**CHAPTER 1**

**INTRODUCTION**

This chapter presents the background, the problem statement, the objective, the significance and scope of the research.

1. **Background**

As we know language and society has strong relationship. As Wardaugh (2002: 1) states that language is product of society.A society is any group of people who are drawn together for a certain purpose or purposes, and a language is what the members of particular society speak. Thus, it is clear for us that language and society are inseparable. In society, language is used as a tool to communicate, talk to each other, and as asymbol, etc.

Rahman (2006):1) states that it is the nature of human beings to cummunicate each other to buid up social relationships and exchange ideas for knowledge or information. This human communication and interaction can be conducted in many different kinds of speech events such as seminars, debates, talk shows, interviews, and conversations. From those speech events, conversation seems to be the most different kinds of feature that can be specifically be highlighted such as politeness strategy, openings, closings, conversational sequencing, and turn taking mechanisms. The latter deals with the day speakers take or pass the floor in conversation. Moreover, human beings spend a large part of their lives engaging in conversation, and most of them, conversation is among their most significant and engrossing activities. When people communicate, they use the words or sentences to send their messages and expect the hearer to understand what he or she intends to mean.

According to Hutchby and Wooffitt (1998:1) “talk is a central activity in social life.” When we begin to talk, we must think about how to convey a message as good as possible because it influences our relation with others. People like talking to someone who is nice and makes them enjoy when they have a conversation.

According to Oxford Advanced Learner’s Dictionary, conversation is usually informal talk, especially ones involve in a small group of people or only two people. It means that in a conversation, there must be a speaker/s and a listener/s in order that the conversation goes actively and smoothly. Coulthard (1977: 59) states that one of the basic facts of conversation is the roles of speaker and listener change, and this occurs with remarkably little overlapping speech and remarkably few silences. These statements shows that a speaker/s and a listener/s must cooperate to each other in order that the conversation is successful. One of the ways to have successful conversation is by understanding turn-taking. Therefore, it can be concluded that knowing the turn-taking strategies in conversation should be done.

According to Stenstrom (1994: 4), a turn is everything the current speaker says before the next speaker takes over, and turn-taking means that the speaker gives a chance to listener, decides who will be the next speaker, and gives a comment of what the speaker says and this is repeating process in the conversation (Levinson, 1983: 292). From this explanation, we can conclude that turn-taking is the changing role of the speaker and the listener. If there is no cooperation between the speaker and the listener, it cannot be called turn-taking.

People need to know when and how long they have to speak to avoid monopolizing talk. In order to know it, people need to understand some common srategies for taking, holding into, and relinquishing ‘the floor’. According to Mutiara (2006), turn-taking strategies are the ways to change and manage the roles in conversation whether the speakers becomes speakers or listeners. In order to have smooth and successful turn-taking, the speaker and the listener need to give cues, signal, etc. For example: one way that speakers signal a finished turn is to drop the pitch volume of their voice at the end of an utterance.

According to Hilder and Winter (2007: 207), when we have conversation in our daily, we generally pay more attention to the content than to the organisation of the conversation. However, casual conversation has a structure; it is highly organised and rule-bound. The rules work to ensure relatively smooth, clear and minimally interrupted interaction but are necessary sensitive to take account of the demands in particular conversation. Because of this reason, the researcher think that it is important to analyze the turn-taking strategies.

Other reasons about why turn-taking strategies should be analyzed is firstly, turn-taking is related to the use of language in class since it refers to the way in which language is used in conversation on certain context, on certain purpose or by certain person. Secondly, the researcher wants to show to the readers how are the strategies in turn-taking, so that they have more knowledge about the turn-taking strategies and know how it is applied in their daily life in order to get easy conversation as social creature. They do a conversation in their daily life to talk to each other, to get an information, to have a relationship, etc. And finally, their conversation will go as smooth as possible and have a good relation with others.

Turn-taking is a complicated problem in a conversation (Mutiara, 2006).It happens when someone (the speaker) wants the listener to wait for a while, so the speaker can keep on talking about his/her ideas. Sometimes a speaker stops speaking and the listener does not know how to respond and silence will occur. In any case, in having a conversation, we can not expect that someone will speak all the time but in other time it is the chance for someone else to take a turn to speak (Traught and Pram as cited in Mutiara, 2006). These reasons show how complicated turn-taking strategies are and how important is the role of turn-taking in the conversation.

There is another phenomenon in conversation. When a speaker in his/her speaking, he/she finds difficulty in continuing his/her speaking, but in the other hand, the speaker still wants to speak, the speaker will use filled pauses and verbal fillers or lexical repetition, etc. For example: “...and I think it is betterif you use-a- - another book in order to get a valid data.” From those example, we can conclude that we need to have a strategy in order to our conversation are successful.

Based on Stenstrom theory (1994: 68), there are three kinds of turn-taking strategies, those are: taking the turn strategies, holding the turn strategies, and yielding the turns strategies. Taking the turn strategies is a strategy in which a person takes his/her turn. It happens when two or more people join together in a conversation, there is a person who takes the first turn, until the first speaker has finished with his/her talk, the other person will take the turn. Taking the turn may involve starting up, taking over, and interruption. Holding the turn strategies is a strategy in which the speaker carries on talking. It happens when the speaker cannot control or hold the turns all the time because it is quite difficult to plan what to say at the same time. And yielding the turn strategies is a strategy in which the speaker gives away the turn rather reluctantly, but usually the speaker will yield the turn without much protesting. The speaker might appeal to the listener for a response.

In teaching and learning activities, the conversations happen between the   
teachers and the students. A teacher, as a speaker, is supposed to provide information about certain task, and other students is following the instruction. Turn-taking is one of the aspects in conversation and it is found in the conversation between a teacher and the students. It contributes a great significance in supporting the transmitting process of messages in communication.

Based on the explanation about turn-taking strategy cited above, the researcher was inspired and interested to investigate *turn-taking strategies used in conversation between the English’ Teachers and the students of SMK Darussalam Makassar.*The writer was interested to conduct the research at SMK Darussalam Makassar because there are many students who come from different area and culture. There must be interaction among the teachers and the students. The interaction done must also be different among students and the English teachers. In addition, it is located in the suburbs of Makassar city. This school is close to Maros district. In this school, there are many kinds of language used, so the people in the school use different dialect, intonation, and word stress. Finally, the researcher investigated a research related to turn-taking strategy under the title ***“Turn -taking strategies used in english classes at SMK Darussalam Makassar***”

1. **Problem Statement**

Based on the background above, the research question of the study is:

1. What were kinds of turn-taking strategies did appear in conversation between the English teachers and the students in opening, main and closing activity at SMK Darussalam Makassar?
2. What were the functions of the strategies used in the conversation between the English teachers and the students of SMK Darussalam Makassar?
3. What was the pedagogic implication of turn-taking strategies in TEFL in SMK Darussalam Makassar?
4. **Objectives of the Research**

As this research aims atinvestigating the turn-taking strategy in conversation between the English teachers and the students, there more specific objectives to a deep search, namely:

1. To describe the kinds of turn-taking strategies that appear in conversation between the English teachers and the students in opening, main and closing activity at SMK Darussalam Makassar; and
2. To know the function of the turn-taking strategies used in the conversation by the English teachers and the students.
3. To investigate the implication of turn-taking strategies in TEFL in SMK Darussalam Makassar.

**D.Significance of the Research**

Every single study conducted by a researcher always provides significance to the improvement of education in general, including this research. Therefore, the writer, also as a researcher, hope that the result of this study will be essential either theoretically or practically for the readers commonly, especially for the English teachers. The findings also serve as an academic literature for the graduate program of UNM in English language education.

Theoretically, the result of this study is expected to support or refine the theory of discourse analysis, and the findings of this study give contribution for English study in general and turn-taking strategies in particular because it tries to uncover the rules of conversation in order to understand things, such as: how to initiate conversation, why interruptions are relatively rare, how to respond a certain message, and how to end conversation.

Practically, for Indonesian learners of English it will be helpfull to understand more about the idea of turn-taking strategies and to apply each strategy in appropriate context or situation. People do the conversation in their daily life to talk each other, toget an information, to have a relationship, etc. By knowing the turn-taking strategies, the conversation is expected will go smoothly.

1. **Scope of the Research**

This research was focused on turn-taking strategy. It was restricted to the ***Turn -taking strategies used in conversation between the English teachers and the students of SMKDarussalam Makassar in EFL classroom***. The theory of turn-taking strategies that was used as the fundamental theory in this study was proposed by Stenstrom.

**CHAPTER II**

**REVIEW OF RELATED FINDINGS**

This chapter consists of review of related literature and conceptual framework. The review includes the previous related research findings on the condition of several theories dealing with the focus of this study, and some basic concepts ofturn-taking and turn-taking strategies.

1. **Previous Related Findings**

Several researchers have studied about turn-taking in other fields, for instance: Citra Karnia Dewi (2009) had investigated *The Turn – Taking System of Berkah Obrolan Sahur Ramadhan September 24th Edition in Suara Sakti F. M. Semarang*. She analyzed the turn – taking system used among participants in a radio talk show. She writes that the turn – allocation techniques occurred during the talk show are: a current speaker selects next speaker, current speaker does self select technique, and the last is a current speaker continues the turn. Besides, there are several techniques which occur during the talk show such as gap, overlap, backchannel, adjacency pairs, and speech act. In addition, the topic shift also occurs throughout the talk show. It is because during the talk show the audiences are invited to ask questions; and give opinion or suggestion via phone or SMS. Different from the previous study, in this research, the writer does not only focuses on how the turn taking is used and what kinds of phenomena that occurred in *Today’s Dialogue* but also how the interviewer manages her turn – taking system in order to get information from the interviewees and to run the interview smoothly.

