JETAFL
Journal of English Teaching as a Foreign Language

Contents:

Student Turn Taking Marker In Speaking Class

David Togi Hutahaean

Faculty of English Education

Nommensen HKBP University, Pematangsiantar, Indonesia

Abstract : *This research deals with the types of the turn taking markers used by the third semester at FKIP Nommensen Pematangsiantar in their conversation.The researcher want to analyse and find out how the student use turn taking in speaking class and what the signal of turn taking in speaking class.The researcher formulates some theories to support this research,they are: Creswell (2009),Fuyuko kato (2014),Jafferson (2004)Jeffrey and Laury (2009),Miles and Huberman (1994),Muktamar Arifin (2014),Sacks Schegloff & Jefferson (1974),Susan (2010),Walsh (2011).The design of this research was qualitative research.The subject of this research is the third semester at FKIP Nommensen Pematangsiantar.The technique of analyzing data in this data follows the model used by Miles and Hubeman (1994).Finally the researcher make conclusion that the third semester student at FKIP Pematangsiantar use two signal,they are implicit and explicit marker.*
Keywords: *Turn Taking,Speaking,Explicit Marker,Implicit Marker*

I. INTRODUCTION

English is a language which provides some basic skills. The basic skills in English are speaking, listening, reading and writing. They are the basic skill needed and got as long as students are still learning English (especially for young graders). Since the role as international languange, English make many influences in many aspects, such as; science, health, politic, economic, social, and the most important is communication. Communication is kind of media to make a relation with others and when Indonesia has been starting to open the relationship with other countries, Indonesia needs English to build a good cooperation with them. It can be the reason why English develops into second language in Indonesia.

To make the communication is running fluently, we absolutely need master speaking skill. Speaking is a skill which requires more practices in our daily life. We are able to make a simple daily conversation with our surrounding as kind of the pratice. By considering some reason above, the writer is interested to broaden the conversation's topic because the writer thinks that simple conversation is the first step to master speaking skill.

Dornyei and Thurrel in Palupiningtyas (2010: 8), state that coversation do not simply begin at random, there are various ways of starting a conversation and most of these are fairly ritualized, for example in different sequences of greetings and introduction. As we know conversation is a part of the communicative competence. In our daily life we always do conversation with other people, for example in our house, in hospital, in super market,collage,and etc.

Besides, even if we usually have a conversation, but there are still have some difficulties in doing a conversation, especially in formal converstion. The writer wants to limit the activities of students' conversation. According to the design of the English curriculum, the students are supposed to be able to participate in a short conversation in the context of their daily life. The goal of the curriculum is to provide the graduates with the communicative competence in the many fields such as academic, social, economis, politics, cultural matters, etc.

The difficulties in conversation might be not much. There are several problems faced by the students when have a conversation in front of the classroom. Commonly, it is difficult for the students to show that she or he is going to talk or to finish talking. It causes the students feel nervous

when have a conversation in front of the classroom and the conversation is not going well (Siahaan 2011: 3).

Another difficulties in conversation was expalined in Palupiningtyas' book (2010: 16), that describe that some students faced difficulty to understand a quite complicated conversation (in a text), and most of them feel rather confused to comprehend and a bit of others think that is easy. Besides, most of the students feel nervous when they speak in front of the class, she also state, less practice of simple conversation makes students nervous if they speak in front of the class. Many of them are not confident beause they have not been accustomed in speaking condition. And limited time to teach conversation also becomes a problem for the lecturer to accustom their students capabilty in speaking . The lecturer prefers to focus on reading and writing, because they are skills needed most in semester test.

In Indonesia, English lesson starts to teach in schools at earlier ages. There are some schools start in primary school, moreover there are also start in kindergarten. However, after thousand hours to learn English, why we still feel difficult to have a conversation in English,it is needed to be trained on a regular basic and it is more challenging than with other abilities such as hearing or writing. When we are chatting, we do not have references from the dictionary or from the record, but all is taken directly from the idea and uttered immediately. Therefore, we need to exercise in routline to familiarize our thinking to utter the words in the English language.Soit useless If we are not accustomed to thinking in English , then we are also often find difficulties in English even though we know a lot of English vocabulary.

A conversation, if we relate it into communicative competence, theoritically, the aspects of the communicative competence of the speakers of a language does not only refers to their linguistic knowledge, that is their knowledge on the vocabulary and the word order in the phrases and sentences of the language; but in addition to that, the aspects also refers to the other knowledge such as how to participate a conversation.

One of the aspects of the communicative competence in order to participate in a conversation is Turn Taking. Turn taking was introduced by Sacks, Schegloff, & Jafferson (1974). According to them, the outline of turn taking is the ability of a speaker in a conversation to create and identify markers to signal that she or he would take turn to speak and pass the turn for speaking. Theoritically, it is consciously known that there are many ways to signals turn taking; however the problem encountered by the foreign language learner is to use the native ways to take and to pass a turn in a conversation.

