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Turn - taking Analysis in the Speaking II Classes at the English Department, IKIP Padang



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Abstract

This study focuses on the analysis of turn-taking practice in class and group conversations in the Speaking II course in the English Department of IKIP Padang. It was carried out in response to students' problems participating in English conversation and identifies both teacher and student involvement on the basis of the number and types of turns taken and the ways the teachers facilitate student participation. This study considers some ideas for improving speaking programs and related teaching methodology.

The subjects are one native speaking (NS) and one nonnative speaking (NNS) teacher and their 24 students in the English speaking classes. The data consists of transcripts of audio-video recordings, supplemented by observational notes, of class and group conversations. The transcripts were coded on the basis of a category system modified from Allwright (1988) and Van Lier (1988). The data was analysed using both quantitative and qualitative methods.

The results reveal that turn-taking practised in both classes shows some regularities of the types of turns frequently taken by the participants. The tempo of the exchanges was seemingly slow except when the topic being discussed

attracted the students' interest. Individual student participation was significantly higher in the group conversations and in the NS teacher's class conversation.

The NNS teacher allocated more of the class time for class and group conversations and also took more of the active turns. The NS teacher spent less of the time allocated for such activities and took less of the total active turns.

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CHAPTER I

INTRODUCTION

The focus of the study is turn-taking practice in the Speaking II classes at the English Department of the Institute of Teachers Training and Education (IKIP) Padang . This study was undertaken in response to the observed difficulty of students participating in English conversation and it is intended to contribute towards improvement of the existing speaking program.

A. BACKGROUND OF THE STUDY

This part contains needs and problems in classroom language teaching, particularly English as foreign language (hereafter EFL), students' goals and the description and the implementation of the Speaking II program in the English Department, IKIP Padang.

1. EFL Language Teaching: Needs and Problems

It has been widely accepted that the primary concern of classroom language teaching is to create a natural learning atmosphere in the classroom through communicative tasks in which students can obtain maximum practice in the target language. However, it seems clear that the classroom has not yet succeeded in providing students with the opportunities and skills they need to communicate.

One of the most serious problems in learning English as a foreign language is the fact that students have great difficulty in participating in an English conversation despite their linguistic knowledge. Although active participation of all students has been greatly promoted many of them are not able to initiate a turn and rather wait until they are addressed. As Dornyei and Thurrel (1999) state, even the best language learners often complain that they can not cope with communication difficulties when engaging in real life communication particularly with native speakers of the language.

The issue above is not surprising and many language researchers, such as Long and Sato (1983), Allwright and Bailey (1988), Van Lier (1988), Pattison (1989) and Nunan (1991), have focused their studies on this matter. According to them, students in fact have very little opportunity and have difficulty in using the target language. This situation is basically due to the failure to apply communicative principles to actual teaching practice (Gremmo and Carlton, 1985), particularly in nonnative teachers' classrooms in which their first language is usually used to overcome communicative difficulties. It is also true that teachers tend to control the class and consequently they tend to minimize students' contributions in conversation. Hence, this does not challenge their students to communicate in English and to participate actively.

Research shows that teacher domination in the classroom covers more than sixty percent of the total interaction, not only in terms of the talking time but also the

types of acts s/he performs. As Gremmo, Holec and Riley (1985) show in the results of their experiment in immigrant classrooms, and as is supported by Gaies (1985), the ratio of classroom talk between a teacher and students is 2:1 in which the teacher performs seven different acts (framing, performing, modelling, nominating, evaluating, correcting and informing), whilst, students do only two types of acts (practising and informing). This disproportionate amount of talking by the teacher results in students' limited opportunity to practice the target language in natural conversation.

In particular, this phenomenon is frequently found in the speaking class where the whole lesson is designed to develop students' conversational skills. Students' lack of opportunity to use the target language may result in their lack of ability to get involved in conversation and this may lead to their inability to express themselves orally in the target language.

Despite other factors, such as a lack of confidence and motivation, the lack of practice to take turns may be a major cause of the above problem. By looking at this problem it can be seen that turn-taking as a skill and as the most obvious pattern of participation (Edmonson, 1981; Yngve, in McLaughlin, 1988; and Markova, 1990) is important to consider in teaching.

Because any pedagogic decision must be made with the reference to students' needs, there is a basic need to develop effective partnerships between teachers

and students in the learning process (Nunan, 1988). As the students must be aware of their learning responsibility, i.e. to use the skills they learn, the teachers are responsible for facilitating learning opportunities that the students need to develop their speaking skills. Hence, the teachers are not always in the position of speakers, but are also in the position of good listeners who are able to encourage their students to become involved in real conversations either with them or with other students. As the students are highly exposed to such a communicative environment they are able to develop their linguistic skills as well as their conversational skills through practice. Hence, the more students initiate meaningful turns, the more likely it is that they will develop their conversational skills.

2. Language Goals in the English Department, IKIP Padang

As English is an international language and the first foreign language used in Indonesia, the students' goal in studying English, in general, is to be able to communicate effectively in order to develop a future career. The English Department, in particular, aims to produce English teachers for high schools, as well as to fulfill staff requirement in other professions (IKIP Padang, 1992). Students are expected by virtue of their chosen profession to be effective users of English. Not only do they need the capability to teach linguistic rules but also to be able to use this target language for the demands of communicative teaching. Thus their levels of proficiency in speaking should be relatively high.

3. The Speaking II Program: Objectives and Implementation

Speaking II is a three credit compulsory subject, running four hours a week for 16 weeks in the second semester of the year, from January to June. Unlike other similar institutions which run four prerequisite speaking courses, this department only offers two similar courses, that is, Speaking I and Speaking II. The aim of the courses is to develop students' speaking skills, including the ability to express their own meaning and to understand oral language both inside and outside the classroom (IKIP Padang, 1992). Considering its status as the last stage of the prerequisite speaking program, Speaking II should focus on developing students' communicative strategies as well as functional use of English by encouraging students' participation through various communicative activities.

Speaking II was run in 3 parallel classes in which each class consisted of 24 students and was taught by two teachers in different two-hour sessions during the week. The students were aged between 18 and 25 and were in the main students who graduated from general high schools.

The students' speaking skills were limited in meeting the minimum requirements of communication. They could only operate the formal rules within short utterances expressing simple needs, and were strongly influenced by their first language. Although they were capable of participating in short casual conversations, very few were able to initiate and maintain an exchange.

Despite the lack of practice available outside the classroom, there was limited exposure to real communication practice provided in the classroom. Speaking activities did not seem to incorporate communicative aspects of language teaching regardless of the promotion of various activities under the labels of conversation, role play, discussion, debate, drama and speech. Besides this, as seen in the basic course outline (see appendix), there was little variety in materials used, they were rather outdated and some were irrelevant and impractical for the students' communicative needs. Referring to Crawford's (1990) priority in managing classroom activities, that is, to use authentic and adapted materials, valid topics and realistic tasks, very few teachers followed this priority and encouraged their students to participate during the discourse. Hence, students lacked a defined strategy in using oral language although they had sufficient linguistic knowledge to do so.

B. RESEARCH QUESTIONS

This study was carried out in an attempt to seek answers to major and minor questions. Since the target group was taught by both native (hereafter NS) and nonnative (hereafter NNS) speakers of English the minor questions deal with these teachers' classes.

1. Major Question:

What is the quantity and types of turn-taking practised in the NNS/NNS and NS/NNS classrooms and how effective are they in developing students' speaking skills?

2. Minor Questions:

2.1 How much turn taking occurs between the participants during interactions in NNS/NNS classroom?

2.2. How much turn-taking occurs between the participants during interactions in NS/NNS classroom?

2.3. What are the types of turn-taking that occur between the participants during interactions in NNS/NNS classroom?

2.4. What are the types of turn-taking that occur between the participants during interactions in NS/NNS classroom?

2.5. How does the NNS teacher facilitate the students to take turns during interactions?

2.6. How does the NS teacher facilitate the students to take turns during interactions?

C. PURPOSE OF THE STUDY

The purpose of this study is to carry out an in-depth investigation and analysis of what exactly happens in the speaking class, particularly in terms of the teacher-students' involvement in turn-taking practice and in considering different ways of facilitating student participation.

D. KEY CONSTRUCTS

1. Turn-taking

The term of **turn-taking** used in this study is adapted from Edmondson (1981), Sacks, et al (in Coulthard, 1985), Bygate (1987), Yngve (in

Mclaughlin, 1988), Allwright (1988), Van Lier (1988), Markova (1990) and Nunan (1992). A turn refers to the combination of the role of a speaker and what s/he says and what s/he does at a particular point of time in a conversation. From the view point of the speaker's role, **turn-taking** is a part of one's communicative competence to manage a conversation as social routines and as the roles of participants (speaker and listener) change with little overlapping speech and few silences. Of the actions taken in interaction, **turn-taking** is the most salient characteristic of one's participation because it determines the changing roles of participants as one utterance follows another. Hence, **turn-taking** represents self-regulated initiatives of the teacher and students in their conversational interaction.

As far as the analysis is concerned, according to Markova (1990), **turn-taking** is a unit of discourse analysis which plays an essential role in structuring people's interaction in term of control and mechanism of conversation. However, referring to Nunan's (1992) distinction between discourse, interaction and conversation analyses, **turn-taking** in this study is a part of conversation analysis since the focus is on the social routines, rather than on linguistic matters, and the data was collected from naturalistic language samples.

2.Practice

According to Ellis (1992), **practice** is the stage of activating the new knowledge of language to be used in real-life communication. He distinguishes

two types of practice: controlled and free practice. Controlled practice refers to mechanical and accurate production of a specific linguistic feature, whereas free practice deals with simulated communicative opportunities to use the language forms which have been mechanically practised.

3. Participation

Allwright (1988) defines participation as a teacher's and students' observable participation or engagement to follow and contribute in turn taking during an interaction which is governed by certain rules and which potentially determines the success of a conversation. This includes non-verbal behaviors which are observable and have an effect on verbal behaviors. In this study the term participation is used interchangeably with involvement and initiation since they have the same meaning in this context.

4. Conversational Skills

Conversational skills deal with the ability to communicate effectively by using verbal and nonverbal actions, i.e. the ability to initiate turns by speaking and reacting spontaneously and to maintain conversations by listening to the interlocutor and by negotiating meanings during an interaction in a social setting (Van Lier, 1988; Dornyei and Thurrel, 1992).

5. Classroom Conversational Activities

In the study, this term is used to indicate oral communication tasks in a classroom designed to develop students' conversational skills. Since the

conversation itself is a highly organized activity (Dornyei and Thurrel, 1992) the tasks are mainly prepared by the teacher and involve teacher-student and student-student interactions.

E. SIGNIFICANCE OF THE STUDY

The significance of the study lies in the fact that it describes turn-taking practice in the speaking classroom and reveals the degree of students' involvement in communication activities as well as the role of teachers in providing their students with the opportunity to practice English as the target language. The study explores the possibility of contributing some recommendations to improve the implementation of the existing Speaking program, particularly in the English Department of IKIP Padang Indonesia. A modified category system was employed for this study so that the model can also be used for relevant research in other teacher training institutions by both researchers and teachers.

F. LIMITATION AND DELIMITATION OF THE STUDY

This study focusses on the description and interpretation of turn-taking practice in the Speaking II subject. Regarding the complexity of turn-taking analysis this study was necessarily limited to only the investigation of turn-taking as 'social routines' (Nunan, 1992) in relation to the teacher and students initiatives during the interaction. Hence, there is no attempt to discuss turn-taking from the view point of discourse analysis.

The scope of the study is also confined to turn taking practice in class and group conversational activities, not other speaking activities (such as role-play, debate, simulation and games) that may need further consideration and investigation. Pair conversational activity was also excluded due to the recording difficulty of collecting such data in an actual classroom.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a theoretical background from which this study was carried out and a theoretical framework from which data analysis and interpretation was designed.

A. THEORETICAL BACKGROUND OF THE STUDY

This section includes classroom-based studies, concepts of participation in classroom conversations, and turn-taking practice and its investigation.

1. Classroom-based Studies

The language classroom provides a wide range of phenomena that are worth investigating in an effort to provide successful language learning. The classroom is not only important for studying 'what is said' but is also a source of information on 'what is done' by a teacher and students (Van Lier, 1988). Although studies in second and foreign language acquisition have not yet succeeded in explaining how classroom interaction influences the language development, by analyzing what actually happens in the classroom a researcher can consider in what ways different types of classroom interaction involving the teacher and students contribute to students' language learning (Ellis, 1985). Hence, s/he may offer valuable solutions to students' difficulties in acquiring the language.

In an attempt to conduct a classroom study, observation and lesson recording provide an effective way to capture a real picture of the classroom. Although all instances of learning may not be observable, all observable behaviours manifested by the teacher and students in classroom activities can be analyzed (Van Lier, 1988) through a well-planned observation and recording system without disturbing the nature of the interaction. Nevertheless, in 50 classroom-oriented studies documented by Nunan (1992) only 15 actually took place in genuine classrooms, that is, in classrooms particularly designed for the teaching and learning process rather than for research purposes. This survey finding encourages more investigations in actual classroom where the learning process takes place, as strongly urged by Van Lier (1988); Allwright (1988) and Nunan (1992).

In analyzing features of classroom interaction most of the classroom-based studies use a quantitative approach. Allwright and Bailey (1991) report a number of correlational studies, such as Seliger (1983), Day (1984) and Slimani (1987) on students' involvement and learning achievement, Sato (1983) on interaction patterns and cultural traits, and Moss and Cornelli (1983) on interaction patterns and learners' knowledge. Ellis (1992) also discusses some studies with a similar approach, such as Naiman (1975), Ellis (1984) and Ely (1986) which particularly correlate language practice and students' proficiency. However, as these studies show conflicting results (in the continuum of significant and insignificant correlation), the use of quantitative techniques for the analysis needs reconsidering.

In order to study an interaction as a whole activity, a qualitative method which is supported by a quantitative method is better employed. This combination is important since the former 'provides the context of meanings' of the latter's findings (Alderson in Hartanto, 1993).

2. Participation in Classroom Conversations

With regards to the variety of classroom interaction, conversation is among the most important types of interaction to investigate. As the most natural form of language exposure (Ellis, 1985) it provides various phenomena of language use in the classroom. Since all participants contribute to its outcome (Edmondson, 1981), it becomes a crucial point to study the degree of participants' involvement in their efforts to succeed in conversation as well as for the students to improve their speaking skills and for the teachers to improve their teaching.

The importance of participation in classroom conversation to the development of language learning is widely accepted both by teachers and language researchers, although some (like Ellis, 1992) criticize it as only beneficial for students with a high proficiency level. In talking about first language acquisition, Hatch (1978: 104) argues: 'One learns to do conversation, one learns how to interact verbally, out of this interaction syntactic structures are developed'. Gaies (1985: 14) also supports this notion: 'the more verbally active learners are the more proficient they will become in understanding and producing speech'. Hence, participation at any level of students' proficiency is beneficial for their language development, particularly in developing speaking skills.

Considering the fact that the success of language learning is determined by collaboration of a teacher and students (Nunan, 1992), the study on class participation should include the two interacting parties, rather than being a study only of the students themselves. By observing and analyzing both the teacher's and students' behaviours in every structure of participation the researcher will gain a clear description of classroom participation.

According to Phillip (1972 in Van Lier, 1988) class participation is categorized in four basic structures: teacher with the whole class, teacher with a group of students, teacher with an individual student, and a student with other student(s) as a group. The interaction between the teacher and students as a whole class provides a wide opportunity to compete and initiate a turn resulting in chorus and individual responses. The teacher's interaction with a group of students, while the rest of the class do other tasks, gives more opportunity for the students to participate individually. Likewise, the interaction among the students enables the students to draw on their linguistic knowledge maximally to perform in conversation if they are provided with guidance. The teacher's interaction with an individual student provides the student with remedial help and encouragement to participate.

A number of factors influences one's participation and success in conversation. According to Van Lier (1988) and Allwright and Bailey (1991), they are turn distribution (who gets to speak), topic (subject matter to talk about), task (effort to use an opportunity to speak), tone (atmosphere of speaking) and language used

(including dialect and codes). In an EFL classroom, for example, these factors deal with a participant's ability to use English, to speak and to listen at the right time and on the topic during an interaction.

In meeting the five conditions above, a participant generally operates three units of discourse, i.e., turn, interactional move and interactional act (Edmonson, 1981). A turn is 'the most salient unit', dealing with a speaker's role, topic and action during an interaction, whereas, an interactional move, 'the smallest significant unit', is a means of moving a conversation between one turn and the next turn. Interactional act, 'the smallest identifiable unit', functions to keep a flow of conversation, using backchannels or signals, particularly when the participant is taking the part of a listener.

3. Turn-taking as Manifestation of One's Participation

With regard to the factors and units of conversation above it is apparent that students' skills in turn-taking is of great importance in their successful participation in a conversation. Turn-taking is the most obvious feature of one's participation (Yngve in McLaughlin, 1988) since it covers major elements of participation. Bygate (1987) and Van Lier (1988) describe turn-taking as a complex skill, covering the ability to: 1) monitor the ongoing turn by listening to the current speaker, 2) determine the likely next speaker(s), 3) recognize the right moment to take a turn, 4) actively plan what to say when a turn is taken, 5)

use 'culturally appropriate ways' to compete and/or to signal to speak, 6) interpret intentions through action, 7) know how to let other speaker(s) take a turn and 8) use a turn appropriately.

Considering its importance and complexity in conversational activities, turn-taking strategies need to be taught, providing students with the skills they need to manage a conversation. For this purpose, a teacher should create a natural speaking environment to allow the students to experience using language rules and functions. A teacher can make use of various conversational activities to maximize the students' participation and hence to develop their speaking skills. Students can learn by experience when and what it is appropriate to speak, whom it is permissible to speak to, how and when to change the topic and how to invite other people to speak (Van Lier, 1988).

As turn-taking skills do not come automatically (Dornyei and Thurrel, 1992), students need ample opportunity to practice and to receive sufficient feedback from their teacher. Referring to Ellis' (1992) division of language practice, through sufficient practice exposures the students may gradually move from controlled-practice, focusing on drills and accurate use of language forms, to free-practice in which the students are able to use the forms they have mechanically practiced in relevant conversational situations. At the time of the exposures they develop their ability in turn-taking as they need to be aware of the rules of a conversation to succeed in communication.