Anugrawati (2013) conducted a research under the title “turn-taking mechanisms of excellent English Meeting Club of Muhammadiyah University of Makassar”. From the data gained through observation, it was found that the members of excellent English Meeting Club did overlap more than the other kinds of turn taking. It could be seen from the percentage of occurance of overlap 82.69 %, sequence 46.15 % and the lowest was repair 38.46 %. Furthermore, from the data obtained through the interview, it could be noticed that the participants did certain kinds of turn taking for different functions and the implication was to help languange learners to use effectively and actively the language that they have learnt in the classroom in real world.

In addition, Mutiara (2006) investigated the turn-taking strategies and the dominant speaker between the main characters based on gender in “Pretty Woman”. She used theory that is proposed by Stenstrom (1994). The writer used both qualitative and quantitative research. The source of this research is only the main conversation between the main characters.

After analyzing the data by using the Strenstrom’s theory, the writer found that taking the turn is the highest strategy that occurs between the main characters in Pretty Woman. Another finding is that the dominant speaker between the main characters is the female. Moreover, some turn-taking strategies used by a dominant speaker in this research is taking the turn strategy, especially uptake, clean start and alert. In using those strategies, the speaker usually gives response and then starts a new topic again with question. Sometimes, the dominant speaker here gives her response by using high intonation, so she tends to interrupt the male speaker who is still talking. Besides, the dominant speaker also uses holding the turn, especially new start.

Based on the description above, it can be seen that a number of researchers had conducted a study which focuses on turn-taking and it has been clear that the studies conducted above are totally different from the study carried out by the researcher. The differences are its focus; if the previous studies focused on turn taking mechanism, while the researcher focused on turn taking strategy proposed by Stentorm. However, it does not mean that no one will investigate into turn-taking again. Some studies related to turn-taking will probably appear again since diversity of characters is discovered among the people and change always prevails on them. Certainly, many people will be inspired to conduct such studies. One of them is the researcher of this study. The research’ findings above, of course, are fruitful in the sense that the research’ findings above can be used as good examples in conducting similar research with different focus. In addition, the result of those studies above may support the result of this research, and even the research probably find a new thing or different from the findings of previous study.

1. **Some Pertinent Ideas**
2. **Definition of Turn-taking**

Turn-taking is a foundational study in conversation analysis. According to Hutchby and Wooffitt (1998:47), turn-taking is a very basic fact about conversation. Turn-taking occurs when a speaker tends to talk at a time, and turns are taken with as little gap or overlap between them as possible. Furthermore, according to Stenstrom (1994: 4), a turn is everything the current speaker says before the next speaker takes over.

Turn-taking means that the speaker gives a chance to the listener who will be the next speaker, gives a comment of what the speaker says, and this is repeating process in the conversation (Levinson, 1983: 292). From those explanations, we can conclude that turn-taking is the changing role of the speaker and the listener. In our everyday life, however, we generally pay more attention to the content than the rule.

Actually, casual conversation is organized by a set of rules, although we probably do not realize it because we pay more attention to the content of conversation, rather than the specific rules that govern that conversation (Hilder& Winter, 2007: 207). We mark the beginning and end of our turns implicitly. We do not say things like "Okay, you may now speak" or "I asked you a question, please answer it now!" which would render our conversations quite inefficient. In this situation there are more than two speakers, the last speakers can select who will speak next, or the next speaker can select him/herself (Finegan et al as cited in Hilder& Winter, 2007: 214).

Selection of the next speaker can be done by direct naming or simply by turning toward the next intended speaker, for example: “How are you Jones?” Sacks, Schegloff, and Jefferson in Hilder and Winter (2007: 213) state that the systems of turn-taking are if a current speaker selects a new speaker at a point in the turn which is appropriate for exchange and the new speaker has obligations to take up that opportunity. Nonetheless, if the current speaker does not selec a space for a new speaker explicitly, the new speaker may take up a turn at a point in the turn at which exchange is appropriate. And if the current speaker does not nominate a new speaker overtly or a new speaker does not take up the opportunity to self-select then the current speaker may continue.

Therefore, the turn taking system depends on the beginning of turn and turn exchange which is sensitive to the ending of turn. Cook (1989: 52) states that they (the speaker and the listener) signal to each other that one turn has come to an end and another should begin. Speakers do signal when they want to end their turn at speaking and either indicates the next speaker or leave the floor open. The next speaker can continue.

This seems to be a very simple principle but despite it seems this principle simplicity does regulate conversation very well. Conversely, pause between turns also carry particular meaning (Cook, 1989: 52). Speakers may indicate that their turn is about to end by ending a sentence by pausing and making no attempt to speak again. For example:

A: I think she is very beautiful.

[Pause]

B: Yeah, that is right.

Another way is to invite another to speak by adding a tag question with a phrase such as ‘is not it’, ‘do not you think’, ‘are not you’, etc (Finegal et al as cited in Hilder& Winter, 2007). For example:

A: “It is so hot today, is not it?”

B: “Yes, it is.”

Pitch also can determine turn-taking. The end of a turn can be indicated by sharply raising or lowering the pitch of one’s voice, or by drawling the last syllable of the final word of the turn. Other less formal cues are also used such as ‘you know’, ‘kinda’, or something. For example:

A: “Do you know that Andy wants to go to US tomorrow morning?”

B: “Really?”

Nonverbal cues also come to indicate the end of a turn. Resting one’s hand as one finishes speaking is one of the example. According to Cook (1989: 53) efficient turn-taking also involves factors which are not linguistic. Eye contact is a strong means of signaling. Body position and movement also play an important role, although the fact that turns latch on to each other successfully in telephone conversations and seems to suggest that these factors, like gaze, are perhaps not as important as might at first appear. Intonation and volume contribute to turn-taking as well.

The steps involved in the conversational process occur in order to maintain two important elements of [conversation](http://en.wikipedia.org/wiki/Conversation): a person speaks at a time and the space in which a person stops talking and another begins, also known as turn-taking. Turn-taking is a part of the structure and systematic organization of conversation. Turn-taking in conversation is not stereo typical of any type of person, conversation, or language. Furthermore, turn-taking is done in most settings, by any type of person, i.e. not just women, and is not reliant on a set amount of participants. Turn-taking is not optimized for fairness or efficiency, resulting in variations in how turn-taking occurs.

In everyday life exactly in the classroom, communication is a staple human. Human communication with others is to establish interaction interpersonal and mutual exchange of information. This activity talk occupies important position in human life. In a conversation, it always involves two or more people, with one topic or multiple topics at once, so it means that the participants play an important role of conversation as a speaker as well.

Rather this speech is an important requirement in oral communication, because with over said the visible change of the role of participants’ conversation, a change of the role of someone who actively deliver messages or ideas to the listener, as well as otherwise of a listener be the speaker.

Turn-taking in a conversation is not regulated official. Substitution role of a speaker to a listener, vice versa occurs naturally, according to the norms that are not written, agreed upon by the participants conversation. In a conversation conducted an adult, usually the participants know when he should talk and when to stop talk, and let others (Partners he said) to speak. If this convention is violated then there will be "Sanctions" from the other conversation participants.

People who break the rules are considered disrespectful; monopolize the conversation, to be selfish, or even stamped as a braggart. This is distinguish conversations with events said the other, such a trial in court, discussion in seminars, interaction activity learn- teaching in the classroom and so on. In a discussion, for example, said it would be over strictly regulated by the moderator, with limitation of time talking, and who spoke.

Although in daily conversation, there are no rules about turn-taking but according to Richards and Schmidt (1983: 141-142) quoted from Discourse Analysis: An Assessment Language the use of "it says in the daily conversations over the rules contained The most said, If someone is talking, other conversation participants should not speak. In the other words, the one time in the conversation, there are only one a convention that if someone is talking then the other person is prohibited to cut talks. The Cut discussion is that breaking rules over said in a conversation is determined by will the participant to develop their conversation.

There are three features that have breakdown the turn-taking process inconversation. Those are Overlapping talk and repair. What is Overlapping talk

and repair, will be explained as follow.

1. **Turn-taking process**
2. Overlapping Talk

Overlap occurs when there are two or more participants taking the turn of speaking at the same time and accidentally the message cannot be delivered well. Schegloff (2000: 4-6) divided instances of overlapping talk into two types; they are “problematic” or competitive overlap and “unproblematic” or non-competitive overlap. “Problematic” or competitive overlap refers to instances of simultaneous talk which occurs before the current speaker reached a possible completion in his/her turn and it has a purpose to take or challenge the turn of the current speaker. On the other hand, “unproblematic” or non-competitive overlap refers to instances of simultaneous talk that are not aimed at taking the floor from the current speaker or to compete for it.

In Schegloff’s (2000: 4-6) view, there are four types of overlapping talk that are noncompetitive overlap. The first is “terminal overlaps”. According to Schegloff (2000: 5), “terminal overlaps” occur in situation where the next speaker predicts that the current speaker is to finish his/her turn soon, therefore, the next speaker starts talking simultaneously with him/her. The second type is “continuers” (Schegloff, 2000: 5). Schegloff considers interpolations such as *uh huh* and *mm hm* to be part of this category. According to him, by using “continuers”, other participants understand that current speaker holds the floor and has not completed his/her turn yet.

The third type is “conditional access to the turn” (Schegloff, 2000: 5-6). These are cases in which the current speaker of a non-possible completion point “yields to another or invites another to speak in his turn’s space, conditional on the other’s use of that opportunity to further the initial speaker’s undertaking” (Schegloff, 2005: 5). For example, the next speaker may be invited to help the current speaker to find out a word that she/he cannot retrieve; the current speaker initiates an utterance and provides the next speaker with the correct word for completion.