Indonesia school curriculum of the English lesson does not pay much attention to turn taking aspects of the communicative competence as a part of the teaching material. Consequently, it is hypothesized that classroom intructions do not provide explicit teachings and trainings to master even the basic ability on how to take and pass a turn taking in order to participate in a coversation well.

In relation to the absence of turn taking aspects in the English lesson curriculum, it is predicted that school students conduct a conversation with a difficult way to take and pass a turn.

The writer tries to give the implementation of turn taking in the class of speaking on third semester at FKIP Nommensen by giving topic for each group. But, when the first group did the conversation ,they still manage to particiapate in a conversation in English in front of the classroom, but the problem faced by the students , they difficult to take and pass turn. Commonly, it is difficult for a students to signal that she or he is going to talk or to finish conversation. The result of that their conversations run awkwardly.

Based on that reason above, the writer interested to make a research about, "STUDENTS TURN TAKING MARKER IN SPEAKING CLASS "

By considering this research, English classroom lesson in Indonesia will over the communicative competence which is very important to the ability on how to participate in a conversation.

Based on the background, the research problem can be formulated as:

1. How do the students use turn taking in speaking class ?
2. How the signal of turn taking is used in speaking class?
        Based on the problem stated above, the research objective can be formulated as:

1. To find out how the students use turn taking in speaking class.
2. To find out the signal of turn taking in speaking class
  The scope of this research is about conversation. There are several techniques in teaching conversation described by Oksana Ye. Milova (2015:178), such as small-group discussions, improvisations, debates, turn taking, role-plays and other can be performed in English language classroom in order to develop basic conversational skills necessary for real-life.

       In this research, the writer tries to limit on the turn taking as one of the technique in teaching conversation as the teaching material. It has been disscussed in the background, the writer tries to find and identify the signal that she or he would take turn to speak and pass the turn for speaking by using marker, there are implicit marker sand explicit markers. So, the writer is only focus on the use of turn taking in students conversation on third semester at FKIP Nommensen Pematangsiantar.

<div align="center">THEORETICAL REVIEW</div>

2.1. Definition of Conversation

      Conversation is an exchange of information among some participant. The importance of conversation to our normative life is increasingly evident. According to Walsh in Habibi & Gorjian's (2015: 140), everything you do, say and present is a conversation or the opportunity for conversation: what you say at a meeting or event. Conversation is a form of interactive, spontaneous communication between two or more people. A conversation works unpredictably for particular purpose since it is of a spontaneous nature. This means that the participants must be more than one person. If the participants are only two person, it is called as a dialogue. But if they are more than two participants, commonly it is called a conversation.

2.2. Kinds of Conversation
     There are four types of conversation described by Jeffrey and Laury Ford (2009: 8). Each of the four conversation has a different purpose , and produces a different kind of result or impact on the listener.

a) Initiative Conversations share new ideas, goals, visions, and futures with people who can participate in implementing and making them real.
b) Understanding Conversation build awareness and knowledge of a new or existing idea in a way that helps people see how to participate in using or accomplishing it.
c) Performance Conversation are request and promises that generate specific actions, results, and agreements, and have the way for accountability.
d) Closure Conversation support experiences of accomplishment, satisfaction, and value; strengthen accountability; and give people an honest look at the successes and failures encountered on the way to reaching a goal.

2.3. Turn Taking
     According to Fuyuko Kato (2000: 1), Turn taking is one of the basic mechanisms in conversation and the nature of turn taking is to promote and maintain talk. For smooth turn taking , the knowledge of both the linguistic rules and the conversational rules of the target language is required. Then, Muktamar Ariffin (2014: 1) state that turn taking is the basic fact of conversation, for example, a speaker can ask something to the listener and then the listener will respond the speaker's questions. As a matter of fact, turn taking plays an important role during the conversation, because if the turn taking does not run well, the conversation cannot

run well too. Levinson (1983) in Mutakmar Ariffin's (2014: 10) also state turn taking means that the speaker gives a chance to the listener, who will be the process in the conversation.

2.4. Turn Taking Rules

According to Sacks et al (1974) in Naglaa (2006: 8) state that there are some set of rules that govern the turn-taking system, which is independent of various social contexts:

a) When the current speaker selects the next speaker, the next speaker has the right, and at the same time, is obliged to take the next turn;
b) If the current speaker does not select the next speaker, any one of the participants has the right to become the next speaker. This could be regarded as self selection; and
c) If neither the current speaker select the next speaker nor any of the participants become the next speaker, the current speaker may resume his/her turn.

2.5. Turn Taking Marker

In natural conversation, the participants commonly use some linguistic features and nonlinguistic features as the markers to signal the turn taking . These markers are usually called as turn taking markers. Sacks, Schegloff, and Jafferson (1974) classify turn taking markers into two types, they are: the implicit markers and explicit markers.

a) Implicit Markers

Implicit marker has a function as a marker in a conversation. According to sacks , Schegloff, and Jafferson (1974), a marker often appears at the end of contribution in a conversation . After the listener receives a signal as a marker from the first speaker, the listener will take a new action. And then the listener will be the second speaker as the second action that the speaker takes the participation of topics provided by the previous speaker.

