

AN UNDERGRADUATE THESIS
AN ANALYSIS OF TURN-TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO

BY:

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO

1441H/2020M

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FORMANCE AT IAIN METRO

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendi
dikan (S.Pd) in English Education Department

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1441H/2020M



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Kepada yth,
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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NPM : 1501070089
Judul Skripsi : AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS
SPEAKING PERFORMANCE AT IAIN METRO

Sudah kami dapat setuju dan dapat diajukan untuk di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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APPROVAL PAGE

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To:
The Honorable of the Dean of Faculty of Tarbiyah and Teacher Training State
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which
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STUDENTS SPEAKING PERFORMANCE AT IAIN
METRO**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

No. *B-0345/In-23-1/D/PP* 00-*1/01/2020*

An Undergraduate thesis entitled: AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO, written by Nur Alawiyah Astuti, student number 1501070089, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 21st January 2020 at 10.00 – 12.00 pm.

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AN ANALYSIS OF TURNTAKING BEHAVIOR IN STUDENTS SPEAKING ENGLISH IN IAIN METRO

ABSTRACT

BY:

NURALAWIYAHASTUTI

The purpose of this research is to analyze of turntaking behavior by students that appear on the students' speaking result in making a conversation. On the other hand, there are students' dominant of speaking in turntaking behavior.

In this research the writer uses the qualitative research. Furthermore, the subject of this study was student at third semester of English education study program at IAIN Metro. The writer took 16 students as purposive sample. The data were collected through observation, documentation, fieldnote, and interview.

The result of the study shows that the students at the third semester of English Education Study Program of IAIN Metro made four types of turntaking behavior they are return-yielding cues, back-channel cues, turn-maintaining cues, and turn-requesting cues. There are 6 turn yielding cues that used by the students, and 62 of back channel cues that used by the students, meanwhile 13 turn maintaining cues used by the students, then there are 55 of turn requesting cues that used by the students.

Keyword: Speaking, Turntaking, Qualitatif.

AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO

ABSTRAK

OLEH:

NURALAWIYAHASTUTI

Tujuan dari penelitian ini adalah untuk menganalisis perilaku mengambil giliran oleh siswa yang muncul pada hasil berbicara siswa dalam membuat percakapan. Disisi lain, ada dominansi siswa berbicara pada gilirannya mengambil perilaku.

Dalam penelitian ini penulis menggunakan penelitian kualitatif. Selanjutnya, subjek penelitian ini adalah siswa pada semester ketiga dari program studi pendidikan bahasa Inggris di IAIN Metro. Penulis mengambil 16 siswa sebagai sampel purposive. Data dikumpulkan melalui observasi, dokumentasi, catatan lapangan, dan wawancara.

Hasil penelitian menunjukkan bahwa siswa pada semester ketiga dari Program Studi Pendidikan Bahasa Inggris IAIN Metro membuat empat jenis perilaku mengambil giliran yaitu isyarat menghasilkan giliran, isyarat saluran belakang, isyarat mempertahankan giliran, dan permintaan giliran isyarat. Ada 6 isyarat giliran menghasilkan yang digunakan oleh siswa, dan 62 isyarat saluran belakang yang digunakan oleh siswa, sementara 13 isyarat mempertahankan giliran yang digunakan oleh siswa, maka ada 55 isyarat giliran yang digunakan oleh siswa. siswa.

Kata Kunci: Berbicara, giliran berbicara, penelitian Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Nur Alawiyah Astuti
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States that this undergraduate thesis is originally the result of the writer's research, in excretion of certain parts which are excerpted from the bibliography mentioned.

Metro, January 2020
The writer



Nur Alawiyah Astuti
NPM. 1501070089

PERNYATAAN ORISINALITAS PENELITIAN

Bertandatangan di bawah ini :

Nama : NUR ALAWIYAH ASTUTI
NPM : 1501070089
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa tesis sarjana ini asli dari hasil penelitian-penulis, kecuali bagian-bagian tertentu yang dikutip dari daftar pustaka yang sudah disebutkan.

Metro, January 2020
Penulis



Nur Alawiyah Astuti
NPM. 1501070089

MOTTO

Qs.Al-Ankabut:6

العالمين عن غنياء الله انفسه يجاهد قائما جاهد ومن

“And whoever strives, then truly his jihad is for himself. Truly Allah is truly rich (not a king for anything) from the universe.”

“

DEDICATIONPAGE

This undergraduate thesis would be dedicated to the:

My parents, Mr. Marjuki and Mrs. Tri Widyastuti who always pray and support to be effective in my study. My younger brother and sister Suhendra, Rifa Mila Rahmadani, Adnan Arrasyid who always give me happiness, support, and strength. My beloved friends, who always be there for me and also support me.

ACKNOWLEDGEMENT

In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

Regarding to the thesis, the reseacher couldn't work alone, there were many personswho contributed their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the principal of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program, thanks to Mr. Ahmad Subhan Roza M.Pd and Mr. Drs. Kuryani Utihi, M.Pd as the sponsor and co-sponsor who have guide me to write this thesis. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The reseacher do apologizes for all mistakes in writing this thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this thesis can be a meaningful benefit for the reseachers especially and for our campus and all readers generally.

Metro, Desember 2019
The reseacher,



NUR ALAWIYAH ASTUTI
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most commonly spoken language in the world. English has become one of essential requirements to be competitive human resource. In Indonesia, English is a foreign language that is not obtained by some Indonesian people since the time of birth. In everyday life Indonesian people also not used to communicating with English in their daily lives. Therefore, teaching English is a meaningful effort that not only serves to transfer knowledge of English but also to familiarize ordinary learners to use English in their daily lives. English is not only taught and learned, but it is used as a habit.

As one of the English language skills, speaking is the most important skill because it is one of abilities to carry out conversation on the language. Speaking is interactive and requires the ability to co-operate in the management of speaking turns.¹English ability has various aspects of linguistics. The linguistics aspects needed by speaking include mastery of vocabulary, grammar, pronunciation, and the ability to develop ideas. The mastery of vocabulary can help acquire the considerable understanding of a large number of words. Grammar rules can help the learners develop the habit of thinking logically and clearly. After studying grammar, learners are able to become more accurate when using a

¹Scott Thornbury. *How to Teach Speaking*. (Harlow England : Longman, 2005) ,P. 24

language. As the result, they will be able to speak more fluently. Good pronouncing should be showed to the student correctly, so they can differentiate each word and the meaning well when they produce the language in their speaking. The ability to speak English is also influenced by non-linguistics which includes the application of strategies used in teaching speaking environmental influences, psychological aspects which include of motivation, attraction and self-confidence.

