

**TURN-TAKING STRATEGIES USED BY ENGLISH
EDUCATION STUDENTS IN UIN RADEN INTAN LAMPUNG:
AN ENGLISH CONVERSATION ANALYSIS**

A THESIS

Submitted as a Partial Fulfillment Requirement for S-1 Degree

By:

Aam Aminaturrizki

NPM : 1911040001

Study Program : English Education



**TARBIYAH AND TEACHER LEARNING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H/2024 M**

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**TARBIYAH AND TEACHER LEARNING FACULTY
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ABSTRACT

Turn-taking strategies help conversations run smoothly. Although many studies have examined turn-taking from movies and videos on the internet, few turn-taking studies have been conducted in the classroom. There are conflicts that students experience when having conversations, called turn-taking irregularities (Overlapping, pausing, interrupting), which have an impact on the distribution of turn-taking strategies in each type (Taking, Holding, Yielding). The purpose of this study is to find out the types of turn-taking strategies used by 3rd semester students majoring in English education at UIN Raden Intan Lampung in Speaking in professional context class.

The research method used was qualitative, where 1 class out of 7 classes in semester 3 was randomly selected to collect data. Data collection techniques were direct observation by the researcher and documentation in the form of video recordings and photographs. Stenstrom's theory was used to assess turn-taking strategies, and Jefferson's transcription symbol was used to represent the data.

A total of sixty data points were collected for the study: twenty-one from the Yielding the Turn strategy, twenty from the Holding the Turn strategy, and nineteen from the Taking the Turn strategy. The findings show that yielding the turn is the most frequently used specific strategy during conversation, and taking the turn is the least used strategy in conversation. It can be concluded that subject has an effect on the resulting strategic turn-taking and the smoothness of the conversation.

Keywords: *Conversation Analysis, Turn-Taking Strategies, Classroom*

DECLARATION

I hereby declare this thesis entitled “Turn-Taking Strategies Used by English Education Students in UIN Raden Intan Lampung: An English Conversation Analysis” is definitely my own work that the best my knowledge and belief. No material previously published or written by another person or material which substantial extent has been accepted for the award of any other degree of diploma from the university of other institute of higher learning and I am fully aware that I have quoted some statement and theories from various source and they are properly acknowledge in the text.

Bandar Lampung, 22 March 2024

Declaration by,



Aam Aminaturrizki



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ADMISSION

The following thesis entitled:

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
سَيَهْدِيهِمْ وَيُصْلِحُ بَالَهُمْ

He will guide them and set right their state.¹

(Q.S Muhammad: 5)



¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of The Noble Quran in The English Language* (Madinah: King Fahd Complex for The Printing of The HolyQur'an, n.d.).

DEDICATION

I dedicate this thesis to the followings:

1. Allah SWT who provides me guidance and strength, particularly as I'm working on my thesis. His blessing and mercy are crucial for finishing this thesis, therefore thank you for making it all possible.
2. My precious parents, Mr. M.Thobiin and Mrs. Nuryati who never stop encouraging me to follow my dreams and cherish every decision I make in life. You also never stop praying for me so that I can finish everything in life especially my thesis. I dedicate this thesis to you and thank you for being supportive parents constantly.
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CURRICULUM VITAE

Aam Aminaturrizki, also known as Aam wrote this thesis. She is the third daughter of Mr. M.Thobiin and Mrs. Nuryati, and she was born in Lampung on April 12, 2001. She has an older sister, Yulyana, and an older brother, Edwarsyah.

She graduated in 2013 from MIS Mathlaul Anwar Sukamernah, Gunung Alif. Then, she graduated from both junior high school at MTsN 2 Tanggamus and senior high school at MAN 1 Pringsewu in 2016 and 2019, respectively. She attended the English Education department of Raden Intan State Islamic University of Lampung in Sukarame from 2019 to 2023 to complete her bachelor's degree.



