

USING TURN TAKING STRATEGY TO UPGRADE STUDENTS' TOLERANCE IN SPEAKING

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Abstract

In the acceleration class, which students have higher intelligence than common students, some of them tend to dominate talk when they are asked to deliver their opinion about a problem given. Because of that, the writer want to improve English use spread evenly and give the same opportunity to all students by using turn taking strategy. This strategy is done in group based on the topic given by teacher.

Keywords: Speaking, Turn Taking, Teaching Tolerance

A. Introduction

Speaking is one of the four basic language skills that should be mastered by students if they want to have ability to communicate in English. It is one of the productive skills in English in the oral way. It requires how the students can understand the message and deliver or respond to the ideas based on its vocabulary and grammar.

However, in teaching speaking at senior high school, there are several problems faced by the teacher. In the acceleration class, the students often dominate the discussion. It means they do not allow their friends to talk much rather than they do. This problem may come from the media such television and internet which students watch everyday. The second problem is the disrespectful of some students to their friends ideas. They tell the disagreement through inappropriate language. If this problem happens overtime, there will be closed- minded generation who think that their ideas

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are right and others are wrong. This will obstruct mental development of young generation in the next time.

One of the solutions for this problem is “Turn- Taking” strategy. This strategy has some strengths. The first one it is easy to practice. There is no equipment needed in this strategy except update issues, new policy and recent regulations which can be developed by students at the time of their speaking practice. Teacher is easily asked to prepare the recent topic that will appear many ideas or solution among students.

At last but not least this strategy can create tolerance among students in the classroom because they are provided the situation which they have to listen to others, comments on their friends’ ideas, indirectly asked to receive ideas even though they are contradictive from what someone thinks and argue as the right one. This strength is closely related to one of nationality education character which are included in Indonesian curriculum today, KTSP, that is tolerance and appreciation character.

Scrivener (1994) defines speaking as oral exchange information. By speaking, people can give information through voice and sound of language. As human beings, people communicate to fulfil their needs to transfer much information. Furthermore, speaking can be done if there are two or more people in one communication area. It involves speaker(s) and listener(s) to interact each other. So, it can be stated that speaking is the ability to convey a message and transfer information from the speaker(s) to listener(s). Moreover, Brown (2001) states that speaking is a productive skill where it is usually performed in face to face communication and in part of dialogue and other verbal communication. Because of that, in speaking, someone should have several skills; pronunciation, stress patterns, rhythmic structure, intonation contours, strategic devices- pauses, fillers, self- correction to enhance the clarity of the message, word order, cohesive discourse, fluency and accuracy in order to make the listeners understand what she /he is saying.

In general, turn-taking can be described as the skill of knowing when to start and finish a turn in a conversation. It is an important organisational tool in spoken discourse (Tertiary Education Commission: 2003). Turn-taking can also be defined as one of the basic mechanisms in conversation and the nature of turn taking is to promote and maintain talk (Allwright:1984). For smooth turn-taking, the knowledge of both the linguistic rules and the conversational rules of the target language is required. Since common attitudes, beliefs, and values are reflected in the way language is used

From the two views above, it is clear that every English speakers should know and apply turn-taking strategy to have a good communication and upgrade students’ tolerance. The problem in this paper is formulated as follows: “How can the teacher use turn-taking strategy to upgrade students’ tolerance in speaking?”

B. Discussion

In teaching preparation, before starting the class, teacher have to do some preparations so that the teaching and learning process run effectively. In order to reach the goal of learning, some preparations that have to be done are: First, teacher prepares material and topic which is familiar and interested for the students. It will help students to comprehend the lesson more easier. For example, friendship, style, and technology, and environment.

Then, teacher prepares media that relate to the topic. Media can catch students' interest and make them focus on the lesson. Thus, media can become a good motivator for the tudents to be active in teaching and learning process. Media can be used are videos or pictures which close related to students. One of the example of video is about illegal logging in the world.

Teacher prepares the relative time allocation due to make the teaching and learning process effective and efficient because too long time will amuse students. The same activity in many meetings will be boring for them. One of the important thing before the class starting, teacher prepares students physically and mentally as well to take a part in learning process.

Teaching procedure can be described as follows: The first one is called pre teaching activities. In the pre teaching activities, teacher prepares learners physically and mentally to follow the learning process. Students are guided to the learning atmosphere. They are also asked to be focused to follow learning process. This also uses to decrease noise that sometimes will appear in the learning process. Next, techer asks questions which relate prior knowledge with the material to be studied. Prior knowledge is a direction for students to what they are going to learn. Teachers' question should not be too complex. It means they are easy to be answered by students based on what they know. Questions words need to be limited into 'what', 'who' and 'where'. 'How' and and 'why' question words will affect low response from students because they have to think hard to answer that kind of questions. Then, teacher explains the learning objectives or basic competencies to be achieved. In turn taking, learning objectives should be told before the lesson to students are: First, applying expression of telling argument in formal and informal way, using expression of argument in polite language, responding others' opinion openly, and identifying others' opinion which imply agree and disagree. Basic competencies that are hoped to be reached through this strategy students are able to: apply expression of telling argument in formal and informal way, use expression of argument in polite language, response others' opinion openly, and identify others' opinion which imply agree and disagree. After that, teacher conveys a material description. Material in turn taking strategy are expression of telling arguments, which are: "I think", "I believe", "In my opinion,", "As far as I'm concerned,", etc. Also, teacher should tell students that turn taking is different from interrupting. Turn taking can be described as giving shift to talk in the

discussion. On the other hand, interrupting is a forcement to have a dominan part in discussion wotihout giving any enough chance to others.