Teaching speaking is sometimes considered a simple process. Speaking is naturally natural, speaking in a language other than our own is anything but simple.²Teaching speaking is also important to improve the oral production of the student, while in teaching English speaking students have several problems in speakingare inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves, also they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. The last problem related to the speaking is that

²Nunan, D. *Practical English Language Teaching*. (International Edition, McGraw Hill, Singapore, 2003), P.48.

when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them.³Fatemeh and Anita states that Turn taking was an eminent component of conversation analysis and also participants of any conversation made use of various methods to declare it.⁴Meanwhile, Winiecki et al states that turn taking is so basic to conversation that it is almost unnoticeable-one speakers speak then another speak.⁵

Related to the problems above, the writer have investigate in Turn Taking Behavior in Students' Speaking Performance at the third semester of English Department at IAIN Metro. Based on the result pre survey are allocated to this table, as follows:

Table 1
TheData Result of Speaking Performanceamong the Third Semester Students of English Department at IAIN METRO

No	Score	Category	Frequency	Percentage
1.	A (81-100)	Excellent	1	6,25%
2.	B (71 -80)	Good	3	18,75%
3.	C (61-70)	Fair	2	12,5%
4.	D (51-60)	Poor	10	62,5%
TOTAL			16	100%

Source: The data of pre-survey, taken on September,3th 2019

³Lai Mei Leong And Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*, *International Journal of Research in English Education*, (Malaysia, University of Malaysia 2017), p.3-4.

⁴Fatemeh K. Pour and Anita L. Yazd. Turn Taking in Conversation Analysis, *Journal Education of Investigations*, No. 6, Vol. 2. 2015. P.58.

⁵Winiecki et al.*Keeping the Thread : Helping Distance Students and Instructors Keep Track of Asynchronous Discussion*. (Madison : Eric Facility, 1998) ,p.3.

Based on the data above, it is known that the total of students who get score A , B and C in speaking is 6 students (37,5%). While the number of students who get D score in speaking is 10 students (62,5%). Therefore, it can be concluded that students of English study program at IAIN Metro have unsatisfactory English skill. Referring the data above, the writer assumes that they are low in speaking. They have not enough prior knowledge in english subject, they have difficulties to speak English. Therefore, it is considered important to overcome and analyze more in speech act ability in the students speaking performance.

Based on the background above, the writer is interested in conducting a research entitled “An Analysis of Turn Taking Behavior in Students’ Speaking Performance among the third semester of English Education Department at IAIN Metro.

B. Focus of the Study

Based on the illustration of background of the study above, it is clear that there are many phenomena in students’ speaking. The students tends to be difficult in turn taking in speaking performance. In this research, the writer focuses on turn taking behavior in students speaking performance at the third semester of English Education Study Program at IAIN Metro.

B. Research Questions

In relation with the problem limitation above, the writer tries to formulate the problem of this research as follows:

1. What are the most dominant form of Turn-Taking Behaviour that appears in students' speaking performance at the third semester of IAIN Metro?
2. Why the students dominant of speaking in turn taking behavior in students speaking performance at the third semester of IAIN Metro?
3. How the solutions to overcome students' problem of Turn-Taking Behavior in students' speaking performance at the third semester of IAIN Metro?

C. Objective and Benefits of the Study

1. Objective of the study

The objectives of study are constucted, as follows:

- a. To investigate the most dominant form of Turn-Taking Behaviour that appears in students' speaking performance at the third semester of IAIN Metro.
- b. To analyze the students' weakness in Turn-Taking Behaviour in speaking performance at the third of IAIN Metro.
- c. To give the solution to overcome students' problem of turn taking behaviour in speaking performance at the third of IAIN Metro.

2. Benefits of the study

This research is useful not only for writer but for students, teacher, and subsequent reserachers.

- a. For the Students

This research is expected to provide as the students in the form of enlightening the importance of turn taking in speaking. In the other hands, students can also realize their abilities regarding the use of turn taking behaviour in speaking especially those related to the most dominant form of turn taking behaviour that appers in students speaking performance and the students' difficulties in Turn-Taking Behaviour in speaking performance . After realizing their dificulties in turn taking, students can prepare alternative solutions to improve the quality of their speaking aperformance.

b. For the English Teacher

The result of this study are expected to contributeto the teacher of in geonic language as information about the ability of students to implement turn taking behaviour in speaking well.

c. For the Next Researcher

This research is expected to provide benefits to the next researchers as a foundation that contains information in the form of student problem in the use or application of turn taking behaviour in speaking. Through the results of this study the next researcher will get clear guidelines regarding research procedures related to the implementation of turn taking behaviour. Therefore, it is desirable for future researcers to develop the results of this study in order to help students improve the quality of their speaking.

D. Prior Research

This research carried out by considering several researchers in advance related to using Turn-Taking Behaviour with teaching speaking skills. The first prior research is done by Bahman Gorjian and Parvis Habibi with the title of research *The Effect of Conversation Strategies on the Classroom Interaction : The Case of Turn Taking*.⁶The first prior research focuses on the teaching of speaking language skills. Whereas in the teaching strategy in the first prior research is conversation strategies. The research methods used by the first research are quantitative method. The first prior research examines the participant based on gender.

The first prior research result the aimed to examine how signals of conversation strategies enhance the quality of speeches and conversations regarding the choice of the strategies. Movie clips from the New Interchange course book 1 were chosen and considered as the materials of the study. The participants took a conversation exam as a pre-test and talk in pairs on various subjects. The pre-test scores were recorded at the beginning of treatment.

The control group received traditional method of teaching conversations including role playing, class activities on different topics and the New Interchange Students' book 1. The treatment lasted 15 sessions. Finally, they took a post-test on the same subjects they had in the pre-test. The reliability of

⁶Bahman Gorjian and Parviz Habibi. *The Effect of Conversation Strategies on the Classroom Interaction : The Case o Turn Taking, Linguistics and Language Learning*, No. 1. 2015. P. 19

scoring was calculated through Pearson Correlation analysis. Independent and Paired Samples t-test were used to determine the differences between the two group oral performances in the pre and post-tests. Results showed that the experimental group significantly outperformed the control group in terms of using more conversation strategies. Thus, this study suggests the explicit method of teaching conversation strategies in teaching conversations and oral performances.

This study has similarities and differences with the prior research. The similarity between this study and the first prior research lies in the similarity of language skills and strategies or teaching techniques. The language skills studied by these two studies are speaking. While, the teaching technique or strategy used is conversation strategies. Whereas the difference between this research and the first prior research lies in the research method of the research sample. The first prior research used by quantitative method. While, the method of this research is qualitative method. The sample examined by the first prior research is the participant which selected based on the homogeneity. While, the sample of this research is English for learners teaching performance.

The second prior research is done by Selviana Napitupulu and Sanggam Siahaan with the title *Turn Taking of Conversation (A Case Study of Marhata in Traditional Wedding Ceremony of Batal Toba)*.⁷ The result of the study were aims to formulate the pattern of turn-taking of conversation in traditional

⁷Selviana Napitupulu, Sanggam Siahaan. *Turn Taking of Conversation : A Case Study of Marhata in Traditional Wedding Ceremony*, IOSR-JHSS, Vol. 19.(Indonesia, 2014). P. 36.

wedding ceremony in three speech situations. The research applied descriptive qualitative method. The research found that the three rules of turn-taking were applicable. Yet, the first rule was more dominant in every speech situation. It referred to the reference of kinship and the use of pronoun. When the speaker from the man's side gave turn taking to the woman's side, addresses system was used as a reference to the speaker of the woman's side while the speaker from the woman's side used personal pronoun to gave turn to the man's side.