In order to prepare effective conversation activities in a target language, Ellis' (1984 and 1988) environmental conditions necessary for success in a second language classroom are very important to consider. In the first stage, the activities must provide a significant amount of speech absorbed and turns made by the students. They should also reflect the needs of the students to communicate in the target language in and outside the classroom. Besides, they must offer the students ample opportunity to initiate and use a range of language functions that are meaningful for them and to express their ideas on the basis of their knowledge, regardless of the 'communicative intent'. The topic and interactive context of each activity should be relevant to the students' current needs to participate. Finally, the activities must employ a rich input in which both the teacher and students give sufficient feedback on their performances during the interaction to improve the students' communicative skills and for the teacher to improve his/her teaching.

To provide such ideal opportunities for the students to actively participate there is a need to anticipate problems that may occur during turn-taking by looking at its typical practice in an EFL classroom. According to Loscher (in Ellis, 1990) and McCarthy (1991), unlike general conversations turn-taking practice in this classroom discourse is very orderly and strictly regulated by a teacher. Van Lier (1988) and McCarthy describe it as a teacher predominant pattern of interaction since the teacher defines the roles of interacting parties. An obvious characteristic of the teacher talk is that the teacher addresses the students with questions (Ellis, 1990) and the students respond. McCarthy furthermore points out that the

patterns of initiation, response and feedback tend to be regular routines. That is, the teacher initiates a turn, the students respond and only the teacher gives feedback. Only one speaker speaks at a time except when a number say the same thing. The tempo of interaction is slow and the patterns of language used are rather simple and therefore there appears to be a lack of meaning negotiation. The students lack initiative due to limited opportunities to take roles as speakers and hence, do not develop the ability and confidence to take a turn even if they want and need to participate in the conversation.

Another problem that emerges in an EFL classroom discourse is a teacher's heavy correction of the students' oral performance. It is a fact that even in a speaking class the teacher tends to correct the students' accuracy rather than focus on their fluency. As Batram and Walton (1991) state, the students consequently lack confidence and worry about making mistakes.

In an attempt to overcome the problems above students' participation should be maximized although not necessarily by minimizing that of the teacher. Bygate (1987) suggests that both the teacher and students share equal opportunity, 'qualitatively and quantitatively', to initiate turns through cooperative tasks. On the one hand, these interacting parties should consider their roles and the right time to be a speaker and to be a listener. As the students struggle to use the language the teacher also helps them develop negotiation skills (Shaw and Bailey, 1990) to overcome communication breakdowns.

4. Investigating Turn-taking Practice in a Speaking Class

From recognition of the importance of turn-taking in developing students' speaking skills it follows that there is a significant need to investigate its practice in classroom conversational activities. Although studies in this particular area are still considered to be in a 'state of their infancy' (Allwright, 1988), due to the lack of attention received from both researchers and teachers, an investigation of turn-taking could contribute to the understanding of language teaching and learning. Unlike in general interactions, turn-taking in a language classroom can be clearly defined and analyzed when a fixed category system is used since it 'has a greater potential to identify every behavioral event that occurs' (Chaudron, 1988). Nunan (1989) points to the dangers inherent in investigating high inference behaviours and fuzzy concepts. However, this is not a problem, in the research reported here, because turn-taking is a 'low inference' behaviour. The analysis in this study is important in identifying the students' participation in a target language conversation in particular and in speaking activities in general, and in recognizing the teacher's efforts in helping the students develop their speaking skills.

As far as the studies on turn-taking are concerned, there are only two which extensively analyze turn-taking practice in actual target language classrooms, that is, Allwright (in Allwright, 1988 and Allwright and Bailey, 1991) and Van Lier (1988). They are, however, only pilot studies. It is only Van Lier who observes the whole class participation, whereas Allwright focuses on a single student. Both Allwright and Van Lier propose their own category system to identify

observable behaviours during a classroom interaction, as illustrated in the following citations.

4.1. Allwright's Category System

4.1.1. Turn getting

1. **Accept** Respond to a personal solicit
2. **Steal** Respond to a personal solicit made to another
3. **Take** Respond to a general solicit (e.g. a question addressed to the whole class)
4. **Take** Take an unsolicited turn, when a turn is available - 'discourse maintenance'
5. **Make** Make an unsolicited turn, during the current speaker's turn, without intent to gain the floor (e.g. comments that indicate one is paying attention)
6. **Make** Start a turn, during that of the current speaker, with intent to gain the flow (i.e. interrupt, make a takeover bid)
7. **Make** Take a wholly private turn, at any point in the discourse (e.g. a private rehearsal, for pronunciation practice, of a word spoken by the teacher)
0. **Miss** Fail to respond to a personal solicit, within whatever time is allowed by the interlocutor(s)

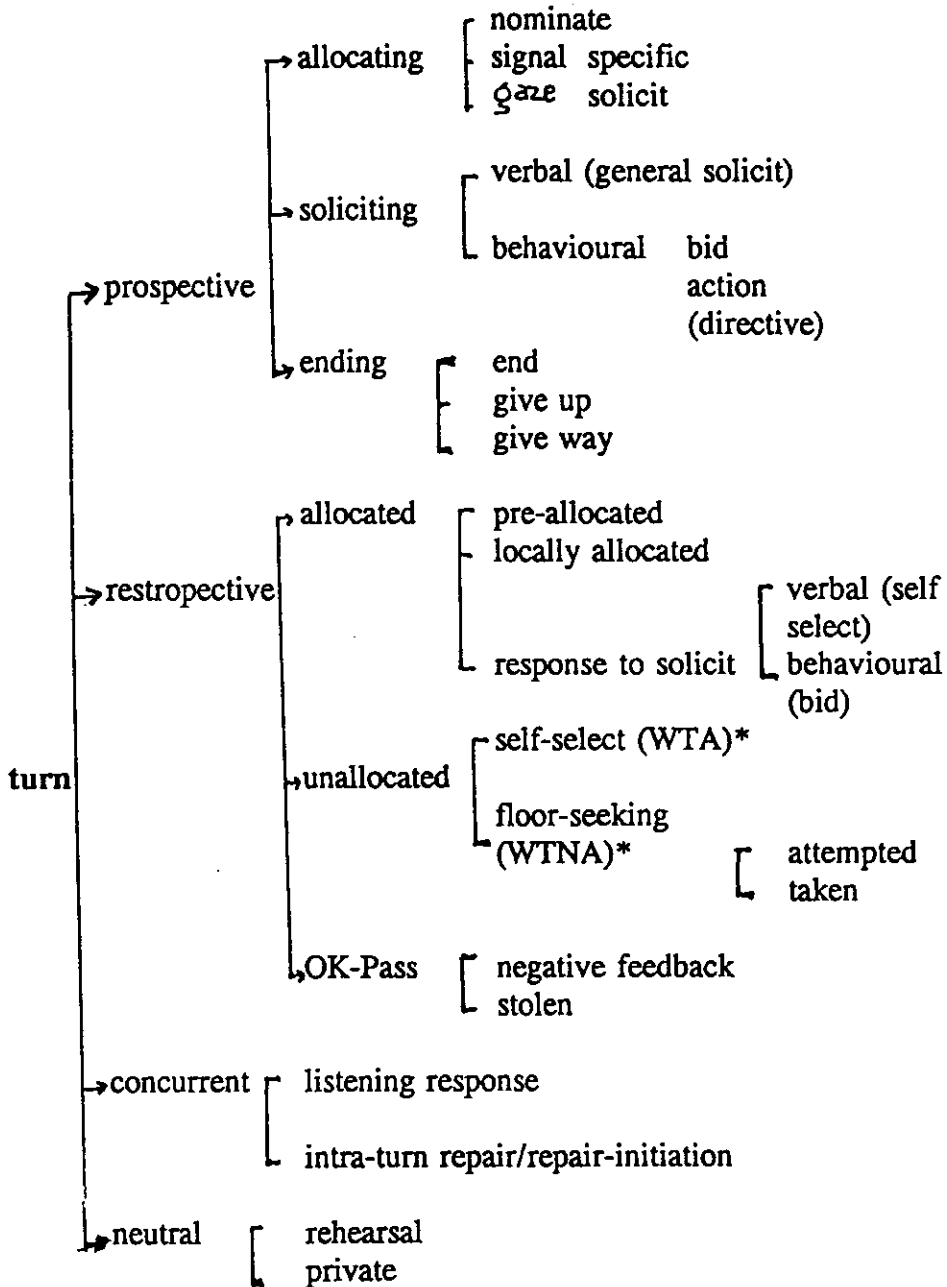
4.1.2. Turn giving

- Fade out and/or give way to an interruption.
- 0 Make a turn available without making either a personal or a general solicit (e.g. by simply concluding one's utterance with the appropriate terminal intonation markers).

- P Make a personal solicit (i.e. nominate the next speaker).
- G Make a general solicit.

(cited from Allwright, 1988: 175-176)

4.2. Van Lier's Category System



* WTA = When Turn Available
 WTNA = When Turn Not Available

(cited from Van Lier, 1988: 110)

Explanations

- a). **Prospective** refers to the way the turn is linked to subsequent turn(s) by constraining content, or by delimiting the next speakership.
1. **Allocating:** specifying the next turn or turns by verbally nominating the next speaker (by giving a name, description or pronoun), signalling (pointing with finger, chin, arm, postural orientation) and/or by using eye gaze
 2. **Soliciting** specifying the content or activity without specifying the next speaker through verbal and/or non verbal action
 3. **Ending** 'ending a turn without implications for content or speakership of subsequent turn(s)'.
 4. **Giving up, or trailing** failing to complete the turn which may lead to completion by another speaker, or remain unfinished.
 5. **Giving way** stopping short before the projected completion to give way to competition due to interruption or simultaneous starts.
- b). **Restropective** deals with the way the turn is linked to previous turn(s) being allocated or pre-selected.
6. **Allocated** responding to a personal solicit determined by the previous turn or pre-allocated sequence
 7. **Unallocated** responding to a general solicit in which content or activity have been specified by the previous turn
 8. **Self-select** taking an unsolicited turn when the turn is available
 9. **Floor-seeking (WTNA)** taking a turn during that of the current speaker self-selecting with intent to gain floor, excluding a slightly overlapped turn when the prior turn is about to finish.
 10. **Negative feedback** negative attempt to take over the floor (this has potential to cut the turn short but this does not necessarily happen).
 11. **Stolen** taking an allocated turn (made to another) in order to gain the floor, not to help or to complete the turn.
 12. **OK-pass** taking a 'freely made' (allocated or unallocated) turn upon the conclusion of a previous turn

c) **Concurrent** 'a turn that is taken during a current turn which is related to that turn in a servicing sense'

13. Listening responses and intra-turn repair/repair initiation

verbal and nonverbal responses that occur during a current turn in a 'subservient capacity' to show approval, attention, encouragement or understanding. These include guidance to formulate a turn. They are more culturally specific than other types of turns and greatly influence the success of a current turn.

d) **Neutral** indetermined turn which does not have relation to its surrounding turns.

14. Private & Rehearsal taking a turn as a comment on other turn(s) or for personal trial purposes.

As seen above, both types of turn-taking categories avoid the distinction between teacher's and students' behaviours to provide a clear description of class participation. They mainly cover the same areas regardless of the different terms they use. Some differences appear on the basis of thoroughness of explanation and the practicality of the categories for coding to obtain data quantification of turn-taking practice.

Allwright fails to make clear each category, including nonverbal behaviours, although he claims that his categories cover both types of observable behaviours. Allwright also does not include turn types such as 'help', indicating initiation to help, 'giving up', referring to a failure to complete a turn and 'short stop', regaining or checking listener's attention in a current turn. On the other hand, Van Lier's system provides a clear description of each category and covers

almost the whole pattern of verbal and nonverbal behaviours. However, he does not include two significant types of turns, that is, a category to indicate a speaker's inability to respond to a solicit and a category to show an unidentified turn when the turn is unrecognizable due to simultaneous starts. Van Lier's type of 'giving way' does not explain clearly whether or not the turn is completed after an interruption or simultaneous start (hence there is a need to regain participants' attention) and whether the interruption is made by more than one participant.

Regarding the coding practicality and terms used, Allwright's categories are seemingly simple and clear but rather vague with the use of similar words, such as 'make' and 'take' for different types of turns and therefore are not practical for coding. Likewise, some of Van Lier's terms are rather complicated and ambiguous, such as OK-Pass, intra-turn repair/repair initiation and his system also needs modifying for coding purposes.

B. THEORETICAL FRAMEWORK

This section presents a theoretical framework which was devised from the previous literature review to analyze and interpret data obtained in the study of turn-taking practice in the Speaking II classrooms.

1. Modifying Turn-taking Category Systems

As mentioned previously, in order to analyze teacher and students' participation in a classroom discourse a fixed category model needs employing from which

each type of turn-taking can be identified and coded for an analysis. This can be done by modifying Van Lier's and Allwright's systems: by simplifying some terms and adding other significant types.

The following types are important to include separately in the modified model since they typically occur in a classroom conversation. They are 'stop short', 'help' and unidentified types of turn. The first two are potentially used by a teacher, whereas the latter often occurs on the part of students.

A 'short stop' before continuing a turn is to check, to regain attention and to allow for competition because of an extended turn or negative feedback (this is modified from Van Lier's 'giving way' type which only covers, allowing for competition). A 'help' turn indicates completion of a 'giving up' or 'miss' turn in order to help or repair an error. An 'unidentified' turn refers to an unrecognizable turn(s) as may occur during the discourse particularly due to simultaneous starts.

2. Indicating Levels of Involvement

As far as the order of turn categories is concerned, the modified model is arranged on the basis of the degree of participant's involvement in taking a turn. Unlike Van Lier's classification on the basis of turn relation to the preceded, current and subsequent turns, and Allwright's 'turn getting' and 'turn giving', this model ranges from the most to the least active participation turn type, i.e, a type which indicates a degree of involvement, from the most to the least active.

Following Van Lier (1988), four criteria were used to indicate the participant's initiative on the basis of turn selection, turn allocation, turn sequence and topic management. Unlike Van Lier, valuing a turn by using a range of stars (from one to four stars), only one star is used in this study for simplification to indicate 'initiated' turn. A turn is starred firstly if it contains an adequate verbal action and originates from the speaker her/himself, rather than from the previous speaker, pre-allocation rule or from reading a text. The turn also specifies the next speaker, content and activity. Despite its independency in itself, it must be part of a sequence of turns. Finally, it introduces new information, rather than partial response (e.g. a single word-utterance), repetition, backchannels or signals which do not change the meaning.

3. Modified Category Model

The following is the modified category model describing each significant type of turn-taking practiced in the classroom together with its explanation.

CATEGORY	T U R N	E X P L A N A T I O N
1	SOLICITING	make a general solicit without specifying the next speaker through verbal and/or nonverbal action. It has the potential for individual initiative. However, it is starred only if it is manifested by an adequate verbal action, not a single word utterance or a backchannel.

2. **UNALLOCATED** take a turn as a response to a general solicit on the basis of content or activity specified by the previous turn. It has the potential to take chorus responses or simultaneous turns, as well as nonverbal response. This turn is starred if it provides an adequate verbal response.
3. **SELF-SELECT** take an unsolicited turn when it is available. The content or activity is not specified by the previous turn. As the turn is originated by the speaker this type has the potential to indicate one's active participation, and therefore is starred if it contains a complete verbal action.
4. **ALLOCATING** make a personal solicit by nominating the next speaker verbally and/or using gestures and signals. This type has also potential for initiative as it specifies the next speaker and is starred if it provides a complete verbal action.
5. **HELP** take an unsolicited verbal turn during the current turn without intending to take over, but rather to help because the current speaker is unable to complete or may miss the turn. This includes an extended turn repair to replace an error. This category also describes initiation and hence is starred since the speaker takes a verbal initiative to help, not to gain floor.
6. **ALLOCATED** take a (verbal or nonverbal) turn as a response to a personal solicit determined by the previous turn or by a pre-allocated sequence. An utterance in this type can be starred, although it is not originated by the speaker, if it provides an adequate

response as it is a part of a turn sequence.

7. **CONCLUDE** take a free verbal turn upon the conclusion of a previous turn, when it is available, to express approval or understanding. This turn is starred if it contains new information to convince, not a repetition.

8. **FLOOR-SEEKING** take a turn during that of the current speaker with intent to gain the floor, excluding the turn that starts when the prior speaker is about to finish. This turn is starred if it provides new information and specifies the next activity or content.

9. **STOLEN** take an allocated turn made to another in order to gain the floor. This turn is starred if it contains a new meaning.

10. **ENDING** Make a turn available without making any solicit and without implications for content due to its completion of designed course. This is starred if it provides an adequate verbal action.

11. **GIVING UP** fail to complete a turn (un/allocated) because: a) the speaker is unable to complete the turn, which leads to completion by another speaker or remains unfinished, b) the turn is stolen or taken by another speaker. The turn in the latter case is starred if the turn contains an adequate new meaning and shows the potential to complete a verbal action, regardless of a partial utterance.

12. **PRIVATE** 'take a wholly private turn at any point in the discourse' as a comment on a concurrent or preceding turn or for personal trial purposes (e.g. a 'private rehearsal, for pronunciation practice, of a word spoken by the teacher').

- | | | |
|-----|----------------------------|--|
| 13. | STOP SHORT | stop short before continuing a turn to give way to competition, to check listener's understanding, or to regain attention because of an interruption, negative feedback or extended turn. Backchannel or raising intonation is often used to ensure attention. |
| 14. | LISTENING RESPONSES | positive response(s) during a current turn to indicate one's attention or reaction, expressed through backchannel,laughters, gestures or signals. This includes a brief turn for 'repair/repair initiation' to help in formulating the turn. |
| 15. | NEGATIVE FEEDBACK | negative attempt to take over the floor or to ignore the conversation, using signals such as heckling or other distraction. |
| 16. | MISS | totally fail to respond to personal or general solicit within the time allowed. |
| 17. | UNIDENTIFIED | an unrecognizable turn because of simultaneous starts or negative feedback. |

Having reviewed the related literature some conclusions can be drawn. Firstly, in order to provide information on the teacher and students' efforts to succeed in language learning, a classroom-based study needs to be conducted in an actual classroom situation where the nature of the interaction is not disturbed by the researcher. Secondly, as both the teacher and students participation during the interaction determines the students' success in acquiring the target language, particularly in developing their speaking skills, it is important to investigate their participation especially in classroom conversation where the language is naturally and orally exposed. Thirdly, the analysis of turn-taking is a valuable means to

identify the teacher and students participation since it features the levels of their involvement as well as the ways the teacher facilitates the students to speak. Fourthly, although there were only a few studies carried out on turn-taking, an investigation in this area through observation and lesson recording could contribute to the success of language learning and teaching.