ACKNOWLEDGEMENT

First of all, the researcher would like to express her profound gratitude to Allah SWT, who has blessed and been merciful to her in allowing her to finish her studies at the Raden Intan State Islamic University of Lampung. Moreover, she would like to extend her warmest greetings and prayers to the Prophet Muhammad (peace be upon him), who was sent by Allah to illuminate the way for humankind and bring about divine salvation.

This thesis entitled “Turn-Taking Strategies Used by English Education Students in UIN Raden Intan Lampung: An English Conversation Analysis” is presented to the English Education Study Program of Raden Intan State Islamic University of Lampung. The primary aim of writing the thesis is to fulfill students’ partial fulfillment of the requirement to obtain S-1 degree. Furthermore, in order to acknowledge their contributions, time, and advice on this thesis, the researcher would like to thank the following individuals. They are:

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2. Prof. Dr. Hj. Nirva Diana, M.Pd, Dean of the Faculty of Tarbiyah and Teaching Training Raden Intan State Islamic University of Lampung with all staff, who gives the opportunity to researcher until the end of this thesis composition.
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Finally, it's important to acknowledge that nobody is perfect and acknowledge the numerous weaknesses in this concept. Consequently, I would appreciate any feedback and recommendations from readers to help me make my thesis better. Additionally, readers in general and scholars in particular, particularly those working as English teachers, can benefit from these aspects of the thesis.

Bandar Lampung, 22 March 2024
The Researcher,

Aam Aminaturrizki
NPM. 1911040001

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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title of this thesis is Turn-Taking Strategies Used by English Education Students in UIN Raden Intan Lampung: An English Conversation Analysis. To avoid future misunderstandings and to better understand the title of this thesis, the meaning indicated by the thesis's title is explained as follows:

In a conversation, turn-taking allows you to arrange who is speaking and who is listening.² Turn –taking is a term used in conversation when someone takes a turn speaking.³ When someone holds a conversation with another individual, they utilize turn-taking strategies inadvertently. The process of taking turns is governed by a variety of rules. Sacks, Schegloff, and Jefferson described how interlocutors build and assign turns in a methodical manner. First, the speaker chooses herself and continues to speak. The second, speaker selects the next speaker. The third, when a speaker selects another speaker instead of the next.⁴

In a 1996 article for the Harvard Business Review and a previous book, Porter made the case that competitive strategy is "about being different." "This implies purposefully choosing a distinct collection of activities to deliver a unique

² Hasbiyah Srianah Amir and Juvrianto Chrissunday Jakob, "Male and Female Teachers' Turn Taking Strategies in EFL Classroom Interaction," *International Journal of Progressive Sciences and Technologies (IJPSAT)* 19, no. 1 (2020): 176–82, <https://doi.org/10.2139/ssrn.3559128>.

³ Wendi Agustianto, Sribagus, and Lalu Jaswadi Putera, "Analysis of Turn-Taking Strategies Used in Jimmy Fallon ' S the Tonight Show Interviews," *Bintang: Jurnal Pendidikan Dan Sains* 2, no. 3 (2020): 386–403, <https://ejournal.stitpn.ac.id/index.php/bintang/article/view/988>.

⁴ Nur Trihandayani Rivai, "Turn-Taking Strategies Produced by Male and Female Presenters in American TV Shows," *Lexicon* 6, no. 2 (2019): 228–37, <https://doi.org/10.22146/lexicon.v6i2.54480>.

blend of values,” he continued. As a result, strategy is a plan that is constructed to attain the intended end result.

Stenstrom wrote about turn-taking strategies in her book “An Introduction to Spoken Interaction.” Stenstrom is a Norwegian linguist who specializes in corpus linguistics, sociolinguistics, pragmatics, and discourse analysis.⁵ Participants can arrange the shift between speaking and listening roles by using turn-taking strategies. The role of the other participants should be assumed by the speaker who is facilitating the discussion or chat. A, talks, stops; B, starts, talks, stops; is the turn-taking patent. As a result, it generates the pattern A- B- A-B-A-B.⁶ To do this, speakers need be aware of the turn allocation rules' standard structure. There could be intense pressure on the other participants to wrap up their talks if the present speaker selects the person who will speak next.⁷

Conversation is a one-on-one interaction between two people in which they discuss something significant or not relevant to them. Everyone must engage with other people in their daily lives. A conversation in English is one that takes place in English. In the classroom, English conversation is frequently employed in teaching and learning process, either between teachers and students or between students.

