**CHAPTER I**

**INTRODUCTION**

This chapter deals with background and problem statement. This chapter also presents the objective, the significance, and the scope of the research. The following are the explanations of each part.

**A**. **Background**

English is one of the languages in the world that has important role in communication. It has become international language and almost practiced in all part of life, especially in this global era that has full of competition and English becomes one of determiners factors and assessments of the competition. So that it is important for us to learn English. According to Byrne (1998), with language, people can express their ideas, feeling or wishes whether they use it as their local environments or worldwide communication.

Every people do communication or get interacted one and another. It cannot be denied that communication is the most important one for asking information and conversely for delivering information, and speaking is the direct system of communication. Verbal communication is one of the social interactions that people always do. The social interaction plays a fundamental role in daily life. Typically these interactions are based on talk, which is undoubtedly the most important form of human communication. Then, Chomsky (1976) stated that the language is an essential part of the evolutionary history of homo sapiens and it is argued that it is the single most important feature that distinguishes us from all other animals. It enabled primitive human beings to hunt more effectively.

Communication is not only called when two people or more get involved in communication whether it is written or oral, but when the teachers who teach in front of the classroom is also called communication. In this term, between the teacher and students, they do oral communication or conversation. As Nordquist (2015) stated that conversation is the spoken exchange of ideas, observations, opinions, or feelings with others.

In conversation, we not only exchange our ideas, but also we build the relationship or social relations. Furthermore, Richards (1990) stated that conversation also reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken [language](http://grammar.about.com/od/il/g/languageterm.htm). This is seen in the nature of turns, the role of topics, how speakers repair trouble spots, as well as the [syntax](http://grammar.about.com/od/rs/g/syntax.htm) and [register](http://grammar.about.com/od/rs/g/registerterm.htm) of conversational discourse.

In addition, it also called classroom interaction when the teachers get involved communication with his/her students. The term classroom interaction refers to the interaction between the teacher and the students, and among the students in the classroom (Tsui in Icbay, 2008). As known, education is the primary focus and starting point of the study, which is referred to as classroom interaction in this study, is the main mode in which teaching, learning, and other allied phenomena within the classroom environment are produced, organized, and shared by the participants in the classroom.

Especially for this research, the researcher’s focus is on the use of turn taking in classroom interaction between the teacher and the students, and among the students. Power and Martello (1998) said that by ‘turn taking’ we mean the coordination of the activities of speaking and listening in a conversation so that at any given moment there is only one speaker. When we get involved in an interaction, there is being a listener and a speaker at the time.

According to Traugott and Pratt (1980), in a conversation, there is at least one and not more than one party talking at a time and then there will be another turn for the listeners who reply or answer the speaker. This action is called turn-taking. Turn-taking is the time when the speaker and the listener change their role whether becoming a listener or a speaker. Moreover, Coates (2004) stated that there are not gap and overlap between speakers. However, they sometimes do not have the right turn taking so that there are turn-taking irregularities.

Although, the aim of this research is to investigate about turn taking, from the perspective of interaction or conversation in classroom between the teacher (speaker) - students (next speaker) and among the students. Turn taking is often troublesome for learners of a foreign language. The research specifically looks at the speaker’s utterance in turn taking in interaction or conversation.

Based on the observation, the researcher found that some of the students directly spoke without any sign that they want to respond while the teacher was still explaining the learning material. It is desirable to avoid bumping in discussing or conversations an inordinate amount of simultaneous talking. Beyond considerations of etiquette, it is difficult to maintain adequate mutual comprehensibility when participants in a conversation are talking at the same time. According to Goffman in Wienmann (1975), when someone responds, the response was in the form of a reprimand. At least two explanations for the reprimands given to the central figures in the stories: (a) they did not provide for a smooth transition of the speaking turn from one person to the next, and (b) they forced a definition of the situation that the other interactants present were not willing to accept. The phenomenon by which one interactant stops talking and another starts, synchronied manner is considered the most salient feature of face-to-face conversation by some researchers.

Three main strategies in the turn taking system, taking, holding and yielding the turn, would undoubtedly be much less manageable without certain `help resources'. Pauses and fillers help the speaker to play for time, appealers and uptakes help to achieve smooth turn taking; links help to connect speaker turns;.... Finally, help the current speaker along while manifesting the listener's attention (Stenström, 1994).

This quotation shows that discourse is attributed an important role in the turn-taking system, however, that the system is not regarded to be entirely signal-based. There have been some researchers who have done the research on the turn taking. They have investigated in some group discussions and in speaking test which is not formal situations. For this research, the researcher will focus on the analysis of turn taking in interaction that happens in formal situation, it is in the classroom. Therefore, the researcher will conduct the research is under titled The Turn Taking in English Foreign Language (EFL) Classroom Interaction.

1. **Problem Statement**

Based on the background above, the researcher formulated the following research questions:

1. What kinds of turn taking appear in EFL classroom interaction between teacher and students?
2. What kinds of turn taking appear in EFL classroom interaction among students?
3. How do the teacher and students take their turn in EFL classroom interaction?
4. **Objective of the Research**

In relation to the problem statement above, the objectives of the research were:

1. To investigate the kinds of turn taking between teacher and students that appeared in EFL classroom interaction.
2. To investigate the kinds of turn taking among students that appeared in EFL classroom interaction.
3. To find out how the teacher and students take their turn in EFL classroom interaction.
4. **Significance of the Research**

The researcher hopes that the results of the research will be meaningful reference and positive contribution for Teaching English Foreign Language (TEFL) field. The researcher also hopes that the research can contribute the significance theoretically and practically.

Theoretically, the result of this research is as the reference of reading material in the library. It is also as the information for the teachers and next researchers for their knowledge about discourse analysis and also gives contribution about turn taking strategy. It also can improve the communicative proficiency with the knowledge of turn taking to maintain talk.

Practically, for the learners of English, the result of research will be helpful to understand more about the ideas of turn taking strategies and to apply each strategy in appropriate context or situation. People do conversation in their daily life to talk each other for getting information or having a relationship etc. By knowing the turn taking strategies, the conversation is expected will be going smoothly and dismiss the awkwardness in speaking.

1. **Scope of the Research**

The scope of the research is focused on turn taking strategy that is appeared in the EFL classroom. By discipline, this research is under applied sociolinguistics. By content, it is focused on turn taking strategies in classroom interaction. By activities, it covered the interaction or the conversation between the teacher – students and among students in the EFL classroom interaction. Then, the researcher recorded the interaction during the classroom runs and the recording or data would be analyzed. Next, the researcher did interview. Moreover, the theory of turn taking would be used as the fundamental theory in this research.