

CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom as a place for teaching and learning is a scale model of a large society with a variety of components. A classroom is frequently described as an artificial environment for teaching, learning, and utilizing a foreign language when discussing language education. The teaching-learning process is significantly influenced by the teacher as a participant in the classroom interaction. The management of classroom engagement is the most crucial responsibility. In order to accomplish a specific behavioral goal, the teacher must also ensure that the interactions and activities in the classroom are well-planned, directed, and entertaining.

In classroom interaction there is an interactive communication between two or more people, it involves sharing or discussion of feelings, perceptions, ideas, or opinions. Discussion refers a modern method of assessing students'. It is usually happens when a one topic is discussed by the students in group. Salemi (2005) state that discussion is a highly regulated and meticulously prepared activity in which students explore meaning. Teacher and student must plan and organize the discussion briefly and clearly in order to make the discussion run smoothly. The teacher can organize it by dividing students into group and giving topic in advance.

Group discussion refers to the opportunity in which the students share their ideas and do interaction with their friends. Group discussion becomes the way how to share and develop the students' engagement and participation in classroom that is what the researcher calls about turn taking. Group discussion consists of preparation by the participants, leader's material, goal, suggested time and homework. Preparation by participant means the lecturer explains what group member needs to do before coming to the discussion session, such as topic to read from the book and after the discussion section there is a homework that should be completed. Leader's materials mean group presentation brings the classroom discussion to the topic and control the process of discussion.

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) conversational rules vary in different cultures and different languages. This differences are believed lead to problems in turn the conversation d 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 model of interactional practices. It is indeed the vehicle for the other practices of many aspects of spoken English, 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, it is introduced a conversation analytic account of how turn-taking is managed, detailing a wide range of practices for turn construction. 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.

Mey (2001) stated that there are three types turn taking is taking the turn, holding the turn, and yielding the turn. Richard (1992) stated that to construct turn taking in the conversation following some rules such as pauses, back channeling, overlap, interruption and topic management.

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 speakers 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).

Male and female student in conversation have different ways of communication, Lakoff (2000) stated that female are more polite, hesitant, complain, cooperative and talk more in private context than men. They are more competitive, dominate, authority, command and interrupt. Gender is concerned with various aspects of the representation of gender in language. They can be divided into two categories how the genders speak and how they are spoken about. Different gender describes men and women differently, because of fundamental differences which are related to their language. It has been generally assumed that gender is an affecting factor in the process of student interactions in the classroom.

From the explanation above, it can conclude that turn taking is concerned with how people in the conversation take turn to speak, how or who the speaker when is determined. Turn taking is one of features of the way to communicate.

As the researcher found that the students Grade XI on SMA Swasta Ar-Rahman Medan also did the turn taking. Actually all the students were active in the classroom group discussion. Based on observation the researcher found that male students in this school were active in the group discussion rather than female. Lakoff (2000) theory says that female talk more than male, it is contradiction. If male were easier to speak up in the group discussion, the female students still need to be forced to speak. Based on data:

Male student:

B: Opinion is an idea or thought to explain preferences

A: You think so, opinion is expression to someone

D: Yes, me same with him

H: From my opinion, opinion is the way you feel or think about something

Y: I agree with him because opinion is something based on our perspective

In this case, Students have a turn in the conversation where male students give their opinions, so opinion is “opinion is an idea or thought to explain preferences, opinion is expression to someone and opinion is the way you feel or think about something”. Regarding what has been said. Based on Mey (2001) theory it can be called taking the turn that participants can take their turn and give response or comment to the speaker ongoing. Simply put, word retrieval occurs when the listener takes a turn to speak.

Female student:

N: From my opinion, opinion is response to something that can be expressed in writing orrally.

S: I don't know

A: Yes, i also don't know

M: Opinion is something is what you think or belief about it

R: Yes, me same with her

In this case the female students took turns “opinion is response to something that can be expressed in writing orally and opinion is something is what you think or belief about it” speaking in providing responses but there were students who were not active regarding what had been conveyed. Based on Mey (2001) theory listeners can respond to the speaker.

In the conversation between male and female students above there are differences of opinion in providing an idea. Male students spoke more to respond to what the speaker had said than female students. Therefore, based on Mey theory, there are 3 types of turn taking, based on observations I only found one type of turn taking. In order for the conversation to flow smoothly, students must know the types of turn taking itself.

This topic has been studied previously such as Ahmed and Husain (2020), the research about turn taking teacher students conversation. He found that to carry out this study is in the classroom interaction from two teachers (female and male) with other 10 primary students. The results of the research were the most dominant type of turn-taking was adjacency pairs (used for 23 times from 4 conversations). Then the research by Puspitowati (2006) about the differences between the modified turn taking rules in the classroom setting and the general turn taking rules, the purpose of this research founding the differences between the general turn taking rules and modified turn taking rules concerning the different participant and settings. The result there were many special characteristic for general turn taking rules. And the last research doing by Iqbal (2018) about turn taking and gender differences in language classroom . He found studying

gender differences in the ways male and female students take turns and participate in a mixed-gender classroom (Geography and Economics). The results revealed that in the Geography Department, where there was a female teacher, male students were more dominating as compared to the female students who hardly participated in the class and at the Department of Economics, female students had more number of turns. They dominated the classroom as compared to the male.

This study looks deeply at the real situation between male and female student in form of group discussion. This research is important to do because we can know how student build conversation, how student give respond, how the student engage the conversation and how they take their turn in conversation so the learning process can run smoothly.

B. The Problems of the Study

Based on background of the study, the problems of the study are concluding into this following:

1. What are types of turn taking used in group discussion at grade XI?
2. How is their turn taking rules in the conversation during in group discussion?

C. The Objectives of the Study

Based on problem of study, the objective of the study will be following:

1. To describe the types of turn taking used in group discussion.
2. To analyze how the turn taking to speak in the conversation in group discussion.

D. The Scope of the Study

The scope of the study is limited Grade XI to discuss and analyze the turn taking types that the students used in the conversation and how the students rules their turn taking in the conversation during in group discussion. The topic related to the syllabus for semester II Senior High School.

E. The Significance of the Study

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

1. 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 turn taking.
2. Practically
 - a. For Teachers, The results of this study were also expected that researchers were able to provide theoretical and practical competencies

for teachers to improve the teaching and learning process that is better in class so that good interaction could be created

- b. Students at School, to improve their abilities and ways in learning English so that they were enthusiastic and be motivated to participate actively in the group discussion.
- c. Other researchers, as a reference for those who wanted to conduct a research about students turn taking in group discussion