The last type of non-competitive overlap refers to as “chordal” or “choral” in character (Schegloff, 2000: 6). Schegloff specifies that instances of this kind of overlapping talk and activity are treated by interactional participants to be done at the same time, rather than one after the other.

According to him, laughter, collective greeting, leave-takings, and congratulation in response to announcements of personal good news are examples of this kind of activity. Besides Schegloff, Jefferson has made quite a few interesting observations concerning different types of simultaneous talk. She identifies three major overlap onset types (in D’Urso and Leonardi, 1984:12). The first is “transitional onset” in which the next speaker starts talking at a possible completion of the ongoing turn while the current speaker decides to continue his/her turn (in D’Urso and Leonardi, 1984: 12).

The second type is “recognition overlap”. In turn, it refers to instances of overlapping talking which a next speaker recognizes how the current speaker is to finish his/her turn and starts talking before the current speaker has had a chance to finish his/her undertaking (in D’Urso and Leonardi, 1984: 12). Jefferson’s last overlap onset types (in D’UrsonadLeonardi, 1984:12), is “progression overlap”. It occurs when there is some “dissiliency”, such as silence, “silence fillers” (e.g. *uh*) or stuttering, in the ongoing turn. When a next speaker realizes that there is a problem in the progression of the ongoing utterance, she/he may start talking in order to make the conversation run smoothly.

1. Repair

There is a wide problems in conversation, such as incorrect word selection, slips of the tongue, mis-hearings, misunderstandings and so on.To deal with those problems, the speaker sometimes modify, change,repeat a turn or not take up a turn that is called repair. Repair is the wayspeaker correct things that have been said in conversation (Paltridge, 2000:95). When someone fails to take the floor, the speaker generally pauses and someone else begins to speak. Yet another option is to reopen the opportunity by pausing and repeating what was said to give the intended speaker another opportunity in case they did not hear or did not understand the intention the first time.Example:

A: “Do you want to play this game?”

[pause]

A: “Do you want to play this game?”

B: “No, thank you.”

In the example above the speaker asks a question which involves the sequential requirement of an answer by the other speaker. Following no response the current speaker recognizes there is a problem which needs to be prepared and moves to do so by repetition of the turn.Repair is also often done through self repairs and others repairs(Paltridge, 2000: 95). The speaker may corrects what s/he has said, thatis called self repair. For example, “I’m going to Jakarta tomorrow... Imean, Surabaya.” And the other person/ the listener might repair what wehave said, that is called other repair.For example:

A: “I’m going to that restaurant we went to last week. You know the Italian one in Brunswick Street?”

B: “You mean Lygon Street, don’t you?”

A: “Yeah. That is right! Lygon Street.”

(Taken from Paltridge, 2000: 95)

From the explanation above, we can conclude that overlapping talk and repair are have close relationship with the turn-taking. Because overlapping talk and repair influences to the turn-taking process. Our conversation go smoothly or not is influence by them.

1. Adjacency Pairs

These automatic sequences are called adjacency pairs—“the kind of paired utterances of which question—answer, greeting—greeting, offer—acceptance, etc.” (Levinson, 1983: 303). These are interrelated with the turn-taking system as techniques for selecting a next speaker. According to Schegloff and Sacks (in Levinson, 1983: 303), adjacency pairs are sequences of two utterances; they are

1. Contiguous.

2. Made by no identical participant.

3. Consist of a first part and a second part.

4. Typed, so that a particular first part requires a particular second part.

There is also a rule that governs the use of adjacency pairs, namely: “having produced a first part of some pairs, current speaker must stop speaking, and the next speaker must produce at that point a second part to the same pair” (Levinson, 1983: 304).But in the real conversation, adjacency pairs are not always used in the strict rule. Not all first part immediately is followed by the second part. Sometimes it is punctuated by another utterance which is not suitable with the pairs. For example, a question from the current speaker is followed by another question by the next speaker. The sequence will then take the form of “Q1 – Q2 – A2 – A1”, with the middle pair (Q2 – A2) which is called an insertion sequence (Yule, 1996: 77).

A : May I have a bottle of Mich? (Q1 = Request)

B : Are you twenty one? (Q2)

A : No (A2)

B : No (A1 = Acceptance)

(Levinson, 1983: 304)

From the example above, there is a pair of request—accept sequence (Q1 – A1), with an insertion sequence of question – answer (Q2 – A2) which seems to function as a condition on the acceptance (A1). The reason for the delay in acceptance in the example above is that B needs some explanation or additional information from A which is related to the rule of alcohol selling.

Sometimes the sequence of adjacency pairs is not suitable to the basic rule, because there is a space between the first part and the second part. The space usually consists of “an interactional interlude or time out” (Levinson, 1983: 304).

1) B: U: hm (.) what’s the price now eh with V.A.T. do you know eh (Q1)

2) A: Er I’ll just work that out for you= (Hold) (10)

B : =thanks (Accept) (10.0) (11)

A : Three pounds nineteen a tube sir (A1).

(Levinson, 1983: 304)

The sequence of the fragment should be (8) and (11) that are question and answer, while (9) and (10) are hold and accept. But before answering the question, A asks a time to check the price. Meanwhile technically, error that could happen in the conversation can make the adjacency pairs not run well, for instance, in the telephone distribution conversation. If there is one of the participants cannot accept the conversation clearly because of the noise, he will probably say *hello (summons)* then answer by another *hello (summons)* too, so that the relation of speaking could be fixed and there will be another adjacency pairs.

1. **Turn-taking signals**

According to Cook in Rahman (2006), the people from different cultures and with different languages apply different turn taking mechanisms in a conversation. Certainly, these difference leads into a variety of functions which is probably appropriate or not appropriate in other cultures or community.

Basically, there are some kinds of turn-taking signals. According to Poyatos as reported in Loveday in Rahman (2006), turn signals are divided in English are as follows:

1. Turn claiming signal

Turn claiming is a kind of signal created by a listener which indicates that he wants to say something. The expression such as *but.., I.., one minute..,* are some kinds of turn-claiming. Non-verbal signals include raising *eye brows* and *posture shift.*

1. Turn yielding signal

Turn yielding signal is a kind of signal that prevails when the speaker think that she/he has dominates the conversation, when his listener look bored or ignorant of the subject, or when his listener has claimed or briefly taken the floor. It is signaled by phrases such as *yes, go ahead,* or a *self-interrupted sentence, a long drawn out final syllable, a nod, an offering hand palm upwards, crossing one’s arms* or *sitting back.*

1. Turn-taking Signal

Turn-taking signal is a kind of signal that occurs when a listener takes the floor after the speaker shows his willingness to release his turn, or when his turn, or when his turn claiming has failed and he just decides to take it. The signals for turn-taking are something like *No, I, was going to say that…, Yeah…, Well.., Uh.., a thankful nod,* or *a posture shift.*

1. Turn holding signal

Turn holding signal is a kind of signal that tries to suppress a turn claim with, for example, something like *wait, let me finish,* or *increased volume* to overpower the listener.

1. Turn suppressing signal

Turn suppressing signal is related to turn holding signal but it can be started by any of those present and not simply the speaker, for example, let him finish, wait, listen, gestures symbolizing stop or holding the claimer’s arm.

It is also mentioned about non-linguistic factors non-verbal or even paralinguistic that can influence efficient turn-taking. The non-linguistic factors are eye contact, body position or movement, intonation and volume, the relative status of the speaker and the role of the speakers (Cook in Rahman, 2006;14).

1. **Turn-taking Strategies Based on Stenstrom Theory (1994)**

After discussing about the turn-taking and the features that have break down it, now, we begin to discuss about what are the strategies in turn-taking in order to our conversation is successful. Turn-taking strategies are the way how to manage the roles in conversation whether becomes speakers or listeners. In conversation, there is a problem on how participants achieve change of speaker while maintaining a situation in which at least but not more than one speaker speaks at a time. In achieving change of speaker, speaker give signal toeach other that one turn has come to end and another should begin (Cook,1989: 52). To make the changing role between speaker and listener go smoothly,we must know about those turn-taking strategies. Turn-taking strategies are happened for the first time when someone in a particular conversation has aninitiative to speak and then the other participants give respond toward the current speaker’s utterance.

Mutiara (2006) argues that in a conversation, turn-taking is a complicated problem. That happens when someone (the speakers) want the listener to wait for a while, so the speaker can keep on talking about his/ her ideas. Sometimes, a speaker stop speaking, the listener does not know how to response and silence occur. These reasons show how complicated turn-taking strategies are and it also plays an important role in the conversation. Based on Stenstrom theory (1994:68), there are three turn-taking strategies, those are: taking the turn strategy,holding the turn strategy, and yielding the turn strategy. Those are explained comprehensively below.

1. Taking the turn

When the conversation is begin, it means that someone has an initiative to talk. There must be cooperation between the speaker and the listener in order to the conversation go on smoothly. For the first time, the speaker/ the first speaker begin to talk with someone who is invited (thelistener/ the second speaker) to talk. After finishing his/ her talking, the listener give a comment or a answer to him/ her (the first speaker). This condition is called taking the turn strategy. This taking the turn happen all the time until there is no more conversation. Stenstrom (1994: 68) states that taking the turn can be complicated because the speaker who responds the current speaker may not have the preparation well. This situation may appear during the conversation. Therefore, Stenstrom divides taking the turn strategy into three parts. Those are: starting up strategy, taking overstrategy, and interrupting strategy. Each of them is explained below.

1. Starting up

The first thing that people have to do in the conversation is making the environment from silence to speech. There has to be someone who initiates the talk first. Starting to talk can be a difficult thing. Sometimes, a speaker has not a good preparation at the beginning of the conversation. It makes the speaker uses ahesitant start, such as filled pauses, for example: am, a;m and verbal fillers, for example: I mean, you know, to give a little bit time for the speaker to prepare what she/ he is going to speak.For example:

A: “ a:m . I mean that I want to . borrow a: a your money.”