The third prior research is done by Claudia with the tittle *Cross-Cultural Analysis of Turn-Taking Practice In English And Spanish Conversation*.⁸This study analyzes methods of turn-taking in verbal communication, a linguistic phenomenon that has been reported by anthropological literature to differ across languages. The study focuses on their culturally specific turn-taking strategies. Special attention is given to the apparent motivations behind certain acts of overlapping, such as the speaker's effort to facilitate the conversation or to *take the floor*. This study is of particular value to conversation analysts because it proposes reconstruction of the traditional lens through which speaking habits are viewed, thereby potentially reforming the definitions currently in place and calling for similar studies with regard to other languages.

⁸Claudia B. Martinez. *Cross-Cultural Analysis of Turn-Taking Practice In English And Spanish Conversation*. New Connections In Language, Literature, And Culture. No. 5. Volume 3. 2018. P. 12-13.

The fourth prior research is done by Yang Wei-dong with the title of research *Realizations of Turn-Taking in Conversational Interactions*.⁹For Interaction Analysis the situation is ever more complicated because an Interaction-Analytic turn-taking system has to take into account more than talk: It encompasses the whole range of behaviors through which people can “take a turn”, that is, participate in an interactional exchange system. Not only “turns at talk” must be considered, but also “turns with bodies” and “turns with artifacts”. Conversational interactions are mostly realized by speaking, but without other cues in turn-taking interactions cannot go smoothly in daily life. For such reasons, turn-taking is realized in many kinds of forms, including gestures and other body movements.

To obtain the problem deeply, the writer will analyze turn taking behavior in English Study Program. This research is different to others researchers above, the writer have differences between the writer and the prior research. The differences between this study and the prior research is the examiner of the sample and method. The writer interestes to analyze the turn taking of students speaking performance at IAIN Metro.

CHAPTER II

LITERATURE REVIEW

⁹Yang Wei Dong. “*Realizations of Turn-Taking in Conversational Interactions*”. US-China Foreign Language. No. 8, Volume 5. (United State: China University of Petroleum. 2007). P.19.

A. The Concept of Speaking Performance

1. The Concept of Speaking

a. The Definition of Speaking

Cornbleet and Carter states that speaking is the telecommunications company, claim that 'the most natural way to communicate is simply to speak. Meanwhile, Rebecca Hughes argues that speaking is also carried out under severe processing constraints in which deleting and editing are impossible and planning difficult.

Harmer argues that speaking is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language. Thornburrystates that Speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Meanwhile, Mirosław Pawlak, Ewa and Jan Majer explains that Speaking a foreign language is a very complex skill, including vocabulary, grammar, pronunciation, fluency, the ability to structure talk and non-verbal abilities.

When people speak, it means they know what they are thinking and how they feel about it, and as people speak other people make judgements about the character and assumptions about what they are thinking and why: first from their appearance, and then from how they speak and from what they say.

Based on the statement above, the writer concludes that speaking is productively a language skill about expressing ideas and information to others.

b. The Function of speaking

According to Brown and Yule cited in Jack C. Richards, the function of speaking skills is as follows:

1). Talk as interaction

Talk Interaction refers to what normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2). Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3). Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

c. Problems in speaking

Brown suggests some causes that make speaking difficult as follows:

a) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced form

Contraction, elisions, reduced vowel, all forms special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatized them.

d) Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e) Colloquial language

Makesurethestudentsarereasonablywellacquaintedwiththewords,idiom,an
dphraseofcolloquialandthattheygetpracticeinproducingtheseform.

f)Rateofdelivery

Another silent characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g)Stress,Rhythm and Intonation

This is the most important characteristic of English pronunciation, as well as explained the stress-limited rhythm of spoken English and its intonation patterns convey important messages.

h)Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component, the creativity of conversational negotiation.

2.The Concept of Speaking Performance

a.The Definition of Speaking Performance

According to Brown, performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, and speaking. Meanwhile, Kurt and Lutgart state that

Performance is a term used in a variety of disciplines. On the other hand, performance is a goal that has standards and requirements that have to be done by the learner.

Based on the statement above, the writer concludes that performance is the real ability to speak a certain language. Speaking performance is an ability to express our language meaning well by the real action.

b. The Type of Speaking Performance

According to Brown there are some types of classroom speaking performance:

1. Imitative

In this kind it is carried out not for the purpose of meaningful interaction but, for focusing on some particular element of language form.

2. Intensive

Intensive speaking divides into many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of the student's speech in the classroom is responsive, short replies to teacher or student-initiated questions or comments.

4. Transactional (dialogue)

Dialogue conducted for the purpose of information exchange such as information gathering interview, role play or debate.

5. Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

6. Extensive (monologue)

Extended monologues such as oral reports, oral summaries, or perhaps short speeches.

B. The Concept Of Turn Taking

1. The Nature of Turn Taking

Jack Sidnell states that turn taking is tied to the organization of questions and answers in a conversation. Turn-taking is the process which doing the talk of the moment is changed. The definition implies that there is a process in turn-taking, that is a process of speaker changes.

According to Christina, Scott and Elizabeth turn taking is when people engage in conversation. In Ceil Lucas book Turn taking is a current speaker can select a participant to speak next by producing a turn. Turn-taking is such a basic, simple principle that it's an unconscious part of normal conversations.

Based on the statement above, the writer assumed that turn taking behavior occurs in a conversation while one person listens while the other person speaks. As a conversation progresses, the listener and speaker roles are exchanged back.

2. The Function of Turn Taking Behavior in Speaking

Turn taking is used for the ordering of moves in games, for allocating political office, for regulating traffic at intersections, for the servicing of customers at business establishments, for talking in interviews, meetings, debates, ceremonies, conversations.

The function of Turn-taking is to make the conversation flow well. According to Richard Thurnisman aged with an aim of insuring fairness, efficiency, pleasure, creativity. Turn taking is

vethe students the opportunity to develop their oral performance, vocabulary, grammar, and understand English conversation, which give more confidence.

3. Turntaking Strategies

The turntaking strategies involve three basic strategies. According to Yan g Wei, there are four types of the turntaking strategies. The first type is Turn-yielding cues, the second type is back-channel cues, and the third type is turn-maintaining Cues, and turn-requesting cues. These types explain about how people start the conversation, how people carry on talking and how people give the chance to others.

a. Turn-yielding cues

Turn-yielding cues are used by speakers to let the listener know that they have finished what they want to say and that someone else may speak. This type is useful when the students want to take a chance to speak in a conversation.

b. Back-channel cues

Back-channel is used by the listener to give signals that show that the messages are delivered. It is important because it indicates that the listener pays attention to the speaker and still in the conversation. There are two kinds of back-channel; it can be verbal like "Right", "cool", "great" and "really". It can be also verbal but not lexical such as "um", "Oh", "ah", and "mm". The other kind is the non-verbal like laughing, crying and shouting.

c. Turn-maintaining Cues

Turn-maintaining cues, in which speaking-turn claims are suppressed, are used by speakers to keep their speaking turn. Turn maintaining cues is when person carry on talking, it is used when the speakers still want to hold the chance to speak, but they are difficult to say and they speak at the same time.

d. Turn-requesting cues

Turn-requesting consists of the display of one or more of a number of verbal or nonverbal cues by the listener. Turn-requesting is more frequently accomplished by simultaneous talking. Buffers and reinforcers are also used. Buffers are short words or phrases that are content-free and more or less stereotypical and that either precede or follow substantive statements (e.g., “butuh”, “you know”). In the second case, the speaker who holds the turn give a turn to the next speaker because the speaker want to know the respond from the listener. To yield person the turn can use a statement and question.

