

# TEACHING ALLO-REPETITION STRATEGY TO IMPROVE STUDENTS' PARTICIPATION IN CONVERSATION CLASS

by

Enggrasedes

SMAN 1 Lintau Buo, Tanah Datar, West Sumatera

## Abstract

*This paper describes how allo-repetition strategy improves students' participation in conversation class. Students' low participation in conversation class is presumably caused by their having no strategy in speaking. This research is aimed at examining whether allo-repetition strategy can better improve students' participation in English conversation. The kind of research is a Classroom Action Research conducted in two cycles at grade X2 which consisted of 31 students. The data were collected by using observation sheets, field notes, and tape recordings. The qualitative data were analyzed by using the technique suggested by Hopkins (1993: 159-162), and the quantitative data were analyzed by using percentage. The result of data analysis from observation sheets and field-notes show the improvement of students' involvement in learning process. The data from students' recorded conversation show the improvements in terms of numbers of exchanges the students could produce in a conversation, students' turn-taking, and students' back-channeling. The result of this research indicates that allo-repetition strategy better improves students' participation in conversation class.*

*Key words/ phrases: allo-repetition, conversation class, speaking, turn-taking, back-channel*

## A. INTRODUCTION

It is said that success in learning a foreign language is determined by it's learners' abilities to communicate effectively in the language. Speaking is one of the four language skills that foreign language learners should acquire in order to gain the communicative skills. Related to this idea, the teaching of oral skill has become increasingly important. It is essential that language teachers pay more attention on teaching speaking with an emphasis on the

teaching the language use in real life situations and contextual communication as stated in the School Based Curriculum for Senior High School that students are expected to be able to communicate in oral or written language whether in interactional or transactional communication. The students are hoped to be competent to perform their speaking abilities through monolog and dialogue in the context of daily life.

Unfortunately, it is an undeniable fact that English, despite being

recognized as an international language, is a foreign language studied at Junior and Senior High School that for most of students find it difficult to use in daily life contexts. They face many obstacles in speaking because of their self-confidence, their ability to initiate and keeping their interaction on going. Besides, it seems to the researcher that a great number of classroom activities are based on memorizing new vocabulary, practicing grammar rules, and analyzing texts. Little attention is given to communication skills such as listening and speaking. The speaking ability is mostly taught to the students by memorizing dialogues and then performs them in front of the classroom. This condition generates students to be the passive learners since they are not trained to convey their ideas and express their mind in spontaneous talk. As a result, some students might find it difficult to be involved in conversation especially for daily social communication.

Based on the researcher's experience as an English teacher, by observing and interviewing some students, the following problems are supposed to be the handicaps for most of students in speaking. *First*, students are reluctant to speak because of their limited vocabulary. *The second* problem is lack of self-image. Students tend to speak hesitantly without enough self confidence and they are afraid to be judged by their friends as that they are wrong, stupid, or incomprehensible. *Thirdly*, insufficient knowledge of grammar was the problem that makes them surrender to speak because they stuck on thinking about how to speak grammatically correct. *Forth*, most of them do not know the strategies that can be employed in oral communication to

overcome the above problems during speaking. Having no strategy, they cannot show their participation in speaking and as a result they cannot maintain even a simple conversation and at last they feel that using mother tongue is the way out since they share the same mother tongue. In fact, this strategic competence is one of the competences required to be owned by students as stated in the curriculum for Senior High School.

If this situation continues, the students' speaking skill will never be improved. They cannot perform whether the interactional or transactional function of language in their daily life based on the objective of learning language stated in the curriculum. So, the above problems are critically needed to be solved. Students' participation in conversation is considered important to be improved by applying one of communication strategies called *allo-repetition strategy*.

*Allo-repetition strategy* was promoted as a solution because it is presumed to contribute to students' participation in a conversation and to the development, maintenance and coherence of the conversation. It can be a resource that language learners can utilize to enable them to establish coherence and interpersonal involvement in a conversation despite their language constraints (Tannen, 1989: 48). It means that the use of this strategy is expected to overcome difficulties in speaking. Here, students repeat the utterances or part of the utterances which have already uttered by the interlocutor to show their listenership, agreement, surprise etc, in order to maintain and develop their conversation. The researcher believes that the use of *allo-repetition strategy* could be significant for the students as

EFL students to overcome their difficulties in oral communication. This study is therefore based on an exploration of the question “To what extent can allo-repetition strategy better improve students’ participation in conversation?”