It is showed that the speaker intends to say something but it needs more time to put it into words.On the other hand, if the speaker often prepare before she/he will take the turn, usually word ‘well or w=ell’ come up at the beginning of the utterance and it makes a clean start.For example:

A: “Well, I think it is better for us to buy some fruit.”

Moreover, the speaker maybe use the address term(nickname) to someone who s/he wants to talk with.For example:

A: “What is your opinion, Harry?”

Sometimes, a speaker also tries to attract the attention of the listener at the beginning of the conversation in order to keep the conversation on. The speaker uses opening such as Guess what?,

What I got a surprise for you!, Something strange happened today,etc. All of these, starting up, are important in the conversation.

1. Taking over

After the first speaker started a conversation, there is followed by some responses from the listeners. The listener appears and takes the position of the speaker. S/he give comments oranswers of what the speaker has stated or asked. If the listener responds to the speaker, it is called as a taking over in the conversation. There are so many ways that is used to force the other speakers to speak or give comment on the current speaker’s statements. According to Stenstrom (1994: 71) that taking over involve whether Uptakes or Links.

By making uptake, the listener acknowledges receipt of what the speaker says and evaluates it before going on. The uptake like: yeah and oh, is often come after by Appealer like: you know? In the previous turn. Another uptake that is usually use are well, ah,no, and yes.For example:

A: “Marry has a new car, you know?”

(This is signal A for B to take the turn by giving a response)

B: “yeah - , I saw her with her new car in Campus.”

(Word “yeah” is the response that is given by B to A)

Another strategy of taking over is links, means that the listener or the next speaker takes the turn by using connecting words, such as: and, but, because, so.For example:

A: “Don’t disturb me!”

B: “But, how I can tell you an information?”

1. Interrupting

During the conversation, the speaker does not always finish with his/ her talk. Sometimes, the listener interrupts at the beginning or middle of the current speaker’s talk. Interruption are violations of turn-taking rules of conversation. Next speaker begins to speak while current speaker is speaking, at a point in current speaker’s turn, in which it could not be defined as the last word (Zimmerman and West as cited in Mutiara, 2006). The reasons that why the listener does that because s/he gets the impression that the speaker has nothing more to say or s/he thinks that s/he has get themessage, there is no need for the speaker to elaborate. Besides that,s/he wants to speak up at a particular point in the on going talk, before it is to late. This strategy is not impolite because the current speaker does not finished his/ her speeches, and then somebody has taking the turn.

Interrupting strategy is devided into alert and metacomment. Alert is done by the listener to interrupt the current speaker by speaking louder than other participant in order to attract the attention. They usually use words likesuch as: hey, listen, look.Usually, in doing an alert the speaker uses high intonation in order to show that she/ he interrupt other speaker. By making this kind of action, the listener forces the current speaker to stop talking although s/he has obviously more to say. For example:

A: “you must to listen what is your mother said because...”

B: “listen, I’m not a child anymore.”

(B interrupt A, so that A can not continue his/ her talking).

However, alert do not always have the intended effect. The current speaker can continue his/ her talking and does not pay attention to the listener’s interruption.

Metacomment is actually give a comment on the talk itself, which allow the listener to come up with objections without appearing to straight forward and without offending the current speaker. In other words, it has a face-saving effect. And this strategy is called as the polite one in interrupting the current speaker, like: can I say something?, Can I just tell?, Let me just...etc.

For example:

A: I think it’s better for him to go to cinema because...

B: Andy, can I say something? in my opinion...

1. Holding the turn

Holding the turn means to carry on talking. It happens when the speaker can not control or hold the turns all the time because it is quite difficult to plan what to say at the same time. S/he has to stop talking and start replanning halfway through the turn. Silence should be avoided, unless is strategically placed, because the listener mistakes it for a take over signal. In other words, the speaker has to play for time.

There are some ways for holding the turn to avoid a breakdown ortake over, those are: filled pause and verbal fillers, silent pause, lexical repetition and new start in a conversation. Filled pause and verbal fillers are used to indicate that the speaker is trying to think what he/ she is going to say and it is only used in the short time. For example: ...and all this wasdone - - by - - kind of letting – a: - - . Sort of a - ... Silent pause is used as the turn holder and try to keep the listener wait until the current speaker finish his/ her talking. In silent pause, the speaker produces pause where itis placed in a syntactically and semantically strategic place. For example:

There are. some . candle . in . the room .

Next is lexical repetition. Lexical repetition is used by repeating the words because the speaker wants to go on speaking. For example:...Imean if if if you sell your house, you you you will get a lot of profit. Andthe last is a new start. When the speaker can not use his/ her ideas by using lexical repetition, silent way, filled pause and verbal fillers, and the onlyway is to start all over again. For example: ...and I think a: - - it’s does notmatter for me to...

1. Yielding the turn

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give away the turn rather reluctantly, but usually the speaker yield the turn without much protesting. The speaker appeals to the listener for a response (Stenstrom, 1994: 79). Yielding the turn strategy is divided into prompting strategy, appealing strategy, and giving upstrategy.

1. Prompting

In yielding the turn, the speaker can make prompting in order to incite the participant to respond more others so that it turns them automatically into turn-yielders. Moreover, the speaker can make a prompting in order to invite, greeting, offer, question,request, object, and apologize.For example:

A: “hi, Peter.”

B: “Yes.”

A: “Are you there?”

B: “Yes, I’m watcing television.

B is compelled to respond A since a question always requires ananswer.

1. Appealing

Appealing means the speaker gives an explicit signal for the listener to make some kind of feedback, like: question tags, allright, ok, you know, you see are being waited by the currentspeaker.For example:

A: “We will go to picnic next week, ok!”

B: “Okey.”

1. Giving up

Giving up is the last strategy in yielding the turn. Here, the speaker realizes that s/he has no more to say or that s/he thinks it is time to the listener to give responses. Usually, this strategy is conducted when the speaker can not share the information that he/she has in his/ her minds, as a result, there is a pause and a longer the pause, the stronger the pressure on the listener to say something. For example:

A: “If I if if I can do a - - a:m -...”

B: “I don’t realize that you can do it.”

1. **Conceptual Framework**

The conceptual framework proposed in this research can be seen in the following chart:

Turn-taking strategies

Kinds of turn-taking strategies

. Holding the turn

Taking over

. Yielding the turn

Functions

Implications in TEFL

Figure 1. Conceptual Framework

From the chart above, the process of conducting the research is started from observing the conversation that occurs between the English teachers and the students. After that, the researcher will analyze the conversation to find out the turn-taking strategies that have prevailed in the conversation. Then, classifying the kinds of turn-taking that have been produced by the participants will be the next step. The next activity will be analyzing the function underlying the occurrence of certain turn-taking. And the last process is interviewing the participants to know their opinion about the implication of turn-taking strategy in TEFL.

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents the description of some steps that were used by the researcher in doing her analysis. There were some systematic steps, which helped the researcher to determine the purpose of the study. The following parts describe how the researcher conducted her study.

1. **Research Design**

The design of this research was a descriptive qualitative method since the researcher analyzed the data descriptively.

In analyzing the data, the researcher used the theory of turn-taking strategies proposed by Stenstrom (1994). The research intended to describe the Turn -taking strategies used in English subject of SMK Darussalam Makassar.

1. **Research Subject**

The data sources of this research were the English teachers and students of SMK Darussalam Makassar. Purposive sampling technique was used to select the class, namely the first grade, second grade and third grade. One class from each grade was be chosen to represent the population; one class for the first grade, one class for second grade and one class for the third grade, so there were be three classes as sample in this research.

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To select sample from the population the researcher used purposive technique sampling as well. It means that all English teachers who teach in that classroom and the students taught were the sample of this research.

1. **Area Descriptions**

This research took place in SMK DarussalamMakassar, Makassar, South Sulawesi, Indonesia. More specifically the researcher recorded the conversation in class of SMK Darussalam Makassar. The research focused on the turn-taking strategy used by the students and the teachers during the conversation in the class.

1. **Instrument of the research**

Basically, in conducting a descriptive qualitative study, the first and primary instrument of this study was the researcher. This was relevant to Mulyana’s statement (2001:42) in Anugrawati that the position of the researcher was very important and complex because the researcher was as a planner, organizer, data collector, analyzer, interpreter, and at the end would be the reporter of his/her own research.

The second instrument applied by the researcher in getting the data was video. This instrument was used in order to acquire the data about the turn-taking strategy used by the English teachers and the students of SMK Darussalam Makassar in the conversation. Another instrument used by the researcher was interview. Interview was conducted to know the implication of turn-taking strategy in TEFL in SMK Darussalam Makassar

1. **Data Collection Procedures**

The procedure of collecting data that was carried out by the researcher is presented in chronological order as follows:

1. Observation

Before recording the conversation, the researcher came to the field and observed the situation, so that the researcher was able to design a planning about how to record the discussion and to gain the relevant data.

1. Recording

During this research process, recording was brought about five times to acquire the relevant data. After getting the data, the researcher then transcribed the data found into written form to be analyzed.

1. Interview

Interview was conducted after transcribing the data. As stated previously, this interview was carried out to know the implication of turn taking strategy in TEFL in SMK Darussalam Makassar.

