

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Turn-taking is one of the basic mechanisms in conversation and the nature of turn taking is to promote and maintain talk. For smooth turn-taking, the knowledge of both the linguistic rules and the conversational rules of the target language is required. Since common attitudes, beliefs, and values are reflected in the way language is used (Kramsch, 1998: 6), conversational rules vary in different cultures and different languages. These differences are believed to lead to problems in turn taking if the conversation does not run well.

The ability to engage in turn-taking is an essential component of interactional competence. It is an important aspect of conversation techniques, enabling one to start and remain involved in a conversation. It is not by coincidence that turn-taking lies at the center of models of interactional practices. It is indeed the vehicle for the other practices of many aspects of spoken English, but turn-taking is perhaps the least tackled in pedagogical materials and classroom instruction, mostly because it is the least understood.

To begin addressing this gap, this study introduces a conversation-analytic account of how turn-taking is managed, detailing a wide range of practices for turn construction and turn allocation. Without turns, there is no interaction. Learning how to manage turn-taking is the very basis for learning how to communicate in a second language.

The analysis of utterances in turn taking revealed that statement-form utterances, utterances with a falling tone, and statement-form utterances with a falling tone mostly elicit turn-taking and backchannel responses. In responding to the speaker's utterance, it is suggested that tone choice in terms of its meaning in the context should be always taken into account, together with prominent words. Through the research, it has been realized that tone conveys the speaker's message and plays a significant role in turn-taking.

In everyday conversation, the turn-taking is an important requirement in conversation. (Howe, 1983) due to the transfer of said would lead to the role of the participant in a conversation. In a good conversation always happen change of role, namely the role of speaker and listeners. Rather said in a conversation not set officially. Turn taking in a conversation is determined by the willingness of participants to develop their conversation. If they want to end the conversation, for example , the turn taking change slowly, and each participant ultimately did not take over the conversation. Whereas for decisive turn to speak, speaker can select the next speaker using the closest pair of speech (adjacency pair).

Conversation is one example in which a student has to demonstrate his/her mastery of speaking in the target language. In a conversation it can be actually see how a language is being used. Saville-Troike (2006) state that conversation is not only about talking to someone but there is also a rule to follow as a reflection of the speaker's and listener's *communicative competence*, which means, the speaker's and listener's knowledge on what should be known within the target language community to be able to

communicate properly. She further states that *communicative competence* is not only about mastering vocabulary, phonology, grammar, or other linguistic structures but also knowing when to speak including when to stop, and appropriately choose what to say to whom according to the situation (Saville-Troike, 2006). In this issue, Hughes (2002) seems to be in agreement with Saville-Troike when she assures that successful conversation is supported by linguistic and sociolinguistic competence.

A successful conversation could also be seen from its flow. Even, according to Mey (2000), this flow of a conversation is the key point. There are two elements that describe the flow of a conversation; *form* and *content*. Mey (2000) mentions that form or structure in a conversation deals with *turns* and *turn-taking* which then a *turn-taking mechanism* comes in. He further elaborates that content of a conversation deals with *cohesion* and *coherence* (Mey, 2000). In a conversation, *cohesion* refers to the well arranged words in sentences, while, *coherence* refers to message that makes sense.

As the researcher found that the students on SMP N 29 Medan also did the turn taking. Actually all the students were active in the classroom, but they did not want to speak one by one, they speak at once. If their teacher asked them to speak one by one, they did not want to speak. But the researcher found that female students in this school were dominant in the classroom rather than male. If female were easier to speak up in the classroom, the male students still need to be forced to speak, the teacher need to point the male students to speak.

The example of the turn taking can be seen below:

Male : Have you got your meal?
 Female: Do you want to pay it for me?
 Female: What is going on? Why do you want to pay for me?
 Male : I ask you.
 Female: So what you want to invite me to eat?
 Male : Let's take the meal
 Female: I've already done

Experts state that this can not be separated from gender phenomenon. Speaking about gender is not talking about sex, but talk about a person using force. Language theory says that the way female using the language is not the same as male when using the language, male basically always to the point, while female do not like it, this can be seen in the example already mentioned above. It is only the fact case; between the questioner being keeps silent, which occurs between two people of different sexes; between male and female, between female and female and male with male. There is a tendency when speaking, female students are less effective than male students. This is because:

- (1)Female cuts before the turn is ended, due to the resulting lack of clear information, so that there will be addition time.
- (2)A chance to discuss the topic in a turn-taking becomes lost.
- (3)Turn-Taking is said as change of roles when being recalled scientifically.
- (4)Turn -Taking occurs when providers inform the information to others who are intended on this information.

The setting of the research will be in the classroom group discussion in SMP Negeri 29 Medan. It is in discussions that pure conversation emerges more easily for extended periods; and in group discussion it is generalized to

any number of participants. Imagine a group of people sitting around a table exclusively talking about something; it does not have to be a heated discussion: it can be slow, disinterested talk but just talk. That is the best ground to reproduce general turn-taking, one where it is employed and displayed continuously. One characteristic of group discussion and in fact many forms of verbal interaction is that participants in general take turns to talk.

1.2 Problems of the Study

Based on the background of the problem, the questions in this research proposal are as the following:

1. What types of turn taking are used by students of SMP N 29 Medan in classroom interaction?
2. How does the different gender realize the turn taking in the classroom interaction among SMP N 29 Medan Students ?
3. Why are the turn taking realized by different gender in the classroom interactions?

1.3 Objectives of the Study

The study is aimed at the following matters:

1. to find out the types of the turn taking by students of SMP N 29 Medan in the classroom interaction.
2. to described the realization of the turn taking in the different gender in the classroom.

3. to explain the reason why turn taking realized in the classroom interaction by different gender in the way they are.

1.4 Scope of the Study

The focus of this research is to analyze the naturalness of the turn-taking of a conversation by considering the context of situation. The study also investigates types and strategies of turn taking used by students in their conversation.

1.5 Significance of the Study

Conversation is an important activity in our daily life which we can not do without. Students and speakers use it to convey information, to have contact with each other, to chat or gossip, etc. We can not live without conversing, without signaling and interpreting others' talk. The significance of the study are stands for theoretically and practically.

Theoretically, the researcher expects this research gives some advantages for the reader and next researcher. It can become additional references and knowledge for reader in understanding of conversation analysis.

Practically, this research can be expected that the researcher can get more knowledge about conversation analysis, especially turn taking. Furthermore, it can be useful to improve knowledge of English Applied Linguistics Students who are interested in turn taking.