

TURN-TAKING STRATEGY: THE EFFECTIVE WAY TO IMPROVE STUDENTS' SPEAKING SKILL

Atika Salman Paris

Institut Pendidikan Nusantara Global, Indonesia

Corresponding Author's e-mail: salmanelparadise@gmail.com

e-ISSN: 2985-7996

Article History:

Received: 01-01-2023

Accepted: 20-01-2023

Abstract: The purpose of this research is to improve students' speaking ability using a turn-taking strategy. The design of this research is classroom action research, this research uses two cycles, and each cycle has some stages, such as planning, acting, observing, and reflecting. The data analysis of this research used tests and observation. The result of this research is the students' self-confidence was increased, the students' communication was improved, and the students decreased their mother tongue use. It can be seen from the score of each test. Additionally, the score of the students increased in each cycle, in cycle 1 when the researcher do the speaking test, the student's score was 73, which means that the students still got under the standard score. In cycle 2 the students' score was 80, which means that the students got a high score. Thus, it can be concluded that the turn-taking strategy was an appropriate strategy to improve students' speaking ability at MAN 1 Mataram.

Kata Kunci: speaking, turn-taking strategy, conversation



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

Mastering speaking skills in English is demanded by many second-language or foreign-language learners. Usually, students measure their success in language learning as well as the efficiency of their capability in English lessons of how much they have enhanced their spoken language competence (Richards, 2008). Those perspectives, alongside, appear on successful communication and sharing information will be defined by speaking English ability.

The aim of teaching speaking skills is to develop effective and fluent communication. Fluency is a natural language that occurred when interlocutors engage in meaningful interaction, maintain comprehensibility, and develop communication. Despite their limitation in communicative competence, they can learn if the educators provide an appropriate strategy that connects them with society in real life. Consequently, teachers should promote brilliant ideas to motivate learners in studying English speaking (Nunan, 2003). Since speaking is about organizing thought in a meaningful and logical sequence, therefore, educators should not only teach learners how to practice their speaking ability but also how to adapt to the language. However, many language instructors were still confronted with numerous difficulties in providing adequate instruction (Brown, 2000).

Based on what the researcher experienced during the teaching practice at school, there were many problems in teaching speaking. First, lack of self-confidence, which means the pupils are often afraid or nervous when they are instructed by the teacher to speak. Second, students tend to feel that they do not know how to build communication using English. In addition, the use of the mother tongue often occurs when the learners are invited to talk in English. As the consequence, both teacher and student will automatically talk in their first language. Those facts cannot be separated from teaching English in Indonesia, which was known as the foreign language or EFL, and furthermore, the educators still use conventional strategies in teaching language. The English classroom still shapes students' behavior to be dependent on the teachers and less autonomous (Muhammad, 2020). Therefore, every teacher needs to know the roles in teaching speaking (Bryne, 1997).

Referring to the students speaking skill problems, there are many ways that can overcome them, such as talking a lot, and having high motivation, it is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning, and a good level of language (Rosyidi, 2022). The success of the learners is the objective of the teachers in teaching English. It happens when the strategies used by the educators are highly effective to transfer the materials (Ur, 1991). The Australian Society for Evidence-based Teaching said that it needs teaching strategies in class (Killian, 2014). Those teaching strategies will be promoted by the teachers during learning the speaking subject. The turn-taking strategy, therefore, is one of the appropriate teaching strategies to carry out in teaching speaking skills.

METHOD

This classroom action research was conducted in the first year of the tenth student grade of MAN 1 Mataram in Academic Year 2019/2020. This school was chosen by the researcher as the research location because it is the place of the researcher's practice to teach or it is called PPL. According to Mulyasa (2009), classroom action research is a kind of research that has re-emerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work.

In analyzing and interpreting the data, the first step was done by an abstraction of all collected data. After conducting the research, the researcher made an abstract of all data collected. The researcher selected the data related to the research problem. Then,

the researcher arranged all data collected by classifying the data. In this case, the researchers classified the data into two categories, such as the data in the learning product and the data in the learning process; they were observation and speaking practice. When the researcher got the data, the researcher tried to interpret all collected data from each cycle. And based on the analysis and reflection of each cycle, the researcher decided whether there would be a next cycle or not.

RESULT AND DISCUSSION

This research was concerned with two cycles, including cycle 1 and cycle 11. Each cycle consisted of four steps of action research that are planning, action, observation, and reflection. Every cycle would be reflected and evaluated to know the result of the research. The first cycle was concluded pre-test that was conducted in two meetings while the second cycle was conducted in two meetings too. At the last meeting of every cycle, the students were taken tests as pre-test 1 for cycle 1 and post-test 2 for cycle 11.