Analysis is an attempt to solve or decompose a unit into various lowest units. To put it simply, analysis is the process of dissecting large, complex information into smaller pieces in order to comprehend it better. The analysis's basic purpose is

⁵ Yasa Ayatina Ashidiq and Ice Sariyati, “Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News,” *BRIGHT Journal of English Language Teaching, Linguistics and Literature* 5, no. 1 (2021): 40–51.

⁶ Ibid.

⁷ Rohmatul Fitriyah Dewi, Suharsono Suharsono, and Ahmad Munir, “Turn Taking Strategies and Its Relations To Efl Learners' Personality and Power in the Interaction of English Conversation Class,” *ETERNAL (English, Teaching, Learning, and Research Journal)* 4, no. 2 (2018): 288–305, <https://doi.org/10.24252/eternal.v42.2018.a12>.

⁸to identify a number of data attained from a particular population, in order to get a conclusion.

Through collaboration, participants in Conversation Analysis work together to extract authentic forms of social interaction as part of a social research methodology. Conversation analysis is the study of talks, according to Wooffitt. CA recognises the context of a conversation, particularly the ways in which speakers take turns perceiving and responding to one another. A lot of things might go wrong during a conversation, but it can also go well on occasion. These situations are under the scope of conversation analysis.⁹

Therefore, the purpose or objective of presenting the title of the thesis about Turn-taking Strategies Used by English Education students in UIN Raden Intan Lampung: An English Conversation Analysis is to analyse the turn-taking strategies used by students in the classroom.

B. Background of the Problem

Human interaction and communication depend on language. Language is the medium through which someone's message will be communicated; thus, language is the most important aspect of life. People can communicate with one another by utilizing language. In order to comprehend different cultures, individuals need language.¹⁰ According to Holmes, most people develop attitudes toward language that reflect their opinions of those who speak it. It suggests that there is a connection between an individual's actions and language use.¹¹

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⁹ Ashidiq and Sariyati, "Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News."

¹⁰ Novita Kusumaning Tyas and Febi Gilang Pratama, "Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura," *Allure Journal* 2, no. 2 (2022): 96–104, <https://doi.org/10.26877/allure.v2i2.11997>.

¹¹ Ibid.

It is essential that speakers and listeners communicate coherently with one another.¹² When speaking and expressing oneself in the target language, students frequently experience anxiety and run into difficulties, according to Hamzah and Ting. This suggests that not all students have the guts to speak in front of their peers. In addition, students will face a significant difficulty when communicating in the target language: interacting with the speaker. This is what makes speaking a challenging skill for students, particularly in the area of communication.¹³ A verbal exchange involving two or more individuals is called a conversation. A discussion takes on a distinct quality that is added by the way each individual arranges their speaking turns.¹⁴ Furthermore, it has an impact on the conversation's organisation as well. In light of this, Lunenburg claimed that communication is the act of passing along knowledge and understanding.¹⁵ Pre-sequence, major-sequence, and closing sequence are three stages of a conversation's sequence. Speakers' lingua franca and conversational tactics for allocating and arranging turns are impacted by the sequence.¹⁶ A method for analysing and

¹² Yanti Kristina Sinaga, Marnala Pangaribuan, and Nanda Saputra, "Turn-Taking Strategies Analysis in Conversation between President Jokowi and Boy William in Nebeng Boy Youtube Channel," *LingLit Journal Scientific Journal for Linguistics and Literature* 2, no. 3 (2021): 91–102, <https://doi.org/10.33258/linglit.v2i3.509>.

¹³ Putri Elbalqis and Satria Adi Pradana, "Portraying Students' Speaking Foreign Language Anxiety Level During Online and Offline Learning" 15, no. 1 (2022): 45–58.