Based on the theoretical framework, the analysis of turn-taking practice can be conducted by using a fixed category and coding system which identifies the whole observable participation of the teacher and students during interaction. This can be done by modifying the two different turn-taking category models proposed by Van Lier (1988) and Allwright (1988).

CHAPTER III

RESEARCH METHODS AND PROCEDURES

This chapter covers the research methods and procedures, including the subjects, types of data, data collection procedures and methods of data analysis used in this study.

A. SUBJECTS

The subjects of the study are of two teachers and 24 students of Class C of the course of Speaking II (Ing 160) in the English Department Institute of Teachers Training and Education (IKIP) Padang. The students were enrolling in this course in the second semester of 1992-1993 and were around 18-22 years of age. All of them had passed the Speaking I as a requirement to take this course. They were mostly the first year students. Only two students were in the second year, one was a repeater whilst the other did not take the course in the previous year.

The two teachers were chosen from the four member teaching team as they taught the same class in different sessions during the week. They both come from different backgrounds: one of them is a native speaker of English who worked voluntarily as an English teacher, the other is an Indonesian regular teacher who graduated from the same institution (IKIP Padang) and shares cultural and language backgrounds with the students.

The selection of the subjects was based on the following criteria:

1. all students had acquired sufficient communicative skills to participate in classroom conversation since they had passed the Speaking I (Ing 159).
2. despite their differences in cultural and linguistic backgrounds, both teachers have had relatively little teaching experience in the EFL classroom.
3. the classes aimed at encouraging students' participation for their speaking skills development.

B. TYPES OF DATA

The data consists of transcripts of class and group conversation recordings and is supported by observational notes in two full period sessions (100 minutes per class). In order to obtain reliable data, audio and video recordings were used and transcribed by the investigator and a colleague. Both also functioned as non-participant observers, to overcome subjectivity, during the data collection making some notes particularly on participants' nonverbal behaviours which were of potential significance in identifying the participant's initiative. The notes were then confirmed with the recorded play-back as well as the transcript.

In an attempt to overcome the bias in data interpretation the transcripts were coded and tabulated by two independent judges on the basis of the modified categories (see page 2). This system had been tested for practicality to describe the observed behaviors.

After the coding, the modified categories of turn-taking were also used to indicate the degree of involvement of each participant in conversation. Every utterance is coded and assessed according to the level of active participation using the criteria discussed in the theoretical framework (see page 27).

C. PROCEDURES

As an effort to overcome the potential threat to the internal validity the data gathering procedures are clearly described. Multiple procedures were used in this study to obtain data on actual involvement of teacher and students in turn taking.

1. Entry Negotiation

Following Cárasco (1988), entry negotiation with the teachers, students and three colleagues was conducted from 17 to 23 February 1993 to explain the research and to establish trust relationships. The role of each person involved in this study was also made clear. At the same time the negotiation was done with the video-operator to discuss the operation of the equipment and expected shots to be taken.

2. Try-out

A try-out was administered in each teacher's class on 24 and 25 February 1993 in order to allow both the teacher and students to get used to the data collection environment particularly to the audio-visual equipment. It was also for the observers to adapt to the use of checklists and observational notes, for the

evaluators to adapt to the transcriptional work and for the judges to do the coding and to test the modified categories.

Despite success in overcoming the effect of equipment operation on the classroom interaction, some problems emerged because of the limited activities, students' tiredness and the disturbances from outside the classroom. Students seemed less motivated participating in the activity due to their tiredness from fasting the whole day (Islam fasting month from 23 February to 24 March 1993) and this being an afternoon class. As it was in the second week of the semester, the activities were only focused on practicing dialogues in pairs. Besides, the poor recording that was caused by some intrusive noise from outside the classroom resulted in many untranscribable utterances.

In order to overcome the problems above the data was collected in the sixth week of the semester in a well-set up classroom where more conversational activities were promoted and students were more motivated to take part.

3. Observation and Audio-video Taping

The data collection took place in actual (regular) classrooms that were constituted for teaching and learning purposes. Since a longitudinal study shows the regularities in students' involvement in classroom interaction (Allwright 1988), the data collection is conducted once in each teacher's class for one full session (100 minutes), containing class and group conversational activities. Both

classes were discussing the same topic (giving advice) and using the same resource: Person to Person II (Richards and Bycina, 1985).

As the study focuses on a particular behaviour (turn -taking) in classroom interaction, an observation was carried out particularly to capture nonverbal observed behaviours which are relevant to confirm the data collected from recordings. Notes and a number of checklists with numerical scales of turn taking categories were compiled for this purpose. During the observation the investigator made the notes and a colleague helped with the checklists to tally every time a different category of turn- talking was used by a participant. They both sat at the back of the class to minimize their effect on the research environment.

Video and audiotaping were simultaneously conducted during the observation sessions to capture actual instances of classroom interaction. In order to lessen the intrusive impact of the equipment they were set up before the students arrived. Due to the limitation of the study, only the recordings and observation of class and group conversational activities were considered in data collection. Other activities occurring during the classroom interaction, such as note-taking and pair work were not considered as data.

4. Transcribing and Coding

The data from video and audio recordings and from observation were confirmed and transcribed by using Van Lier's (1988) and Allwright's (1988) transcription

conventions. Multiple coding (Chaudron, 1988) was used when required as some utterances constitute more than one type of turns. The two judges did the coding to ensure a similar result on the basis of the modified categories. The data then were tabulated by using simple numeration for the analysis.

5. Data Analysis

Quantitative and qualitative analyses were used for data analysis. The turn-taking distribution was described from the tabulation of the transcript. In order to identify utterances featuring the participant's initiative the transcripts were then examined by using the criteria proposed by Van Lier (see page 25) and tabulated. Only active turns were considered in the data quantification for further analysis to answer the research questions.

To summarize, chapter III presents the research methods and procedures in carrying out the study of turn-taking practised by both NNS and NS teachers and 24 students in Speaking II classrooms. The data consists of the recording transcriptions of class and group conversations and supported by observational notes in two full period sessions, gathering through multiple procedures: entry negotiation, try-out, observation and video-audio recordings, data transcription and coding. The analysis was done by using both quantitative method, on the amount and types of turn-taking practised, and qualitative method, on the ways of the teachers facilitating students' participation.

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter includes the description and discussion of data obtained from the video and recordings, confirmed with observational notes, in both NNS/NNS and NS/NNS speaking classes on the amount and the types of turn-taking practiced and the participant's degree of involvement. The data consists of the transcription of audio and video recordings, supplemented by observational notes, of both class and group conversations and is included in appendices. This also covers the turn type coding and stars indicating the degree of participant involvement. As there were two main activities in each class, the data is presented in two different sections .

The data of the group conversation was derived from the recordings of group conversation. The group was randomly chosen from among the five groups of students in each class. Although the other groups had five members, this group consisted of four students since the total number of the students was twenty four. In order to be consistent in the data analysis the same group was used for data collection in both classes.

In the discussion both classes are compared in order to investigate differences and similarities in the teachers' ways of facilitating students participation in the speaking activities. The discussion also includes possible solutions of the problems that emerged during the turn-taking practice in both classes.

A. DATA PRESENTATION

1. NNS/NNS Classroom

The following is the data presentation of NNS/NNS classroom activities consisting of a 73 minute class conversation and a 15 minute group conversation.

1.1 Class Conversation

Turn distribution and participation level of the class are described in the table on the following page.

TABLE 1 : TURN DISTRIBUTION AND PARTICIPATION LEVEL IN NNS/NNS CLASS CONVERSATION

PARTICIPANT	TURN - TAKING CATEGORY																	ACTIVE PARTICIPATION				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL	%	TOTAL*	%	RO
T	118		38	20	9		39	10	2	9	1	6	14	9				275	56.8	151	67.1	1
S 1						2					1					1		4	0.8	0	0.0	14
S 2		5	1			1	2	1			1		1		1			13	2.7	5	2.2	6
S 3																		0	0.0	0	0.0	18
S 4	1	9	3	3				2			1			1		1		21	4.3	13	5.8	4
S 5																		0	0.0	0	0.0	14
S 6		1	1								1							3	0.6	2	0.9	8
S 7																		0	0.0	0	0.0	14
S 8		5				4							2					11	2.3	5	2.2	6
S 9		1											1					2	0.4	0	0.0	14
S 10	1	1	2			1		3			1					1		10	2.1	9	4.0	5
S 11																		0	0.0	0	0.0	14
S 12																		0	0.0	0	0.0	14
S 13								1										1	0.2	1	0.4	10
S 14																		0	0.0	0	0.0	14
S 15																		0	0.0	0	0.0	14
S 16																		0	0.0	0	0.0	14
S 17		2																2	0.4	2	0.9	8
S 18								1								1		2	0.4	1	0.4	10
S 19		2														1		3	0.6	1	0.4	10
S 20													1					1	0.2	0	0.0	14
S 21										1								1	0.2	1	0.4	10
S 22																		0	0.0	0	0.0	14
S 23		11	1		1	1		4			1							19	3.9	19	8.4	2
S 24																		0	0.0	0	0.0	14
Ss		50	1				4	3			3	2		23	2	10		98	20.2	15	6.7	3
Xs																	18	18	3.7	0	0.0	14
TOTAL	120	87	47	23	10	9	45	25	2	10	10	8	15	37	3	15	18	484		225		
%	24.8	18.0	9.7	4.8	2.1	1.9	9.3	5.2	0.4	2.1	2.1	1.7	3.1	7.6	0.6	3.1	3.7		100		100	

TOTAL* : TOTAL ACTIVE TURNS INDICATED BY STAR (*) IN THE TRANSCRIPT

RO : RANK ORDER

The total number of turns occurring is 484, 47 per cent of which indicate the participants' active involvement during the class interaction. Sixty seven (67) per cent of the active turns were made by the teacher. The data also reveals that 57 per cent of the teacher's total turns led to active participation, whereas only 35 per cent of the students' individual turns led to participation.

The table shows that the individual students' active participation was insignificant compared to that of the teacher and the class. Although 45 per cent of the students took active turns individually it only ranges from 0.4 per cent to 8.4 per cent of the total active turns or from 0.2 per cent to 3.9 per cent of the total turns. Forty five (45) per cent of the students never took turns except as a class.

It is interesting to see the number of turns taken by the three students in the top rank, i.e. S23, S4 and S10 who made 19, 21 and 10 turns respectively. Although S4 took turns the most frequently, S23 was in the first rank of the most active student as he took all of his turns leading to active participation. However, the turns he made were only 8.4 per cent of the total active turns. The percentage of active turns made by each of the two latter was even smaller, that is 5.8 and 4 per cent of the total active turns.

As far as the frequency of each type of turn-taking is concerned, soliciting (category 1) and unallocated (category 2) were used the most, i.e. 120 and 87

turns or 24.8 and 18 per cent respectively. Ninety eight per cent of solicits were taken by the teacher and all unallocated turns were used by the students. This describes the teacher-students' direct exchange in which students responded to the teacher's general solicits. The significant difference between teacher's soliciting and students' unallocated responses (120:87) may be partly due to the fact that students sometimes missed (category 16) or gave up (category 11), 15 and 10 turns respectively, because of their inability to respond, either as a class or as individuals or their turns are taken (category 8) by other participants (25 turns) particularly by the teacher (10 turns). Interestingly, most of the unallocated responses were made by the students (50 turns) as a class, only four students (S23, S2, S4 and S8) actively and individually responded to the general solicits. The two general solicits made by the students (S4 and S10) occurred when the topic of conversation attracted students' spontaneous actions, as seen in the following extract:

Extract 1

- Ss : 112. he has headache
S23: 113. terrible headache
T : 114. is Joe girl or boy?
Ss : 115. girl
→ S4 : 116. how do you know?

Extract 2

- T : 422. now what can she do... any advice?
→ S10: 423. yeah can you help me because he love
 me you see
Ss : 424. (laughing)

Although the solicits seem to be addressed to the students they do not specify the next speaker to respond.

The other dominant type of turn-taking practiced was **self-select** (category 3) with 47 turns. This was mostly used by the teacher particularly for giving explanations in long and complex utterances as in the following extract:

Extract 3

T : 364. so you can give in positive and also in negative forms now you are four in a group...what I am going to do is to give you a problem...you should give advice by using should or should not...one...John wants you to marry him...John wants you to marry him

Although there was ample opportunity for every participant to initiate a turn in this self-select type still a low proportion of these turns was taken by the students as individuals and as a class. The only self-select turns made by the students (S2 and S4) as seen in the extracts below were to introduce a new topic (326) and to express an idea (434). It is worth noting that the students in fact can use this type of turn in longer utterances when it is available.

Extract 4

→ S4 : 326. my neighbour has a problem...she has a high fever
 327. hi how are doing? (practising the dialogues)
S8 : 328. terrible

Extract 5

→ S2 : 434. I think you have to think it over...if you marry him you are not success in your life...you may ask your sister your mum because you are not sure you love him

S23: 435. so you are...so it means you.. you have feeling with your lover?

Concluding (category 7) is the other major type of turn (45 turns) performed during the interaction. It is not surprising that most of the forty five turns in this type were made by the teacher. What makes it interesting, however, is the high proportion of repetition (34 turns or 75 percent of turns in this type) found in many parts of the transcript (see appendix), as illustrated below:

Extract 6

T : 44. so what would you do then?

S23: 45. take her to the doctor

→ T : 46. take her to the doctor

47. okay...what else that you can do?

S23: 45. maybe we can buy some medicine

→ T : 49. we can buy her some medicine

50. okay...

Ss : 51. (some talking to each other)

T : 52. if there is no medicine what would you do then?

S4: 53. give her some advice

→ T : 54. give her some advice

Listening response (category 14) was also a frequent type of turn-taking (37 turns) occurring in the class. About two-thirds of the turns in this type (23 turns) were performed by the students as a class. These were mostly in nonverbal behaviors, such as facial expressions, head nods and laughter, indicating spontaneous reaction, as seen in the following extract:

Extract 7

- S10: 405. okay.. .(standing) I want John to marry me
→ Ss : 406. (laughing)
S10: 407. oh I want to marry John
→ Ss : 408. (laughing)
S10: 409. sorry...sorry John wants to marry me but he is rich but I am not sure she loves me...um...

An interesting phenomenon is that students, either as a group or as individuals were not used to using backchannels but rather responded nonverbally or repeated the same words as shown below:

Extract 8

- T : 121. she has a terrible headache...not only a headache but a terrible headache
→ Ss: 122. headache

Extract 9

- T : 225. what's the answer from Joe...what's his problem?
S10: 226. bad headache
→ Ss : 227. headache

The students used such repetition as is normally used among Indonesian speakers, like the use of backchannels in native speakers of English, to show their listening response.

Also noteworthy in this data presentation is the unbalanced proportion of the turns in the help (category 5), giving up (category 11) and miss (category 16), with 10, 10 and 15 turns respectively which would normally correlate. In fact, many of the utterances in the latter two types did not show the speaker's inability to take or to complete the turns, therefore help was not provided, but they were taken (category 8) by other speakers. The extract below illustrates this phenomenon.

Extract 10

- T : 25. now, suppose your friend were sick today or the day before yesterday, what would you do?
Ss: 26. (confusion seen from facial expression)
T : 27. suppose your friend was sick and she did not join the class what would you do then?
Ss: 28. (nobody had responded yet)
→ T : 29. (quickly taking the turn) you heard that somebody was sick what would you do?
S4: 30. er...
S23: 31. maybe give... (about to complete but a student knocked on the door)
→ T : 32. please come in (allowing the student who came late to enter the class)
33. for example Nurtiara (pointing to the 'late' student) was absent last week because she was sick
→ S2 : 34. er...(about to take the turn but lost because the teacher quickly took it)
T : 35. you just keep silent?
Ss : 36. (silence)

The example above also shows the way the teacher took floor-seeking (category 8) when the students made an attempt to respond to her general solicits. As

shown in table 1 and elsewhere in the transcript (see appendix) the teacher performed floor-seeking more than individual students.

Allocating (category 4) and **allocated** (category 6) were two of the less frequent types of turn-taking used, that is, 22 and 9 turns respectively. As they were correlated, the former was mostly made by the teacher, whilst, the latter was used by the individual students as responses to the teacher's personal solicits. However, only 9 of 23 personal solicits were responded to by the students. Compared to soliciting turns she made (120 turns) the teacher only took a small number of allocating turns.

1.2 Group Conversation

Table 2 on the following page shows turn distribution and participation levels of the individual students in their group discussion.

TABLE 2 : TURN DISTRIBUTION AND PARTICIPATION LEVEL IN NNS/NNS GROUP CONVERSATION

PARTICIPANT	TURN-TAKING CATEGORY																	ACTIVE PARTICIPATION				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL	%	TOTAL*	%	RO
S 5	1	1	4	4		2					3			3		3		21	14.0	14	11.6	4
S 10	6	3	9	3	2	14	3	2		2		1		3				48	32.0	45	37.2	1
S 15	2	3	6	6		5	1	1			3			4		1		32	21.3	26	21.5	3
S 20	2	5	5	16		2	1	6	4		4			4				49	32.7	36	29.8	2
TOTAL	11	12	24	29	2	23	5	9	4	2	10	1	0	14	0	4	0	150		121		
%	7.3	8.0	16.0	19.3	1.3	15.3	3.3	6.0	2.7	1.3	6.7	0.7	0.0	9.3	0.0	2.7	0.0		100		100	

TOTAL* : TOTAL ACTIVE TURNS INDICATED BY STAR (*) IN THE TRANSCRIPT

RO : RANK ORDER

The total number of turns obtained was 150, 81 percent of which led to students' active participation. S10 took 37 per cent of active turns deriving from 93 per cent of her total turns. Although S20 took the most number of turns (49 turns) only 81 per cent were active turns, or 29 per cent of the total active turns. In the third rank was S15 who made 21 per cent, whereas, S5 made the least, 11 per cent, of active turns.