4. The Problem and Solution in Turn Taking Behavior

There is a pervasive view that conversation is filled with interruptions and overlap. These problems can prevent the current speaker to express ideas or information to the next speaker in the conversation. In conversation, people are frequently “talk over one another” not listening to what the other is saying, it is called interruption. Meanwhile, overlapping talk tends to occur in a highly restricted set of places in conversation. Most of overlap appear in conversation.

According to the problems above, there are possible solutions to overcome students' problems in implementing Turn Taking Behavior, as follows:

While one person is speaking to the other, simply waits for him or her to reach completion and, at the point, begins his or her own turn.

Be achieved by each participant waiting for the other to finish.

Example:

A : "What do you think about our new leader in class?"

B : "oh! I forgot about that, what, .."

A : "Omg! You forgot our new leader?"

B : "What's her name?"

A : "She is Puput".

For the simple conversation above, there is a problem with student A, where the previous speaker student B has not finished his words, while the student A cuts off his word. Therefore, student B should wait for his turn to speak after student A completes his word, which will be the following conversation:

A : "What do you think about our new leader in class?"

B : "oh! I forgot about that, What's her name?"

A : "She is Puput".

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the writer will consider the importance of speaking mastery especially turn-taking to be explored. The writer will decide to use qualitative research to analyze the use of turn-taking in the students' speaking at IAIN Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning of individual or group considered to social or human problem. It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belong to descriptive study that propose to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The writer will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying chara

characteristic of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.

B. Data Resources

In this research the writer divides the sources into two items. The primary of this research is the third semester students of English Department of IAIN Mtero. The writer finds the students' turn-taking behavior in speaking performance. In conducting this research, the writer selected one class at the third semester of English Department. Then the writer analyzed the turn-taking behavior in students' speaking performance. The secondary data of this research are collected from the teacher and other documents that are related to the focus of this research. The writer takes the data of students' turn-taking behavior in students' speaking performance result from the survey.

C. Data Collecting Technique

Creswell states that "in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information." The step of data collection includes setting the limitation for study, collecting information through unstructured (or semi-unstructured) observation, documentation, interview, and fieldnote.

For gathering the data the writer uses some instruments. The instruments that are used in conducting research as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As

a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). In this research, the writer will observe the recorded data of students' oral English dialogue in students' of English education study program at IAIN Metro.

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the writer uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes. In this research the writer will document the important data such as history of IAIN, structure organization, total of the lectures and students, staff administration, sketch location of IAIN Metro.

3. Interview

Interview is formal meeting or conversation which asked questions or discussion with a specific purpose between two or more people in order to find out if they are suitable for a job or study. The writer will conduct an interview with the students of the English education study program and the lecture of English speaking at IAIN Metro. Interview is to answer the research questions of this study, especially regarding to

he factor that caused difficulties in Turn Taking problems in speaking and solution in applying turn taking behavior in speaking.

D. Data Analysis Technique

This research would apply the Miles and Huberman model to analyze the data. The components of this analysis model are pictured by this figure.

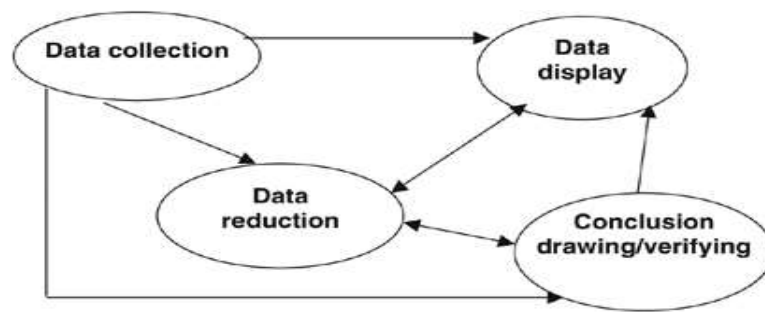


Figure 1. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:

Data collection is the step when the writer gathers all data which are used to complete the research.

The writer reduces the data he had gotten by summarizing and choosing specific things.

To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content of the data.

Lastly, the writer verifies his research by making a conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that include: to make meaningful raw data, to test null hypothesis, to

ogetthesignificantresults,todescribeinferencesortomakegeneralization,andto calculateparameters.

E. Research Approach

Inthisresearchthewriterusessixstepsintheprocessofresearch,asfollows:

1. Identifying a Research Problem

Researcherbeginsaresearchstudybyidentifyingatopictostudytypically anissueorproblem ineducationthatneedstoberesolved. Identifyingaresearch problemconsistsof specifyinganissuetostudy,developingajustificationforstudyingit,and suggestingtheimportanceofthestudyforselectaudiencesthatwill readthereport.

2. Reviewing the Literature

Skillsrequiredforreviewingtheliteraturedevelopovertimeandwithpractice. Thewritercanlearnhowtolocatejournalarticlesandbooksinanacademiclibrary,accesscomputerizeddatabases,chooseandevaluatethequalityofresearchonyourtopic,andsummarizeitinareview. Libraryresourcescanbeoverwhelming,sohavingastrategyforsearchingtheliteratureandthereviewisimportant.

3. Specifying a Purpose for Research

Iftheresearchproblemcoversabroadtopicofconcern,writerneedstofocusitsothatwritercanstudyit. Afocusedrestatementoftheproblemisthe*purpose statement*. Thisstatementconveys theoverallobjectiveorintentoftheresearch. As such,itisthemostimportantstatementinyourresearchstudy.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of State Institute for Islamic Studies of Metro

a. The Historical Background of IAIN Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 20

11, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separated with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was decided to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affairs of RI No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institutetobe Sekolah Tinggi Agama Islam Negeri (STAIN). This states now campus buildings that are located at Jl. Ki Hajar Dewantara Street 15A, East Metro for campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a state, IAIN Metro was founded to graduate students who have quality not only on developing Islamic value and but also science. It was described in its vision: "Tobe Islamic State". Then, to accomplish the vision, IAIN Metro composed so

missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematics Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari'ah Faculty includes Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI). Furthermore, Islamic Economy and Business Faculty comprises D3 Syari'ah Banking (D3PBS), Bachelor Degree of Syari'ah Banking (S1PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU). The last is Islamic Announcement and Communication Faculty that covers Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b Organization Structure of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Malwa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 3. Facilities at IAIN Metro

No	Facilities	Total of room	Large (m ²)
1	Lectures' sroom	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-