¹⁴ Desi Dwi Natalia, Fajar Subekti, and Ni Ketut Mirahayuni, "Turn Taking Strategies in Political Debates," *ANAPHORA: Journal of Language, Literary and Cultural Studies* 2, no. 2 (2019): 56–63, <https://doi.org/10.30996/anaphora.v2i2.3365>.

¹⁵ Meilyana Exaudi Simbolon et al., "An Analysis Of Turn Taking Strategies Used By Joko Widodo In An Interview With Metro Tv," *Central Asian Journal of Literature Philosophy and Culture* 2, no. March (2021): 24–35, <http://www.cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/79/63>.

¹⁶ Cao Thi Hong Phuong and Pham Xuan Tho, "Turn-Taking Strategies Used in a New Zealand Radio Interview Programme and Pedagogical Implications in Language Classrooms," *VNU Journal of Foreign Studies* 35, no. 6 (2019): 16–27, <https://doi.org/10.25073/2525-2445/vnufs.4474>.

investigating spoken language that has only lately been created is called conversation analysis.¹⁷

Everyone has the ability to try to gain control in any circumstance where it is not predetermined. This is called turn-taking.¹⁸ Turn taking is a style of communication when speakers switch roles during a discourse, according to Ghilzai & Baloch.¹⁹ Because it involves how a discussion is organized, turn-taking is a fascinating topic for research. The practice of having conversational partners take turns speaking is known as turn-taking.²⁰

Maintaining the flow of the discourse is the true goal of taking turns. Turn-taking strategies include relinquishing, keeping one's turn, and taking one. The philosophy of Stenstrom is the basis of these strategies.²¹ There are several ways for people to communicate, such as in formal and informal situations or in daily conversation and institutions. The goal of the discussion should be fulfilled regardless of the types of conversational situations that individuals engage in on a daily basis, thus it's crucial to learn how to organize and take turns speaking in encounters.²²

The lecturer tends to dominate the class discussion when the lecturer is discussing the content and other students speak up without waiting for their turn or when the lecturer asks a student to speak but no one speaks. Students who speak²³ during class discussions without being noted also experience

¹⁷ Nur Shabrina Hasan and . Sumarsih ., "The Rules of Turn Taking Strategies in Ellen Talk Show," *Linguistik Terapan* 18, no. 1 (2021): 63–67, <https://doi.org/10.24114/lt.v18i1.25380>.

George Yule, *Pragmatics. In Areal Features Of The Anglophone World*, 1996.

¹⁹ Tyas and Pratama, "Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura."

²⁰ Agustianto, Sribagus, and Putera, "Analysis of Turn-Taking Strategies Used in Jimmy Fallon ' S the Tonight Show Interviews."

²¹ Ibid.

²² Harris Hermansyah Setiajidi et al., "The Analysis of Turn Taking Strategies in Efl Classrooms," *Beyond Linguistika* 2, no. 2 (2020): 1–6, <https://doi.org/10.36448/bl.v2i2.1775>.

²³

this situation. It is called as turn-taking irregularities.²⁴ There are three types of irregular turn-taking: overlapping, pausing, and interrupting. First, overlapping happens when two or more persons speak at once. Second, when speaking in a conversation, pauses are periods of silence. Usually, this takes 2.5 to 3 seconds. The third type of turn-taking irregularity is interrupting, which happens when the following speaker begins speaking before the first speaker has finished speaking. Participants in a conversation must be aware of who has the right to speak, when to join the conversation, how long to wait before responding, and when to remain silent and when to talk. These factors must be considered in order to prevent communication conflicts and effectively transmit the message.