## **B. BRIEF REVIEW OF RELATED THEORIES**

Learning strategies basically deal with the mental processes which learners employ to learn and use the target language. The concept of strategic competence is one that few beginning language students are aware of. Brown (2001) conveys some of the strategies which students are aware of as:

1. Asking for clarification (*What?*)
2. Asking someone to repeat something (*Huh? Excuse me?*)
3. Using fillers (*uh, I mean, Well*) in order to gain time to process
4. Using conversation maintenance cues (*Uh huh, Right, Yeah, Okay, Hmm*)
5. Getting someone’s attention (*Hey, Say, So*)
6. Using paraphrases for structures one cannot produce
7. Appealing for assistance from the interlocutors (*to get a word or phrase, for example*)
8. Using formulaic expression (at the survival stage) (*How much does.....cost? How do you get to the .....?)*
9. Using mime and nonverbal expression to convey meaning.

Most of the strategies above are in line with allo-repetition strategy. It means that allo-repetition strategy can be used as another way to show what the strategies above mean to. So, it can be said that allo-repetition strategy is a part

of speaking strategies that can be learned by students for the sake of their strategic competence.

Teaching Communication Strategies (CS) to foreign language learners is important. Grenfeld and Harris (1999: 73) suggested that strategy instruction could give learners more of sense control over their own learning. The strategy training could be beneficial for language learners because it is also teaching learners how to select turn-taking phrases, request for help, clarification and repetition and pause fillers.

Communication strategies are employed in order to repair breakdowns in spoken communication and to improve the effectiveness of communication. So it can be said that learning strategies are used in order to promote learning, whereas communication strategies are used to promote communication. And it is reasonable to say that language learning strategies contribute to the development of communicative competence and communication strategies are one type of language learning strategies.

Although communication strategies are not directly related to cognitive learning of language, they provide the learners with the input which is very important for the success of learning. In this case, communication strategies can be employed in conversation in order to allow the learners to maintain in conversation. So, learners get more opportunities to hear as well as to produce the target language. Tarone, Fearch and Kasper in Brett (2001: 54) propose that in order to remain in the conversation learners must: (1) find way to continue producing the target language despite the limitation, (2) recognize when their production has not been properly interpreted, and (3)

indicate their reception of the speakers' intentions. Related to this idea, it can be concluded that the most effective strategies are the strategies that allow learners to initiate and maintain conversation. Here, the communication strategies serve an interaction function (Tarone in Brett 2001: 53). She has attempted to place CS into categories including avoidance, paraphrase, conscious transfer, appeals for assistance and mime.

It is felt to be awkward if the participants of a conversation cannot take their turns to speak smoothly. Yule (1998: 72) states that transition with a long silence between turns will damage the flow of the conversation. Here, CS can be utilized to overcome the problem. One feature of communication strategies is repetition in conversation. Repetition is a resource by which conversationalists together create a discourse, a relationship, and a world (Tannen, 1989: 47). It is a strategy which is considered important as the central linguistic meaning-making and limitless resource for individual creativity and interpersonal involvement. Its automaticity in conversation contributes to its functions in production, comprehension, connection and interaction.

Depending on which speaker produces them, there are two forms of repetitions, namely; self-repetition and other-repetition (allo-repetition). Self-repetition is the repetition that occurs when the speakers repeat themselves. Other-repetition is a joint work between speakers and their interlocutors and this kind of repetition has been labeled differently by different researchers: two-party repetition, second-speaker repetition, and allo-repetition (Murata, Schnelby in Sawir) and (Tannen, 1989: 57). Here, the researcher refers to the

term used by Tannen. Actually, both kinds of repetitions are communication strategies that can be applied in speaking, but the researcher will deal only with allo-repetition. In using this strategy both speakers show their cooperation to maintain the flow of conversation. Both parties have an interest in keeping the conversation going and they also cooperate to give contribution to manage the conversation conducting.

Using repetition strategies is a part of the context of conversational behavior. Allo-repetition refers to an interactional function rather than of meaning creation (Sawir, 2003:2). Students often try to find additional thinking time before speaking. One of the tactics they can apply to sustain the conversation is by repeating part of previous speaker's utterance which refers to this communication strategy.

Repetition of words, phrases, and clauses in conversation serves many functions. Tannen (1989: 59) states the functions of allo-repetition as indications of: *participatory listenership, ratifying listenership, stalling, participating, surprise, and humor*. If the previous speaker's utterance is repeated just as a way to participate in the interchange by showing listenership and acceptance of the utterance, this repetition refers to the first function (Tannen, 1989: 59). The speaker continues to participate in the conversation, even though nothing new to add. This type of repetition is also called 'solidatory repetition' by other researcher like (Murata in Sawir, 2003: 48). In addition, ratifying repetition is not only the indication of listenership but also the agreement to what has been said. In other way, Tannen (1989: 63) says that this repetition means "yessing" to the previous utterance. If the speaker