1. **Data Analysis Technique**

According to Gay (2006:469) in Anugrawati, one way to proceed with the analysis is to follow three iterative or repeating steps: reading/memoing, describing what is happening to the setting, and classifying the data. The steps may be seen as follows:

1. Reading/memoing. As the first analytical step, all the transcripts which consist of statements were read.
2. Describing. After getting all the transcripts, the researchers described the phenomena studied.
3. Classifying by coding all the statements which occured in the conversation.
4. Interpreting, the last step was interpreting the data. Through this process, it was found the turn-taking strategy used by the English teachers and the students in the conversation and the function of the turn-taking strategy.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This part presents the findings of the research and the discussion of the reasearch findings. The findings of the research cover description of the kinds of turn taking used in conversation of SMK Darussalam Makassar

1. **Findings**

In this study, the researcher focused on turn taking strategy used by thestudents and English teachers in opening, main and closing activity of classroom. The classes were the first, second and the third grade with different English teachers. After collecting and analyzing the data about turn taking strategy used in the classroom conversation by the English teachers and students of SMK Darussalam Makassar, the researcher shows the findings of the data in each sessions in order to answer the research questions as follows

1. **The kinds and function of turn taking strategies used by the English teachers and the students in english classroom activitiesat SMK Darussalam Makkassar.**

From the data obtained through observation and video recording for five meetings, the researcher found kinds of turn taking strategies used by the English teachers and the students in English learning-teaching process. The examples of conversations which show kinds of turn taking strategies used by the English teachers and students at SMK Darussalam can be seen as follows:

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1. Opening section

Based on the recorded conversations, the researcher found some turn taking strategies used by the students and teachers in opening session. The turn taking strategies used and identified are illustrated and can be seen as follows;

1. Clear start

The first kind of taking the turn with starting up type found by the researcher in opening section is clear start. After identifying the data, the researcher found that this kind of turn taking strategy was produced by the English teachers and the students when the class had begun. The examples of clear start in the conversations are illustrated and can be seen as follows;

|  |
| --- |
| Extract 1  **Teacher : AssalamuAlaikumWr.Wb**  Students : *WaalaikumsalamWr.Wb*  Teacher : stand up please, say greeting to our teacher, good morning sir.  First Grade |

|  |
| --- |
| Extract 2  **Student : stand up please, greeting to our teacher**  All students : good morning sir  Teacher : good morning.  First Grade |

The first conversation, as extract 1 shows above, appeared in the first meeting of the first grade and was done by the English teacher. Based on the conversation above, it has been clear that clear start done by the English teacher occurred when he entered into the classroom in opening section**.** Of course, the expressions made by the participants above can be categorized as clear start strategy because the speaker started the conversation by saying ‘**AssalamuAlaikumWr.Wb’** without filled pause. Furthermore, it can be identified that the participants did such strategy in order to start communication.

Another conversation where clear start could be found appeared in the third meeting of the first grade and was done by the students. Based on the conversation, it has been clear that clear start was done by the student when the English teacher entered into the classroom in opening section**.** Certainly, the expression shown in the conversation above can be categorized as clear start strategy because the speaker started the conversation by saying ‘**stand up please, greeting to our teacher’**without filled pause.

1. Hesitant start

The second type of taking the turn discovered by the researcher in opening section is hesitant start. After identifying the data, the researcher only found hesitant start in third class and merely produced by the English teacher. The example of conversation is illustrated and can be seen as follows;

|  |
| --- |
| Extract 3  **Teacher** : **ayu...oke ayuu listening yah so just open your.....**  Student : spm?  Teacher : unit 2 listening section,  Student : alfa  Third Grade |

Based on the extract 3 above, it has been clear that hesitant start was done by the English teacher in the opening section when she directly asked one of the students to listen to. From the teacher’s statement, she seemed to be hesitant about what she was going to say since there was filled pause in the end of statement.

1. Uptake

Another type of taking the turn identified by the researcher in opening section is taking over in a form of uptake. Basically this kind of taking over was found in all conversations recorded and only produced by the students. The examples of uptake in the conversations in opening section are illustrated and can be seen as follows;

|  |
| --- |
| Extract 4  Student : good morning mam  Teacher : how are you  Student : I’m fine and you  Teacher : fine too, is there any homework  **Student : yes mam ....no**  Second Grade |

Based on the fourth extract above, it can be found that uptake occurred when the students responded to the teacher’squestion as illustrated above.

1. Verbal fillers/Filler pause

Besides taking the turn, another type of taking-turn strategies identified by the researcher in opening section is holding the turn with Verbal fillers/Filler pause. This kind of holding the turn strategy was only produced by the teacher and happened when the speaker could not control or hold the turns all the time because it is quite difficult to plan what to say at the same time. The conversation that contains verbal fillers is described and can be seen as follows;

|  |
| --- |
| Extract 5  Student : tunggu yang lain mam*“ wait for the others mam”*  **Teacher : cepat reza...siapkan cepat....***hurry up reza....prepare your class quickly*  Student : ok  Teacher : reza cepat reza dag usah ditunggui temanya....ini sudah dimulai*“ dont wait your friends.....the class has started”*  Second grade |

Based on the extract above, it has been clear that the teacher did Verbal fillers/Filler pause when he asked a student to prepare the class before learning by saying **cepat reza...siapkan cepat...**Of course, such expression can be categorized as Verbal fillers/Filler pause since there is a pause as he expressed the sentences.

1. Lexical Repition

The third type of holding the turn identified in opening section is lexical repetition. This kind of holding the turn was expressed by both the students and the English teachers. The conversation that contains such lexical repetition was found at first grade. The conversations are illustrated and can be seen as follows;

|  |
| --- |
| Extract 6  Student : .....keluarki mam*“ go out mam”*  **Teacher : takdir...takdir**  **Student : sakit...sakit***“ sick ....sick”*  Teacher : vivian  Student : present mam  Teacher : wahyuni amir  Second grade |

The conversation above appeared in the second meeting and was expressed by the student in the second class. From the conversation above, it can be noticed that the student and the teacher did lexical repetition by saying ‘**takdir...takdir (teacher) and sakit...sakit (student).** Certainly, it can be emphasized that ‘**takdir...takdir and sakit...sakit’** can be categorized as lexical repetition because the speakers, the students and the teachers repeated the words to go on speaking.

1. Prompting

The first type of yielding the turn found in opening section is prompting. As stated previously, prompting is done in forms of invitation, greeting, offers, question, request, object, and apologizing. This kind of yielding the turn appeared in all classes and was produced by the students and the teachers. The example of conversation of yielding the turn is illustrated and can be found as follows;

|  |
| --- |
| Extract 7  **All students : good morning sir**  Teacher : good morning.  Student : sit down please, before we study lets pray together |

The conversation above appeared in the first class. Based on the conversation above, it has been clear that prompting was done by the speakers through a greeting form. Prompting through greeting was done by saying ‘**good morning sir’.**

Another conversation which contains prompting strategy was found in the first meeting of second grade. The conversation is illustrated and can be seen as follows;

|  |
| --- |
| **Extract 8**  **Teacher : ok good morning every body**  Student : good morning mam  Teacher : how are you  Third Grade |

From the conversation above, it can be seen that prompting strategy was done by the English teacher in the opening section. Based on the conversation identified above, it has been clear that the English teacher did the same styles of prompting done by the students previously, it is a greeting form as teacher greeted by saying**’** ‘**Ok good morning every body?’.**

Based on the explanation above, The kinds of turn taking strategies used by the participants; students and English teachers in opening section is summarized and can be seen in the following table;

1. Main activity

After recording conversations in all grades, the researcher identified some turn taking strategies used by the participants; students and teachers, in main activity. The turn taking strategies used and identified are illustrated and can be seen as follows;

1. Clear start

The first kind of taking the turn with starting up type found in main activity is clear start. After identifying the data, the researcher found that this kind of turn taking strategy was produced by the English teachers and the students. The examples of clear start in the conversations of main activity are illustrated and can be seen as follows;

|  |
| --- |
| Extract 9  **Student : I would like to take out book this**.  Student : could you show me the library card please  Student : I dont bring  Second Grade |

Based on the extract 9 above, it can be seen that the student did clear start when he was going to take a book, and directly he said ‘**i would like to take out book this’** and he did it without filled pause.

Another conversation which shows clear start strategy can be found is also illustrated as follows;

|  |
| --- |
| Extract 10  **Teacher : oke finish. Oke ya lets check it out. Look at at number 1 what is Your answer for number one.**  Student : bravo  Teacher : what is your answer  Student : delta  Third Grade |

The conversation, as extract 10 shows above, appeared in the first meeting of the third grade and was done by the English teacher. Based on the conversation above, it has been clear that clear start was done by the English teacher after the students listened to the radio and the teacher began to explain about what they had heard**.** Of course, the expression above can be categorized as clear start strategy because the speaker started the conversation by saying ‘**oke finish. Oke ya lets check it out** without filled pause and the listener could directly respond to that expression.

1. Uptake

The second type of taking the turn identified by the researcher in main activity is taking over in a form of uptake. Basically this kind of taking over was found in all conversations recorded and only produced by the students. The examples of uptake in the conversations in opening section are illustrated and can be seen as follows;

|  |
| --- |
| Extract 11  Teacher : kebiasaan ya apa kebiasaan, coba cari dikamus, apa sih artinya preference, ada dibuku cetakmu.  *“habit, ya what is your habit? try to search it at dictionaries, what does preference mean, it is on yourbook”*  Student : diantara dua pilihan***“****between two options”*  **Teacher : oke ya** jadi jawabanya ya adalah pilihan bagaimana kita mengungkapakan suatu ungkapan ya atau untuk menyatakan suatu pilihan , pilihan yang lain kita lebih suka ya kita lihat contohnya, disitu ada 3 cara untuk memilih sesuatu dalam bahasa indonesia, kita coba syabana sulu ya kamu, pilih mana bola atau maen basket?  *“Okay. Yes so the answer is choice, how we state an expression yes or express a choice, another option we prefer, yes we see, for example, it is shown that there are three ways to select something in Indonesian, syabana first, yes you, select where is the ball or to play basketball?”*  Student : maen bola*“ play ball”*  First grade |

|  |
| --- |
| Extract 12  Student : number 1? True  Teacher : salah..  Student : false  **Teacher : ya false** perhatikan disitu memang dia benar..dengar dulu could you show you your library card dag ada dalam dialog tapi perhatikan kalimat selanjutnya apakah kalimat suggestion dia bukan menyarankan.  **“** *yes false, pay attention in that statement, I think he is right.. listen to me first, could you show your library card. There is no in the dialog but pay attention to the next sentence, is it suggestion, she doesnt giving advice***”**  Student : bukan *”no”*  Teacher : bukan jadi salah oke number two...risco..*risco*  *“ no, so its false, oke number two...risco..risco”*  **Student : true**  **Teacher : ya true benar ya**jelas disitu ada kalimat dalam dialog oke **next yang ketiga rei...rei.....**  *“yes, true, true, yes, obviously, there is a sentence in the dialogue okay...the third rei rei..”.*  Third grade |

Based on the eleventh and twelfth extracts above, it can be found that uptake occurred when the English teachers responded to the students’ answer as the students asked.