Almost all the types of turn-taking were used by the students in the group discussion. Allocating (category 4), allocated (category 6) and self-select (category 3) were the most frequent types employed. Only three types, short stop (category 13), negative feedback (category 15), and unidentified (category 17) were never used. Help (category 5), ending (category 10) and private (category 12) were among the least frequently used types and, interestingly, they were made by the same student (S10). Unlike in the class conversation soliciting (category 1) was not frequently used. However, the direct connection between this type and unallocated (category 2) can be seen from the same number of turns obtained (11 turns). Likewise, giving up (category 11) and floor-seeking (category 8) show the direct exchange in which each had 10 and 9 turns respectively. Listening response (category 14) often occurred as chorus using backchannels or laughter.

From the view point of individual participation it is clearly seen that all students in the group activity participated actively. However, as shown in the rank order, each student had a different level of involvement. S10 was the most active

participant who performed all active types of turns, including help and ending which none of the other members in the group used. As seen elsewhere in transcript 2 (appendix c), all of her turns led to active participation, except listening response (3 turns).

Allocated was the most frequent type (17 turns) S10 made. This was also the most frequently used type among the group. This number seemingly had a direct connection with 16 allocating turns made by S20. However, not all of the turns were made as responses to S20. but also to respond to other participants' personal solicits. The following extract illustrates the exchange.

Extract 11

- S20: 46. what...what your parent say?
→ S10: 47. my parent is very discipline...strick I can not go with him
S20: 48. you mean outside of your house?
→ S10: 49. yeah we just stay at home talk and drink tea
50. well...it is good you know
Ss : 51. um...
S15: 52. what about your mother do... does she like him?
→ S10: 53. yeah she is very nice to John
54. she give ... she give me advice to be good girl and take care of myself
S20: 55. so what you must do?
→ S10: 56. I...I am very in doubt
57. I need your advice

S20, the second most active participant, took the turns more frequently than S10, however, some of her turns (27 per cent) did not significantly lead to participation. She performed her initiatives mostly (36 turns) through allocating type of turns. Unlike S10, she only made two allocated and two soliciting turns.

She often took floor-seeking and self-select turns, 6 and 5 respectively. Interestingly, she was the only participant who stole the turns (4 turns) from other members and never missed a turn although she gave up four times.

S15 and S5 shared the lower rank of individual involvement in the group. The former took about two-thirds of the number of turns of S10 or S20 but made a better number of active turns, whereas, the latter made half the number of the total turns made by S10 or one third of S10's active turns. Despite the differences in the total number, S15 and S5 performed almost the same types of turn-taking. Like S5, S15 took self-select and allocating turns most frequently. Both also gave up three times. However, S5 lost her turns more than S15 and the latter made more allocated and unallocated turns than the former, that is, 5 and 3 turns respectively.

2. NS/NNS Classroom

Data presentation of the this class consists of a 58 minute class conversation and a 17 minute group conversation. Although the class interaction was recorded in a 100 minute full session, the other 25 minute activity (note-taking) was not considered as data since it was irrelevant to the speaking activities.

2.1 Class Conversation

Turn-taking practice in the class conversation is presented in the table on the following page:

TABLE 3 : TURN DISTRIBUTION AND PARTICIPATION LEVEL IN NS/NNS CLASS CONVERSATION

PARTICIPANT	TURN-TAKING CATEGORY																	ACTIVE PARTICIPATION				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL	%	TOTAL*	%	RO
T	34		17	17	7	1	19	4		6	5	7	7	9				133	42.8	63	40.6	1
S 1																		0	0.0	0	0.0	19
S 2		4	4			3		1			2							14	4.5	11	7.1	3
S 3																		0	0.0	0	0.0	19
S 4		1	3	1		4	1	4				1						15	4.8	11	7.1	3
S 5			5								1							6	1.9	4	2.6	9
S 6						2		1				1						4	1.3	2	1.3	13
S 7			2															2	0.6	1	0.6	14
S 8		1	1	2		1												5	1.6	5	3.2	6
S 9																		0	0.0	0	0.0	19
S 10			3	1		1	1	4			1	1		1				13	4.2	11	7.1	3
S 11						1	1	1			1							4	1.3	1	0.6	14
S 12			1			3	1											5	1.6	4	2.6	9
S 13			1															2	0.6	1	0.6	14
S 14																1		0	0.0	0	0.0	19
S 15			2				1	1						1				5	1.6	5	3.2	6
S 16						1												1	0.3	1	0.6	14
S 17																		0	0.0	0	0.0	19
S 18														1				1	0.3	0	0.0	19
S 19																		0	0.0	0	0.0	26
S 20		1	1			2	1	2	1		1							9	2.9	5	3.2	6
S 21																		0	0.0	0	0.0	19
S 22						3					1							4	1.3	3	1.9	11
S 23		5	8	4	1	1		5	1		1							26	8.4	23	14.8	2
S 24		1																1	0.3	1	0.6	14
Ss		16	1	2			1	2						30		5		57	18.3	3	1.9	11
Xs																	4	4	1.3	0	0.0	19
TOTAL	34	29	49	27	8	23	26	25	2	6	13	10	7	42	0	6	4	311		155		
%	10.9	9.3	15.8	8.7	2.6	7.4	8.4	8.0	0.6	1.9	4.2	3.2	2.3	13.5	0.0	1.9	1.3		100		100	

TOTAL* : TOTAL ACTIVE TURNS INDICATED BY STAR (*) IN THE TRANSCRIPT

RO : RANK ORDER

As shown in the table above the total number of turns occurring in the NS/NNS classroom is 311, 50 per cent of which indicate active participation of the teacher and students. From the total turns obtained it reveals that the teacher made the most turns (133 turns), however, only 42 percent of his turns led to active participation or 41 per cent of the total active turns. The number of students and active turns they individually made increased, compared to that of the NNS/NNS classroom. Seventy per cent of the students took turns individually and these led to active participation, that is, 57 percent of the total active turns, ranging from 0.6 to 15 per cent.

In the rank order, it is seen that S23, S10, S2 and S4 were in the top position, after the teacher, as the most active participants. All of them made most of their turns lead to active participation. S23, the most active student, took 15 per cent of the active turns , whereas, the three latter made 7 per cent of active turns each.

It is interesting that S5 and S15 who never took a turn in the NNS/NNS class conversation made a significant number of turns, that is, 6, and 5 turns respectively. Likewise, S20 who only took one turn in the other class made 9 turns in this class. All of them took most of their turns leading to active participation, i.e, 4, 5 and 5 active turn respectively.

As far as the types of turn-taking practised is concerned, it reveals that self-select and listening response were used the most frequently, i.e, 49 and 42 turns

or 16 and 14 per cent of the total turns respectively. Sixty three (63) per cent (31 turns) of the self-select turns was made by the individual students, particularly S23, S5 and S2. Listening response was mostly made by the students as a class when they were attracted to an interesting topic being discussed. The following extract illustrates the self-select (#) and listening response (*) types performed by the participants during the class conversation.

Extract 12

S23 : 75. maybe you should be able to forget her
* T : 76. okay
Ss : 77. you can?
S2 : 78. bring her here
* T : 79. yeah...
S13 : 80. you should get Indonesian girl
* Ss : 81. (laughing)
T : 82. should I?
S23 : 83. you should be able to think about it
* T : 84. alright
* Ss : 85. (laughing)

As shown in the extract above and elsewhere in transcript 3 a large number of the self-select turns correlate with listening responses indicating the flow of conversation in which one participant initiated the turn and the other(s) who are taking the part of listener(s) responded positively using laughter, backchannels or nonverbal responses during or in a subsequent turn.

Soliciting and unallocated were also frequent types of turn-taking practised in the class conversation, i.e, 34 and 27 turns or 11 and 9 per cent of the total turns respectively. All of the soliciting turns were taken by the teacher and most

of the unallocated turns were made by the students as a class. As neither the teacher made an unallocated turn or the students took a soliciting turn, this reflects the direct exchange between the teacher's general solicits and the students' responses. The fact that only 27 of the 34 turns of the teacher's solicits were responded to by the students may be due to giving up (13 turns) or missing (6 turns) types as the students sometimes failed to respond or to complete their turns. The use of soliciting (→), unallocated (*) and giving up (#) types of turns can be seen in the following exchange:

Extract 13

- T : 88. which one is the best?
- * Ss : 89. number four (and laughing)
- T : 90. why?
- * # S10 : 91. because...you know it's better...
- S2 & S4: 92. Indonesian is good and...
- Ss : 93. (laughing)
- T : 94. I know
- 95. I try to forget her?
- * Ss : 96. oh no no no... call her
- T : 97. do you think that's better?
- * S23 : 98. expensive
- Ss : 99. (laughing)
- # S22 : 100. I think....
- S2 : 101. bring her to Indonesia
- T : 102. does it help?
- * S2 : 103. no...

Other major types occurring in this class conversation were **allocating** and **allocated**, that is, 26 and 23 turns respectively. The direct link showed in these types where the former was mostly made by the teacher, whereas, the latter by individual students. Unlike the NNS teacher who only made allocating turns 7 per cent of her total turns (see table 1), the teacher in this class made 13 per cent

of his total turns. The use of allocating (→) and allocated (*) types in the teacher and students interaction is seen in the following extract:

Extract 14

- T : 21. she took the bus in the afternoon...on the way to Payakumbuh
the bus was suddenly stopped...there was something wrong
with the engine...she had to wait until the next morning to
get to her village
- 22. Lydia!
- * S16 : 23. he...oh she should not...take ticket to Payakumbuh in the
afternoon
- T : 24. good
- 25. Dewi! Meiny was getting very sick because she slept under the
trees
- Ss : 26. (laughing)
- * S10 : 27. she should have found a hotel
- S23 : 28. a house to stay
- T : 29. very good
- 30. who else? (looking around the class)
- T : 31. now Any! next morning she got home...her parents were very
angry because her clothes were dirty and she looked very
sick
- * S22 : 32. she should...should not so stupid
- Ss : 33. (laughing)

As seen in the extract above the teacher frequently called the student's name indicating his personal solicit prior to or after a given condition.

Concluding and floor-seeking types were also frequently used, i.e, 24 and 21 turns respectively. **Concluding** was mostly made by the teacher, 19 turns, generally containing adequate utterances to show the teacher's comment on the student's previous turn, rather than repetition as frequently made by the NNS teacher and the students. The **floor-seeking** turns were mostly made after

listening response, particularly laughter. Unlike in NNS/NNS conversation in which the teacher took more floor-seeking turns, in this class the teacher only took four of the 25 floor-seeking turns. The use of concluding (→) and floor-seeking (*) turns is illustrated in the following extract.

Extract 15

- T : 193. what's 'segan'...let see...oh...hesitate
→ S10 : 194. yeah...hesitate
→ T : 195. so your neighbours would understand you if you...
* S6 : 196. they are very
 nice and they my friend too
→ T : 197. uhm... I know what you mean
S23 : 198. maybe you could tell them you need very quiet place to study and
don't forget...you smile...okay?
* S4 : 199. smile (and laughing)
→ T : 200. alright
→ S6 : 201. smile

From the data presentation it is seen that in spite of listening response most of turn-taking types which do not indicate active participation, such as unidentified, miss, short stop and private were less frequently used and negative feedback was never performed. This is due to the fact that the participants more frequently took active turns although some active turn types like help, stolen and ending were rarely used.

2.2 Group Conversation

The data on turn-taking practised in the group conversation is presented in the table on the following page:

TABLE 4 : TURN DISTRIBUTION AND PARTICIPATION LEVEL IN NS/NNS GROUP CONVERSATION

PARTICIPANT	TURN-TAKING CATEGORY																	ACTIVE PARTICIPATION				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	TOTAL	%	TOTAL*	%	R.O
S 5	3	2	3	3		7	1	2			2			4	1	1		29	16.3	18	12.7	4
S 10	8	4	8	3	3	10	3	2		1	3			5				50	28.1	44	31.0	2
S 15	5	3	4	8		3	1	2	1		2			6				35	19.7	29	20.4	3
S 20	5	7	8	13	1	5	3	10	2		2			8				64	36.0	51	35.9	1
TOTAL	21	16	23	27	4	25	8	16	3	1	9	0	0	23	1	1	0	178		142		
%	11.8	9.0	12.9	15.2	2.2	14.0	4.5	9.0	1.7	0.6	5.1	0.0	0.0	12.9	0.6	0.6	0.0		100		100	

TOTAL* : TOTAL ACTIVE TURNS INDICATED BY STAR (*) IN THE TRANSCRIPT

R O : RANK ORDER

As revealed in this table, there were 178 turns in this group conversation, 80 per cent of which indicated active involvement of the participants. Unlike in the NNS/NNS group conversation, S20 was the most active participant taking 36 per cent of the total active turns from 80 per cent of her total turns. S10, who was the most active participant in NNS/NNS group conversation, only took 31 per cent of the total active turns from 88 per cent of her total turns. S15 and S5 shared the lower rank making 20 per cent and 12 per cent of active turns respectively from 81 and 62 per cent of their total turns.

Like in the other class, *allocating*, *allocated* and *self-select* were among the most frequent types used, 27, 25 and 21 turn respectively. . Interestingly, as seen in the extract below, the turns in listening response (*), soliciting (→) and floor-seeking (#) were more frequently used in this group conversation, i.e, 23, 21 and 16 turns respectively, than that of the other class. This is partly because of the participants' interest in the topic being discussed.

Extract 16

- S15 : 105. yeah...we have many problems...I am sad and I...
 → S20 : 106. do you like to discuss problem everytime
 * S10 : 107. (laughing)
 → # S15 : 108. why do you say that?
 S20 : 109. because we talk about problem problem
 problem...make me sad
 * S5, S10, S15: 110. (laughing)
 # S5 : 111. can we talk about food?...I am hungry
 * S5, S20 : 112. (laughing)
 # S10 : 113. but we have to discuss the problem again

Some types were less frequently or never used in this group conversation. Unallocated type (16 turns), for example, was not taken as many turns as soliciting (21 turns) and this may be due to giving up (9 turns) and miss (1 turn) as the students failed to complete or to take turns. Private, short stop and unidentified types were never used, whilst, ending, stolen and help were rarely used.

B. DISCUSSION

Turn distribution and participant's involvement occurring both in the NNS/NNS and NS/NNS classrooms show some significant phenomena in terms of the turn-taking practice in the whole interaction.

As shown in the four tables and the transcripts of both class recordings, the length of class and group activities varied. The NNS/NNS classroom devoted most of the 100 minute session (88 minutes) to these main activities, despite the pair work, taking notes, exercise drills and reading aloud. The NS teacher spent 75 minutes for both activities due to the time spent on note-taking about grammar.

The following discussion will be divided into three sections, that is, turn-taking practice in NNS/NNS, and NS/NNS classrooms, and a discussion summary containing a comparison of turn-taking practice in both classes. This will include the teacher's ways of facilitating the students with turn-taking opportunities as

well as the problems that emerge in the efforts to promote active participation in speaking classes.

1. NNS/NNS Classroom

1.1 Class Conversation

The small total number of turns obtained indicates the occurrence of a slow tempo during the 73 minute class conversational activities in which the initiatives of each participant are expected to be highly promoted. Despite the fact that not many students were used to participating actively in a class conversation, the teacher's ways of promoting active participation lessened the students' interest and opportunities to get involved in such a conversation.

As table 1 shows, the teacher's involvement in the speaking class was more or less the same as in a lecture type class, even allowing for a 15 minute group activity. The teacher dominated two-thirds of the active turns although only one half of her total turns indicated initiation. Some of her efforts in facilitating the students' active participation were ineffective, particularly in more frequently using soliciting and concluding turns and repetitions and in lessening allocating turns.

Despite the fact that her general solicits were positively aimed to create more students' initiation they seemingly discouraged the students from taking an individual turn. Even when the teacher encouraged them to speak she actually did not give enough chance to take a turn as she quickly took the follow up turn.

The only ample opportunity for the students to participate was as a class, yet there were mostly simple and incomplete responses. These most frequent occurring turns also often resulted in the students' partial responses, particularly when the responses had been already known.

The small proportion of the teacher's allocating turns, which were used to avoid nominating a particular student, also lessened students' opportunities to take turns individually as they lacked encouragement to initiate their turn. Likewise, the repetitions and complex and long utterances the teacher used in soliciting and concluding turns and which aimed to give more explanation only on the use of simple language functions (such as should, should not and you'd better), seemed less effective. These often led to uninteresting exchanges and hence minimized students' opportunities to speak.

As a result, turn-taking practice was monotonously regulated by the teacher through explanations and questions from the teacher and chorus responses from the students. There was rarely an opportunity for students to go on with another turn or to comment on the teacher's or another student's ideas.

However, the teacher managed to make a positive effort in terms of facilitating the students by refraining from offering help too soon to the students. This encouraged the students to firstly try to cope with their language difficulties themselves. Unfortunately, the same effort was unsuccessfully made in

encouraging students to take active turns as the teacher stole and took the turns from the students.

As the data in the class conversation shows the students' participation was relatively insignificant, both as a class and as individuals, and this needs more attention. The problem is not merely due to the students' lack of linguistic knowledge to start a simple conversation, in fact they were able to communicate actively in a group discussion, but rather their lack of practice and confidence in participating in a bigger group such as a class conversation. They took chorus responses for granted to show their participation and yet only in simple and incomplete utterances. Even if they sought to take or to complete a turn they let the opportunity be taken or stolen by another speaker who had more confidence (frequently the teacher). They rarely had a second try even when the turn was available.