needs to gain time to think about the next utterances, this kind of repetition can be used to stall. Sawir (2003: 5) states that if the repetition with raising intonation, it means that the speaker is showing confirmation, but if the speaker utters the repetition with falling intonation, it means the speaker need more time before producing the next utterance or response. It can be said that the speaker repeat the previous utterance just to slow down the conversation. Moreover Sawir adds that repetition with stalling function often preceded or followed by expression such as; 'ah', 'oh', and 'mm' (2003:7). Repetition will function as participation if the speaker ratifies what the previous speaker has been uttered with a slightly variation but still in the same syntactic frame (Tannen 1989: 66). It is clear that the speaker shows not only his/ her participation but also agreement through repetition. Moreover, Sawir (2003:8) explains that if the utterance is clearly heard by the listener, but he/she still repeats the utterance with raising intonation, it means that the repeater is showing the feeling of surprise. In this case, the speaker may ensure the correctness of the previous utterance or seeking the clarification. Slight variation of repetition commonly functions as humor. It is humorous because the use of the same grammatical frame to convert a common construction into the odd one (Tannen, 1989: 63).

It is hoped later these repeating strategies will be an automatic language production in ordinary conversation and they can retain the ability to repeat in wide range of varieties spontaneously. In this case, Wehmeyer (2006:2) suggests that conversational skill can be learned using social skills training and role-play exercises.

Based on the basic competences stated in the curriculum for Senior High School, the students are demanded to be able to conduct the interpersonal and transactional functions of language in their daily life. Related to this idea, teachers should understand about the kind of speaking skills that will be a focus in the course. They should be able to consider to which types of spoken language they should pay greater attention. Richard (2003: 6) proposes that informal need analysis is the starting point to plan the speaking activities in the classroom. The second issue is to identify teaching strategies to teach each kind of talk. Here, the teachers are demanded to be able to provide opportunities for students to acquire the spoken language.

Since talk as interaction is perhaps the most complex and difficult skill to teach, teaching communication strategies is hoped to give contribution to students' efforts in improving their speaking skill. The strategies will be embedded in naturalistic dialogues that can be features of language in conducting conversation.

### **C. RESEARCH METHOD**

Since the researcher wanted to do an attempt in order to gain improvement or changing on her own teaching learning process, this research is appropriate to be called as a classroom action research. Hopkins (1993: 9) says that action research is a research in which teachers look critically at their own classrooms primary for the purpose of improving their teaching and the quality of education in their school.

This research was conducted at Sekolah Menengah Atas Negeri (SMAN) 1 Lintau Buo which is located in Tanjung Bonai, North Lintau Buo

Subdistric, Tanah Datar Regency. The school has 21 classes (7 classes of the tenth, 7 classes of eleventh, and 7 classes of twelfth). Time allocation for English lesson is 4 x 45 minutes per week. Each meeting is conducted in 2 x 45 minutes. Here, the researcher conducted the research at the tenth year of class X<sub>2</sub> with 31 class members.

The researcher was involved in every step of each cycle in collecting the data. The researcher prepared three instruments to gather the data. They are; observation sheets, field note, and tape recorder.

- 1) **Observation sheets** were prepared before conducting the research. There were two kinds of observation sheets; for teacher's activities and for students' activities. The researcher set 21 items for teaching and 20 items for learning process in the sheets. The collaborator as an observer put a tick to the column provided for the teacher's activities (see appendix 1) and for students' activities (see appendix 2).
- 2) **Field notes** were used to record particular happenings during the action, the researcher used research field note as another form beside the observation sheets. Johnson (2005: 63) argues that field notes help researchers notice details they might not otherwise have noticed. Here, the types of field notes the researcher used was 'Notes and Reflection After' suggested by Johnson (2005: 65). As soon as after lesson, the researcher and her collaborator recorded their observation. The form of the research field-notes can be seen in appendix 3.

- 3) **Tape recorder** was used to record the students' conversation at the last meeting of every cycle. The data from the recording were than transcribed to be analyzed (see Appendices 4).

The data were collected by doing direct observation as the main technique to find out what happen in the classroom during the process of teaching speaking. While observing the teaching learning process, the collaborator put a tick to the sheets of teacher activities and students' activities. After the lesson, the researcher and collaborator discussed and took some notes into the research field notes because ideally, the notes should be written as soon as possible after the lesson. To support the data collection in observation, the researcher recorded the students' conversation at the end of every cycle.

Since the data gathered were qualitative and quantitative data, they were analyzed qualitatively and quantitatively. The data from observation were analyzed qualitatively; the data from tape-recording were analyzed quantitatively and qualitatively.