1) Eye Movement

Eye movement is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : How are you? [A makes an eye movement to B]

B   : Oh, I am fine. And you ? [B makes an eye movement to A]

2) Waving Hand

Waving hand is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : Hey Leo, do you know about the machine? [A waves a hand to B]

B   : Umm… I know. There is something wrong with your motorcycle?

A   : It can not turn on. Maybe after you check it, we know what cause it.

3) Nudging Elbow

Nudging the speaker's elbow is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : Hey, do you know whose car is there? [A nudging the elbow to B]

B   : Jimmy's car, maybe.

4) Poking

Poking the listener is used as a marker by a speaker that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : What do you thing about this bag? [A pokes to B]

B   : Um.. This bag looks very good.

5) Wrinkling Forehead

Wrinkled the forehead is used as a marker by a speaker that his or her turn is to finish and tell the listener in order to take the next turn(Sacks, et al, 1974)

Example:

A   : Hey, I forgot what he said earlier. [A wrinkling the forehead to B]

B   : Oh come on! He said, don't cut the blue wire.

A   : I just make sure. Thanks.

6) Lifting Shoulders

Lifting shoulders is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the nest turn (Sacks, et al, 1974)

Example:

A : I'm not sure what he said. I have not seen the facts. [A lifts the   shoulders to B]

B   : Hmmm… Me too.

7) Rising Tone

Rising the tone at the end of a sentence is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : I can't be patient anymore if he's always said about it again. Do you   hear

me ? [A raise the tone to B]

B   : Hmm? Oh yeah. Be honest to him

8) Falling Tone

       Falling the tone at the end of the sentence is used as a marker by a speaker to signal that his or her turn is to finish and tell the listener in order to take the next turn (Sacks, et al, 1974)

Example:

A   : Where were you yesterday? [A falls the tone]

B   : I was at home.

b) Explicit Markers

       The explicit marker is a part of the linguistic features that serve as a tool to invite responses from listener who were invited by the speaker. Sacks et al (1974) state that, in a conversation, a speaker invites a listener with a question, ask for suggestion, and even submit a request to the listener then the listener provides feedback to the first speaker. So, it can be concluded that in explicit marker has several marker signal. There are: suggestion marker, request marker, and question marker.

1) Suggestion Marker

       At the suggestion marker, the speaker asked for a suggestion to the listener. Then the listener will take participation to building a conversation that has been pass by the first speaker

Example:

A   : Shall we go to picnic? [A ask suggestion from B as the listener]

B   : Hmm… yes. We must fill our free time.

2) Request Marker

       At the request, the speaker submit a request to the listener. Requests submitted from the firs speaker will be taken by the listener response. When listener will respond, then the listener becomes the second speaker of the conversation that they do.

Example:

A   : Would you pass the glass, please? [A submit a request to B]

B   : Okay. [B responds the A request]

3) Question Marker

       Question is the act of question to examine by question and answer. Sacks et al (1974) say that in conversation, question often arises from the speaker, and the question word could be the beginning to start a conversation. When the speaker started the question to the listener, listener have to take an action to answer question from the firs speaker.

Example:

A   : Can you come tomorrow?

B   : Oh yes. I'll be there.

RESEARCH METHOD

3.1. Research Design

This research will be carried out by applying qualitative research. According to Creswell (2009:4), "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. data analysis inductively building from particulars to general themes. and the researcher making interpretations of the meaning of the data.". In this research, the writer applies qualitative descriptive research because the writer is only focus on the analyze and describe the data. Based on the Creswell state above, the condition data will be collected after exploring and understand the individuals or groups problem. And the researcher will be set the participants into some process and procedures to be analyze. The writer wants to find out the use of implicit and explicit markers of Turn Taking in students' conversation.

3.2. Research Object

The object of the research is to find out and analyze the implicit and explicit markers of Turn Taking used by the students in their conversation on the third semester at FKIP Nommensen Pematangsiantar.

3.3. Research Subject

The subject of this research is one group of the third semester at FKIP Nommensen Pematangsiantar, actually there are six group in speaking class,but the researcher just take one group as the data.there are 24 students in that group. The researcher chooses the subject by using puposive sampling or judgemental sampling,it is the way to choose the subject based on the specifik criteria that decided by the researcher (Kuntjojo, 2009: 32).

3.4. Research Instrument

In this research, the writer uses some instrument that used to collect the data, there are video or audio record and taking note.

1. Audio Record

The data in this research can be classified into the analyzing the conversation. According to Jafferson (2004) in Mazeland (2006: 153), state that in conversation analysis, the investigation begins with making an audio or video recording of naturally occurring talk. These recordings are carefully transcribed according to specific conventions first developed. So the suitable instrument which can be used to collect the data is audio recorder. The writer use a smart phone as the recorder which have capability to record the data of the conversation..