The failure of one half of the class to take individual turns and the insignificant amount of students' participation trigger the need for more discussion on the students' problems. It seems that the students did not have enough courage to get into the conversation and rather looked at the book and followed the drills whenever the teacher instructed. Such a problem can not be generalized as typical of students' participation in the speaking class without looking at their involvement in the group activity. By comparing their turn-taking practice in these two activities the nature of students' participation can be clearly seen as well as the problems they faced.

1.2 Group Conversation

As far as the the group conversation is concerned the students' participation in fact was relatively high. As shown in table 2 the data in this activity was almost significantly different from that of the class. Although most of the members in the group never took a turn individually in the class discussion (only S10 actively participated), every one of them shared the opportunity to participate in this group conversation. Notably, most of their turns led to individual active participation.

From transcript 2 (appendix 3) it is seen that the students successfully coped with language difficulties, using English most of the time and they rarely missed their turns. Moreover, they performed a wide range of turn-taking types in complete utterances, rather than the partial ones as they made in chorus in the class conversation. They had the confidence even to seek the floor or to self-select and they were not only able to respond but also to make personal solicits. Although they were culturally bounded to take more regular turns (one participant speaks at a time without overlapping) and hence the tempo was rather slow compared to that of native speakers of English, the students at least proved that they were actually able to participate better in such a conversation.

2. NS/NNS Classroom

One of the interesting points to emerge in this classroom is the time allocated for the conversational activities as the focus of the lesson. Although the whole interaction was devoted to such activities about one-fourth of the lesson was used

for note-taking about grammar resulting in minimizing the time used for the class and group conversations and hence the participants' opportunities to get involved in these main activities.

2.1 Class Conversation

Due to the shorter period spent by this class in conversational activity the total turns occurring was relatively small compared to that of the NNS/NNS Classroom. However, as the data shows, the degree of individual participation was higher, although one-fourth of the students did not take turns. On the other hand, the teacher's involvement was lower as he minimized his active turns in providing the students with the opportunities to participate.

Furthermore, the students' active participation can be seen from the types of turn-taking they frequently took during the interaction. Despite the turns they made in allocated and unallocated types, the high proportion of self-select and floor-seeking turns they took indicated their active involvement in the class conversation. Although the teacher seemed to dominate the floor, as seen from the total turns he took, less than one half of his turns led to active participation. He took the turns to encourage the students to take part and allowed them to interact among themselves whenever they felt able to do so.

Despite the slow tempo, the interaction in this class conversation showed some variation. Not only was this interaction between the teacher and students, through soliciting and unallocated or allocating and allocated turn types, but it

was also among the students using self-select, floor-seeking or even allocating and allocated types. The students in fact could spontaneously take a turn as they were attracted to the topic being discussed, without necessarily waiting for the teacher's solicits.

Listening response also contributed to the success of this lively exchange, as it functioned to keep the flow of conversation on the part of listener. Although this type of turn-taking did not lead to active participation in itself, its high proportion of turns on both the part of the teacher and the students affected positively the current and subsequent turns which contributed to the success of interaction, as previously illustrated in extract 12.

Likewise, the high proportion of turns in concluding turns made by the teacher contributed to the students' confidence to participate as he clarified the meaning of the students' utterances when they needed, as seen in extract 14. Unlike the concluding turns made by the NNS teacher, there appears to be no repetition used by the NS teacher to convince the meaning.

2.2 Group Conversation

As the data shows, the students' participation in this group conversation was relatively similar to that in the NNS/NNS classroom, despite the change in the first and the second ranks of the most active students, between S20 and S10. All members in this group participated actively in the conversation as they did in the class conversation. This is indicated by the active turns they mostly made, not

only in allocating, allocated and self-select turns, but also in floor-seeking and soliciting turns.

Except for the increasing number of turns made in floor-seeking (by S20) and listening responses (by each participant), the data shows the regularity of turn-taking the students practised in such a group conversation. As they did in the NNS/NNS group conversation, the students performed various types of turn-taking, particularly those which led to active participation, with substantial verbal actions. They managed to overcome communication breakdown by negotiating the meaning, rather than missing the turn, while using English most of the time during the conversation.

3. Discussion Summary

A summary can be drawn from the previous discussion in terms of turn-taking practised and the teacher's ways of facilitating students' participation in Speaking II. Firstly, about one half of turns practised in the class conversations in both classes led to participants' active involvement, regardless of differences in the time allocated. They also generally and frequently performed similar turn-taking types such as soliciting, self-select, unallocated, concluding and listening responses. The tempo of the exchanges was seemingly slow with a lack of negotiation of meaning despite the promotion of participation on the part of students in the NS/NNS classroom.

Secondly, the students' individual participation in both group conversations was relatively high, that is, about 80 per cent of their turns indicated their initiatives. However, there appears to be a difference in the class conversations in which students' participation in NS/NNS was significantly higher than that in NNS/NNS classroom. The number of students who actively participated in NS/NNS classroom was bigger where 60 per cent of the students made active turns, compared to the NNS/NNS where only 45 per cent of the students took active turns.

Thirdly, both teachers participated differently during the interaction. The NNS teacher dominated the whole class conversation with a regular exchange between the teacher and students, whereas the NS teacher minimized his active turns to provide various exchange between the teacher and the students and among the students. Although both mostly facilitated students participation with general solicits, the percentage of the former's solicits was more than twice of that of the latter. On the other hand, latter made more personal solicits than the former. Despite soliciting and concluding turns, the latter did not dominate using other types of active turns as the former did.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the summary and findings of the study of turn-taking practised in the Speaking II classes at the English Department of IKIP Padang. It also presents some suggestions for further studies and for the current speaking program, particularly in the relevant institution.

A. CONCLUSIONS

This study describes turn-taking practised in Speaking II in the English Department of IKIP Padang. in order to identify both the teacher and students' involvement in the speaking activities. The need for investigation derives from the fact that many students have great difficulties in participating in an English conversation, despite their linguistic skills, even in the speaking class where the whole session is designed to promote students active participation. Despite other factors, the lack of ability and opportunity to get involved in such a conversation may be a major cause of the problem.

Participation of students in classroom discourse plays an important role in developing their speaking skills and the more actively the students participate the more likely they are to develop these skills. Hence, this obvious pattern of interaction is crucial to investigate. In order to carry out a study on this matter turn-

taking analysis provides an effective way that can investigate participants' involvement in classroom discourse. An awareness of this study findings by any teachers of English conversation may greatly help in overcoming students' problems in using English and improving the teacher's ways of facilitating students' participation.

The study was conducted in Class C of Speaking II, consisting of two (NS and NNS) teachers and 24 students. The data is ethnographic in nature as there was no attempt to control the behaviour being observed and it was collected in naturalistic contexts. The data collection did not interfere with the nature of interaction, as audio and video recordings were used and supplemented by observational notes to capture observable instances during the conversational activities. The recording transcripts were then coded using a turn-taking category system modified from Allwright (1988) and Van Lier (1988) to identify both the teacher and students' observable behaviours in turn-taking during the activities. As this system contains criteria for active participation it was further used to indicate each participant involvement. The data was analyzed by using quantitative and qualitative methods. The former was used to identify the amount and types of turn-taking practised and the latter to indicate the teachers' ways of facilitating student participation in the interaction.

The findings of the study are summarized on the basis of the research questions raised in Chapter I. Firstly, to answer the major question : "What is the quantity and types of turn-taking practised in the NNS/NNS and NS/NNS classrooms and

how effective are they in developing students' speaking skills?", turn-taking practised in both classes showed some regularities in terms of types of turns frequently taken, and the tempo of the exchanges. Both classes performed similarly in types of turn-taking using frequently in class conversation (soliciting, unallocated and self-select turns) and in group conversation (allocating, allocated and self-select turns). About one half of the total turns practised in both class conversations indicated the teacher and students active involvement. Notably, the percentage of students participation in group conversations was significantly higher when 80 per cent of the total turns they took were active turns. The tempo of the exchange was seemingly slow with a lack of negotiation of meaning except when the topic being discussed attracted the students' interest to participate in the conversation.

The differences, however, appear in relation to the time allocated for conversational activities. Although both classes were designed to focus on speaking activities, the time allocated for such activities varied significantly in both classes. The NNS teacher used most of the session period for class and group conversations, whereas the NS teacher spent one-fourth of the time allocated for non speaking activities.

The differences also appear in terms of the percentage of participants actively involved and in the teacher's ways of facilitating their students participation. These points are further explained to answer the minor questions.

To answer the first minor question: 'How much turn-taking occurs between the participants during interactions in NNS/NNS classroom?', the amount of turns

occurring in the NNS/NNS class conversation was 484, 47 per cent of which were active turns. Student participation was relatively insignificant as only one-third of the active turns were taken by 45 per cent of the total number of the students, whilst, about two-third of the active turns were taken by the teacher. The same number of students never took turns except as a class. The exchange mostly occurred between the teacher and students.

To answer the second question: 'How much turn-taking occurs between the participants during interactions in the NS/NNS classroom?', the number of turns occurring was 311, 50 per cent of which involved active participation. The degree of individual students active participation was higher in this class in which they made 57 per cent of the active turns, with only 41 per cent made by the teacher. There was greater variations of exchanges in this class, both between the teacher and students and among the students themselves.

To answer the third and the fourth questions: 'What are the types of turn-taking that mostly occur between the participants during interactions in NNS and NS classrooms?', despite the similarity in the types of turns generally taken, both classes differed in terms of the types of turns the most frequently used in this class conversations. Soliciting and unallocated turns were mostly practised in the NNS/NNS class forming more than two-fifths of the total turns. On the other hand, in the NS/NNS class self-select and listening responses were the most frequently used covering less than one-third of the total turns.

To answer the fifth and sixth questions: 'How do the NNS and NS teachers facilitate the students to take turns during interactions', the ways both teachers facilitated their students participation varied. Except for group activity, the NNS teacher dominated more than two-thirds of the class interaction. These exchanges occurred between the teacher's general solicits and the students' unallocated responses. The teacher's efforts to provide the students with opportunities to participate by more frequently using soliciting, concluding and self-select turns often resulted in discouraging students from getting involved, particularly when these were used with unnecessary repetitions.

The NS teacher, on the other hand, took less active turns and provided the students with opportunities to actively participate, either with him or with other students. Despite the similar types of turns mostly used by both teachers, the NS teacher often performed allocating turns to encourage the students to respond . He allowed more chance for the students to seek the floor and to initiate a turn which often resulted from having more interesting topics to discuss.

B. SUGGESTIONS

Based on the findings of the study some suggestions are made for the improvement of the existing speaking program and for further research.

In order to promote student active participation in speaking classes the proportion of turns taken by the teacher should be adapted to the students' needs to communicate. This does not necessarily mean minimizing the teacher's turns but

sharing opportunities to speak and to give feedback during an interaction, so that the students can develop their confidence as well as their skills to take turns.

As a speaking course requires a different style of teaching from other courses taken by students, the teacher needs to effectively use the time allocated, up date resources and the students' potential through various meaningful activities. They can develop their speaking skills through these activities as they can spontaneously perform different types of turn-taking, particularly the ones leading to active participation. A lively exchange can be created through such activities as the students initiate turns to comment on preceding or concurrent turns, either from the teacher's or other student's utterance. By actively involving students in these activities they would develop their speaking skills which further help them develop their linguistic skills.

Due to the importance of action research in a language classroom (Nunan, 1990), it is suggested that teachers develop their awareness in investigating their class participation. As a part of their professional self-development (Nunan, 1990) this effort would help them achieve more successful language teaching, particularly in developing their students' speaking skills, by identifying and solving students' problems in getting involved in English conversations.

Although it is still in its infancy, the modified category system used for this study may greatly assist teachers to identify their own class participation. It is also applicable for relevant research in teacher institutions as it effectively codes

different observable behaviours during interaction which may further contribute to the development of teaching methodology.

Despite the difficulty to generalize the findings, due to the limited number of subjects involved in this study, the results of the study can be an important step towards improving the teaching of speaking skills. Hence, the study may be replicated involving a large number of subjects to obtain further information on teacher and student involvement in speaking activities. Comparative study between NS and NNS teacher's classrooms may also need to be conducted to investigate similarities and differences in the teachers' ways of facilitating students' participation. It would also be valuable to study turn-taking practised in the teaching of a second language to students of a cultural background other than Indonesian. This could help determine if there are cultural differences in either teaching style or student turn-taking.

With regard to time constraints this study only focused on analyzing turn-taking practised in class and group conversations in one period sessions for each class . A longitudinal study therefore needs carrying out to investigate class participation in all types of speaking activities occurring during interaction throughout the course in order to obtain more thorough information on teacher-student and student-student involvement in speaking classes.

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Appendix A

Notational Conventions for Transcript

1. Both the teacher and students' utterances are given on the left-hand side of the page: teacher's utterances are labelled by 'T', individual student's utterances are labelled by 'S' followed by the number where s/he sits (this number is permanently used for both teachers' classes). If students are not identified (because of talking chorally), they are labelled by 'Ss'. If some students take turns simultaneously 'Xs' is used to indicate those unidentified students.
2. Numbers in the right-hand side show types of turns. Multiple coding is used when an utterance constitutes more than one type of turns.
3. An asterisk (*) indicates an active turn.
4. Pauses are indicated by three dots. The dots are also used to indicate incomplete utterance when it is positioned in the last part of an utterance.
5. Phrases in brackets are used to explain nonverbal behaviour.
6. Utterance(s) in Bahasa Indonesia (Indonesian language) is presented in *Italic*
7. Overlapping utterances between two or more speakers are indicated by indentation.

Appendix B

Transcript and Coding of Class Conversation

In NNS/NNS Classroom

PART.	UTTERANCE	CATEGORY	STAR
T	1. good afternoon students, how are you?	1	*
Ss	2. fine	2	
T	3. let me take your attendance first	3	*
	: 4. (calling each student's name)	4	
Ss	: 5. (some raised their hands and others said: "present")	6	
T	: 6. well, hm...	13	
Ss	: 7. (some were still talking)	15	
T	8. there were some absent last week, who are they?	1	*
Xs	9. (simultaneously mentioning different names)	17	
T	10. Hasmini, Santi, Aida, Nurtiara	2	*
	: 11. em, Hasmini, what's wrong with you?	4	*
S1	12. (bowing)	6	
T	13. Hasmini, what's wrong with you?	4	
S1	14. sorry, I ...em...	11	
T	15. something wrong?	4	*
S1	: 16. er...	16	
T	: 17. what's the problem ?	4	*

Ss	94. Joe and Betty	2	*
T	: 95. Joe and Betty ...right	7	
	96. how do they communicate one with another?	1	*
Ss	: 97. (no response yet but some seemed to start turns)	16	
T	98. how do they communicate one with another?		
	(quickly took the turn again)	1/8	*
S2	99. using the telephone	2	
T	100. by using the phone...by using the phone	7	
	: 101. how do you know it?	1	*
Ss	: 102. (no response)	16	
T	: 103. by saying what? (quickly taking the turn)	1/8	*
Ss	104. hello	2	
T	105. by saying hello	7	*
	106. now who seems to have problems?	1	*
S6	107. Joe	2	
T	108. Joe	7	
	: 109. are you sure ?	1	*
Ss	110. yeah	2	
T	111. yeah, what's wrong with Joe... what's wrong with Joe ? (writing on the black board)	1	*
Ss	: 112. he has headache	2	*
S23	: 113. terrible headache	8	
T	: 114. is Joe boy or girl?	1	*
Ss	: 115. girl	2	

S4	: 116. how do you know?	1	*
T	: 117. she or he?	1	
Ss	: 118. she	2	
T	: 119. what's wrong with her?	1	*
Ss	: 120. headache	2	
T	: 121. she has a terrible headache...not only a headache but a terrible headache	7	*
Ss	: 122. headache	14	
T	: 123. now...why did she say that?	1	*
	124. Anida...why you just keep silent?	4	*
S19	: 125. (no response)	16	
T	: 126. is she happy? (looking at S19)	4	*
Xs	: 127. (laughter)	14	
T	: 128. is she happy? (looking at the class)	1	*
Ss	: 129. no	2	
T	: 130. now...what did Betty say?	1	*
Ss	: 131. (no response)	16	
T	: 132. does she feel sorry for Joe?	1	*
Ss	: 133. yeah	2	
T	: 134. okey	14	
	135. what did she say?	1	*
Xs	: 136. (simultaneously talking)	17	
T	: 137. you still remember...what did Betty say to Joe?	1	*
S8	: 138. go to the doctor	2	*

Ss	: 139.	you should take aspirin	8	*
T	: 140.	you should take some aspirin	7	*
		141. what else?	1	
Ss	: 142.	see the doctor	2	*
T	: 143.	you should see the doctor	5	*
		144. what else?	1	
Ss	: 145.	stay in bed	2	*
T	: 146.	you should stay in bed	5	*
		147. what else... <i>yang lain</i> (what else)?	1	
S17	: 148.	just lying down	2	*
T	: 149.	just lying down...okey...just lying down	7	*
		150. what else?	1	
S17	: 151.	take it easy	2	*
Ss	: 152.	take it easy	7	
T	: 153.	what else...what's other problem?	1	*
Ss	: 154.	headache	2	
T	: 155.	headache...yeah	7	
		156. what is it... <i>yang di belakang</i> (the one at the back)?	1	*
Ss	: 157	headache (some students from the back talked simultaneously)	2	
T	: 158.	terrible headache	5	
		159. well...	1/13	
Ss	: 160.	yes	2	
T	: 161.	how do you know it...what did she say?	1	*

Ss	: 183. yeah	2	
T	: 184. why don't you take some aspirin	7	*
	185. aspirin or aspirins ... with s or without s	1	*
S8	: 186. without	2	
S4	: 187. with s	8	
T	: 188. okey...why s	1	
Ss	: 189. plural	2	
T	: 190. why don't you take aspirins	12	*
	191. Sorry...(checking her book) it should be without s	3	
*			
	192. okey <i>apa lagi yang lain</i> (what else)?	1	*
Xs	: 193. (talking simultaneously)	17	
S2	: 194. (raising his hand)	8	
T	: 195. okey you (giving some chalk to S2)	4	*
S2	: 196. you should go to the doctor (writing on the blackboard)	2	*
T	: 197. you should go to the health centre where you can see the doctor (reading from the blackboard)	12	*
	198. now <i>apa lagi yang lain</i> ...what else?	1	*
Ss	: 199. (no answer)	16	
S9	: 200. (coming in front of the class and writing the answer)	3	
T	: 201. you should stay in bed (reading on the blackboard)	12	*
	202. you see some other advice?	1	*
S23	: 203. Joe try to advice her by...ehm...	11	*