Table 1. *Students Score in Pre-Test of Speaking Skill*

No	Initial Name	Aspects				Total score	Conversion
		Pron	Syn	Voc	Present		
1.	AS	3	2	2	1	8	67
2.	BLR	2	2	3	1	8	67
3.	DTA	2	2	2	2	8	67
4.	HLM	2	2	3	3	10	83
5.	HDN	1	2	3	1	7	58
6.	HDY	2	3	3	2	10	83
7.	HND	2	1	1	1	5	42
8.	LMS	3	3	2	2	10	83
9.	LAZ	1	1	1	1	4	33
10.	MDA	2	2	2	1	7	58
11.	MRA	2	2	2	1	7	58
12.	MHI	1	2	1	2	6	50
13.	MZK	2	2	2	3	9	75
14.	NN	1	2	2	2	7	58
15.	PSAM	2	2	2	2	8	67
16.	PA	3	3	3	2	11	92
17.	RH	1	1	1	2	5	42
18.	RAP	2	3	2	2	9	75
19.	RB	1	1	3	3	8	67
20.	RA	1	3	2	2	8	67
21.	SR	1	1	1	2	5	42
22.	SS	1	3	3	2	9	75
23.	VF	2	3	3	3	11	91
24.	ZAF	3	3	3	3	12	100
Total						217	1742
Mean						9,0	73

From the table above about the score of the pre-test, the number of students who took the test was 24 students. The total score of students counted by using the formula which mentioned in data analysis, based on the table the total score was 181 which gathered from all students' score. About the mean of score it took from the result of the

total score divided with the students' numbers, the mean was 7, 54.

Based on the table there was a conversion which is a technique for processing and converting raw test result into standard scores. All the score in conversion was taken using the formula which was mentioned in data analysis. The total of conversion was 1449. About the mean of the conversion that took from the total conversion divided with the number of students, based on the table the mean was 63.

After conducting the pre-test, the researcher then carried out the post-test by applying the turn-taking strategy to the students. The result of the post-test can be seen in the following Table 2.

Table 2. *Students Score in Post-Test of Speaking Skill*

No	Initial Name	Aspects				Total Score	Conversion
		Pron	Syn	Voc	Presentation		
1.	AS	3	2	3	3	11	92
2.	BLR	3	1	3	3	10	83
3.	DTA	3	2	3	3	11	92
4.	HLM	3	1	2	3	9	75
5.	HDN	2	3	3	3	11	92
6.	HDY	2	2	3	3	10	83
7.	HND	2	2	1	3	8	67
8.	LMS	3	3	2	2	10	83
9.	LAZ	1	2	2	2	7	58
10.	MDA	2	2	3	2	9	75
11.	MRA	2	2	2	3	9	75
12.	MHI	2	2	3	2	9	75
13.	MZK	2	3	3	3	11	92
14.	NN	2	2	3	2	9	75
15.	PSAM	2	2	2	3	9	75
16.	PA	3	3	3	3	12	100
17.	RH	2	2	2	3	9	75
18.	RAP	3	3	2	2	10	83
19.	RB	2	1	3	3	9	75
20.	RA	2	3	2	3	10	83
21.	SR	2	1	2	3	8	67
22.	SS	2	2	3	2	9	75
23.	VF	2	2	2	3	9	75
24.	ZAF	3	3	3	3	12	100
Total						231	1925
Mean						9,6	80

From the analysis above, in cycle 2 the students score increased. The total score of students counted by using the formula which was mentioned in data analysis, based on the table the total score was 231 which was gathered from all students score. About the mean of score it took from the result of the total score which divided with the students' number, the mean was 80.

Based on the table there was a conversion which is a technique for processing and converting raw test result into standard scores. All the score in conversion was taken using the formula which was mentioned in data analysis. The total of conversion was 1925. About the mean of conversion that took from the total conversion divided with the number of students, based on the table the mean was 86. It could be concluded students'

speaking ability was improved. It meant that the post-test in cycle 2 categorized success.

CONCLUSION

Based on the research findings in chapter IV, it can be concluded that the result of this research was successful in the effort to improve students' speaking skill using a turn-taking strategy that can solve the problems that happened in the class. This could be seen from the improvement of students at each meeting for two cycles. At the first cycle, students' self-confidence increased after using the turn-taking strategy, because that strategy forced them to speak or they have a turn to speak, when they were speaking in each meeting built their confidence.

Additionally, in the second cycle, students' communication, after applying the turn-taking strategy the students' communication in speaking ability was developed. It is proven with the students' scores in practicing speaking tests were higher time by time.

ACKNOWLEDGMENTS

Finally, the researcher realizes that this research still has some weaknesses and mistakes. Therefore, the researcher would like to accept any constructive suggestions to make the research better. The researcher also would like to say thank to those who have provided both moral and material support for the implementation of this activity.

REFERENCES

- Bryne, Donn. (1997). *Teaching Oral English*, (England: Longman Group Limited.), pp. 32.
- Brown, H. Douglas. (2000). *Principles of Language Learning*, New Jersey: Prentice Hall, pp.3.
- Jack, C, Richards. (2008). *Teaching Listening and Speaking from Theory to Practice*, Cambridge: Cambridge University, pp.16.
- Mulyasa. (2009). *Praktik Penelitian Tindakan Kelas*, Bandung, Rosdakarya, pp. 11.
- Muhammad. (2020). "Promoting Students' Autonomy through Online Learning Media in EFL Class", *International Journal of Higher Education*, Vol. 9, No. 4, July 20, pp.320.
- Nunan, David. (2003). *Language Teaching Methodology*, Oxford: Prentice, pp.23.
- Penny Ur. (2014). *A Course in Language Teaching*, Cambridge: Cambridge University Press, 1991, pp.35
- Shaun Killian, "Top-10-Evidence Based Teaching Strategies", *E-news*, Vol. 2, number 2, January 2014, pp. 6.
- Rosyidi, A., Masyudi, M., & Paris, A. (2022). The Effect of Shadowing Technique in Teaching Speaking at A University. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(3), 281-292.
<https://doi.org/10.37680/scaffolding.v4i3.1907>