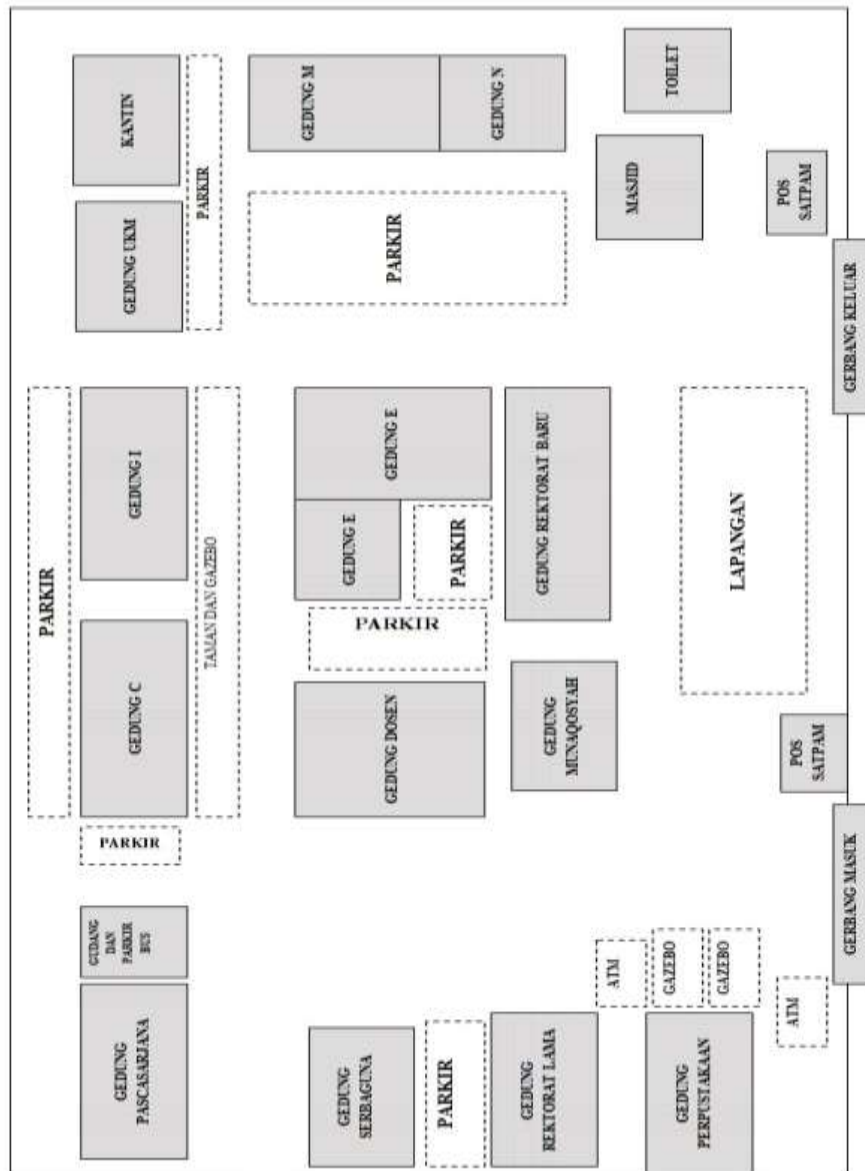
15	Studentsactivitiesunit	1	-
16	Studentscommitteeoffice	1	-

Source: Documentation of State Islamic Institute (IAIN) of Metro

d. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different areas. The first is at Jl. Ki Hajar Dewantara Street 15A, East Metro, Metro City and the second is at Jl. Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung. The following figures are the location sketches of the first and second campus buildings:

Figure3.TheLocationSketchofIAINMetro(Campus1)



e. The Population of Students in IAIN Metro

The total of the students in State Institute For Islamic Studies of Metro is 8659 students.

Table4.Total Students State Institute for Islamic Studies of Metro

	Departments	Program	Students
1	Tarbiyah Department	English Education Department (TBI)	945
		Islamic Education Department (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Education Department (PGMI)	562
		Mathematic Education Department (TPM)	194
		Biology Education Department (TPB)	185
		Social Science Education Department (IPS).	165
		Islamic Childhood Education Department (PIAUD),	223
2	Economy busi	D3 Syari'ah Banking Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Islamic Economy Department (ESY)	1239

	nessfaculty	IslamicAccountant(AKS)	211
		PilgrimageManagement(MHU)	109
3	Syari'ahDepartment	IslamicLawProgram(AS)	457
		IslamicEconomyLawProgram(HESY)	681
		IslamicConstitutionalLaw(HTNI)	112
4	IslamicAnnouncementandCommunicationDepartment	IslamicCommunicationandBroadcastingProgram(KPI)	419
		LanguageandArabicLiteratureProgram(BSA)	90
		IslamicExtensionGuidance(BPI).	107

Source:documentationofIAINMetroinAcademicyear2019/2020

f. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also changed into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No: DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

1. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

2. Building and developing humanist, democratic, and modern academic atmosphere.
3. Growing the professionalism ethic through theoretical knowledge basic mastery.
4. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
5. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students. Furthermore, based on the vision above, it is formulated by three purposes of English Education Department, as follows:

1. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
2. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBIIAINMetro.

B. General Description of Research Data

Speaking performance is important for English learners. It can be the one indicator that shows the level of the students' competence in English. Speaking is also important for those who want to be able to master English because speaking will lead to create confidence.

The writers specifically analyzed the turn-taking behavior in students speaking performance. As a primary data, the data was taken through the speaking performance result of the 16 students in the third semester of English Education Department of IAIN Metro.

In this chapter, the compiled data and selected one will be analyzed. This research is using a qualitative method. This research uses the data from the conversation of student speaking performance. The types explain about how people start the conversation, how students carry on talking and how students give the chance to others.

C. Data Analysis

1. Table Result of Observation

Data have been collected which is mentioned in conversation. The table shows as below:

The Result of Turn Taking Behavior in Students Speaking Performance

No.	Name of Student	Yielding Cues	Backchannel Cues	Turnmaintaining Cues	Turnrequesting Cues
	SH	-	2	-	-
		-	2	-	-
	M	-	2	-	-
	AR	1	2	-	2
	SS	1	10	-	9
	P	-	8	2	2
	KD	-	1	-	1
		-	1	1	4
	FS	1	7	-	5
10.	D	1	2	-	4
11.	RZ	-	2	-	-
12.	D	-	2	6	1
	PM	-	1	-	4
	KW	1	2	-	7
	Z	1	10	4	11
	S	-	8	-	5
TOTAL		6	62	13	55
		4,41%	45,5%	9,55%	40,44%

Source: Students Speaking Performance Result taken on December 5th, 2019

From the data above, the kinds of turn taking behavior of the students are turn yielding cues, backchannel cues, turn maintaining cues, and turn requesting cues. There are 6 turn yielding cues that used by the students, and 62 of backchannel cues that used by the students, meanwhile 13 turn maintaining cues used by the students, then there are 55 of turn requesting cues that used by the students.