T	: 204.	okey...you (pointing S5)	4/8	
S5	: 205. (no response)		16	
Xs	: 206. (talking simultaneously)		17	
S23	: 207.	you really should not try to go anywhere (and writing down on the blackboard)	8	*
T	: 208. do you agree...do you agree...is it all... <i>masih ada yang lain?</i>		1	*
Ss	: 209. (no response)		16	
T	: 210. yes or no?		1	
S2	: 211. no		2	
T	: 212. well let's see		1	
	213.	you take some aspirin ...you should go to the health centre and see the doctor...you should take a rest... then you really should not go anywhere (frequently checking her book)	5	*
	214.	now.....	13	
	215.	why don't you see the book again Person to Person unit six...what do you think of these ones (pointing to some expressions in her book)	1	*
Ss	: 216. (checking expressions in their books)		2	
T	: 217. let's see...hi hello hi Joe it's Betty how are you doing what's a matter....(reading the dialogues)		3	*
	218.	what are the expressions that seems to be the same with these ones?	1	*
S23	: 219. what's wrong		2	
Ss	: 220.	what's wrong with you	8	*
T	: 221. what else?		1	

S23	: 222. what happens	1	*
Ss	: 223. what's problem	8	*
T	: 224. all right	7	
	225. what's the answer from Joe...what's his problem?	1	*
S10	: 226. bad headache	2	*
Ss	: 227. headache	7	
S4	: 228. fever	3	
T	: 229. so...we've got fever and really bad headache	6	
	230. now...if you have terrible headache what would you say?	1	*
Xs	: 231. (talk simultaneously)	17	
T	: 232. what do you do?	1	*
S23	: 233. give some advice	2	*
T	: 234. advice	7	
S23	: 235. take some aspirin	3	*
Ss	: 236. some aspirin	8	
T	: 237. why don't you take some aspirin...why don't take some aspirin...why... don't...you...	7	*
Ss	: 238. take aspirin?	7	
T	: 239. what's the answer from Joe...what the answer from Joe?	1	*
S23	: 240. I already tried but it doesn't work	2	*
T	: 241. I already tried but it didn't work	7	*
	242. what are the other advice then?	1	*

S23	: 243. you may go to see the doctor	2	*
T	: 244. maybe you go to see the doctor...maybe you go to see the doctor (and writing down on the blackboard)	7	*
Xs	: 245. (talking to each other)	17	
T	: 246. what does Joe say...what does Joe say?	1	*
Ss	: 247. yes I guess I should but you know how I hate doctors (reading the dialogue)	2	
T	: 248. yes...I guess I should but you know how I hate doctors yes I guess I should but you know how I hate doctors	7	*
	249. good...what are the other suggestions from Betty... what are the others?	1	*
Ss	: 250. you'd better stay in bed	2	*
T	: 251. you'd better stay in bed...you'd better stay in bed	7	*
	252. what else...how does she reply?	1	*
Ss	: 253. it sounds like a good idea (some only reading from their books)	2	*
T	: 254. now what's the other advice?	1	*
Ss	: 255. (no answer)	16	
T	: 256. you'd better...	13	*
Ss	: 257. take some rest	7	*
T	: 258. you'd better get some rest	7	*
	259. now what's Joe's answer?	1	*
Ss	: 260. good advice	2	*

T	: 261. it's sounds like a good advice	5	*
	262. now let's practice...read and repeat after me	1	*
	263. what's a matter...what's a matter	3	
Ss	: 264. what's a matter	12	
T	: 265. what's wrong	3	
Ss	: 266. what's wrong	12	
T	: 267. what's a problem	3	
Ss	: 268. what's a problem	12	
T	: 269. oh...I've got a fever and really bad headache...		
	I've got a fever and really bad headache	3	
Ss	: 270. I've got a fever and really bad headache	12	
T	: 271. really...	13	
Ss	: 272. bad headache	7	
T	: 273. that's too bad	3	
Ss	: 274. that's too bad	12	
T	: 275. now, if Betty...(looking at some students who talked to each other)	13	
	276. if Betty realizes that Joe has a terrible headache what does she say?	1	*
S4	: 277. she says I am sorry to hear that	2	*
T	: 278. what does she give?	1	*
Ss	: 279. some advice	2	*
T	: 280. what's her advice?	1	*

Xs	: 281. (simultaneous talk)	17	
T	: 282. why don't you take some aspirin...why don't you take some aspirin	8	
ss	: 283. aspirin	14	
T	: 284. why don't you...	7	*
	285. okey, give some advice for example I have a terrible haedache	1	*
	286. Ani, what's your advice?	4	*
S18	: 287. em...	16	
S23	: 288. why don't you see the doctor	5	*
T	: 289. why don't you see the doctor	7	*
	290. why don't you	12	
	291. can you get <i>yang lain</i> (other advice)?	1	*
S21	: 292. why don't you...	11	*
T	: 293. what else?	1/8	
S23	: 294. why don't you take pill	2	*
T	: 295. why don't you take some medicine	7	*
	296. okay...what else you can say?	1	*
Ss	: 297. you should	2	*
T	: 298. by using you should	5	*
	299. you should...(inviting students' response)	1	
S8	: 300. take a rest	2	*
T	: 301. you should take a rest	7	*

	302. now...somebody has a toothache what's your advice?	1	*
Ss	: 303. (silence)	16	
T	: 304. toothache...you know toothache?	1	*
Ss	: 305. yes	2	
T	: 306. what's your advice?	1	*
S4	: 307. why don't you see the dentist	2	*
T	: 308. why don't you see the dentist...why don't you see the dentist	7	
	309. okay...two ways here why don't you...	3	*
	310. and what else?	1	*
Ss	: 311. you should	2	*
T	: 312. you should	7	
Ss	: 313. (nodding their heads)	14	
T	: 314. now write and practice some advice in your group	1	32
	315. this is group A...group A has this one (pointing to the left hand-side of the blackboard) group B has this one (pointing to the right hand-side of the blackboard)	3	*
	316. how do you suggest if someone has a problem... you start with what?	1	*
S4	: 317. a matter with you?	2	*
T	: 318. what's a matter with you...what's a matter with you	7	*
	319. then you practice some advice for example why don't you take some aspirin	3	*

	320. ready?	1	
Ss	: 321. okay	2	
T	: 322. just say hallo first	1	*
Ss	: 323. (group discussion, the teacher went around the class and checked students' activities)	2/14	
T	: 324. now practice in front of the class you and you (pointing to S4 and S8) from group one	4	*
S4 & S8	: 325. coming to class	2	
S4	: 326. my neighbour has a problem she has a high fever	3	*
	327. hi how are you doing?	4	*
S8	: 328. terrible	6	0
S4	: 329. what's a matter with you?	4	*
S8	: 330. I've got a fever	6	*
S4	: 331. you should go to the doctor	4	*
S8	: 332. it sound like a good idea	6	*
T	: 333. okay (giving a hint to finish the practice)	10	
S4 & S8	: 334. (going back to their seats)	14	
T	: 335. now my friend has a toothache because she likes chocolates very much	3	*
	336. so you suggest...(inviting students' response)	1/13	*
Ss	: 337. see the doctor	2	*
T	: 338. good	14	
	339. now I'd like you to work in groups	1	*
	340. one two three four five (pointing to the students)	12	*

T	: 359.	stop drink	8	*
	360.	why don't you stop drink...why don't you stop drink now this person (showing a picture in the book) has stomachache because he eats too much chilli	3	*
	361.	what's your suggestion then...what's your suggestion...what's your suggestion... should he eat much chilli?	1	*
Ss	: 362.	no	2	
T	: 363.	he should not eat chilli too much...he should'nt eat chilli too much	7	*
	364.	so you can give in positive and also in negative forms...now you four in a group...what I am going to do is to give you a problem...you should give advice by using should or should not...one is in positive and the other in negative...one...John want you to marry him...John wants you to marry him	3	*
	365.	yeah...(checking students' understanding)	13	
Ss	: 366.	(nodding their heads)	14	
T	: 367.	I repeat again...John wants you to marry him he is rich	3	*
	368.	who is he?	1	
Ss	: 369.	John	2	
T	: 370.	he is rich but you are not sure you love him that's the problem	3	*
	: 371.	all right	10	
Ss	: 372.	(writing some notes)	14	
T	: 373.	next...I have been putting on a lot of weight... a lot of weight...I am getting fatter and fatter	3	*
	374.	what's your advice?	1	*
Ss	: 375.	(writing some notes)	2/14	

T	: 376. next...you have been offered...you have been offered	3	*
	377. you know offered?	1	*
Ss	: 378. yeah	2	
T	: 379. you have been offered a promotion in a branch office...it is two hundred kilometres away you don't want to leave your family	3	*
	380. all right...	10	*
	: 381. okay?	7	
Xs	: 382. (some making notes and others talking)	17	
T	: 383. number four...you want to continue your study at the university...you want to continue your study at the university...your family is poor...your family is poor but you have got good grades	3	*
	384. all right...	13	
	385. you know grades?	1	
Ss	: 386. yeah... <i>nilai</i> (grades)	2	
T	: 387. <i>nilai</i> ...grades	7	
	388. last one...its your mother's birthday next week you don't know what to get her...you don't know what to get her	3	*
	389. all right	10	
Xs	: 390. (noisy)	17	17
T	: 391. so first...John wants to marry you	3	*
	392. what do mean by you here?	1	*
Xs	: 393. (talking simultaneously)	17	
T	: 394. John means yourself	8	*
	395. for example one John wants you to marry him you means yourself...he is rich but you are not sure you love him...but you are not sure you love		

	him...that's the problem that's number one...second one...you have been putting a lot of weight... third one is your have been offered a promotion in a branch office but it is two hundred kilometres away and you don't want to leave your family	3	*
Ss	: 396. (checking their notes)	14	
T	: 397. number four...you want to continue your study at the university but you are poor...last one...it's your mother's birthday next week but you don't know what to get her...	3	*
	398. now what I'd like you to do is to prepare a discussion...every one of you gives positive and negative advice...you see we have five problems each group has to discuss one problem and write it down in your notes	1	*
Ss	: 399. (group work)	2	
T	: 400. in English please...don't forget to write them down come on (going around the class)	1	*
	401. for example John wants me to marry him ...now you should give an advice using should (explaining to the class having seen some students'confusion)	1	*
	402. all right	14	
Xs	: 403. (talking simultaneously)	17	
T	: 404. okay...you've done it	8	*
S10	: 405. okey...(standing) I want John to marry me	3	*
Xs	: 406. (laughing)	14	
S10	: 407. oh...I want to marry John	8	*
Xs	: 408. (laughing)	14	
S10	: 409. sorry...sorry...John wants to marry me but he is rich but I am not sure she loves me...em...	8	*
	410. can you help me?	1	*

T	: 411. okey	14	
	412. you know who loves her...female or male...female or male?	1	*
S4	: 413. male	2	
T	: 414. okey male	7	
	415. what's her problem right now	1	*
Xs	: 416. (talking simultaneously)	17	
T	: 417. John want her to marry him...you know that John is a rich person...he owns the company	8	*
Ss	: 418. rich...(and laughing)	3	
S4	: 419. that's good	8	
T	: 420. yeah	14	
	421. she is not sure whether he loves her or not	3	*
	422. now what can she do...what can you do for her any advice?	1	*
S10	: 423. can you help me because he love me...you see?	1	*
Ss	: 424. (laughing)	14	
S13	: 425. please marry him	8	*
Ss	: 426. yeah	14	
S10	: 427. em...	16	
S2	: 428. it's maybe better for you...	11	*
Ss	: 429. (laughing)	14	
T	: 430. any advice?	1	*

S6	: 452. maybe next time he...he...he...don't want you because...	11	*
T	: 453. okay...other advice?	1/8	
S4	: 454. maybe you should not marry him because you love him or not because he is rich and money did not guarantee...	2	*
T	: 455. guarantee?	8	
S4	: 456. guarantee you happy because...	3/11	*
Ss	: 457. (laughing)	14	
T	: 458. okay	10	
	459. money does'nt guarantee for happiness	7	*
S10	: 460. okay...thank you for...for your advice	3	*
S2	: 461. yeah...money is not guarantee for your happiness	7	*
T	: 462. yeah... what's your advice?(looking at S2)	4	*
S2	: 463. no marry him	6	
T	: 464. okay...if you want to give advice you use should or should not and...you'd better	7	*
	465. all right	1	
Ss	: 466. yes	14	
T	: 467. finish?	1	
Ss	; 468. (nodding their heads)	2	
T	: 469. that's all for today...for your homework let's see page forty four...you practice it with your friends good bye for now	10	*

Appendix C

Transcript and Coding of Group Conversation
in NNS/NNS Classroom

Parti- cipant	No.	Transcript	Cate- gory	Star
S10	1.	<i>mari kita mulai</i>		1
S15, S20	2.	okay		2
S20	3.	<i>yang mana kita pilih ?</i>		1
S10	4.	<i>yang mana ya, sst...</i> in English (having listened to the teacher's instruction to speak English)		1/2
S15	5.	the interesting topic		2 *
S20	6.	what about this (pointing the notes)		1/2 *
S15	7.	number four ?		1
S20	8.	no... no...		2
S5	9.	which one ?		4
S20	10.	this... number one		6 *
S 5 , S15	11.	oh...		14
S10	12.	that's good idea, interesting ah ?		1/3 *
S15	13.	yeah		2
S10	14.	okay let's start		3 *
	15.	who is first ?		1
S20	16.	yeah... you first (pointing to S10)		4 *
S10	17.	me ?		6
	18.	all right, I have a boyfriend ha... ha... his name is John he is rich I am really sad		6 *

S5	19.	it's... good... why you sad ?	4	*
S10	20.	because I don't know if he loves me	6	*
S15	21.	maybe he love you	3	*
S5	22.	how do you know (looking at S15)	4	*
S20	23.	well... what what do you think (pointing to S15)	4	*
S15	24.	he is very good you are lucky (looking at S10)	6	*
S20	25.	tell us what is he like ?	4	*
S10	26.	well... he is handsome ha... ha... (smiling)	6	*
S 15 , S20	27.	wow... (laughing)	14	
S15	28.	I know I saw his... what... his... his photo	8	*
S10	29.	where ?	4	
S15	30.	secret ha... (laughing)	6	
S10	31.	yeah, I know she see... eh... she saw in my room	3	*
	32.	I love him actually but I...m afraid he is rich	3	*
S 15 , S20	33.	why ?	4	
S10	34.	I don't like rich people, they love material you know I'm afraid John don't really love me	6	*
S 15 , S20	35.	(laughing)	14	
S15	36.	I think he love you, if not...	11	*
S20	37.	yeah, if not why does he choose you as his girlfriend	8/4	*
S10	38.	I don't know maybe because we live not so far	6	*
S20	39.	-your house close to his house ?	4	*
S10	40.	ehm... (nodding her head) but not really near	6	*

S5	41.	do you meet him many times ?	4	*
S20	42.	in your... oh sorry... campus	4	
S10	43.	not really but he often come to my house	6	*
S15	44.	it means you and your boyfriend often see, ah	4	*
S10	45.	I mean not to go out with him	6	*
S20	46.	what... what your parent say ?	4	*
S10	47.	my parents is very discipline... strict, I can't go with him	6	*
S20	48.	you mean outside your house ?	4	*
S10	49.	yeah, we just stay home, talk and drink tea	6	*
	50.	well, it is good you know	3	*
S5	51.	hm...	14	
S15	52.	what about your mother, does she like him ?	4	*
S10	53.	yeah, she is very nice to John she give... she gives me advice to be good girl and take care of myself	6	*
S20	54.	what about your father ?	4	*
S10	55.	he does not say anything	6	*
S20	56.	so what you must do ?	4	*
S10	57.	I... am very in doubt	6	*
S15	58.	according to me I... eh... you should tell your parents	4	*
S10	59.	no... I can't...	6	*
	60.	I need your advice	4	*
S20	61.	Why... not ?	4	*
S10	62.	because I am not sure	6	
S20	63.	I think you should... you should...	11	*

S10	64.	you mean I leave him	4/5	
S15	65.	no... no... I mean you should marry him	6	*
S10	66.	you see his picture... right ? (looking at S15)	4	
S15	67.	he is very handsome... yeah... handsome	6	*
S20	68.	yeah and rich	7	*
S15	69.	what do you think ? (pointing to S5 who kept silent)	4	*
S5	70.	for money and handsome is not important very important... important you love him he love you	2	*
S20	71.	what's your advice	4	*
S5	72.	I... use	15	
S10	73.	you use should or should not (whispering to S5)	5/8	*
S5	74.	I think you should not marry him if he...	11	*
S20	75.	what ?	8/4	
S5	76.	yeah, if he don't love you	6	*
S20	77.	<i>nah</i> ... what do you think if he love you, eh...	4	*
S10	78.	well, I am happy (laughing)	6	*
S20	79.	so tell him to marry you	4/8	*
S10	80.	no... it is not good... I can't ask him	6	*
S15	81.	yeah, marry him, eh... ask him to marry you	7	*
S10	82.	I am a girl... I mean... woman I don't want to ask	3	
S5	83.	but... but... I think you should not marry him	3	*
S15	84.	why ?	4	
S5	85.	don't believe... too rich and handsome...	4	*
S20	86.	what do you mean... he don't... doesn't love her ?	8/4	*