Second activity is called whilst teaching activity. The implementiom of the whilst activities is the process of learning to achieve basic competency is done interactively, inspiring, fun, challenge, motivate learners to participate actively, as well as providing enough room for for initiative, creativity and independence in accordance with the talents, interests, physical and physical development of students. Whilst teaching activities use tailored methods to learner characteristics and subjects, which may include exploration process, elaboration and confirmation.

In exploration, teacher asks students some questions which relate to video has been watched. In elaboration, students are given some expression of giving argumentation an opinions like ‘I think’, ‘As far as I am concerned’, ‘As I know’, etc and use the polite language when they argue of something. Then teacher chooses students who have difference ability which are high, middle, and average students. The rest sit around the three speakers. They are told to watch and listen carefully to the discussion because there will be turn for them, too.

If the class is quite big or consists of more than fifteen students, teacher can divide them into two parts which teacher stands between those two groups of discussion. When teacher finds a student who has more domination than others, after some minutes change the position of her/ him to be audience and choose one who sit in a big circle to be one of speakers. This is role of teacher to facilitate learners in cooperative and collaborative learning and distributes gives a turn time. Cooperative and collaborative learning can create tollerance and appreciation among students in the group eventhough each students has different ideas from others. Meanwhile, students who sit in the big circle, after giving attention to their friends’ ideas, will appear a critical thinking to consider which are on the same line with them and contradictive to theirs, why does it happen, and what are the solutions for that problem. At last but not least teacher facilitates learners doing activities that foster a sense of pride and confidence. Teacher should strengthen students who are speaking to decrease feeling confuse they have. To realize this, teacher can give strong eye contact to create their pride and confidence while they are speaking in front of a lot of people, especially for whom do it for the first time.

In confirmation, the teacher gives positive feedback and reinforcement in the form of oral, writing, gestures as well as the prize of success of learners. Positive feedback which can be given in turn taking activity are smile and some appreciation sentences like: “ You are great!”, “I am proud of you!”, etc. It will motivate students to be actively participate in the next meetings. Reinforcement can be done by review what students have said and relate it to the facts. Then, teacher serves her/himself as a resouce and

facilitator in answering questions whom learners face difficulties, by using standard and good language can be understood by students. If teacher get a question which needs a lot of information that she/ he does not know, teacher asks that student to wait until answers based on the theory or principle is found. Next, teacher is hoped to give reference that can help students in their further exploration which related to the topic has been discussed that can be searched in books, journals, or on any websites which enrich their knowledge. So, learning experience will be felt directly by students.

The last activity in implementing turn taking strategy is called post teaching activity. To do this, teacher asks observers in the discussion (students who are not speaking yet) to share what they saw and heard voluntarily. Object a person directly will shock that student and he/ she cannot speak well as their thinking. On the other hand, volunteers will speak clearly, melodically, and undoubtedly because they have prepared themselves before speaking. Teacher tells their views about what are goodnesses and weaknessess has been done by students during learning process. Teacher avoids personal comments that delibitate students mentally. If no, as the bad effect, they are not interested to speak in the other time. Last, teacher concludes the lesson and end the class.

C. Conclusion

Turn Taking is as one of the effective strategy that can upgrade senior high school students' ability in training their fluency in speaking. This paper explains three stages of teaching. They are pre-teaching activity, whilst-teaching activity, and post-teaching activity. In the teaching stages, teacher acts as the facilitator as well as the controller and the moderator. In the pre-teaching stages, teacher needs to review the previous lesson in order to refresh their knowledge about how to give comments and suggestion. Then in the whilst-teaching activities, teacher acts as the controller and as facilitator during turn taking between students takes place. Finally, in the post-teaching activities, teacher needs to summarize ideas has been presented. Thus, in this paper, there are some advantages of turn talking strategy to increase senior high school students' fluency in speaking. First, turn taking strategy gives teachers an idea of what the students want to argue on their environment. It also eases teachers to appraise their students about how far they know and comprehend about arguing of something in appropriate and polite way. Moreover, turn taking brings good classroom atmosphere. Then, it makes the students enjoy their learning process without teacher's intimidated of correction. Next, it makes students realize that their teacher is not the only source of correction and they can learn a lot of one another. The last but not least, it increases students' talk time and interaction.

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