2. The Result of Observation

In this case, the compiled data and selected one will be analyzed. This research is using qualitative method. This research uses the data from the conversation of students speaking performance. The types explain about how people start the conversation, how students carry on in talking and how students give the chance to others.

a. Turn-
yielding cues mean that beginning of conversation. This type is useful when the students want to take a chance to speak in a conversation. The data of conversation mentioned:

"I would like to talk to you about new leader in our class."

"Hello, what's your activity today?"

"How are you today?"

"I have questions for you guys about your future, what do you want in your future?"

"What is your father's name?"

"Do you know about new drama today?"

"Have you breakfast?"

"What is your opinion about our lecturer in speaking class?"

b. Back-
channel cues is used by the listener to give signals that show that the messages are delivered. The data of conversation mentioned:

"mmm, ya"

"Right"

"Wow, so cool!"

"Alright!. What is your father's name?"

"Ohh!"

"Of Course"

"Aah"

"Mmm, I'm good, Well"

"Of course, I know"

"ooh"

"Ohh, It's so old"

"Wow"

"That's amazing!"

c. Turn-
maintaining Cues when person carry on talking, it is used when the speakers still want to hold the chance to speak, but they are difficult to say and they speak at the same time. The data of conversation mentioned:

"If forgot,.. Oh My God"

"Her voice is so,.. Ya"

“oya,newproduct,..Ya”
 “BuyMoko-moko,..OhIsee”
 “Notyet,because,..”.
 “Thelectureishandsome,..Beautiful”
 “Doyouhavepersonthatyoulikein,..”
 “Yes,Ihave,”
 “Canyou..canyou,..”.
 “Idon’tknow”

d. Turn-
 requesting cues is when the speaker who holds the turn gives a turn to the next speaker because the speaker wants to know the response from the listener. The data mentioned:

“I think she is a brave girl, and hmmm how about your opinion?”
 “I’m not sure, what do you think about Loreal and Maybellin?”
 “Yeah, it’s so expensive. Do you know the cheap one?”
 “You finer right?, I have a question for you,..?”.
 “Wow it’s good, and you Jo, How about you?”
 “I’m very well, and you?”
 “Oh good, Do you love it?”
 “It’s Thursday, what do you think about Jurnalisa?”
 “Mm, I see. Where do you live?”
 “Right, How about you,..”

D. Discussion

1. The Frequency Of Turn Taking Behavior

The research was conducted in the third semester of English Education Study Program at IAIN Metro. Based on the data that have been analyzed in the third semester of English Education Study Program at IAIN Metro, the writer was analyzed on the problem of turn taking behavior in student speaking performance. The result of the data analysis is shown in this diagram below:

The Frequency Of The Turn Taking Behavior In Students’ Speaking Performance At The Third Semester Of IAIN Metro

Based on the diagram above, it can be concluded that the frequency of turn yielding cues that used by the students in turn taking behavior in speaking performance was 4,41%. The frequency of back channel cues that used by the students in turn taking behavior in speaking performance was 45,5%. The frequency of turn maintaining cues that used by the students in turn taking behavior in speaking performance was 9,55%. The frequency of turn requesting cues that used by the students in turn taking behavior in speaking performance was 40,44%. Meanwhile, the most dominant kind of turn taking behavior in student's speaking performance is back channel cues.

2. Some Alternative Ways For Overcoming The Problems

There are some solutions which the writer can be offered. They can be seen from four viewpoints. They are:

Class program or activities

a. Using group work maximally

These can increase the student talking time. In group work can students practice language together, study a picture, research language or take in information-gaps activities. They can practice in front of the other people. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen. On the other hand, group work increases the sheer amount of learner talk giving on limited period of time and also lowers the inhibition that are unwilling to speak in front of the full class.

b. Based the activity on easy language

In general, the level of language needed for a pair work and group work activity should be lower than that used in intensive language learning activities in the same class; it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make careful choice of topic and task stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participant will be interested.

d. Give some instructions of training in discussion skills

If the task is based on group discussion then include instructions about when introducing it. For example, tell learner to make sure that everyone in the group contributes to discussion, appoint a chairperson to each group who will regulate participations.

e. Keep students speaking the target language

Teacher can appoint one of the group as monitor, whose job that is to remind participant to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, they've a awareness that to be more careful.

f. Use acting and reading aloud

Greeting student to act out dialogues is one way of encouraging

uitestudent.However,actingoutdoesnotjustmeanreadingaloud.T
heteacherhastoworkwithstudentlikeadramacoach,workingout
whenthevoiceshouldtrytoconvey.Whenthestudentsactouttherole
,theteachercanbeconfidentthatitwillsoundsgood.

CHAPTER V

CONCLUSION AND SUGGESTION

a. Conclusion

Based on the result of the data analysis, the writer concludes as follows:

1.

On the problem of turn-taking behavior in speaking performance at the Third Semester of the English Department of IAIN Metro, that some students were fluent in English and there were some students who used turn-taking behavior and English and Indonesian language in speaking performance, caused lack of vocabulary.

2.

The cause why the third semester of the English Department of IAIN Metro found the problem of turn-taking behavior in speaking performance because of lack of vocabularies, and less of study.

3.

The way to decrease and solve on the problem of turn-taking behavior in speaking performance were the students study more and try to much conversation with their friend in class although out of the class and the students to memorize many of vocabularies to improve their skill in speaking performance, also through listening music and watching native speaker and movie.

b. Suggestion

Through this research, the researcher would like to constructively give suggestions as follows:

1.

To students who have low vocabulary and still forget the vocabulary as a result of not studying more, not only on the vocabulary as you have and you have to memorize 5 vocabulary every day to add your vocabulary more.

2. Students can take additional classes in order to improve their ability to speak English.

3.

The writer hopes that there are the students who want in order to do the research about analysis on the problem of turn-taking behavior in speaking performance in the next chance.



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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : FTIK/TBI

NPM : 1501070089

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu ²⁶ /2019 Juni		✓	Chapter I - Revise Background - Explain what is turn being behavior - Give Footnote - Add four Research	
2.	Rabu ²⁷ /2019 Juni		✓	Chapter I - Write the Problems of learning speaking	
3.	Selasa ² /2019 Juni		✓	Chapter I - Check guideline book.	
4.	Kamis ⁶ /2019 Juni		✓	Check the structure ACC chapter I	

Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Much Deiniatur, M.Pd, B.I
 NIP. 19880308 2015031 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI
 NPM : 1501070089

Fakultas/Jurusan : FTIK/TBI
 Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 24/2019 07		✓	Chapter II - Check numbering - Check Grammar	
2.	Jum.at 26/2019 07		✓	Acc Chapter II	
3.	Senin 27/2019 07		✓	Chapter III - Check Academic year	
4.	Rabu 29/2019 07		✓	Acc Chapter III	
			✓	Acc Chapter I - II	

Mengetahui :
 Ketua Jurusan TBI

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Dosen Pembimbing II

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 NIP. 19880308 2015031 006



FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : TBI

NPM : 1501070089

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 4/2019 11		✓	ada 1-3 ke instruksi	

Mengetahui :
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : TBI

NPM : 1501070089

Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 12/2019 12/12		✓	-Revise Cover - Revise Abstrak - Revise Chapter I-V	
2	Rabu 18/12 2019		✓	Revise four of the study	
3	Jumat 20/12 2019		✓	Revise chapter V	
4	Senin 23/12 2019		✓	GRC Muzandi dan E Adhoni	

Mengetahui :
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Dosen Pembimbing II

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : TBI

NPM : 1501070089

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	9/9 2019	✓		Revisi Footnote C Bibliography.	
2	12/9 2019	✓		Revisi Chapter I	
3	15/9 2019	✓		Revisi Chapter II	
4	19/9 2019	✓		Ace BAB I-III dpt diseminarkan.	

