Improving Speaking Ability by Using Turn Taking Strategy
(a collaborative classroom action research to the second year students of SMAN 1 Nisam)

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ABSTRACT

Language is the ability of human to communicate with other humans using sign, such as word and movements with the aim of develomping their potential. The research was conducted at SMAN 1 Nisam, North Aceh District. The purpose of the research is to know whether Turn Taking Strategy can improve students' ability in speaking and to know the class atmospheres when the teacher teaches speaking by using Turn Taking Strategy. The design applied in this research is a qualitative approach and the type is an action research collaborative. This research will do in several phase: 1) preliminary study, 2) planning and action, 3) implementation of the action, 4) observation, and 5) data and reflection. The result showed, From the results of speaking test, there was an improvement of students' speaking ability. It could be seen from the results of the posttest. There was an improvement in students' interest in teaching learning process. It was proven they were more active and attention in instructional process. Students were more enthusiastic in English lesson. They did the task and assignment seriously

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INTRODUCTION

Language is the furthermost prominence portion of a human being and public process that has numerous functions to get done the life. It consents societies to express their thought, feelings idea and to communicate with others, either spoken or written form (Syarifuddin & Muhammad, 2018). Mastering language speaking skill in English is demanded for many second-language or foreign-language learners (Richard, 2008; Newton & Nation 2020). Consequently, the teachers should promote the brilliant ideas to motivate the learners in studying speaking (David, 2003; Homby, 1994).

Speaking is one of the most important productive skills in learning a foreign language which is included in all other skills of knowing that language. By speaking, the people can communicate and share their opinion. In Webster's dictionary (2002) states that speaking means "the act or art of person who speaks in spoken utterance and discourse. Speaking skill is a critical part of language learning and teaching process used to effective communication in English that involves accuracy and fluency. Speaking is seen as the central skill to communicate with others. The term of productive skills according to Cajkler & Addelman (2013), is the language skills where the students produce the language themselves. The language language skills that are categorized into productive skills are speaking and writing. While, reading and listening are as receptive skills. According the Webster, speaking means: (a) making a practice of speaking or conversing (with another or each other) about anything to take and give information or knowledge by one to others. (b). having a relationship or conversation as in greeting. It means that

greeting, as opening a conversation and bringing a conversation to an end essential part of our language. For example, to say "hello", "good morning" and "good-bye". Thornburry (2005) states that "speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogue; therefore speaking involves interaction." Zyoud (2016 states that "speaking is an oral expression that involves not only the use of the right patterns of rhythm and intonation but also right order to convey the right meaning." In addition, Sidik (2013) states that "mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in the language. Speaking cannot be separated from listening skill. Speaking is an integral part of listening. In communication activity, there is an interaction between a speaker and a listener. Harmer (2007) states that "the speakers that are impossible to speak in a conversation if they do not listen as well, and people seldom write without reading, even if they only read what they have just written". It means in communication activity, the people use not only one language skill but they also use other skills in combination.

One of the problems view in the observation at *SMA 1 Nisam* in speaking lesson that the students who are in advance ability dominated the conversation and they gave other students little opportunity to speak in class. They talked very much. While the less ability students failed to participate. Students are too shy and afraid to take a part in the conversation session. Some students who were normally not shy could not think anything to say in the conversation spotlight. Success of the students is the goal of teachers in teaching English. It happens when the strategies used by teacher are highly effective (Penny, 2012; Bailey & Nunan, 2005). SMA Negeri 1 Nisam used KTSP on the teaching- learning process, where stated clearly in its Curriculum in the year 2011/2012. It says that "The Competency Standard of speaking for students to achieve is the ability to express ideas or opinion in transactional and interpersonal communication and sustain it in daily life context.".

Based on the competency standard of curriculum above, one of the speaking strategies in order to achieve is the ability to express ideas or opinion in transactional and interpersonal communication and sustain it in daily life context and get active and participant all students is turn taking (Mann & Walsh, 2017). Turn taking is the knowledge, which comes with negotiating the control of a conversation. The turn taking behavior of speakers is the result of an interaction in which both speakers have a common goal. Therefore, when people decide to talk with somebody and the listener is also involved actively by giving responses on the current speaker speeches, turn taking is used. Turn taking means that the speaker gives a chance to the participants in order to comment or response and it repeats process during the conversation. This technique is suitable with the characteristics of successful speaking activity. The characteristics are: the learners talk a lot, as much as possible, participation is even, motivation is high, learners are eager to speak because they are interested in the topic and have something new to say about it, and language is of an acceptable level learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Based on the description above, the researcher was interested in investigating the improvement students' English speaking ability using turn taking of the second year students of SMA N 1 Nisam where having low speaking habit which can be focused on how to improve their English speaking ability. Therefore, in this research, the focuses on the turn – taking strategy. This research is limited to the second grade students of speaking class at *SMA N 1 Nisam*. Turn taking only happens in conversation practice