S5	87.	you have to study eh... to know him really	6	*
S15	88.	she know him	3	*
S20	89.	she often meet him	8	*
S5	90.	no no... I mean before decide to marriage	3	*
S10	91.	get married	12	
	92.	that's right	7	
S10	93.	so... two opinion... marry or not	3	*
S10	94.	what do you think	1	*
S5	95.	I... I think...	11	
	96.	what do you think (pointing to S15)	4/8	*
S15	97.	up to you... I am ehm...	6/11	*
S20	98.	you... you mean...	8	
S10	99.	you mean neutral	5/4	*
S15	100.	yeah neutral	6	
S10	101.	if neutral I can't decide	3	*
S20	102.	she can't decide that way we give suggestion	3	*
S15	103.	okay if you love him and you sure he love you too please marry him but...	3/11	*
S10	104.	what ?	4	
S15	105.	you must to know his father... mother... and family and also village	6	*
S10	106.	yeah... that's a good suggestion... I dont know I mean I don't meet his parents yet	3	*
S5	107.	yeah, don't decide now, know his family first, maybe his parents do not like you or you don't like his parents	3	*
S20	108.	I think so, you we must... we must <i>paruh</i> ...	3/11	*

S10	109.	obey	10	*
S20	110.	yeah, obey our parents his parents because we can not get married if father and mother yeah parents do not give permission	3	*
S10	111.	okay thank you friends I am Satisfied... I will decide later	10	*
S20	112.	hey... we forget to use you'd better (looking at her notes)	3	*
Ss	113.	yeah	14	
S5	114.	I...	16	
S20	115.	so we have to use this	1	*
S5	116.	I think you had better decide later ha...	2	*
Ss	117.	yeah... that's good	7	*
S20	118.	so... we have to write <i>hasilnya</i>	1	*
	119.	(writing some notes)	2	
S15	120.	okay... we have to stop ?	4	*
S10	121.	no... not yet I think	3	*
S15	122.	we only discuss one problem... right ?	1	*
S10	123.	yeah... but it is not clear yet	2	*
S20	124.	I think we have to decide... suggestion... uhm...	3	*
S5	125.	what suggestion... better ?	1	*
	126.	it is very difficult to choose	2	*
S 15 , S20	127.	(laughing)	14	
S15	128.	which one you choose ?	4	*
S10	129.	both (and laughing)	6/14	
S15	130.	you...	11	
S10	131.	I mean... I want to marry him	3	

S 5 , 132.	(laughing)	14	
S15			
S10	133.	I think that's all	10 *

Appendix D

Trancript and Coding of Class Conversation in NS/NNS Classroom

Parti- cipant	No.	Utterance	Cate- gory	Star
T	1.	hello everyone how are you	1	*
Ss	2.	fine and you	2/4	
T	3.	good thanks	6	
	4.	these are your homework... I have checked them... If you didn't do it please do so and give it to me by tommorrow afternoon	3	*
	5.	okay ?	13	
S18	6.	yeah	14	
T	7.	all right who are absent today ?	1	*
	8.	one two three... (counting the students who are present) Mila... Yana... (trying to remember everybody's name)	12	
	9.	all right... Meiny is absent today (and looking at the attendant's list), oh... no no...	3	*
	10.	today we are going to talk about giving suggestion... open your book on page thirty nine	1	*
Ss	11.	(opening your books)	2	
T	12.	I want you to read these dialogues first (reading)	1	*
Ss	13.	(reading)	2	
T	14.	if your friend has a problem you can give some suggestions by using...	11	*

Ss	15.	should or should not	8	*
T	16.	good so you know that	7	*
	17.	okay I will tell you a story about Meiny... say that she is absent today... last tuesday Meiny got sick and she decided to go to her village near Payakumbuh	3	*
	18.	what would you say	1	*
S23	19.	she should go to the hospital	2	*
T	20.	yeah	7	
	21.	she took a bus in the afternoon... on the way to Payakumbuh the bus was suddenly stopped there was something wrong with the engine she had to wait until the next morning to get to her village	3	*
	22.	Lydia !	4	
S16	23.	he... oh she should not... take ticket to Payakumbuh in the afternoon	6	*
T	24.	good	7	
	25.	Dewi ! Meiny was getting very sick because she slept under the trees	4	*
Ss	26.	(laughing)	14	
S10	27.	she should have found a hotel	6/8	*
S23	28.	she should have found a house to stay	8	
T	29.	very good	7	
	30.	who else ? (looking around the class)	12	
	31.	now Ani... the next morning she got home... her parents were very angry because her clothes were dirty and she looked very sick	4/3	*
S22	32.	she should she should not so stupid	6	*
Ss	33.	(laughing)	14	
S10	34.	her parents should not angry... she is sick you know	8	

Ss	35.	(laughing)	?	
T	36.	all right... lesson four lets see the book... suggestions...	1/8	*
Ss	37.	(looking at the book)	2	
T	38.	if you stay in hospital for a few weeks you should avoid complaining	3	*
	39.	when someone gets sick your suggestion is...	1/13	*
Ss	40.	go to the doctor	2	*
T	41.	uh hu...	14	
S23	42.	you should go to the doctor	8	*
T	43.	now you are going to work with your partner and discuss about problems you have and ways to solve them	1	*
Ss	44.	(working in pair for nine minutes)	2	
T	45.	ready ?	1	
Ss	46.	(stop practicing)	2	
T	47.	okay number one Ani and Dian	4	*
S12	48.	I have headache I want to go to store... oh... drugstore but I don't know... I don't know the good... for me	6/4	*
S22	49.	if you go to the drugstore you should... you should get something for it	6	*
T	50.	uhm... do you mean medicine ?	5/4	*
S22	51.	I mean medicine yeah	6	*
T	52.	all right...	7	
	53.	Tiara... Dewi	4	
S11	54.	I talk about toothache	6	*
S10	55.	if you see the dentist you should be able to find out what's wrong	3	*
S23	56.	I think you also should brush your teeth or tooth	3	*

Ss	57.	(laughing)	14	
S11	58.	yeah... I tooth brush (staring at S23)	8	
T	59.	very good	7	
	60.	toothache... headache	12	
Xs	61.	(noise)	17	
T	62.	now Novi and Gita	8/4	
S6	63.	I need good fruit for me	6	*
S7	64.	if you go to the market you you should be able to... to get apple... yellow... uh... sorry red (and laughing)	3	*
T	65.	thank you	10	
Xs	66.	(noise)	13	
T	67.	now I want you to think of other problems	14	
Ss	68.	(stop talking)	16	
T	69.	and give as many suggestion as you can	1	*
	70.	I have an example... I miss my girlfriend who lives in America... now she...	3/11	*
Ss	71.	(laughing)	14	
T	72.	all right what should I do ?	1	*
S4	73.	you should be able to find other girl	2	*
T	74.	uh hu...	14	
S23	75.	maybe you should be able to forget her	3	*
T	76.	okay	14	
Ss	77.	you can ?	4	
S2	78.	bring her here	3	*
T	79.	yeah	14	

S13	80.	you should get Indonesian girl	3	*
Ss	81.	(laughing)	14	*
T	82.	should I	7	
S23	83.	you should not think about it	3	*
T	84.	all right	7	
Ss	85.	(laughing)	14	
T	86.	there are seven... oh... five suggestions already (writing on the board)	3	*
	87.	which one is the best ?	1	*
Ss	88.	number four (and laughing)	2	*
T	89.	why ?	1	
S10	90.	because... you know... it's better	2/11	*
S 2 , S4	91.	Indonesian is good and...	8	*
Ss	92.	(laughing)	14	
T	93.	I know	7	
	94.	I try to forget her ? oh no no...	3	*
Ss	95.	or call her	8	
T	96.	do you think it's better to call her ?	1	*
S23	97.	expensive	2	
Ss	98.	(laughing)	14	
S22	99.	I think...	11	
T	100.	anybody else ?	1	
S2	101.	bring her to Indonesia	2	*
T	102.	does that help ?	1	

S2	103.	no...	2	
Ss	104.	yeah	2	
T	105.	maybe she does not like rendang she does not like rice maybe	3	*
	106.	okay... (looking at the whole class)	13	
	107.	here is my second problem, everyday when I walk down the street I was followed by some kids hello mister hi <i>bule</i> ("white", an ordinary call for a European tourist)	3	*
Ss	108.	(laughing)	14	
S23	109.	maybe they like you	8	*
T	110.	yeah but sometimes they are annoying	3	*
	111.	what should I do ?	1	*
S2	112.	uhm... maybe you could forget them	2	*
T	113.	uh hu...	14	
S23	114.	tell him you are not <i>bule</i>	3	*
Ss	115.	(laughing) but you are white people	3	*
S10	116.	call him friendly maybe they are good	3	*
T	117.	so I should be able to...	5/11	*
S23	118.	become their... their friends	8	*
T	119.	what if they make fun of me (looking at S23)	4	*
S23	120.	tell him that you don't like that	6	*
T	121.	sure	7	
	122.	what else ?	1	
S8	123.	you should.. should be able to ignore them	2	*
T	124.	what if they still...	1/11	*
S24	125.	shoot them	2	*

Ss, T	126.	(laughing)	14	
T	127.	oh... oh naughty (pointing to S24)	7	
Ss	128.	(laughing)	14	
T	129.	is it better ?	1	
Ss	130.	(no response)	16	
T	131.	I would punch them (showing his fist) you know punch ?	3	*
Ss	132.	<i>tinju</i>	2	
T	133.	yeah <i>tinju</i> (trying to pronounce it correctly)	7	
S23	134.	but it's not good	3	
T	135.	I know, its just an example	3	
Ss	136.	(laughing)	14	
T	137.	If I shoot them I would go to jail	8	*
Ss	138.	(laughing)	14	
T	139.	okay...	8/13	
Ss	140.	(stop laughing)	14	
T	141.	everyone of you take a piece of paper... you write down two problems... everyone has two problems	1	*
Ss	142.	(writing 7 minutes)	2	
T	143.	finished ?	1	
Ss	144.	not yet	2	
T	145.	okay... two more minutes	1	*
Ss	146.	(continuing writing)	2	
T	147.	all right... ?	13	
Ss	148.	(stop writing)	14	

T	149.	what I want to do is to divide you into groups of four, you are one group... you are one you are one you are one and you... only three of you... that's all right.. one group you discuss the problems you have written in your notes with your friends	1	*
Ss	150.	(finding their groups, making circles and having discussion for 15 minutes)	2	
T	151.	come back to your own seats	1	*
Ss	152.	all right (finding their own seats)	2	
T	153.	now... (looking at the students who were still practicing)	13	
Ss	154.	(stop talking)	14	
T	155.	I'd like one of the members in each group to tell the class about the problems and solutions... who's first (looking around) Sri !	4	*
S15	156.	(standing from her seat) my problem is Mary my friend is borrow money and... he... she... never return	6	*
S10	157.	returns	12	
T	158.	oh.. you lent her money and she didn't give your money back ?	5	*
S15	159.	yeah... she does not give your... eh... my money back	7	*
S5	160.	so according to us (looking at other numbers in the group)... er... we suggest that she tell her and ask...	3/11	*
S20	161.	and force her to...	8/11	*
Ss	162.	(laughing) to what ?	14/4	
S20	163.	for money	6	
S5	164.	yeah, I need my money... to pay my school	3	*
S20	165.	and your dormitory	8	
S23	166.	what do you think if she does not want to pay ?	4	*
S20	167.	tell the police	6	

Ss	191.	yeah	14	
S10	192.	it is a good idea, I think you should be able to come to your neighbour's house and make friends so they... 'segan'.. I don't know in English ha.. ha... (laughing)	3	*
T	193.	what's 'segan' let see... oh... hesitate	12	*
S10	194.	yeah hesitate	7	
T	195.	so your neighbours would understand you if you...	7/11	*
S6	196.	they are very nice and... they my friend too	8	*
T	197.	mean why... I know what you	7	*
S23	198.	maybe you tell them you need very quiet place to study and don't forget... you smile... okay ?	3	*
Ss	199.	(laughing)	14	
S6	200.	smile	12	
T	201.	all right	10	
	202.	any other comments about neighbours	2	*
Ss	203.	(no response)	16	
T	204.	who else... (looking around the class)	12	
T	205.	now... next... okay... Murni	4	
S12	206.	this is my problem... my mother my sister live in Jakarta... my sister to get married next week... and I am not go to Jakarta because... cause... I study	6	*
T	207.	uh hu	14	
	208.	what's the solution ?	4	*
S4	209.	you may send her a wedding card	6	*
S12	210.	but... she is my sister and I must go	3	*
S10	211.	maybe you should ask permission from your teacher...	4	*

lecturers... and go to Jakarta for one week

S 11 , S20	212.	no...	7	
S12	213.	yeah but we are going exam uhm...	6	*
Ss	214.	yeah	14	
S10	215.	that's the other problem	3	*
T	216.	uhm...	14	
S23	217.	what about you send her a nice present	4	*
S12	218.	uhm... but she can get everything in Jakarta	6	*
T	219.	well... it 's a bit hard, isn't it ?	7	*
S2	220.	usually we have to attend the wedding but it's okay, I think your family will understand your... your reason	3	*
Ss	221.	yeah	7	
T	222.	good	7	
	223.	I did not hear from Rika yet	4	
S11	224.	Ehm... I think... I think...	11	
S23	225.	you should be able to send a nice present and letter ... that's right	5	*
S12	226.	okay	7	
T	227.	okay	10	
	228.	next group	4	
S4	227.	I have a problem with my close friend... both of us love the same man	6	*
Ss	230.	(laughing)	14	
T	231.	interesting	7	
S2	232.	maybe you should fight and...	3/11	*

Ss	233.	(laughing)	14	
S4	234.	no no... it is not good... she is my good friend	3	*
S8	235.	yeah... what about your boyfriend	4	*
S23	236.	do you want... eh... you let him love	8/4	*
T	237.	your friend too ?	12	
S4	238.	oh no...	6	
Ss	239.	(laughing)	14	
S20	240.	may be yes	3	
T	241.	you mean he also loves your friend ?	5	
Ss	242.	(laughing)	14	
S10	243.	you must be careful (and laughing)	8	*
S2	244.	if you are not sure that you.. love him and he love you... it's no problem	3	*
S8	245.	well... what about if... if... your boyfriend love	3	*
T	246.	uh hu..	14	
	247.	what would you suggest ?	4	*
S8	248.	leave him he may be "mata keranjang" ha... ha...	6	*
Ss	249.	(laughing)	14	
S4	250.	he is very good, maybe not... not his mistake	8	*
S23	251.	don't believe him	3	*
T	252.	who does he date Mila ?	4	*
S4	253.	pardon ?	4	
T	254.	who does he ask to go out... with you or your close friend you are talking about ?	4	*
S4	255.	oh... going out... going out (confusing)	12	

T	256.	anybody knows what going out or date means?	1	*
S23	257.	"apel" (and laughing)	2	
T	258.	apple ? (confusing)	1	
Ss	259.	no... (laughing)	2	
T	260.	apple... apple...	12	
S23	261.	no apple you eat but you and your girlfriend " <i>pacaran</i> "	12 ?	
Ss	262.	(laughing)	14	
S4	263.	yeah he often come to my house... eh... my <i>asrama</i> (smiling)	3	*
S23	264.	do you go out with him ?	4	*
S4	265.	(smiling) uhm... to watch film er... movie and to the market	6	*
T	266.	you mean shopping ?	5	*
S4	267.	yeah... shopping	7	
	268.	but sometimes we do not buy...	3	*
Ss	269.	(laughing)	14	
T	270.	okay... any questions ?	1	*
S8	271.	so you er... he like you more ?	4	*
S4	272.	maybe but my friend told me that my close friend tell her that... that she like him too	6	*
Ss	273.	(laughing)	14	
S10	274.	according to me that's all right because whether she also likes him it does not matter... it important is.. he loves you you love him	8	*
Ss	275.	uhm...	14	
T	276.	okay... what else ?	1	
S20	277.	but you must be careful	2	*
Ss	278.	(laughing)	14	

T	279.	anybody else ?	1	
Ss	280.	(no response)	16	
T	281.	okay...	10	
	282.	I want you to do homework at home (going to the blackboard and writing 10 items of homework)	1	
Ss	283.	(writing their notes for 12 minutes)	2	
T	284.	is it clear enough ?	1	*
	285.	yeah	2	
	286.	any questions ?	1	
Ss	287.	(no response)	16	
T	288.	don't forget your homework	1	
T	289.	(nodding their heads)	2	
T	290.	all right	7	
	291.	next week we are going to start drama if you have questions you can come to me	3	*
	292.	that's all for today	10	*
	293.	any questions ?	1	
Ss	294.	(no response)	16	

Appendix E

Transcript and Coding of Group Activity in NS/NNS classroom

Parti- cipant	No.	Utterance	Cate- gory	Star
S15	1.	let's start... who first	3/1	*
S 5 , S15	2.	(still looking at their notes) okay... okay	7	
S10	3.	what's your problem ? (looking at the group)	1	*
S20	4.	many... ha... ha ha	2	
S10	5.	yeah.. we discuss two	7	*
	6.	what do you have Tia ?	4	*
S5	7.	I don't have money... I must pay my house	6	*
S10	8.	I think you should be able to tell the owner of the house that you do not have money yet	3	*
S5	9.	no... I am shy because last month I I also tell her	3	*
S10	10.	uhm... what...	11	
S20	11.	I think you better tell your problem	8	*
S5	12.	my parents do not send me money... from my village	3	*
S20	13.	yeah don't shy... I think she is understand	4	*
S5	14.	I try... yeah	6	
S10	15.	write to your parent... tell them you need money	4	*
S5	16.	I am sad maybe he... don't have money... I think I go home...	6	*
S20	17.	to your village ?	4	*

S5	18.	(nodding her head)	6	
S20	19.	but we are going to examination	3	*
S15	20.	next week... you don't know ?	4	*
S20	21.	we have to study...	3	*
S5	22.	I know... I am worried	8	*
S10	23.	yeah... she is right	7	*
	24.	so what do you think ? (looking around)	1	*
S15	25.	I don't know to solve it	2	*
	26.	I also have some problem... I need money to buy books	3	*
S20	27.	I think... I can borrow you... lend you... I have some	3	*
S10	28.	lend	14	
S10, S15, S20	29.	(laughing)	14	
S5	30.	... it is very good thank you	8	*
S10	31.	are you sure you lend her ?	4	*
S20	32.	uhm... (nodding her head)	6	
S15	33.	you... rich... eh... (laughing) you must rich	4	*
S20	34.	no... I am serious but I... am not rich	6	*
S10	35.	you are very rich	7	*
S20	36.	she is my friend we have to help	3	*
S5	37.	you also help me ?	4	*
S20	38.	yeah... but I should see my money first (laughing)	6	*
S5	39.	I am serious too	3	*
S15	40.	wow... you serious ? (looking at S20)	4	*

