above which turn-taking occurred in people who were newly acquainted and beyond the context of learning, this research occurs between teachers and students in the classroom where they already know each other. Then, this study focuses on vocational high school in Bandung, Indonesia.