RESULT OF THE RESEARCH

1. Preliminary research

Preliminary research was conducted before the implementation of action research. The aim of the preliminary research was to identify the problems happening during teaching learning process. The problems could be identified by focusing the areas, which would be observed. The researcher focused on the identification of the students' ability in producing oral language (speaking) and the process of the teaching itself. She conducted the observation toward the teaching learning process, test, and interview with the English teacher and the students. Based on the observation toward the teaching and learning process, the researcher identified that the students in this class still

weak in speaking and listening. They often did the mistakes especially in grammar word order and a lot of pauses when speak up. They also felt unconfident to speak up in front of the class. It is caused they felt hesitant and afraid if made the mistakes. the English teacher also said that the students' speaking ability of the class XI is weak.

Based on the interview with the students of XI, they also said that their score in listening and speaking activity are less. The researcher held the test in the pre research. She asked the students to do exercises consisting listening, writing, reading, and speaking. The type of the test was individual test. In this test, the students were asked to tell the activity in the past in front of the class. The test showed that their speaking score is the worst. The results are presented in table 4.1. Based on the table 4.2 showed that from the accuracy test 21.87% students got score 1, 62.5% students got score 2, 15.62% students got score 3. Meanwhile from the fluency test, the result was 12.5% students got score 1, 62.5% students got score 2, and 25% students got score 3.

Table 1. The mean score presented or speaking preliminary test.

Speaking Skill Test	Score	Indicators	Percentages
1. Accuracy Test			
• 7 students	1	Little or no language produce	21.87%
• 20 student	2	Poor vocabulary, mistake in basic grammar, may have very strong foreign accent	62.5%
• 5 students	3	Adequate but not rich vocabulary, occasional grammar slips, slight foreign accent	15.62%
2. Fluency Test			
• 4 students	1	Little or no communication	12.5%
• 20 students	2	Very hesitant and brief utterances, sometimes difficult to understand	62.5%
• 8 students	3	Gets idea across, but hesitantly and briefly	25%

Based on the observation toward the teaching learning process and the explanation of the English teacher, the researcher could be identified that the teacher still used general strategy in teaching English especially when speaking activity. The teacher used the conventional strategy. She asked students only to make a dialogue when giving an evaluation in speaking class without practicing. She said that it would not spend much time. It seemed that her teaching strategy was monotonous. From the students themselves, they felt bored. They looked so nervous when they spoke in English. They were afraid in joining speaking lesson. From the explanation above, the researcher concluded that there were some causes that came from the teacher and the students themselves. They were (1) the teacher's teaching strategy was not creative or monotonous in instructional process; (2) the students were passive in teaching learning process; and (3) there are no opportunities in practicing the language.

2. Research Implementation

This research was implemented to improve students' speaking ability by exploiting the turn taking strategy. It was held in two cycles. Each cycle consisted of six steps including: identifying the problems, planning the action, and implementing the plan. Each cycle included three meetings. Each meeting took 90 up to 135 minutes. In this cycle, the researcher held the pre-test with the topic "Sympathy Expression". The students told the story based on the picture using sympathy expression one by one in front of the class. In the first cycle, the researcher chose the topic "Sympathy Expression" for the students to do turn taking. The last cycle included three meetings also, with the topic "Preferences'.

3. Identifying the Problems and Planning the Action Research

In fact, the students had low speaking ability. They had problems in using grammar, pronunciation, and intonation/stressing. They also spoke with a lot of pauses and no gesture or body language. From the facts above, the researcher and the English teacher, planned and chose an appropriate strategy to solve these problems. They decided to choose turn taking strategy because they thought that it was an effective way to make all of the students

more active and interact with others using the target language. It was expected that it would improve their speaking ability and feel brave and confident in speaking English.

4. Implementing the Action

a. First metting

The first meeting of the action research is identify their competence and their problems in speaking English. Before implementing the action, the researcher gave students a pre- test. The pre-test was oral test. The topic was "Sympathy Expression". The researcher provided the cards which content of picture. Each student took one card. The researcher gave an opportunity to the students to think the answer. Then, each student came to in front of the class to tell the story based on the picture using sympathy expression. The students had to make minimal eight sentences. Such test was also given in the end of the cycle as a posttest, so the researcher could know the differences between the results of the two tests.