S20	41.	yeah... why ?	6/4	
S15	42.	thank you (laughing) you help me	6	*
S10	43.	you are lucky... you also can help me	3	*
S20	44.	what is your problem ?	4	*
S10	45.	I have a problem with my room mate	6	*
S20	46.	what is it ?	4	*
S10	47.	my room mate is very dirty	6	*
S15 , S20	48.	uhm... (laughing)	14	
S10	49.	she does not sweep the room and lazy to clean the room	8	*
S20	50.	uhm... I don't like it... I don't like 'berantakan'	8	*
S 5 , S15	51.	(laughing)	14	
S10	52.	anybody have friend like that ?	1	*
S20	53.	yeah but not the same room	2	*
S10	54.	you are lucky...	11	*
S20	55.	how long you live with him ?	8	*
S 5 , S15	56.	(laughing)	14	
S20	57.	what ?	8	
S10	58.	do you mean how long I live with her ?	5	*
	59.	I live with a girl not a man	3	*
S10 , S15 , S20	60.	(laughing)	14	
S20	61.	yeah... of course a girl... sorry...	8	*

	62.	so how long ?	4	*
S10	63.	uhm... five months (showing her fingers)	6	*
S20	64.	five months	7	
	65.	uhm... I can't believe it	3	*
	66.	do you... can you live with... what...	11	*
S10	67.	you mean with dirty room... unclean	5	*
S20	68.	yeah... I don't know in English ?	8	*
S15	69.	do you like her ?	4	*
S10	70.	yeah... I like her... she is very beautiful but she is... she is don't tidy	6	*
S20	71.	yeah... difficult	7	
S15	72.	I think you should more	4	*
S5	73.	yeah... you should move... what do you think	4	*
S10	74.	yeah... I think it is a good idea	6	*
S20	75.	is it good ? (looking around)	1	
S15	76.	yeah... you should find a good place	2	*
S20	77.	it is very difficult to... to... find the house (room) I think...	3	*
	78.	what do you think ?	1	*
S10	79.	it is not easy to move... you know... I like the house	2	*
	80.	my house is very close from here... there (pointing a direction)	3	*
S20	81.	yeah... but do you think your study too ?	4	*
S10	82.	of course... but	6/11	
S20	83.	so why do you... uhm... should stay with her?	8/4	*
S15	84.	yeah... why don't you move ?	4	*

S10	85.	I think I should move... yeah... although... I like the house	6	*
	86.	I can't concentrate to study...	3	*
S20	87.	if you want to move... where ?	4	*
S10	88.	where... uhm... I don't know yet	6	*
	89.	do you know a good place ?	1	*
S20	90.	I think you can find many...	2	*
S15	91.	where do you like to live ?	4	*
S10	92.	I think near here... our campus	6	*
	93.	I need a quiet place... clean... and nice friends	3	*
	94.	anybody could help me ?	1	*
S20	95.	I try to get information and tell you... when... when...	2	*
S5	96.	maybe next week ?	1	*
S20	97.	okay... we can go together ?	2/1	*
S5	98.	it is a good idea... thank you very much	2	*
S20	99.	you have to be careful to have... oh... to choose your room mate Dewi	4	*
S10	100.	yeah... I have to ask... oh sorry to careful	6	*
S20	101.	why don't you ask your friend that you know... stay with her	4	*
S15	102.	I think our friend have...	9	*
S10	103.	yeah... maybe I ask my friend	6	*
	104.	thank you very much... we still have other problem I think	3	*
S15	105.	yeah we have many problems... I am sad and I...	3/11	*
S20	106.	do you like to discuss problem anytime ?	1	*
S10	107.	(lauhing)	14	
S15	108.	why do you that ?	8/4	*

S20	109.	because we talk about problem problem... make me sad	6	*
S15	110.	(laughing)	14	
S5	111.	can we... talk about food I am hungry	1/8	*
S10, S20	112.	(laughing)	14	
S10	113.	but we have to discuss the problem again	8	*
S15	114.	who's turn is it now ?	1	*
S5	115.	I think you... Wina... your turn	2/4	*
S20	116.	okay... my turn... my problem... uhm (looking at her notes) I have problem with my study I... (stop talking)	6/11	*
S5	117.	what ?	4	
S20	118.	I can not concentration	6	*
S10	119.	oh... you can not concentrate	5	*
S20	120.	yeah... I can't concentrate	7	*
S10	121.	I think everybody has that problem also	3	*
S20	122.	so... you mean you have that problem too (looking around)	1	*
S15	123.	I think so everybody has	2	*
S20	124.	especially when you think... remember your boyfriend	8/1	*
	125.	(laughing)	14	
S15	126.	no... no... I mean the lecture...	2/11	*
S20	127.	you mean you think the lecture is very difficult	9	*
S10	128.	do you think we can concentrate because the lesson is very hard ?	1	*
S5, S15, S20	129.	(nodding their heads)	2	

S15	130.	that is right we can't concentrate	7	*
S10	131.	what do you think to solve this problem ?	1	*
S5	132.	(looking at her notes)	15	
S20	133.	what do you think, Tia ?	4	*
S5	134.	oh... uhm	16	
S15	135.	I think we should go to the doctor... what do you think ?	4	*
S10	136.	it is good	6	
S20	137.	yeah	14	
S10	138.	maybe something wrong with your...	11	*
S20	139.	yeah my body	8	
S15	140.	what do you... I mean... give suggestion to Wina	1	*
S20	141.	yeah what do you suggest ?	5	*
S10	142.	according to me you should go to the doctor but also eat good food and sleep well	2	*
S20	143.	allright doctor (and laughing)	8	
S15	144.	study hard important ?	1	*
	145.	of course... what do you think Tia ?	2/4	
	146.	yeah... but...	6/11	
S20	147.	that's still a problem	9	*
S5	148.	yeah I mean...	6/11	
S20	149.	maybe we can't overcome... everything in one time	3	*
S5	150.	any other problem ?	1	*
S20	151.	no... (looking at the other groups who already finished)	2	
S10	152.	I think we finish	10	*

Appendix F

SILLABUS MATA KULIAH

Nama Mata Kuliah : Speaking II
Kode Mata Kuliah : ING 160
Bobot : 3 SKS

1. Setelah mengikuti mata kuliah ini mahasiswa diharapkan dapat:
 - Berkomunikasi dalam Bahasa Inggris yang sederhana
 - Bermain peran dalam fungsi Bahasa Inggris dengan tata cara yang benar
 - Berpidato dalam Bahasa Inggris dengan tata cara yang benar
2. Prasyarat
Untuk dapat mengikuti mata kuliah ini, mahasiswa harus sudah menempuh mata kuliah Speaking I
3. Garis Besar Program Pengajaran
4. Sumber yang disarankan
 - a. Rujukan utama : J. C. Richards and D. Bycina. 1985. Person to Person 2. New York: Oxford University Press
 - b. Rujukan Pengayaan
 1. Richard C. Via. 1976. English in Three Acts. Honolulu, Hawaii: University Press
 2. George Piver. 1977. Point of View. Massachusset: Newbury House Publisher.
 3. David Belson. 1983. What to Say and How to Say it. The U.S. Castie
 4. Be Kim Hoa Nio. 1980. Percakapan and Diskusi. Jakarta: P3G PDK
 5. Bruce Tillit. Speaking Naturally. Cambridge: Cambridge University Press.

No	Materi Topik & Rincian	Bentuk Kegiatan Yang Disarankan	Sumber	Waktu
1	- asking about someone	question, answer and role play	2.p:15-22	2x50"
	- Giving advice	question & discussion	2.p:39-44	2x50"
2	- Asking about procedure	question and discussion	2.p:47-52	2x50"
	- Asking about problems	question and discussion	2.p:54-60	2x50"
3	- Asking/ Expressing opinion	question and discussion	2.p:85-93	2x50"
	- Agreeing & Disagreeing	question and discussion	3.p:76-82	2x50"
4	- Talking about future plans	question and discussion	2.p:84-88	2x50"
	- Talking about future plans	question and discussion	free	2x50"
5	- Responding to ones news	question and discussion	free	2x50"
	- Responding to ones news	question and discussion	free	2x50"
6	- Simple play writing	discussion	free	2x50"
	- Simple play writing	discussion	free	2x50"
7	- Practice the play	practice	free	2x50"
	- Performing the play	performe	free	2x50"
8	- Mid-Semester			2x50"
9	- Debate	discussion	free	2x50"
	- Debate	and debate	free	2x50"
10	- Debate	discussion	free	2x50"
	- Debate	and debate	free	2x50"
11	- Reporting (book)	report	free	2x50"
	- Reporting (book)	report	free	2x50"
12	- Reporting (news)	report	free	2x50"
	- Reporting (news)	report	free	2x50"
13	- Introduction to speech	explanation	free	2x50"
14	- Speech to inform	question & answer	free	2x50"
		practice		
15	- Speech to persuade	discussion	free	2x50"
		and practice		
16	- Final Examination			2x50"

Appendix G

TOPIC OF DISCUSSION DURING CLASS AND GROUP CONVERSATIONS

From PERSON TO PERSON II (J. C. Richards and D. Bycina, 1985).

rest.



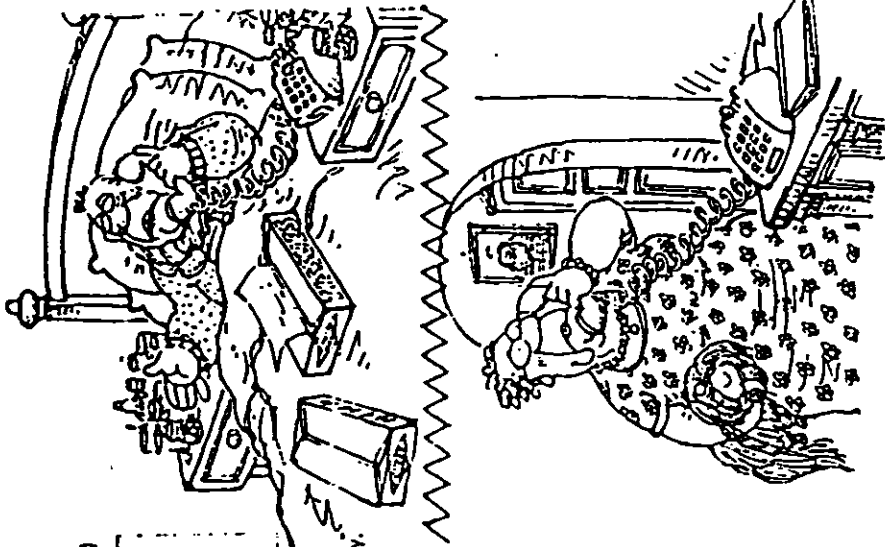
Joan: Hello.
 Betty: Oh hi, Joan. It's Betty. How are you doing?
 Joan: Terrible.
 Betty: Oh, what's the matter?
 Joan: I've got a fever and a really bad headache.
 Betty: Oh, that's too bad. Why don't you take some aspirin?
 Joan: I've already tried that. But it didn't help.
 Betty: Well, maybe you should go to the health center and see a doctor.

Joan: Yeah, I guess I should, but you know how I hate doctors.
 Betty: Well, you'd better stay in bed at least. You really sound sick.
 Joan: Yeah, that sounds like good advice. I will. I just want to finish reading this article for English class.
 Betty: You know, you really shouldn't try to do any work right now. If I were you, I'd just lie down and take it easy for a while.
 Joan: Yeah, I guess you're right.

▶ What's the matter?
 wrong?
 the problem?
 ▶ I've got a fever and a really bad headache.
 ▶ Oh, that's a shame.
 too bad.
 I'm sorry to hear that.

Ask your partner what the matter is. Express sympathy.

- sore throat
- bad cough
- pain in the shoulder
- stomachache
- earache
- bad cold



2. Giving tentative advice (1)

▶ Why don't you take some aspirin?
 Maybe you should try to get to bed.
 ▶ I've already tried that, but it didn't help.
 done!

Practice

Ask your partner what's wrong, express sympathy, and suggest something to help.

Follow this model:

A: Hi, _____ How are you?
 B: Not so well, I'm afraid.
 A: Really? What's _____?
 B: I've got a (an) _____.
 A: Oh, that's _____! Why don't you _____?
 B: I've already _____.

Student B

- fever
- sore throat
- bad cough
- headache
- sore shoulder
- stomachache
- earache
- bad cold

Student A

- take/aspirin
- try/lozenges
- take/cough medicine
- take/aspirin
- try/rubbing alcohol
- take/bicarbonate
- try/ear drops
- take/cold capsules

Giving tentative advice (2)

Maybe you should see a doctor.
I thought to
Why don't you see a doctor?
es, I suppose I should.
I guess I ought to.
so.

Practice 1

You're at the office. Your colleague doesn't look well.
Give him/her some advice. Follow this model:

A: You don't look very well. --(name)--. Is anything wrong?
B: Well, as a matter of fact, I don't feel so well. I've got

A: Oh, maybe see a doctor.
I take a break.
I go home.

B: Yes, I.

ce 2

is complaining about his/her apartment. Make some suggestions.

ent A:
suggestions using *Why don't you* and *Maybe you should* ...

hat's the matter?

'ell, get rid of the things you don't need.

'ell, paint them a lighter color.

'ell, get some plain white ones.

'ell, buy a wall to wall carpet.

35? What's the trouble now?

ent B:
and to Student A's suggestions with *Yes, I guess so*, and *Yes, I guess*.
use *I should/ought to*.

1. it's this room. There's just too much furniture in it.

S. But that's not all. Look at the walls. They're so dark.

S. And then there are the curtains. I hate that pattern.

S. But then there's the rug. It's just too small.

S. But, I guess so.

ell, I just don't have any money.

4. Giving advice (1)

▶ You'd (really) better get some rest.
You (really) ought to
You should (really)
▷ Yes, that sounds like a good idea. I will.

Practice 1

Practice dialogs using the cues below. Follow this model:

A: I just lost my passport.

B: You'd better report it to the embassy right away.

A: Yes, that sounds like a good idea. I will.

Student A

- can't find my credit card
- just found somebody's wallet
- think someone's been opening my mail
- have had a lot of strange calls lately
- feel exhausted all the time

Student B

- call the bank immediately
- give it to Lost and Found
- report it to the post office
- change your telephone number
- take a vacation

Practice 2

Now continue, using these cues.

- I can't seem to find my wallet.
- I think I left my credit card in the restaurant.
- I locked my keys inside the car.
- I think I'm getting fat.
- I left my camera on the bus.

5. Giving advice not to do something

▶ You (really) shouldn't try to do any work right now.
▷ Yes, I guess you're right.
I know.

Practice 1

Your partner will describe what is wrong with him/her. Advise what he or she shouldn't do. Follow this model:

A: I've got a terrible headache.
B: Don't try to do any work right now.
A: I feel stressed out.
B: I guess you're right.

Student A's symptoms:

- feel exhausted
- sore back
- sore ankle
- headache
- stomachache
- fever

Student B's advice:

1. work so hard
2. lift anything heavy
3. play tennis for a while
4. go swimming
5. eat anything
5. go out

Practice 2

Student A describes his/her problem.

Student B gives advice, using *should* / *ought to* / *must*. Use this model:

I'm really having trouble. I'm taking six courses at school.

Well, maybe you shouldn't take so many in one semester.

Yes, I guess you're right.

Student A's problems:

1. This cough of mine is getting worse and worse. I think it must be from cigarettes.
2. I like my job, but I'm just too tired to study when I come home from work.
3. I seem to be putting on more and more weight these days. I think I'll stop eating for a week.
4. I'm so busy with my work these days I hardly have time to sleep.
5. I always feel terrible after those office parties. I guess it's all that beer and wine.

Giving advice (2)

If I were you, I'd lie down.

What would do is:

Yes, that sounds like good advice. It's a good idea.

Practice

Student A friend is planning to visit San Francisco. Practice dialogs using your friend what s/he should do. Follow this model:

Should I go in the summer?

Is it a good idea to:

Well, if I were you I'd go in the spring or fall. It's much less crowded.

That sounds like good advice. And ... ?

Student A

- take cash
- travel by air between cities
- stay in hotels
- take organized tours
- eat in local restaurants

Student B

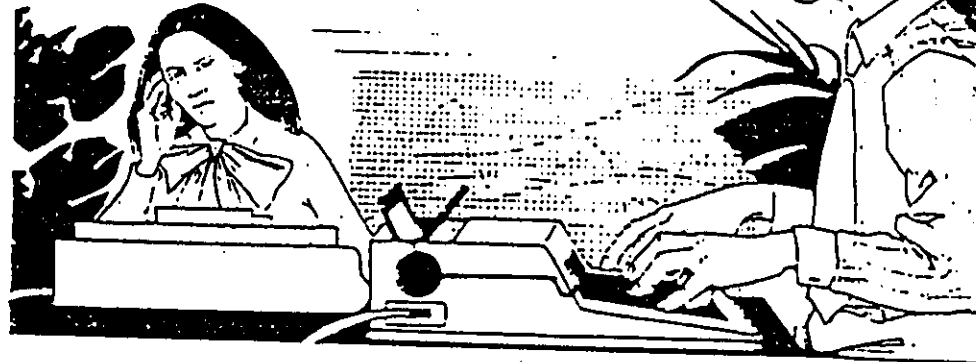
1. take traveler's checks / much safer
2. go by bus / you'll see more
3. stay in university dormitories / a lot cheaper
4. go on my own / then you can see what you want
5. eat at snack bars and coffee shops / less expensive

LISTEN TO THIS

1 You are going to hear two secretaries talking in their office. Listen to their conversation and answer the questions.

1. What is wrong with Janice?
2. Why is she working so hard?
3. Has she taken anything for her problem?
4. What is she going to do after finishing her work?

Now listen again and check your answers.



2 You are going to hear a man talking to his doctor. Listen to their conversation and answer the questions below.

1. What is Mr. James' problem?
2. How long has he had it?
3. Is he having any trouble at home?
4. What do you think is the reason for his problem?
5. What advice does the doctor give him?

Now listen again and check your answers.