In qualitative data analysis, the researcher used four analysis stages suggested by Hopkins (1993: 149), they are; (1) data collection, (2) validation, (3) interpretation and (4) action. In the first stage, the researcher selected and defined the concepts. It means having collected the data; a sub-stage follows immediately or co-exists with the collection data. Here, the researcher was always generating ideas to explain classroom event by interpreting the facts being observed in the light of theory, the researcher's personal presupposition, assumptions and beliefs that guide the

actions. Next, the validation was done to test the trustworthiness. Johnson (2005: 82) supports this idea by stating that “validity is the degree to which a thing measures it reports to measure”. Actually this effort refers to what some experts say as triangulation. Here, the researcher gathered accounts of teaching situation from different points of view, namely those of teacher, her students, and participant observer. By comparing her own account with accounts from other two standpoints, a person at one point of the triangle has an opportunity to test and revise it in the basis of more sufficient data. In the third stage, the data were interpreted through incorporation of findings into model. The researcher took hypothesis or construct and relates it either to theory, the norms of accepted practice or the researcher own intuition as to what comprises good teaching. This allows the researcher to give meaning to particular observation or series of observations that can lead profitably to action. In the last stage, the researcher presented the evidence and proof by writing the report as the action. Here, the researcher is in a position to plan for future action in realistic strategies which are themselves monitored by classroom research procedure.

The data from the recorded conversation were analyzed quantitatively to find out the number of exchanges students could produce in a conversation, and qualitatively to explain students’ turn-taking and back-channeling.

This research was conducted in two cycles with three meetings per cycle. Each cycle consists of four steps, namely; planning, acting, observing, and reflecting. Kemmis and McTaggart (1988: 11) name this model as “spiral”.

The first cycle began with planning for action in which the researcher identified the problem and what to do as a solution. In details, the planning activity included specifying, formulating and analyzing the problems, setting up a working hypothesis, and designing an action scenario. The next stage was action of implementation of teaching allo-repetition strategy. While doing the action, the data were collected through observation. In the last stage, reflection, the researcher makes a review of her enquiry in the first cycle.

## **D. FINDINGS AND DISCUSSION**

The following categories emerged from the result of data analysis. Based on the data gathered through three instruments; observation sheets, field-notes, and tape recording, the following categories are the basis to report and understand the picture of the findings.

### ***a. Students’ Involvement in Learning Process***

The data gathered from observation sheets and the research field-notes were analyzed based on the categories of; students’ involvement in classroom conversation and students’ participation in pair work. There are three indicators in this category, namely; students’ responsiveness to the teacher’s questions, students’ initiation to speak English, and students’ participation in pair work.

From the data collected in the first cycle, it can be identified that students’ lack of confidence and inability to employ certain strategies in speaking are the causes of their unresponsiveness to the teacher’s questions. They were also not used to initiate speaking by using English. The researcher supposes that this

condition caused by their lack of confidence and being untrained to do so. Dealing with their participation in pair-work, they had begun to show their better involvement the second meeting of the first cycle. They had given their contribution to their pair to play their role. They seemed to be seriously prepared their dialog. And all of the pairs performed their dialog in the third meeting.

The data from observation in the second cycle show that students began to be more responsive to the teacher's questions, more had tried to respond the teacher's questions, and their participation in pair work had been good. Their involvement in pair work seemed better than their involvement in classroom activities. They felt freer to show their

participation through working in pair. These data indicate that the students' involvement in teaching learning process had improved.

**b. *The Numbers of Conversation Exchanges***

In last meeting of the first cycle (the third meeting), the researcher tape recorded the students' conversation to be transcribed and analyzed. The analysis of the students' conversation of the first cycle shows that students had been able to converse with their pair based on the direction in the role-play card distributed. Since one of the indicators of the improvement of students' participation in conversation is the number of exchanges they could produce, the data can be summarized as follows:

No	Numbers of Exchange	Numbers of Pair
1	4	4 (28%)
2	5	3 (21%)
3	6	2 (14%)
4	7	3 (21%)
5	8	2 (14%)

**Table 3.1: The Percentage of Students' Conversation Exchanges**

After analyzing the transcript of the students' conversation in the second

cycle, the following table displays the quantitative data of the analysis.

No	Numbers of Exchange	Numbers of Pair
1	8	1(07%)
2	9	2 (14%)
3	10	4 (28%)
4	11	3 (21%)
5	12	3 (21%)
6	15	1 (07%)

**Table 3.2: The Percentage of Students' Conversation Exchanges**

It can be described that they could maintain their conversation more than 10 exchanges in average. This number of exchanges had met the target of improve

-ment targeted before. It implied that the researcher did not need to continue her research to the next cycle.