Besides the conversation above, another uptake was also produced by the students in all classes. The conversations where uptake occurred are illustrated and can be seen as follows;

|  |
| --- |
| Extract 13  Teacher : lumayan banyak yang tidak datang, memang hujan sangat keras, sampai macet berapa jam baru sampai dirumah. Jadi minggu lalu kita bahas recount text ya...recount text itu menceritakan pengalaman kita yah  *“It seems many students absent, but I can understand, it is raining very hard, until I was caught by traffic jam for hours. So last week we discussed recount text, recount text yes it tell our experience”*  **Student : iya pak***”yes sir”*  First grade |

|  |
| --- |
| Extract 14  Teacher : yahh betul sekali karena ada tadi kata-kata diatas saya menyuruhnya datang tepat waktu berarti kemungkinannya dia sering terlambat jadi ada di.  *”yahh it was absolutely right because the words above I told him to come on time” means he was often late”*  Student : alfa  Teacher : di alfa...pasti dia terlambat. Terlambat lagi dan lagi.  *“The alpha ... he's definitely too late. Late again and again. “*  **Student ; yes mem.**  Third grade |

Based on the thirteenth and fourteenth extracts above, it can be seen that uptake occurred when the English teacher explained the material and she clarified the students’ answer and the students understood it.

Of course, the participants in all conversations above show uptake strategies because they took the turn in the conversation by giving response to the speakers’ statements.

1. Link

The second type of taking over identified in main activity is link. As stated previously, links means that the listener or the next speaker takes the turn by using connecting words, such as; and, but, because, so and etc. The conversations that contain such taking over with link type was found in all class and produced by either the English teachers or the students. The examples of conversation are illustrated and can be seen as follows;

1. Links made by the English teacher

|  |
| --- |
| Extract 15  Student : on Friday we went to blue mountain with david and bella. We stay at bella’s house it has  Teacher : it has  Student : a big tend big and colourful flowers, oke, oke thank you  **Teacher : jadi apa yang dikenalkan oleh sipencerita ya jadi disini ada yang mau dia kenalkan, apa yang mau dia kenalkan?**  ***“****So what is introduced by the writer?Yes, so here there is something that is wanted to introduce by him, what will he introduce?”*  First grade |

|  |
| --- |
| Extract 16  Student : kenapa tidak pake has mam?  *“ why don’t it use “has” mam?”*  **Teacher : karena ada does kecuali dia postif baru pake has kalau does itu negatif..**  *“ because there is”does”, except if it is a positive statement, it uses “has”, while the word“does”means negative”*  Student : tidak mengerti ka mam. Yang has have do does*“ I don’t understand mam, which one “has”“have”“do” and “does”*  Second grade |

The conversations above happened when the English teachers taught narrative text. Based on the conversations above, it can be seen that link occurred after the student read a text and then the English teachers took the turn directly to clarify what the students said by saying ‘**jadi apa yang dikenalkan oleh sipencerita ya jadi disini ada yang mau dia kenalkan apa yang mau dia kenalkan?’**And **karena ada does kecuali dia positif baru pake has kalau does itu negatif.** From these statements, of course, the participants in the conversation did link strategies since the speakers used connectors when they did it.

1. Links made by the students

Another expression of link was also produced by the students. One of the conversations where link occurred in main activity is illustrated and can be seen as follows;

|  |
| --- |
| Extract 17  Teacher : di alfa kalian dengaralfa yah..dengarkan alfa yah…we study at school every day…. Nda nyambungkan?  *“The alpha you hear alpha alpha yah yah..listen... we study at school every day....it does not make sense, right..?*  Student : yes  Teacher : and charlii. No I don’t to school. Jadii*” so”*  **Student : jadi bravo memm***“ so bravo mam”*  Third grade |

The conversation above happened in all grades when the student responded to the English teacher’s statement and questions. The students did link by saying ‘**karena sisa 15 menit juga jadi Prmi sir bukan Pr dikerja sekarang, saya akan tandai karena itu yang mau dihafal’** as illustrated in the sixteenth extract. From the expression, of course, these are categorized as link strategies since the speakers used connectors when they did it.

1. Alert

The last type of taking the turn found in main activity is interrupting in form of alert. Alert is a kind of interrupting which is done by the listener to interrupt the current speaker by speaking louder than other participant in order to attract the attention. This kind of interrupting was produced by the students and the English teachers merely in the second and third grade. The conversations that contain interrupting strategy are illustrated and can be seen as follows;

1. Alert done by the students

|  |
| --- |
| Extract 18  Teacher : baca dulu satu kali ditempatmu baru naik disini  *“read first one again in your place and then you Come forward”*  **Student : saya mam. Andi... ”***me mam. Andi”*  Second grade |

|  |
| --- |
| Extract 19  Teacher : kita lanjutkan dulu materi . “*We continue our material first”*  **Student : apanya ini mam? “***What is mam?”*  Teacher : oke perhatikan halaman 110 ”*Oke page 110”*  Student : 110?  Second grade |

From the conversations above, it has been clear that alert strategy was created when a student wanted to do the instruction made by the English teacher and the student directly took the turn with louder voice and said ‘**saya mam. Andi...’** as illustrated in the thirteen extract and **‘apanya mam?** was created when the student asked to the English teacher**.** In this case, the students spoke louder than other participants, so this can be categorized as alert strategy. Furthermore, it can be seen that the speakers, the students, did alert strategy in taking the turn in order to interrupt the current speaker and to attract the attention.

1. Alert done by the teacher

Alert was not only produced by the students, but it was also made by the English teachers in main activity. Alert done by the English teachers were only identified in the second and third class. The conversations are illustrated and can be seen as follows;

|  |
| --- |
| Extract 20  Student : kalimat tanya..*”question word”*  **Teacher : perhatikan… aksa jangan asal sebut oke perhatikan yah “***attention...aksa don’t just mention you must pay attention yah*  Student : obligation mam..  Teacher : I have to keep  Student : I have to keep it harus dijaga . “*have to keep it”*  Second grade |

|  |
| --- |
| Extract 21  Teacher : what number now ?nomer berapa yang selesai?  *”what number now ? What number have done?”*  Student : 33  **Teacher : hei..........37**  Student : bukan itu mam*“ Not mam”*  Third grade |

From the two conversations above, alert occurred when the speakers, the English teachers, explained the material and reprimanded or interrupted a student by saying ‘**perhatikan………..aksa jangan asal sebut oke perhatikan yah’** as illustrated in extract 23, and **hei..........37** as described in the extract 24. In this case, the speaker spoke louder than other participants in order to attract the attention. Therefore, it has been clear that the conversations above show alert strategy.

1. Metacomment

The second type of interrupting found by the researcher is meta comment. Meta comment is actually giving comment on the talk itself, which allows the listener to come up with objections without appearing to straight forward and without offending the current speaker. In the other words, it has a face-saving effect. The metacomment was only found in the second meeting of the first grade and only produced by a teacher. The only conversation which contains alert is illustrated and can be seen as follows;

|  |
| --- |
| Extract 22  Teacher bk : Assalamualaikum WR.Wb. cs  Teacher : walaikumsalam Wr.Wb  **teacherBk : pak hasan bisa saya liat anak buahta yang melanggar nah, ine celanya sepatu-sepatunya.**  *“ sir Hasan, can I see your student that has broke the rule nah, the trousers and the shoes”*  **Teacher : iye.** *“ yes”* |

Based on the conversation above, it can be seen that metacomment was done by a teacher when saying ‘**pak hasan bisa saya liat anak buahta yang melanggar nah, ine celanya sepatu-sepatunya’.** From this statement, it can be emphasized that the teacher did meta comment since the speaker used asking for permission expression such as ‘**pak hasan bisa saya liat anak buahta…..’** without offending the current speaker**.**

1. Filled pause/verbal fillers

The first type of holding the turn that had been identified in the main activity’s conversation is filled pause/verbal filler. This filled pause/verbal filler was used by the English teachers and the students in all classes. Two of all conversation that show Filled pause/Verbal filler is illustrated and can be seen as follows;

1. Filled pause /Verbal filler made by the English teachers

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| --- |
| Extract 23  Student : the books......true.  **Teacher :**oke benar yah jelas karena lebih dari satu bararti banyak yah boleh mengambil lebih dari satu buku oke next 4..**eeee.....where is reza.**  ***”****okay it is obviously right yah because plural means many, he may take more than one book right next 4..eeee.....where is reza.”*  Second grade |

From the conversation above, it can be seen that verbal pause/filler pause occurred when the English teacher said ‘**..eeee.....where is reza’** as described in the extract 23. Of course, it can be emphasized that the participant the conversation above can be categorized as verbal pause/filler pause since the researcher found filled pause in the speakers’ statements.