Mengetahui
Ketua Jurusan TBI

 Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

 Drs. Kurvani Utib, M.Pd
 NIP. 19620215 1995031 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : TBI

NPM : 1501070089

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	4/11/2019	✓		<ul style="list-style-type: none"> - the Quest of Tugyan - history of TTB - local history - guidance - observasi guidance 	Nur
2	11/11/2019	✓		ACE LPD	Nur

Mengetahui :
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
 NIP. 19620215 1995031 001



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 FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : NUR ALAWIYAH ASTUTI

Fakultas/Jurusan : TBI

NPM : 1501070089

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	26 12 2019	✓		Foto & hns jels Bibit katung	Nur
		✓		Chapter 10 - Apa itu... - Discussion Chapter 1 Syarif	
2	30 12 2019	✓		Acc Mengajar	Nur

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47290; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0702/In.28.1/J/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NUR ALAWIYAH ASTUTI**
NPM : 1501070089
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF TURN TAKING BEHAVIOUR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO IN THE ACADEMIC YEAR 2018/2019**

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG 60
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Nomor : B-3529 /In.28.1/J/PP.00.9/10/2019
Lamp :
Hal : BIMBINGAN SKRIPSI

30 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini.

Nama	Nur Alawiyah Astuti
NPM	1501070089
Fakultas	Tarbiyah dan Ilmu Keguruan
Jurusan	Tadris Bahasa Inggris
Judul	An Analysis Of Turn Taking Behavior In Students Speaking Performance At IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/5 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/5 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610.2008011049



KEMENTERIAN AGAMA REPUBLIK INDONESIA 61
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4005/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : NUR ALAWIYAH ASTUTI
NPM : 1501070089
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA 62
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.metrocnv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4006/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4005/In.28/D.1/TL.01/11/2019,
tanggal 25 November 2019 atas nama saudara:

Nama : NUR ALAWIYAH ASTUTI
NPM : 1501070089
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0725) 41507, Fax. (0725) 47296 Email: stajainj@stainmetro.ac.id Website: www.stainmetro.ac.id

SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH

No. B-4305 /In-28-1/J/TL.00/12/2019

Menindak lanjuti Surat Institut Agama Islam Negri (IAIN) Metro Nomor: B-4005/In-28-1/D-1/TL.01/11/2019, tanggal 25 Oktober 2019 Perihal izin Research, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Menerangkan bahwa:

Nama : Nur Alawiyah Astuti
NPM : 1501070089
Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 12 hari dari tanggal 25 Oktober sampai dengan 5 November 2019 di IAIN Metro dengan judul "AN ANALYSIS OF TURN TAKING BEHAVIOR IN STUDENTS SPEAKING PERFORMANCE AT IAIN METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat di gunakan sebagaimana mestinya.

Metro, 11 November 2019
KADIB, TIB

Anisa Rizkhan Roza, M.Pd
NIP. 196910082000032005



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁶⁴
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-101/In.28/SU.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NUR ALAWIYAH ASTUTI
NPM	: 1501070089
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070089.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



13 Januari 2020
Kepala Perpustakaan

Mokhtandi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA⁶⁴
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-101/In.28/SU.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NUR ALAWIYAH ASTUTI
NPM	: 1501070089
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070089.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



13 Januari 2020
Kepala Perpustakaan

Mokhtandi Sudin, M.Pd.
NIP. 195808311981031001

THE PICTURE DOCUMENTATION OF OBSERVATION









THE PICTURE DOCUMENTATION OF INTERVIEW





TRANSCRIPT OF INTERVIEW

Name : Student 1

Class : A

Q1 : What do you think about speaking?

A1

: I think speaking is a way to produce sound that has meaning to others to build a good communication and sharing information.

Q2 : In your opinion, is it a turn difficult in speaking, why?

A2: I feel difficult when the people say to me and but they do not pronounce it well, and I can not hear clearly, so I do not know how to answer.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: Maybe I still need some vocabularies, because I don't know what their words, and I feel difficult because of the pronunciation.

Q4 : Do you have a way to solve your own problem in turn taking?

A4: Yes, I do like exercise to hear the audio, and watching movie.

Q5 : What is the most difficult part when you speak English?

A5: Maybe when I speak suddenly and I don't know what the words mean, I still need vocabulary to do more speaking.

TRANSCRIPT OF INTERVIEW

Name : Student 2

Class : A

Q1 : What do you think about speaking?

A1 : Speaking is a tool to sharing information to the other.

Q2 : In your opinion, is it a turn difficult in speaking, why?

A2: Yes, it's very difficult. Because I have limited vocabulary and I feel difficult to take a turn.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: I think I don't know how to use grammar to speak English.

Q4 : Do you have a way to solve your own problem in turn taking?

A4: Yes, I try more to conversation to my friends and other people.

Q5 : What is the most difficult part when you speak English?

A5: I think I cannot listen well, and I feel difficult to answer their question.

TRANSCRIPT OF INTERVIEW

Name : Student 3

Class : A

Q1 : What do you think about speaking?

A1

: Speaking is a process of building, sharing meaning to the use of verbal and non-verbal symbols in a variety of contexts.

Q2 : In your opinion, is it a hard time to speak, why?

A2: Yes, because sometimes I cannot express my mind.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: In grammar, because I do not know how to use grammar when I speak English.

Q4 : Do you have a way to solve your own problem in taking?

A4: Yes I have. I should improve my speaking and vocabulary.

Q5 : What is the most difficult part when you speak English?

A5: When I have to speak but I don't have more vocabulary.

TRANSCRIPT OF INTERVIEW

Name : Student 4

Class : A

Q1 : What do you think about speaking?

A1 : Speaking is development of the relationship between the speaker and listener.

Q2 : In your opinion, is it a turn difficult in speaking, why?

A2: Yes, it's difficult. Because I am not a master in vocabulary.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: I think because I have limited vocabulary, so it's difficult to respond.

Q4 : Do you have a way to solve your own problem in turn taking?

A4: Yes I have. I often watch movies, read, and listen to English well.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:Ithinkgrammar,becauseidonotknowhowtospeakEnglishwithgrammatwell.

TRANSCRIPTOFINTERVIEW

Name :Student5

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1

:Speakingistheactivityfordeliverandgetinformationthatuseverbaland nonverbalcommunication.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:Inmyopinion,itisdifficultbecauseIdonotknowhowtospeakupwithgoodgrammara ndpronunciation.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspe aking?