### ***c. Students' Turn-Taking***

Based on the analysis of the recorded conversation in the first cycle, most of students had been able to employ allo-repetition strategy as an utterance or marker to share their turns. As an effort to take their turns, students employed allo-repetition strategy which functions as clarification and as an indication of surprise. Besides, they used allo-repetition with the function as participatory listenership.

Based on the transcript of students' recorded conversation in the first cycle, the data about how the students manage their turns to speak indicated by the completeness of the *exchanges*.

In the first cycle, some of the students still found difficulties in managing their turns to speak. For few students, they had employed allo-repetition strategy to gain their turns to speak.

The data from the second cycle show that students' ability in managing their turns to speak had gained improvement. The flow of their conversation began to be smoother even though some incomplete exchanges still appeared in the transcript. The problems of the students' turn-taking were mostly caused by the current speaker's unawareness to distribute the turn to the next speaker. And no data revealed that the problem caused by competing for the turn.

### ***d. Students' Back-channeling***

Based on the data from the transcript of recorded conversation in the first cycle, few students had employed allo-repetition strategy to provide feedbacks or acknowledgments to their partner. Two pairs (P10 and P11) had not produced utterances as back-channeling. Six pair of them (P2, P3, P5, P6, P7, and P8) had employed allo-repetition

strategy as back-channeling. But other six pairs (P4, P9, P12, P13, and P14) used other utterances or markers as back-channeling.

In the second cycle, the number of students who employed allo-repetition strategy as back-channeling increased. It is an indication that allo-repetition strategy can improve students' skill in providing back-channels to their interlocutor. It was also discovered that some students used other devices as back-channels. It is supposed that the signals students make to give feedback to their partner are likely to be unconscious. It can be transferred from students' L1 back-channeling. Based on the data from the recording, some students also used back-channels like; *okay, yeah, hmm, oh, I see, no problem, etc.*

From the data above, it can be inferred that allo-repetition strategy can be additional devices for students in back-channeling. The use of the strategy contributed to students' ability in giving back-channels to their partner in conversation

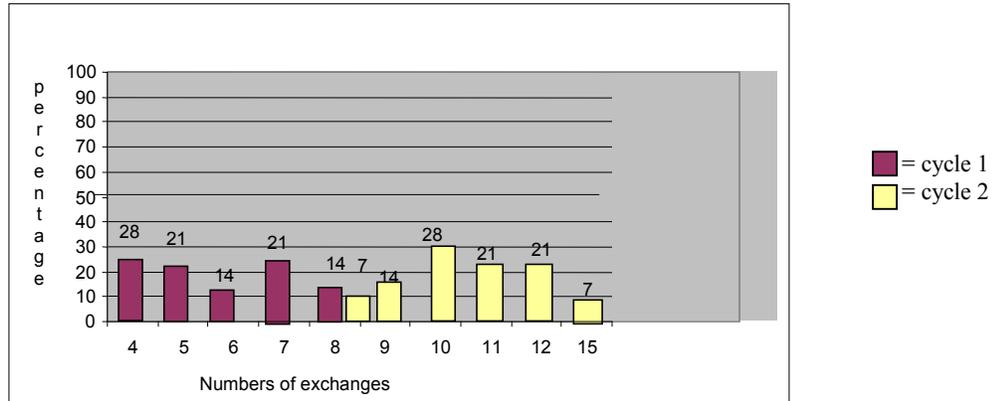
### **The Improvement of Each Category**

The improvement of students' participation in conversation after introducing to allo-repetition strategy is discussed based on the improvement of the following categories; students' involvement in learning process, students' numbers of exchanges in a conversation, students' turn-taking, and students' back-channeling. The result of data analysis in the first cycle was compared to the result of data analysis in the second cycle. Here, the comparison focused the categories which have the quantitative data.

Since the students' participation improvement in conversation was determined by the number of exchanges they

could produce in a conversation, figure 3.3 show the differences between the

numbers of their conversation exchanges in the first and the second cycle.