1. Filled pause /Verbal filler made by the students

|  |
| --- |
| Extract 24  Teacher bk : hari rabu sampe jumat kos kaki hitam dag adami toh?  *“Wednesday to Friday no black socks anyway?”*  Student : **sudahmi saya ibu kutahumi,saya kira hari......ibu dag apa-apaji talinya ibu?**  **“** *I have done it mam, and I have understood, I guess it's .....how about the rope mam?”*  First grade |

From the conversation above, it has been clear that verbal pause/filler pause occurred when the student said ‘**sudahmi saya ibu kutahumi,saya kira hari......ibu dag apa-apaji talinya ibu?’** Of course, it can be emphasized that those statements can be categorized as verbal pause/filler pause since the researcher found filled pause the speakers’ statements.

1. Silent pause

The second type of holding the turn found in main activity is silent pause. This kind of holding the turn was merely expressed by the students. One of the conversations which contain silent pause is illustrated and can be seen as follows;

|  |
| --- |
| Extract 25  Teacher : i suggest to turning on the light saya sarankan untuk  *” I suggest to turning on thr light, i suggest you to...”*  **Students : ..............**  Teacher : nyalakan lampu*“ turning on the light”*  Student : silau mam.*“ its so dazzled mamm”*  Second grade |

From the conversation above, it can be seen that silent pause happened when the listeners, the students, did not know what they had to say or how to respond after asked by the speakers or the English teacher, and finally the listener had long pause and cannot take the turn in the conversation. Furthermore, it is also obviously identified that the students did silent pause because they were thinking about how to respond to what the English teacher asked.

1. Lexical Repition

The third type of holding the turn found in main activity is lexical repetition. This kind of holding the turn was expressed by both the students and the English teachers. The conversation that contains such lexical repetition was found at first grade, second and third grade. The examples of the conversations are illustrated and can be seen as follows;

|  |
| --- |
| Extract 26  Teacher : paket four listening  Student : yahh listening again  **Teacher : ok... do u know, aa.... do u know the song of. What song do u know. What song do u know well**. Lagu apa yang kamu hapal dengan baik. Ada lagu yang kamu hapal dari awal sampai akhir.  ***“****ok..do u know, aa....do u know the song of. What song do u know. What song do u know well. What song you memorized well. There is a song that you memorized from start till the end.”*  Third grade |

|  |
| --- |
| Extract 27  **Teacher : so what is what the synanyim of the depart**  Student : take of  Teacher : atau*“or”*  Third grade |

From the two conversations above, it has been clear that lexical repetition was expressed both by the students and the English teacher. They did it by repeating words like ‘**do u know, aa....do u know the song of. What song do u know…What song do u know well, Lagu apa yang kamu hapal dengan baik. Ada lagu yang kamu hapal dari awal sampai akhir….. and** ‘**so what is what the synonyim of the depart**’ in order to continue their speaking.

1. New Start

The last type of holding the turn found by the researcher is new start. As stated previously, new start happens when the speaker cannot use his/her ideas by using lexical repetition, silent way and filled pause and verbal fillers, and then the speaker starts all over again. From the data found this kind of holding the turn was only identified in the first grade and only expressed by the students. The conversations are illustrated and can be seen as follows;

|  |
| --- |
| Extract 28  **Student** : last week my vocation in Jakarta the city fomous Indonesia, I went to monumen of monas. **My family and I went in the morning we went to.....we went to monas monumen by private family car**, this is an enjoyable experience performing with my family, thank you  Teacher : banyak kau lupa-lupa..oke next is imam solihin  *“ there are some that you forget..oke next is Imam Solihin”*  *First grade* |

From the conversation above, it can be seen that the students did new start by saying ‘**My family and I went in the morning we went to.....we went to Monas monumen by private family car**’. This kind of holding the turn prevailed when the student talked about her experience and the student tried to speak out by doing new start as illustrated above since the student cannot use his/her ideas by using lexical repetition, silent way and filled pause and verbal fillers, and then the speaker starts all over again and after all the speaker or the student used another expression to start the conversation again.

1. Prompting

The next type of turn taking strategy discovered in main activity’s conversation is yielding with prompting strategy. As stated previously, prompting is done in order to invite, greet, offer, question, request, object, and apologize. This kind of yielding the turn appeared in all classes. One of the conversations which shows yielding the turn is illustrated and can be found as follows;

|  |
| --- |
| Extract 29  **Teacher : apa itu preference rico?***“ what is preference Rico?*  Student : benda yang disukai. *“ prefereed objects”*  *First grade* |

|  |
| --- |
| Extract 30  **Student : page a berapa mam?***“ what page mam”*  Teacher : page 103  Student : halaman berapan mam*“ what page mam”*  Teacher : activity 4 page 103 dialog 1 |

The two conversations above were discovered in the first meeting of the second grade and it was made by the English teacher and the student. Based on the data found above, it has been clear that the English teacher and the students did the same styles of prompting strategy, it is a question form as teacher asked ‘**apa itu preference rico?’** and the student asked ‘**page a berapa mam?’.**

1. Appealing

Another type of yielding the turn found in main activity is appealing. As stated previously, appealing means the speaker gives an explicit signal for the listener to make some kinds of feedback, like; question tags, all right, ok, you know and etc. This kind of yielding the turn only appeared in the second class. The conversation of appealing is illustrated and can be found as follows;

|  |
| --- |
| Extract 31  **Teacher : kalimat obligation postif dan kalimat negatif ya jadi kalau negatif itu gunakan do does dan do tergantung subjectnya yah. Paham?”**  ***“****Obligation sentences and negative sentences so that if it is negative, it use so does and depends on its subject well. understand?”*  Student : paham mam. “*Understood mam”* |

The conversation which shows appealing strategy was only made by the English teacher as illustrated above. From the conversation above, it can be seen that the English teacher did appealing by saying ‘**kalimat obligation postif dan kalimat negatif ya jadi kalau negatif itu gunakan do does dan do tergantung subjectnya yah. Paham?’.** This kind of appealing was expressed by the speaker, the English teacher, when she asked the students whether they understood or not. Certainly, it can be emphasized that the conversation above shows appealing strategy since the speaker gave an explicit signal for the listener to make some kind of feedback as she said ‘**paham?**’.

1. Giving up

The last type of yielding the turn found is giving up. As stated previously, giving up happened when the speaker realizes that she/he has no more to say or that she/he thinks it is time to the listener to give responses, and this strategy is conducted when the speaker cannot share the information that she/he has in his/her minds, as a result, there is a pause and a longer the pause.

Based on the conversation recorded, this kind of yielding the turn only appeared in the second and third class. The conversations of appealing are illustrated and can be found as follows;

1. Giving up strategy in the first class

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| --- |
| Extract 32  **Teacher : saya rasa tidak cukup waktunya jadi kita lanjutkan di........***...” I think we dont have enough time, so it will be continued at...”.*  Student : belumpi jam 9 sir“ *not yet sir, it has not been nine oclock”*  *First grade* |

The conversation which shows giving up strategy above was found in the fifth meeting of the first class and made by the English teacher. From the conversation above, it can be seen that the English teacher did giving up by saying ‘**saya rasa tidak cukup waktunya jadi kita lanjutkan di........’** Certainly, it can be emphasized that the conversation above shows giving up strategy since the speaker, the English teacher, did long pause and finally the speaker could not say anything.

|  |
| --- |
| Extract 33  **Student :pada hari minggu.........”***On Sunday”*  Teacher : jadi jangan terlalu panjang yah nanti kamu tidak bisa hafal.  *“do not be too long, later on you cannot memorize it.*”  Student : sebentar dihafal atau untuk?? ”*Later memorized or for?”*  Teacher :besok*” tomorrow”* |

Another conversation which contains giving up strategy was found in the third meeting. It was expressed by one of the students. From the conversation above, it can be seen that student did giving up strategy by saying ‘**pada hari minggu.........’** This kind of giving up strategy was expressed by the speaker, the student, when she was asked to tell about her experience. Certainly, it can be emphasized that the conversation above shows giving up strategy since the researcher had identified a long pause in it.

1. Giving up strategy in the second class

|  |
| --- |
| Extract 34  **Student : I suggest you to......**  Teacher : to... apa saranya??  ”*To... what is the suggestion*?” |

Another giving up strategy found in the recorded conversation took place in the second class. It was produced by a student. From the conversation above, it can be noticed that giving up strategy was done when saying ‘**i suggest you to......’** Of course, it can be emphasized that the expression ‘‘**i suggest you to......’** is categorized as giving up strategy since the researcher identified a long pause, and nothing can be said by the speaker.

Based on the explanation above, kinds of turn taking strategies used by the participants; students and English teachers in main activity is summarized and can be seen in the following table;

1. Closing section

In closing section, the researcher only identified two types of turn taking strategies used by the participants. They strategies are lexical repetition and prompting. The turn taking strategies used and identified are illustrated and can be seen as follows;

1. Lexical repetition

|  |
| --- |
| **Extract 35**  **Student : stand up please.....stand up please,** say thank you to our teacher.  All students : thank you sir  Teacher : your welcome. Tolong dikumpul diruangan saya yah  “ *your welcome, plese collect it at my room yah”*  **FIRST GRADE** |

From the conversation above, it has been clear that lexical repetition was expressed only by the student. The student did it by repeating words when saying ‘**stand up please.....stand up please’**in order to go on speaking.

1. Prompting

|  |
| --- |
| **Extract 36**  **Teacher : silahkan pelajari baik-baik kalau ada yang kurang jelas, kamu boleh datang diruangan jurusan, saya kira cukup hari ini.** *“ please learn it well, if there is something unclear you may come to the office, I think that’s all for today”*  Student : ready, stand up please, thank to our teacher  All students : thank you sir  First grade |

The last type of turn taking found in closing section is prompting. As illustrated above, prompting was shown by the English teacher when saying “**silahkan pelajari baik-baik kalau ada yang kurang jelas, kamu boleh datang diruangan jurusan, saya kira cukup hari ini”.** The style of prompting used by the participant is request.