2. Taking Note

In addition of using the smart phone to record, the other instrument which is used to collect additional information of the recorded conversation is taking note. It is used to take information which cannot be collected by the recorder. The action of the classroom activity is the researcher writes important information about the turn taking markers which cannot be record. The information about the linguistic features such as eye movement, facial expression, and body language are written on some notes.

3.5. Technique of Collecting Data

The steps in collecting data will be carried out with two activities. Firstly, the researcher asking the students to do a conversation by giving a topic. The researcher starts his research by teaching students through role play technique. The researcher teaches students and gives clear explanation about these expressions and also gives the example in the form of dialog how to use them in English conversation. After that, the researcher asks the students to practice with their friends in front of the class.

And the second, recording the student conversation. When the researcher invites the student to present their conversation in front of the class, the researcher prepares a smart phone to record the students conversation during the data collection. And as the conversations go on, the recording are controlled as well as some notes about the conversation are taken on a small note.

3.6. Technique of Analyzing Data

After finish the collecting data activities on students' conversation/debate performance, the researcher use several steps to analyze the result. In this research, the writer follows the technique of analyzing model used by Miles and Huberman (1994: 10). In this model, the data will be carried out with three interactive steps, they are: 1) data reduction; 2) data display; and 3) conclusion drawing/verification.

1. Data Reduction (Transcribe the Conversation)

According to Miles and Huberman (1994: 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written notes or transcriptions. The purpose of the reduction is to simplify the data in order to ease the observation data. In order to transcribe the data, the researcher makes some reduction. The reduction process undergoes the exclusion of unnecessary information, such as the unimportant sounds which are not relevant for analysis, from the recording. This step can be summarized as follows:

a. Making the transcription of every individual conversations by using computer.
b. Adding the important information about paralinguistic features related to every individual conversations.

3. **Data Display**

The second step of analyzing activity is data display. Miles and Huberman (1994: 11), state that a display is an organized, compressed assembly of information that permits conclusion drawing and action. This step is the depth observation on the data which are already transcribed. The purpose is to identify any turn taking marker in every individual conversation. In addition to the analysis of the linguistics features, the analysis also includes with the observation of the paralinguistic features. This step can be summarized as follows:

a. Checking all the markers of turn taking in every individual conversation
b. Information about paralinguistic features related to every individual conversation

4. **Conclusion Drawing/Verification**

In this third step, the analysis is to classify and to describe the whole turn taking markers which were invented in the whole student conversations. The classification is made into the form of an outline according to the theory of turn taking. The classify of the turn taking marker will be used as the labels and described as follows:

a) Implicit Marker

Label 1 (Eye Movement)

Example:

A : Hey, I heard tomorrow is Daniel's birthday!

B : Oh really, I almost forget about it.

A : Let's make something bad for him (A winks his eyes to B)

B : Ha..ha.. you are evil.

Label 2 (Waving Hand)

Example:

A : Hi Nia, where are you going? (A waves her hand to B)

B : Hi.. I want to go to the library

Label 3 (Nudging Elbow)

Example:

A : Someone said to me that you already have a relationship with a girl in

    another class.

B : No! Where did you get that info?

A : Ah come on, don't be shy (A nudges his elbow to B)

B : Ouch, stop it!

Label 4 (Poking)

Example:

A : Let's go to Ramayana tonight, will you come in?

B : ......

A : Hey, I am talking to you, are you listening? (A pokes B)

B : Sorry, what did you said ?

Label 5 (Wrinkling Forehead)

Example:

A : Hmm, I don't understand with this assignment. (A wrinkles his forehead)

    How about you?

B : Me too, I can't see the clue.

Label 6 (Lifting Shoulders)

Example:

A   : Dou you see my book? I can't find it anywhere.

B   : No, I don't see it (B lifts his shoulders to A)

Label 7 (Rising Tone)

Example:

A   : Do you have 2 pens ? (A raises his tone to B)

B   : Yes, I have

A   : Can I borrow it for a while? (A raises his tone)

B   : Yes of course, here you are.

Label 8 (Falling Tone)

Example:

A   : Hey, what are you doing now? (A falls his tone)

B   : I'm writing a text for my assignment

b) Explicit Markers

Label 1 (Suggestion Marker)

Example:

A   : Hey, the holyday is about to come. How about we go to camping?

    (A ask suggestion)

B   : Of course, that is a good idea!

C   : Hmm...I will come too, we must fill our free time.

Label 2 (Request Marker)

Example:

A   : Would you pass me the ketchup, please? (A ask a request)

B   : Ok. Here it is.

Label 3 (Question Marker)

Example:

A   : the holiday is near. How will you spend it? (A ask a question)

B   : Well, I will go to Surabaya to my cousin house

DATA ANALYSIS AND RESEARCH FINDINGS

4.1. Data Analysis

In this part the researcher presents the data analysis of the Turn Taking markers types used by the third semester at FKIP Pematangsiantar. The researcher tries to analyze the signal they are the implicit marker and explicit marker as the Turn Taking markers in the data one by one that have been collected by the researcher from the the third semester at FKIP Pematangsiantar as the research subject.