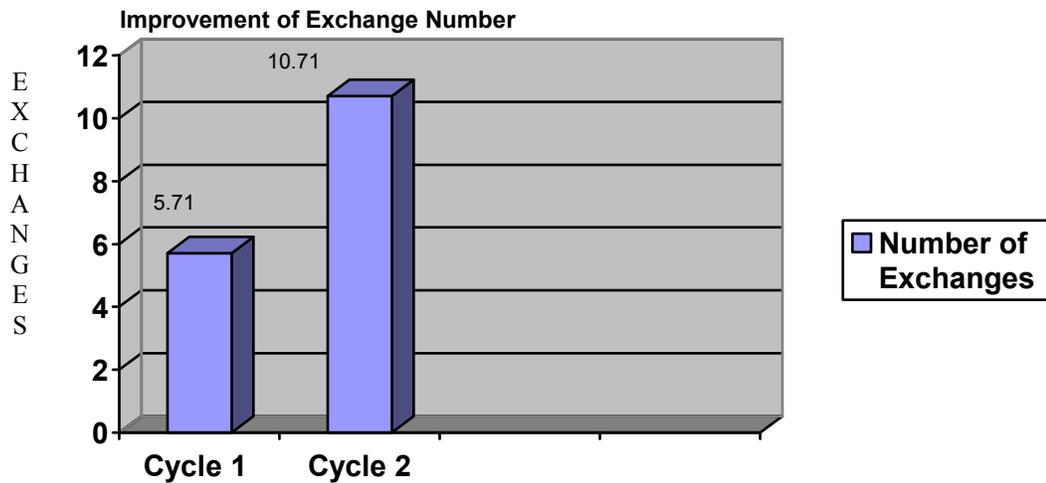


**Figure 3.3: The Histogram of Number of Exchanges**

From the graph, it can be described that students could increase the numbers of exchanges they could utter in a conversation from the first cycle to the second cycle.

displayed in figure 3.4. In average, the students were able to converse more than 5 exchanges in the first cycle, while in the second cycle they were able to converse more than 10 exchanges.

The comparison of numbers of exchanges between the two cycles is



**Figure 3.4: The Histogram of Exchange Number Improvement**

The extent to which allo-repetition strategy could improve the students' participation in conversation is depicted by the result of the analysis of data collected through the observation and tape recording. The improvement of

students' involvement in learning process was analyzed from the data gained through observation sheets and field-notes. The analysis of observation sheet and field-notes as stated in the finding concluded that students was getting

more involved in learning process, and had been able to show their positive attitude toward learning this strategy. It seemed that learning speaking by using allo-repetition strategy motivated them to improve and respond to others' statement or performance. It could be caused by the activities which were conducted in the classroom. The students were not only required to think what to be uttered, but also to understand other's utterances. It means that the students gained the opportunity to initiate oral communication. It is not only conducting a dialog which had been previously prepared, but also practicing the strategy in any possible situation. This statement is in accordance with Brown (2001) who mentions that part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation and to change the subject. It means that in communicative activities, it is important to strive for a classroom in which students feel comfortable and confident, feel free to take risks and have sufficient opportunities to speak. Related to this condition, it can be concluded that an analysis which identifies the requirements of the learners involved is a necessary first step in teaching speaking.

The data from tape recording also show the improvement on students' participation in conversation in terms of the number of exchanges they could produce in a conversation. That is why, before analyzing the conversation, it was important to determine what element of conversation structure to be observed. Here, the researcher focused on the numbers of exchanges they can produce because 'an exchange is the basic unit of interaction' (Sinclair, 1975). So, the more the exchanges the better the conversation is. The result show that the

numbers of exchanges in a students' conversation in the first cycle and the second cycle increased in average. Students could interact in more exchanges in the second cycle. It means that allo-repetition strategy improved students' conversation skill in terms of the number of exchanges they could produce.

Here, students' effort to use the strategy was proved. In the first cycle, the students' average of exchanges was 5.71, meanwhile in the second cycle they could achieve 10.71 in the average. This improvement is closely related to the idea of Bachman (1990: 84). He states that students' mental capacity to implement their language competence in contextualized communicative language use is needed to build their strategic competence. In the analysis, the strategy appears as acknowledging move in Elicit and Inform exchanges, and as eliciting move in Clarify exchange.

The improvement of students' turn-taking is also an indication of good participation in conversation. If the participants of a conversation cannot manage their turns to speak, there will be long pause or overlap. Yule (1998) states that long pause and overlaps between turns are considered awkward in a conversation. In accordance, Brett (2001) argues that learners' strategic competence can be a problem solving in communication. That is why, allo-repetition is one of strategies to participate in a conversation by appropriately take and share turns to speak.

Moreover, conversation participants can employ allo-repetition strategy to return the floor. Here, the strategy functions as hearing check. McCarthy (1991) states that conversation participants should be able to provide responses of not taking turn when one

has the opportunity. There are signals to indicate that back-channel responses. Allo-repetition strategy is one of signals the participants can employ as back-channeling. Sawir (2003) found that allo-repetition strategy with functions as indication of listenership and ratifying listenership was widely used by foreign language learners as back-channeling. By employing this strategy, the learners could show their good participation in conversation.

The improvements of students' involvement in learning process, students' conversation exchanges, students' turn-taking, and students' back-channeling have answered the research question 'To what extent can allo-repetition strategy better improve students' participation in conversation?'