A3:BecauseIcannothearclearlythepreviouspeakeranftheyspeakEnglishissofast.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4: Yes, I must learn again like read more vocabulary and how to speak up more.

Q5 : What is the most difficult part when you speak English?

A5: In grammar, because I do not know how to respond to the previous speaker.

TRANSCRIPT OF INTERVIEW

Name : Student 6

Class : A

Q1 : What do you think about speaking?

A1 : Speaking is sharing meaning to other people.

Q2 : In your opinion, is it a turn difficult in speaking, why?

A2: Yes it's difficult. Because I did not have many vocabulary and my pronunciation is not good.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: Sometimes, I do not know what they said.

Q4 : Do you have a way to solve your own problem in turn taking?

A4: Yes, I must practice speak English, memorize vocabulary and more.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:IthinkmypronunciationisnotgoodsoIcanfeeldifficulttospeakEnglish.

TRANSCRIPTOFINTERVIEW

Name :Student7

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1 :Speakingisoneofactivitythateveroneuseincommunication.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:No,becauseIcanunderstandwhattheysaid.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspeaking?

A3:IdidnotlistenthewordandIdonotknowahattheirmean.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:Yes,Icanaskagainorrepeatwhattheymean.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5: The difficulty is when how to pronounce with the similar sounds.

TRANSCRIPT OF INTERVIEW

Name : Student 8

Class : A

Q1 : What do you think about speaking?

A1

: Speaking is the process of building and sharing through verbal and non-verbal communication.

Q2 : In your opinion, is it a hard difficulty in speaking, why?

A2: Yes, because there are some people who overlap so I just limit to speak.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: Sometimes they often speak with I don't know what they mean.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:Yes,IhavetopracticemoretoconversationtotheotherpeoplesoIcananswertheirQuestion.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:IfeeldifficultwhenIhavetospeakfirst.

TRANSCRIPTOFINTERVIEW

Name :Student9

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1 :Speakingisaproceesofbuildingandsharinginformation.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:Yes,IamsonervousbecauseIamnotgoodinspeakEnglish.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspeaking?

A3:ActuallyfortherespondIcannotfeeldifficult,justhowtousesthecorrectvocabulary.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:Ihavetopracticemoreandmemorizingthevocalart.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:Themostdifficultisgrammatical.SowhenIdoconversationtoothersIcannotseakwi
thgoodgrammatical.

TRANSCRIPTOFINTERVIEW

Name :Student10

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1 :Speakingiswhenwespeaktootherpeople.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:It'sdifficult,BecauseIhavetothinktousewhatwordsthatIhavetouse.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspe
aking?

A3:Ihavelimitedvocabularysoit'sdifficulttomehowtorespondootherpeople.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:Yes,IhavetomasteryvocabularyandIhavetobravetospeakup.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:WhenIdoconversariontootherpeopleIfeeldifficulttoaskthemfirstbecauseIhaveli
mitedvocabulary.

TRANSCRIPTOFINTERVIEW

Name :Student11

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1

:Speakingisavocalsoundwecansaythatspeakingmeantoconverse,exp
ressing,spokenlanguage.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:Yesit'sdifficult.BecauseIheavelimitedvocabularysothat'swhyIcannotgivemyturn
tospeak.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspe
aking?

A3:Sometime,theyarespeaksofastandIhavelimitedvocabulary.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:YesIhave,Ihavetopracticemore.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:The difficult part is grammar. I cannot pronounce well too.

TRANSCRIPT OF INTERVIEW

Name :Student12

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1 :Speakingisrelatedtocommunicationthatuseverbalandnonverbal.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:Yes,becauseIamthebeginnerandIdonotknowenglishwell.

Q3

:Whatarethecausesthatmakeyoudifficulttorespondotherspeakerinspeaking?

A3:SometimethepreviousspeakerspeaksofastsoIcannotunderstand.

Q4 :Doyouhaveawaytosolveyourownproleminturntaking?

A4:Yes,Ihavetopracticemoreinconversation.

Q5 :Whatisthemostdifficultpartwhenyouspeakenglish?

A5:ThemostdifficultiswhenIhavetorespondtootherandIdonotknowhowtospeakup.

TRANSCRIPTOFINTERVIEW

Name :Student13

Class :A

Q1 :Whatdoyouthinkaboutspeaking?

A1

:SpeakingiaoneoffourbasiccompetencesinlearningEnglishandasani
mportantroleforcommunication.

Q2 :Inyouropinion,istakeaturndifficultinspeaking,why?

A2:Yesit'sdifficult.BecauseitisnoteasytospeakEnglish.

Q3

:What are the causes that make you difficult to respond to others speaking in speaking?

A3: I do not know much of vocabulary.

Q4 :Do you have a way to solve your own problem in turn taking?

A4: Yes I have, I have to practice and to do more speaking English.

Q5 :What is the most difficult part when you speak English?

A5: I think it is pronunciation, and sometime I feel difficult how to respond to other with English.

TRANSCRIPT OF INTERVIEW

Name : Student 14

Class : A

Q1 :What do you think about speaking?

A1 :Speaking is the process for some ideas or information.

Q2 :In your opinion, is it a turn difficult in speaking, why?

A2: It's a little bit difficult, because I don't know how to pronounce well and my grammar is a little bit difficult to give my turn to speak.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: I think the biggest difficulty is especially for a native speaker, I like my pronunciation a little bit.

Q4 : Do you have a way to solve your own problem in turn-taking?

A4: Yes, always practice so I can know what is my problem.

Q5 : What is the most difficult part when you speak English?

A5: The most difficult is grammar. Because I don't know how to speak English with good grammar.

TRANSCRIPT OF INTERVIEW

Name : Student 15

Class : A

Q1 : What do you think about speaking?

A1 : Speaking is development of the relationship between speaker and listener.

Q2 : In your opinion, is it a hard difficulty in speaking, why?

A2: Yes it is difficult, Because I do not know how to speak or respond to their words because I have limited vocabulary.

Q3

: What are the causes that make you difficult to respond to other speakers in speaking?

A3: I think they are speaking English too fast, so I cannot understand.

Q4 : Do you have a way to solve your own problem in taking?

A4: Yes I have, Maybe I should listen to their words carefully.

Q5 : What is the most difficult part when you speak English?

A5: The most difficult is when I have to speak but I did not have much vocabulary and my grammatical is so bad.

TRANSCRIPT OF INTERVIEW

Name : Student 16

Class : A

Q1 : What do you think about speaking?

A1 : Speaking is a process of building and sharing information.

Q2 : In your opinion, is it a hard difficulty in speaking, why?

A2: Yes, I am nervous because I am not good in speaking English.

Q3

: What are the causes that make you difficult to respond to others in speaking?

A3: Actually, for the response, I cannot feel difficult, just how to use the correct vocabulary.

Q4 : Do you have a way to solve your own problem in turn-taking?

A4: I have to practice more and memorize the vocabulary.

Q5 : What is the most difficult part when you speak English?

A5: The most difficult is grammar. So when I do conversation with others, I cannot speak with good grammar.