The the third semester at FKIP Pematangsiantar use 8 kinds of implicit marker of Turn Taking while they are having conversation in front of their classroom. Those markers are: 1. Eye Movement; 2. Waving Hand; 3. Nudging an Elbow; 4. Poking; 5. Wrinkling Forehead; 6. Lifting Shoulders; 7. Rising Tone; 8. Falling Tone. And the students also use 3 kinds of explicit markers while they are having a conversation in front of their classroom. Those markers are: 1. Suggestion; 2. Request; and 3. Question. Those markers will be presented as the data analysis as in the following:

Data (1)

Rangga : Hi Dika.. (Rangga waves his hand to Andika)

Andika : Hi Rangga, what's up?

Rangga : I'm looking for the bookstore. Can you tell me how to get there?

Andika : No, Sorry. I don't know.

Rangga: I think I can take the bus to the bookstore. Do you know where

     the halte is?

Andika : Sure, it's over there.

Rangga : Where? I can't see it. (Rangga wrinks his forehead)

Andika : Over there across the street.

Rangga : Oh I see it now. Thanks.

Andika : No problem.

Rangga : Do you know if there is a toilet around here? (Rangga asks   Andika)

Andika : Yes, there is one here. It is in the store behind the aula.

Rangga : Okay, thank you.

Andika   : Bye.

The conversation in data (1), shows both of implicit marker and explicit marker are used by Rangga. The implicit marker are Waving Hand and Wrinkling Forehead, and the explicit marker is Question Marker. In the first turn, Rangga use waving hand as the implicit marker, it means that Rangga wants to say hallo to Andika. The second marker Rangga also use wrinkling forehead to show that he was confused because he can't see the aula that showed by Andika. The last marker, Rangga use question marker to Andika to get a

information about where is the nearby toilet. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (2)

Vetrick	: Hello, good afternoon Immanuel.
Immanuel	: Oh...hi Vetrick. What can I do for you?
Vetrick	: I just receive information that we have a English homework.
Immanuel	: Oh our English homework is from page 13. Why you didn't come yesterday? (Immanuel makes an eye movement to Vetrick)
Vetrick	: I can't, because I sick.
Immanuel	: Well, I just want to start to do my homework. How if we do it together? (Immanuel suggests Vetrick)
Vetrick	: That is a good idea. Let me go home to get my book.
Immanuel	: Okay, you better hurry.
Vetrick	: Alright, see you.

The conversation in data (2), shows both of implicit marker and explicit marker are used by Immanuel. The implicit marker is Eye Movement. The explicit marker is Suggestion Marker. First, Immanuel use eye movement to Vetrick, it means that Immanuel tries to ask or interogate why was Vetrick didn't come to school yesterday. The second, Immanuel use suggestion marker to Vetrick, it means that Immanuel tries to give an option to Vetrick relate to their homework. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (3)

Cici	: Where do you live? (Cici asks a question to Asima)
Asima	: I live on Medan street.
Cici	: Can I go there?
Asima	: With a great pleasure.
Cici	: How do we get there?
Asima	: I think it is better we go there by public transportation. (Asima suggests Cici)
Cici	: How much the fee?
Asima	: Two thousand rupiahs.
Cici	: So, let us go now.

Asima   : Ok!

The conversation in data (3), shows the participants use two kinds of explicit marker. The explicit markers are Question Marker and Suggestion Marker. First, Cici use question marker to Asima because Cici wants to know about Asima's address. The second, Asima use suggestion marker to Cici, it means that Asima give an opinion about what transportation they should take to her house. Cici use Question Marker to Asima at the end of the conversation in order to signal Asima to take a turn to continue the conversation. Asima also use Suggestion Marker to Cici, to signal Cici must take a turn to continue the conversation again.

Data (4)

Eka   : Hi Nisa, how are you?

Annisa   : Hi Eka, I am fine and you?

Eka   : I am fine too

Annisa   : What can I do for you Eka?

Eka   : I would like to ask the assignment of speaking yesterday. Can you   tell me? (Eka tries to request to Annisa)

Annisa   : Oh, our lecturer asked to make dialog about " Description " .

Eka   : Okay, thanks for that.

Annisa   : Yes, you are welcome.

The conversation in data (4), the marker that appears is only one kind of explicit marker. The explicit marker is Request Marker. Eka use request marker to Annisa. It means that Eka wants to request wheather Annisa can tell Eka about the assigment or not. The request marker gives understanding to Annisa to take a turn to continue the conversation and gives a respond to the request.

Data (5)

Neha   : Good morning Ribka. What are you doing here? (Neha pokes and

asks question to Ribka)

Ribka   : Oh, hi Neha. I just sitting and read my novel.

Neha   : Hmm, it's looks enjoyable. By the way, I want to talk something

with you.

Ribka   : What would you talk about? (Ribka wink her eyes to Neha)

Neha   : I want to invite you for vacation.

Ribka   : I don't mind, but with whom are we going ?

Neha   : Many Friends. But we have not decide our destination yet.