Even though there are indications throughout the study that more students participated in conversation, produced more language, and have positive perception toward the strategy instruction, there are other factors that cannot be controlled in this research. The students might be assisted by instruction taking place over a longer period of time and including more opportunity to practice.

In addition, students' personalities also determine the result of the strategy instruction. More sociable learners will talk more, actively participate and look for opportunities to practice, all of which should have a positive influence on the development of their conversation skill.

## **E. CONCLUSION AND SUGGESTION**

Based on the findings above, it can be concluded that Allo-repetition strategy better improves students' participation in conversation. It helps

students to be actively involved in learning process, to converse more exchanges, to manage turns to speak, to give responses to their conversation partner.

Learning speaking by allo-repetition strategy does not only train the students to talk with sophisticated manner, but it is also contributive to students in solving their problems in speaking. That is why; allo-repetition strategy can be used to improve students' participation in conversation at class X2 SMAN 1 Lintau Buo.

Having finished conducting the study, there are some suggestions that might be useful for the researcher as English teacher in teaching speaking. Those suggestions are proposed as follows.

1. It is expected that researcher as an English teacher to use allo-repetition strategy to improve students' participation in conversation at class X2 SMAN 1 Lintau Buo.
2. It is also suggested to other English teachers to conduct the similar research in their own classrooms as an attempt to improve their own teaching, especially teaching speaking.

## REFERENCES

- Bachman, L. F. 1990. *Fundamental Considerations in Language Testing*. New York: Oxford University Press.
- Brett, A. G. 2001. "Teaching Communication Strategies to Beginners". *Language Learning Journal*, No. 24, 53-61.
- Brown, Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed). USA: Prentice Hall-Regents.
- Grenfell, M., and Harris, V. 1999. *Modern Languages and Learning Strategies*. London: Routledge.
- Hopkins, D. 1993. *A Teacher's Guide to Classroom Research*. (2<sup>nd</sup> Ed). Philadelphia: Open University Press.
- Johnson, A. 2005. *A Short Guide to Action Research*. Boston: Pearson Education, Inc.
- Kemmis, S. and R. McTaggart. 1988. *The Action Research Planner*. Victoria: Daikin University Press.
- McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. New York: Cambridge University Press.
- Richard, 2003. *Developing Classroom Speaking Activities*. <http://www.professorrichard.co>. retrieved on August 20, 2007.
- Sawir, E. 2003. Keeping Up with Native Speakers: *The Many and Positive Roles of Repetition in the Conversation of EFL Learners*. [http://www.Asian-efl-journal.com/December\\_04\\_ES.Php](http://www.Asian-efl-journal.com/December_04_ES.Php).
- Sinclair, J. McH and RM. Coulthard. 1975. *Toward an Analysis of Discourse*. Oxford: Oxford University Press.
- Tannen, D. 1989. *Talking Voices: Repetition, dialogue, and imaginary in conversation discourse*. New York: Cambridge University Press.
- Wehmeyer, M. L. 2006. *Communication Skills Instruction*. [http://www.rcept7.org/More Than A Job/supports/supports% 201/01% 20 comm % 20 skills% 20-% 2001-htm](http://www.rcept7.org/More%20Than%20A%20Job/supports/supports%201/01%20comm%20skills%20-%202001-htm). Retrieved on Sept 9, 2007.
- Yule, G. 1998. *Pragmatics*. New York: Oxford University Press.

## APPENDICES

### Appendix 1

#### Observation Sheet for Teacher's Activities in Teaching Allo- Repetition Strategy to Improve Students' Participation in Conversation

Cycle : .....  
Meeting: .....  
Date : .....

#### Instruction

Put a tick (  $\checkmark$  ) to the column *Yes* if the activities done and to the column *No* if the activities not done by the teacher.

No	Teacher's Activities	Yes	No
1.	The teacher elicits her students' background knowledge.		
2.	The teacher stimulates her students to speak up.		
3.	The teacher writes down the students' answers on the board.		
4.	The teacher explains the use of a communication strategy in speaking to her students.		
5.	The teacher introduces allo-repetition strategy through a 'model'.		
6.	The teacher uses recorded conversation as a model in introducing allo-repetition strategy.		
7.	The teacher explains allo-repetition strategy to her students.		
8.	The teacher explains the functions of allo-repetition strategy to her students.		
9.	The teacher explains how to utilize the strategy in conversation.		
10.	The teacher integrates the teaching strategy to general course material.		
11.	The teacher explains how to analyze a simple discourse to her students.		
12.	The teacher has students work in pairs to make practice.		
13.	The teacher encourages her students to apply the strategy based on the role-play cards distributed.		
14.	The teacher walks around the class and facilitates her students who face difficulties with helps		
15.	The teacher gives students enough opportunities to practice.		