Based on the explanation above, kinds of turn taking strategies used by the participants; students and English teachers in closing section is summarized and can be seen in the following table;

1. **The implication of turn-taking mechanisms on TEFL in SMK Darussalam Makassar**

From the data gained through the interview with six participants as the representative of all the participants, it could be concluded that the implication of turn taking strategies on TEFL in SMK Darussalam Makassar is summarized and can be seen in the following table;

|  |  |
| --- | --- |
| **The pedagogic implication of turn taking strategies in TEFL** | |
| **Pedagogic Implication based on the teachers’ interview** | **Pedagogic Implication based on the students’ interview** |
| * It help teachers to communicate well with the students * It help teachers to be a good speaker * It help teachers to speak clearly | * It helps the students to understand teachers talk in the classroom activities * It helps the sudents to have well ordered conversation |

Based on the table above, the researcher concluded that students and the English teachers have same opinion about the implication of turn taking strategy and agreed that turn taking strategy is very useful for their spoken communication, so that communication they do can run well. In addition, turn-taking strategy can lead them to be a good speaker.

1. **Discussion**

After showing up the data description in the previous section, the researcher would like to interpret the data that had been found during conducting this research. Based on the data description, the researcher identified that each section of classroom activities has different kinds of turn taking strategies used by the participants.

There are a few kinds of turn taking strategies found in the opening section. The kinds are clear start, hesitant, uptakes, verbal filler, lexical repetition and prompting. As illustrated in the first and second extracts, clear start strategy was produced by a student when preparing the class to learn and greeting the teacher. Furthermore, the English teachers did clear start when they entered into the classroom and started to teach and to explain the material. In the other hand, the researcher identified a hesitant strategy only in the first meeting of third grade as described in the third extract and merely done by the teacher. For uptakes strategy, like hesitant, it was only produced by the English teacher as depicted in the fifth extract. From the conversation, it has been clear that the English teacher did hesitant strategy when he asked a student to prepare the class before learning, while verbal filler was only produced by the English teacher when he asked a student to prepare the class before learning.

Other types of turn taking strategies applied in opening section are lexical repetition and prompting. Unlike hesitant and verbal filler, lexical repetition as illustrated in the sixth extract and prompting as exemplified in the seventh and eighth extracts were produced both by the students and the English teacher. From the conversations, it can be found that they repeated the words to go on speaking. In the other hand, the participants did prompting in the like styles; it is in a form of question.

Otherwise, in main activity, almost all kinds of turn taking strategies were used by the participants. The first type of turn taking strategy found by the researcher is clear start. Clear start was done by both the English teachers and the students as illustrated in the ninth and tenth extracts. Like clear start, uptake, another type of turn taking, was used by the English teachers and the students in the conversation in order to take the turn. The English teachers did uptake when they responded to or clarified the students’ answer as illustrated in the eleventh and twelfth extracts, while the students did uptake when they answered their English teachers’ questions as seen in the thirteenth and fourteenth extracts.

The next type of turn taking strategies utilized by the participants is link. As illustrated in the fifteenth and sixteenth extracts, both the English teachers and the students did such a strategy. After analyzing the conversation, the researcher found that link occurred in the same situation as uptake. Like link, alert also appeared in main activity and it was produced by the English teacher and the students as described in 18 until 21 extract. Alert was used by the students when they wanted to do their English teacher’ instructions and they did it by using louder voice, while the English teachers did alert when they reprimanded or interrupt a student with a louder voice.

Besides alert, another kind of turn taking strategy used by the participants is meta comment. Unlike Alert, meta comment was only done by another teacher in order to take the turn in the conversation as in 22 extract. It appeared when learning-teaching process happened. Furthermore, some kinds of strategies had been identified by the researcher. They are filled pause/verbal fillers, silent pause, lexical repetition and new start. As illustrated in the 23 and 24 extract, filed pause was made by an English teacher and a student, while silent pause occurred when the participants did not know what they have to say or how to respond to the teachers’ questions. In addition, lexical repetition was produced by both the English teacher and the students as in 26 and 27 extract. Then, after analyzing the conversations, the researcher found that the participants did lexical repetition to go on speaking. In the other hand, new start was only made by a student and it happened when he talked and did not do verbal fillers, silent pause and lexical repetition.

The last three types of turn taking strategy found in main activity are prompting, appealing and giving up. Prompting, as illustrated in 29 and 30 extract, was used by the students and the English teachers. Based on the conversations, the researcher found that the students and the English teachers did prompting in the like manner; it is in a form of question. Furthermore, appealing, as in 31 extract, was made by the English teacher as she asked the students whether they had understood or not by using an explicit signal to the listeners in order that they make some kind of feedback. And the last type of strategy identified by the participants in main activity is giving up. This kind of turn taking strategy was used by the students and English teachers.

Not only in opening and main activity did the researcher find turn taking strategy used by the participants, but in closing are also found a few turn taking strategies; uptake, lexical repetition (student) and prompting (teacher). Like lexical repetition in main activity, the student did lexical repetition in order to go on speaking, while prompting strategy made by the English teacher is different from prompting strategy in the conversation of main activity. Unlike in main activity, the form of strategy used by the English teacher is in form of request.

By considering the findings above, the researcher identified that the result of this research is totally different from some related previous findings. If the previous findings declared by Mutiara (2006) cite that taking the turn mostly used by the speakers are uptake, clear start and alert by starting it with a new topic and then with question, while the participants in this research mostly applied uptake, link and lexical repitition.

After showing findings and discussion above the turn taking strategies used by the participants are summarized and can be seen in the following figure

Tturn taking strategies were done by the students. The turn taking strategies used by the students are described as follows;

;

Based on figure 4.1 above. It can be seen that students did turn taking strategies each section. In opening section. In opening section, the students only did three kinds of turn taking strategies, clear start, verbal filler and prompting where the function of clear start is to start conversation in good preparation and say greeting. Unlike in opening the students in main activity did many kinds of turn taking strategies, the strategies are clear start, uptake, link, verbal filler, silent pause, lexical repetition, newstart, prompting and giving up, furthermore, in closing the students only did turn taking strategies that is lexical repetititon.

Furthermore, turn taking strategies were also done by the teachers. The turn taking strategies used by the teachers are described as follows;

Based on figure 4.2 above. It can be seen that teachers did turn taking strategies each section. In opening section, the teachers’ only did four kinds of turn taking strategies, clear start, hesitant start, verbal filler and prompting where the function of clear start is to start conversation in good preparation and say greeting. Unlike in opening the teachers in main activity did many kinds of turn taking strategies, the strategies are clear start, uptake, link, alert, metacoment, verbal filler,lexical repetition, prompting and giving up, furthermore, in closing the teachers only did turn taking strategies that is prompting.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consists of conclusion and suggestion. Conclusion refers to what has been described and discuss in the previous chapter; kinds of turn taking used by the English teachers and the students of SMK Darussalam Makassar, the function of turn taking strategy and its implication in TEFL. Suggestion deals with some advice for the students, the English teachers and all the readers in general.

1. **Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. In opening section, there were a few kinds of turn taking strategy identified by the researcher. The strategies were clear start, hesitant start, uptke, verbal fillers and prompting. In the other hand, the researcher found, except hesitant start, that all kinds of turn taking strategies appeared in main activity. The turn taking strategies used by the participants were clear start, uptake, link, meta comment, alert, verbal filler, silent pause, lexical repitition, new start, prompting, appealing and giving up. While in closing activity, unlike opening and main activity, the researcher only found two types of turn taking strategies; lexical repition and prompting.
2. Turn taking strategy can be used a means to know the students’ and English teachers’ ability in English.

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1. The English teacher of first class was less communicative since she never did appealing while appealing is very important to do in order to check the students’ understanding about the material. In the other hand, the English teachers of the second and the third class can be categorized as communicative teachers since they did appealing and prompting during learning and teaching English process.
2. The use of turn taking strategy depends on the ability of the English teachers themselves. If they are good communication in English, it can be said that turn taking strategy, like holding the turn, will rarely happen. Furthermore, the use of turn taking strategy is also influenced by the theme of the subject. This statement is proved by the findings of the data found that the first class students never did yielding the turn, and it happened because during conducting this research, they were learning to write narrative text.
3. Some kinds of turn taking strategies are not appropriate to use, such as holding the turn, hesitant start and giving up because it disturbs the communication process between the students and the English teachers, and some are appropriate such as appealing, prompting and clear start since it can help the English teachers to know whether the students have understood the material or not.
4. The functions of turn-taking strategy are to start conversation, as a space to think about what should be said, to clarify the students’ answer, to give signal to the speaker that the listener has understood, to interrupt or reprimand the speaker and to check the students’ understanding.
5. The implication of turn taking strategy in TEFL is the way to run communication well. However, the most important implication of turn taking strategy in TEFL is that turn taking strategy can be a good method for the English teachers to see the students’ ability or performance in English, in the sense that if the students do holding the turn or giving up, it can be concluded that the students still have low ability in performing the language.
6. **Suggestion**

By considering the findings above, the researcher cites some suggestions for the improvement of communication process among learners and teachers as follows;

1. The English teachers are suggested to pay attention to their students’ turn taking because turn taking can be a good method in evaluating the students’ progress in learning language.
2. It is suggested that the English teachers should prepare what they are going to teach well
3. The English teachers should master the material to be taught, so the students can more understand the material learned.
4. It is suggested that the English teachers should do clear start in the opening section by giving motivation.
5. The English teachers should provide any kinds of game in order that the students can feel enjoyable and comfortable.

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