Ribka   : How if we go to the beach? (Ribka suggests Neha)

Neha   : Sounds great. Ok, I will go to tell the others.

Ribka   : Ok, good bye.

Neha   : Good bye. (Neha waves her hand to Ribka)

The conversation in data (5), shows both of implicit marker and explicit marker are used by the participants. The implicit marker are Eye Movement, Waving Hand and Poking. And the explicit markers are Suggestion Marker and Question Marker. First, Neha use poking and question marker to Ribka, it means Neha wants to get Ribka's attention and ask about what was Ribka did. The second, Ribka use eye movement, it means to show Ribka's curiousity about what will be talked by Neha. Ribka also use suggestion marker to give an opinion for their vacation place. The last marker, Neha use waving hand to Ribka to say good bye. Neha use the markers in order to signal Ribka to take a turn to continue the conversation. Ribka also uses some markers to Neha, so Neha must take the turn again.

Data (6)

Gita   : Hi Sarah, good morning. (Gita rises her tone)

Sarah   : Good morning Gita.

Gita   : How long we don't meet?

Sarah   : Well, long time no see you...

Gita   : by the way How month ?

Sarah   : I think it's about two months.

The conversation in data (6), the marker is only implicit marker. The implicit marker is Rising Tone. Gita use rising tone to Sarah, it means is to greet Sarah. Gita raises her tone in order to signal Sarah to take a turn and give a responds to Gita.

Data (7)

Putri   : Hello. Yessi ?

Yessi   : Oh. Hello Putri. How are you ? (Yessi waves her hand)

Putri   : I'm fine, thank you. How about you ?

Yessi   : I'm fine too. You bring a lot of things. Where do you want to go,

                   anyway ? (Yessi makes an eye movement)

Putri   : I want to go to my uncle's house.

Yessi   : Oh, I see.

Putri   : Yes, tomorrow is my uncle's birthday.

Yessi   : Really ? (Yessi rises her tone)

Putri   : Yes, Yessi.

Yessi   : And have you buy something special for your uncle ?

Putri   : Yes, I have.

Yessi   : Wow.. Your uncle must be happy to receive it.

Putri   : I hope so. (Putri falls her tone)

Yessi   : By the way, are you alone to go there ? (Yessi asks a question)

Putri   : No, I went with my parents.

Yessi   : Oh, hopefully a good trip.

Putri   : Thanks. Good bye. (Putri pokes Yessi)

Yessi   : Goodbye.

   The conversation in data (7), the participants use many implicit markers and a explicit marker. The implicit markers are Eye Movement, Waving Hand, Poking, Rising Tone and Falling Tone an the explicit marker is Question Marker. Yessi use waving hand to respond Putri's greet. Then, Yessi use rising tone, it means that she was suprised. The third marker, Putri use falling tone to show that she was agreed with Yessi's opinion. Then, Yessi also use question marker to Putri, it means that Yessi wants to know is Putri go alone or not. The last marker, Putri use poking to Yessi to get Yessi's attention and say goodbye. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (8)

Erwin   : Look, I think this homework is difficult

Dioni   : Hmm.. I think it's easy (Dioni lifts his shoulders)

Erwin   : You can say that because you are clever. Is there any other

       homework ? (Erwin asks a question)

Dioni   : There are not. Only English homework

Erwin   : Ok. Thankyou Dioni

Dioni   : You're welcome my friend

Erwin   : See you later (Erwin waves his hand)

Dioni   : See you.

   The conversation in data (9), the implicit markers are Waving Hand and Lifting Shoulders. The explicit marker is Question Marker. The first marker in this conversation is lifting shoulders. Dioni use it to show that the homework is not difficult for him. The second, Erwin use question marker, it means he wants to know another information. The last marker Erwin use waving hand, it means that Erwin wants to say good bye to Dioni. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (9)

Dahlia   : Hi Rebekka, can I ask you? (Dahlia asks a request)

Rebekka   : Oh hi Dahlia. Yes of course, what is it?

Dahlia   : What do you think about english course ?

Rebekka   : I think it is easy Dahlia.

Dahlia   : Do you like your teacher, Rebekka?

Rebekka   : Yes, I like my teacher because she is kind

Dahlia   : Can you speak English?

Rebekka   : Yes I can, why ? (Rebekka wrinks her forehead)

Dahlia   : Can you help me to learn English course? (Dahlia asks a request)

Rebekka   : Sure, I will help you Dahlia

Dahlia   : Thank you very much. When we start ?

Rebekka   : We start later evening Dahlia. Can you? (Rebekka rises her tone)

Dahlia   : Of course Rebekka. Ok, see you later.

       The conversation in data (\9), the markers are implicit marker and explicit marker. The implicit marker are Wrinkling Forehead and Rising Tone. The explicit marker is Request Marker. First, Dahlia use request marker to Rebekka, it means wheather Rebekka can be ask or not by Dahlia. Then, Rebekka use wrinkling forehead, to show why was Dahlia asked her. The third marker, Dahlia use request marker again, it means that Dahlia tries to ask Rebekka wheather Rebekka can help Dahlia to learn English. The last marker, Rebekka use rising tone, it means that Rebekka wants to know wheather Dahlia could come at night. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (10)

Indah   : Hi Laras, what is you bring?