After finishing the pre-test the researcher divided into two meetings. The topic was "Sympathy Expression". Later, she asked the students "Do you ever feel hurt?". The students answered "Yes". She asked to one of the student, "Muliana, what sick did you ever get?". After student responded the question, then she responded with sympathy expression. The students knew the meaning of the questions. They were going to learn about sympathy expression. The students mentioned kinds of sickness. There are many difficult words, so she asked them to open the dictionary to know the meaning. She wrote the difficult words in the whiteboard. Then, she mentioned some expressions of sympathy and wrote it in the white board. Teacher asked the students to mention another sympathy expression. The students made sentences using sympathy expression.

The teacher asked the students to make a group consist of two. Teacher provided short dialogue that would distribute to each group. There was a blank word that the students should fill it using sympathy expression. The teacher gave them opportunity to memorize the dialogue. Meanwhile, she explained the procedures of doing turn taking. She placed the video recording in right place so that all group could be recorded.Teacher prepared the form of evaluation to give mark to the students and evaluate their pronunciation, grammar, and fluency. The observer wrote all the activities in her field notes including the strengths and weaknesses. The teacher also gave the model of how doing the turn taking. After she found that all the students were understood, she asked them to prepare by practicing it in their own table first. Then, she began to ask the first group to come forward to do turn taking.

b. The second metting

in this metting, teacher distributed the paper and asked students to make short dialogue using their own words. They had to make it in good word choosing and improvisation. The teacher and observer help them whenever they found difficulties in deciding vocabulary or in arranging the words. Some of them still made errors in word order. The mistake, which often made was the use of to be in their sentences. They also often made errors in the use of tenses. After finishing the task, they collected it to the teacher. then Teacher asked They did turn taking strategy in front of the class.

c. Third Meeting

At the third meeting, bteacher held the post test in cycle 1. The activity was the same with the pre-test. However, the students had different opportunity to choose another pictures. The researcher scored them in the form of the students score. There was an improvement students' speaking ability comparing with pre-test. The researcher asked the students' feeling and summed up the lesson.

5. Obsevasing

The result of the observation can be explained as follows:

a. First metting.

In the first meeting, the teacher held pre-test and explained the material then the students responded it well. The teacher pointed them to make sentences using sympathy expression in order to more attention to her.

b. The second metting

In the second meeting, the students were looked more active than before. They were interesting in teaching

learning process when the teacher asked them to memorize the dialogue with their partner. After they were ready, the teacher asked them to perform turn taking strategy in front of the class. The teacher and observer asked the previous group to score their performance and gave comment and suggestion. Actually, the performance's second meeting was better than the first. However, there were still weaknesses in memorizing dialogue.

6. Reflecting

After observing and analyzing the result of observation, the writer and the English teacher found several positive results and some weaknesses. They were as follows:

a. Positive results

1) From the results of speaking test, there was an improvement of students' speaking ability. It could be seen from the results of the posttest.
2) There was an improvement in students' interest in teaching learning process. It was proven they were more active and attention in instructional process.
3) Students were more enthusiastic in English lesson. They did the task and assignment seriously

b. Weaknesses

1) Although some students were more enthusiastic, there were some of them still passive. This strategy was not suitable for big class which had many students because it could not really engaged all students' attention in teaching learning process. They still felt embarrassed and unconfident to answer the questions. They felt afraid if they made errors.
2) The dialogues, which the teacher gave to students, were too long and there were many difficult words. Therefore, their fluency was less and a lot of pauses because they could not comprehend the text well.

DISCUSSION AND REFLECTION

The researcher and the teacher discussed the result of the research as a final reflection. They identified some factors that caused the low students speaking ability of tenth grade students. This problem came from the teacher, students, and the material. The teacher taught the students using the conventional method so it was monotonous. They only heard the teacher's explanation and did the exercise in the workbook (LKS). She was not creative enough in making teaching variations. Although she taught the knowledge well, the students looked bored in teaching learning process. The students rarely practiced the speaking activity in the class.

The material that had to be taught to students was too many in a day. The teacher had to teach full materials in a day so some students difficult to understand. It was caused by limited time. There were also many sources in order to the students mastered the material fully. The teacher tried to teach four language skills in a meeting. Therefore, the speaking class was conducted by making dialogue not practicing it. The problems also came from the students themselves. They did not have high motivation in teaching learning process. The considered that English was the difficult subject. They did not paid attention when teaching learning process. The teacher often gave the assignment but the students did it carelessly. Even, they cheated each other.

The teacher and the researcher also concluded that using teaching aids, discussion, group work, acting, etc., could improve students' speaking ability and classroom climate. It could increase the students' motivation and enthusiast. They also concluded that using turn taking in teaching speaking was an effective strategy to improve students' speaking ability. During the teaching learning process, they were challenged to be active, creative, and confident. The teacher and the researcher decided to stop the cycle since the limited time. Moreover, the result of the last posttest showed a good improvement of students' speaking ability.

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