16	The teacher asks the students to do self-assessment.		
17	The teacher records students' conversation to assess the effectiveness of allo-repetition strategy.		
18	The teacher tries to make her language understandable for her students.		
19	The teacher asks students to find any opportunities to practice speaking and utilize the communication strategy.		
20	The teacher gives praises as reinforcements or rewards to her students have done well.		
21	The teacher motivates her students who haven't done well.		

Lintau Buo, February 23, 2009  
The Collaborator

Rahmiwati, S. Pd.

**Appendix 2**                      **Observation Sheet for Students' Activities  
in Learning Allo- Repetition Strategy  
to Improve Students' Participation in Conversation**

Cycle : .....  
Meeting:.....  
Date : .....

**Instruction:**

Put a tick (√) to the columns which indicate the students' activities.

- AS = all of the students do the activities
- SS = some of the students do the activities
- FS = Few of the students do the activities
- NS = none of the students does the activities.

No	Students' Activities	AS	SS	FS	NS
1.	Students are responsive to teacher's questions.				
2.	Students speak up only when the teacher calls them.				
3.	Students speak up voluntarily.				
4.	Students listen seriously when the teacher explains the lesson.				
5.	Students listen carefully to the recorded dialogue				
6.	Students work in pairs cooperatively.				
7.	Students try to be volunteers to initiate a conversation.				
8.	Students try to apply <i>allo-repetition strategy</i> in their conversation.				
9.	Students know how to terminate a conversation.				
10.	Students try to interact in English.				
11.	Students seem to enjoy working in pair.				
12.	Students are not afraid of making mistakes.				
13.	Students try to speak with clear voice.				
14.	Students are confident to answer the teacher's questions.				
15.	Students know how to take their turn to speak.				
16.	Students know how to share the turns in speaking.				
17.	Students like to assist each other in speaking.				
18.	Students seem that they feel pleased to <i>learn allo-repetition strategy</i> because it helps them in speaking class.				
19.	Students do their selves-assessment on their practice of <i>allo-repetition strategy</i> .				
20.	Students try to transfer the use of <i>allo-repetition strategy</i> to their everyday conversation.				

Lintau, February 23, 2009  
The Collaborator

Rahmiwati, S.Pd.  
NIP.132 090 477

**Appendix 3**

**RESEARCH FIELD NOTE  
TEACHING ALLO-REPETITION STRATEGY TO IMPROVE  
STUDENTS' PARTICIPATION IN CONVERSATION CLASS  
at Grade X2 of SMA 1 Lintau Buo**

Cycle : .....  
Meeting : .....  
Date : .....

NO	TEACHER'S ACTIVITIES	NO	STUDENTS' ACTIVITIES

Lintau Buo, February 23, 2009  
The Collaborator

Rahmiwati, S. Pd.  
NIP. 132. 090 477

**Appendix 4**

**SAMPLE OF STUDENTS' CONVERSATION ANALYSIS**

Note: *e.s* = exchange structure  
*exch* = exchange  
*ex* = number of exchange

Pair	<i>Line of dialogue</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>	<i>ex.</i>
1	K: Hi Fanny. N: Hi Lia	opening answering	I R	Greet	1
	K: Would you like to come to my party?	eliciting	I	Elicit (incomplete)	2
	N: Birthday party? K: Yeah, the party.	eliciting informing	I <sup>b</sup> R	Clarify	3
	N: What about it will be? K: The party will be is tomorrow at time 3 PM.	eliciting informing	I R	Elicit	4
	N: Three PM?	eliciting	I <sup>b</sup>	Clarify (incomplete)	5
	A time ....a good. I will come...I will come to your party. K: Ok, I would waiting your come in the party.	informing acknowledging	I F	Inform	6
	See you Fan! N: See you Lia	opening answering	I R	Greet	7
2	O: Hi Lisa	opening	I	Greet (incomplete)	1
	How are you today? AD: Oh, I'm fine	eliciting informing	I R	Elicit	2
	And you? O: Fine, too.	eliciting informing	I R	Elicit	3
	By the way, would you like come to my birthday party?	eliciting	I	Elicit	4
	AD: The party? O : Yeah, the party. AD: Wow, that's interesting	Eliciting Informing acknowledging	I <sup>b</sup> R F	Clarify	5
	When will it? O: Hm...tomorrow about 9 PM. AD: Oh, 9 PM. O : Yeah, that's right. AD: That's sure. I'd love to very much.	Eliciting Informing acknowledging acknowledging acknowledging	I R F F F	Elicit	6