Laras   : Oh.. This is the task given by teacher. I just read it but I can't

               understand it well. It is quite difficult I though. Have you read it ?

Indah   : Yes, I have read it

Laras   : How do you think ? (Laras wrinks her forehead)

Indah   : Hmm.. I think it is difficult. I also can't uderstand it well. (Indah

               lifts her shoulders)

Laras   : Hm.. How if we do it together ? Study and together ? (Laras give

               a suggest)

Indah	: That's good idea. (Indah rises her tone)
Laras	: So, where will we go ? At my house or yours ?
Indah	: We better at my house, so if we feel difficulties, probably
	my sister can help us.
Laras	: That's right. What time will we start ?
Indah	: How about 3 p.m ? . Can you ?
Laras	: Of course I can.
Indah	: That's good

The conversation in data (10), the markers are implicit marker and explicit marker. The implicit marker are Wrinkling Forehead, Lifting Shoulders and Rising Tone. The explicit marker is Suggestion Marker. Laras use wrinkling forehead, it means that she feels confuse. Second, Indah use lifting shoulders to show the lack of understanding of her. Laras also use suggestion marker, it means that Laras tries to give opinion about how they will do their homework. Then, Indah use rising tone, it means to show that Indah was agreed with Laras' idea. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

Data (11)

Luthfi	: Hi Andreas..
Andreas	: Hi...
Luthfi	: Are you ok? You don't look good? (Luthfi pokes Andreas)
Andreas	: Yeah, I don't feel well. I feel so hungry because I don't have a
	breakfast this morning. Can you accompany me go to canteen?
	(Andreas asks a request to Luthfi)
Luthfi	: Oh ok, let's go then.

The conversation in data (12), the implicit marker is Poking and the explicit marker is Request. Luthfi use poking, it means that he wants to get andreas' attention. Then, Andreas use ask a question to Luthfi for accompanied him to canteen. Luthfi pokes Andreas in order to signal Andreas to take a turn to continue the conversation. Andreas also requests Luthfi, to signal Luthfi must take a turn and give a respond.

Data (12)

Valentina	: What sport do you like ?
Susi	: I like swimming. I am not so good in swimming, but I enjoy it.
Valentina	: Why do you like to swimming? (Valentina asks a question)
Susi	: It's very interesting and it takes my mind off my work. What is

your hobby Valentina ?

Valentina   : My hobby is cooking and singing too

Susi   : You must like music, musn't you ? (Susi nudging her elbow)

Valentina   : Sure, I like it because my hobby is singing. How about you ?

Susi   : I like listening music too

Valentina   : What music do you like sus?

Susi   : I like alternatif music pop, and you ? (Susi makes an eye

movement)

Valentina   : I like slow music. But sometimes I like pop as well. What do you

do in your spare time ?

Susi   : I usually read books while hearing music

Valentina   : Oh it is so good for you.

The conversation in data (12), the markers are implicit marker and explicit marker. The implicit marker are Eye Movement and Nudging Elbow. The explicit marker is Question Marker. Valentina use question marker, it means that she wants to know the reason why Susi like to swimming. Then, Susi use nudging elbow, it means that she tries to attracting Valentina with her question. The speaker in this conversation use the markers in order to signal the listener to take a turn and give a responds to the speaker.

4.2. Research Findings

After analyze the data, the writer makes some findings from the data analysis. And the findings in this research can be described as follows:

1. The students of third semester at FKIP Pematangsiantar were used Eye Movement as the implicit marker. This marker was used in data (2), data (5), data (7). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
2. The students of third semester at FKIP Pematangsiantar were used Waving Hand as the implicit marker. This marker was used in data (1), data (5), data (7), and data (9). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
3. The students of third semester at FKIP Pematangsiantar were used Poking as the implicit marker. This marker was used in data (5), data (7), data (12), and data (15). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
4. The students of third semester at FKIP Pematangsiantar were used Wrinkling Forehead as the implicit marker. This marker was used in data (1), data (10),. This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
5. The students of third semester at FKIP Pematangsiantar were used Lifting Shoulders as the implicit marker. This marker was used in data (9). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
6. The students of third semester at FKIP Pematangsiantar were used Rising Tone as the implicit marker. This marker was used in data (6), data (7), data (10). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.

7. The students of third semester at FKIP Pematangsiantar were used Falling Tone as the implicit marker. This marker was used in data (7) and data (8). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
8. The students of third semester at FKIP Pematangsiantar were used Suggestion Marker as the explicit marker. This marker was used in data (2), data (3), data (5). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
9. The students of third semester at FKIP Pematangsiantar were used Request Marker as the explicit marker. This marker was used in data (4), data (10), data. This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.
10. The students of third semester at FKIP Pematangsiantar were used Question Marker as the explicit marker. This marker was used in data (1), data (3), data (5), data (7), data (8), data (9). This marker used as a signal to take and pass the turn while they were having a conversation in front of their classroom.

4.3. Interpretation

Based on the finding in this research, the writer interprets the third semester at FKIP Pematangsiantar use the Turn Taking as the signal to start or finish talking while they were in conversation. The third semester at FKIP Pematangsiantar also use some kind of the Turn Taking markers in their conversation. The markers are implicit marker and explicit marker.

These facts is related to Sack, et al (1974) theory that has been explained in the earlier chapter. In their theory, turn taking can be classified into two types, namely, implicit marker and explicit marker. They were stated that in implicit marker contains paralinguistic features or it can be known as body language, and prosodic features that can be known by the rising or falling tones that are used in the marker signal in the conversation. The explicit marker is a part of the linguistic features that serve as a tool to invite responses from the listener who were invited by the speaker.

The research conducted in this study indicates that the third semester at FKIP Pematangsiantar conform to this theory while they were participate in a conversation in front of their classroom.

4.4. Discussion

Before the writer did the research, the writer was interested to analyze the use of the Turn Taking in a conversation. The writer also want to find out the Turn Taking markers that used in a conversation, they are implicit marker and explicit marker. So the writer do the research with the third semester at FKIP Pematangsiantar as the research subject.

The the third semester at FKIP Pematangsiantar use the Turn Taking as a signal to take or pass the turn when they are have or participate in a conversation in front of the classroom. They are use 8 kinds of Turn Taking markers as implicit marker. The markers are: Eye Movement, Waving Hand, Nudging Elbow, Poking, Wrinkled Forehead, Lifting Shoulders, Rising Tone, and Falling Tone. They also use 3 kinds of Turn Taking markers as explicit marker. The markers are: suggestion, request, and question. These results have relevant with Sack, et al. (1974) theory, that state turn taking can be classified into two types, namely, implicit marker and explicit marker.

CONCLUSIONS

In this research, the writer will provide some conclusions that will be answer the research problems which are formulated in chapter 1. The conclusions will be explained as follows:

1. The result of this research showed that the third semester at FKIP Nommensen Pematangsiantar were use Turn Taking in their conversation to tell that they want to pass a turn in order to signal the other participant takes the next turn in their conversation.
2. The the third semester at FKIP Nommensen Pematangsiantar use some kinds of implicit marker as the Turn Taking marker while they having a conversation in front of their classroom. The implicit marker include: Eye Movement; Waving Hand; Nudging an Elbow; Poking; Wrinkling Forehead; Lifting Shoulders; Rising Tone; and Falling Tone.
3. The the third semester at FKIP Nommensen Pematangsiantar use some kinds of explicit marker as the Turn Taking marker while they are having a conversation in front of their classroom. The explicit marker include: Suggestion; Ask Request; and Ask Question.

REFERENCES

1).Abdelrahim, Naglaa Mohammed. 2006. *Turn-Taking Behaviour And Gender Differences in Speech: A Case Study of a Group of Educated Sudanese.* A Thesis. University of Khartoum

2).Arifin, Muktamar. 2014. *The Study of Turn-Taking System in Indonesia Lawyer Club Talk Show.* A Thesis. Makassar: Hasanuddin University.

3).Brennan, Susan E. 2010. *Conversation And Dialogue.* Encyclopedia of the Mind. SAGE Publication.

4).Cresswell, J. W. 2009. *Research Design Qualitative, Quantitative, And Mixed Methods Approaches,* second edition. California: SAGE Publication International Educational And Professional Publisher.

5).Ford, Jeffrey & Ford, Laurie. 2009. *The Four Conversation: Daily Communication That Gets Result.* Berrett-Koehler Publisher.

6) Habibi, P. & Gorjian, B. 2015. "The Potential Impact Of Turn Taking and Wait Time on Iranian Foreign Language Classroom Interaction Enchancement". *International Journal of Language Learning and Applied Linguistics World* (IJLLALW). Volume 8(4), April 2015; 137-150.

7) Kato, Fuyuko. 2000. *Discourse Approach to Turn Taking From The Perspective Of Tone Choice Between Speakers.* A Thesis. The University Of Birmingham.

8) Mazeland, H. 2006. *Conversation Analysis.* University of Groningen. Netherland.

9) Miles, Matthew B. & Huberman, A. Michael. 1994. *Qualitative Data Analysis An Expanded Sourcebook*, second edition. London: SAGE Publication International Educational And Professional Publisher.

10) Milova, Oksana Ye. 2015. *Teaching Conversation in English Language Classroom: Conversational Techniques.* ISS Online: 2312-5829.   , 2015,   2 (10).

11) Kuntjojo. 2009. *Metodologi Penelitian.* Kediri

12) Palupiningtyas, Puspita. 2010. *Some Problems in Teaching Conversation At Seventh Grade Of SMP N 20 Surakarta.* Faculty Of Letters And Fine Arts Sebelas Maret University. Surakarta.