Through conversational analysis, this research significantly advances scientific knowledge of language development, especially in relation to turn-taking strategies used in the classroom. This study is crucial because it will help us better understand how lecturer creates conversation in English classes, how students react to questions or statements from lecturer, how lecturer and students converse with one another, and how they alternate speaking turns to ensure that the learning process is efficient. People tend not to realize if they are using turn-taking strategies in their conversation but they do not yet have knowledge of turn-taking strategies. Through interactions with students in the classroom, the researcher in this study presents an overview of the various turn-taking strategies. Therefore, Speaking lecturer and students are chosen as the research subjects in institutional conversations. The number of interactions between lecturer and students to communicate with one another was taken into consideration, particularly in Speaking in Professional Context's lectures. All types of classroom conversations—whether they are between students and lecturer or between students and other students—are very fascinating to examine

²⁴ Simbolon et al., "An Analysis Of Turn Taking Strategies Used By Joko Widodo In An Interview With Metro Tv."

since the discussions will provide a wealth of information about turn-taking strategies. The types of turn-taking strategies will also be examined by the researcher that are most frequently used in these conversations. Thus, the aim of the research is to analyse the type of turn taking strategies used by English Education students of Tarbiyah and Teacher Learning Faculty UIN Raden Intan Lampung.

C. Focus and Sub-Focus of the Research

This research focuses on turn-taking strategies in conversation in the Speaking in Professional Context class, which is used by third semester English education majors at Raden Intan state Islamic University Lampung. The sub-foci of this research are taking the turn, holding the turn and yielding the turn²⁵ used by third semester English Education students.

D. Problem Formulation

Based on the primary and secondary focus, formulations of this problem are:

1. How is taking the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty?
2. How is holding the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty?
3. How is yielding the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty?

²⁵ Anna-Brita Stenstrom, *An Introduction to Spoken Interaction*, vol. 5 (New York: Longman Publishing, 1994).

E. Objectives of the Research

In light of how the problem was formulated, the study's objectives are:

1. To find out taking the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty.
2. To find out holding the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty.
3. To find out yielding the turn strategy used by 3rd semester English Education students in Speaking in Professional Context class at Raden Intan State Islamic University of Lampung's Tarbiyah and Teacher Learning Faculty.

F. Significance of the Research

Theoretical Contribution:

1. This study will contribute to the growing body of knowledge on turn-taking strategies in English discourse.
2. The research findings, particularly those pertaining to turn-taking strategies, can be utilized to enhance conversation analysis research.
3. Turn-taking strategies can be used as a reference to organize conversations.

Practical Contribution:

1. To improve the student's awareness of turn-taking strategies. Students can apply strategies in any conversation or in a relevant formal discussion.
2. For the teachers, turn-taking strategies can help teachers support and assist in teaching and learning processes in the classroom, making it more effective, especially during discussions or presentations.

3. For other researchers, to broaden their knowledge and enrich on conversation analysis, particularly turn-taking strategies used in the classroom.

G. Relevant Previous Research,

Numerous previous research studies are pertinent to the current field of study. Agustianto, Sribagus, and Putera conducted the first study, which was titled "Analysis of Turn-Taking Strategies Used in Jimmy Fallon's The Tonight Show Interviews". The study's goal is to examine turn-taking strategies on "Jimmy Fallon's The Tonight Show Interviews," and the research problem is that there are notable variations that arise when speakers and listeners do not understand and recognize turn-taking strategies. The research methodology employed a descriptive qualitative method, with the guests and hosts of "Jimmy Fallon's The Tonight Show Interviews" serving as the sample population. The video was the instrument used in this investigation, which employed the documentation data gathering strategy. In this study, the categories and subcategories suggested in Stenstrom's theory of turn-taking strategies were used to select, categorize, and classify data containing turn-taking strategies. Based on the results, the researchers discovered that Jimmy Fallon, the host of "The Tonight Show Interviews", employed a variety of turn-taking strategies with both the guests and himself.

The second previous study, written by Pradana and Laila, was titled "Turn-taking in the Classroom session in the movie Freedom writers by La Gravenese (2007)."²⁶ The research problem in this study is the absence of rules and purpose for turn-taking in the classroom sessions from the movie "Freedom Writers." Among other things, research objectives include figuring out the rules S and H follow when taking turns in the classroom sessions from the movie "Freedom

²⁶ Wahyu Aji Pradana and Malikatul Laila, "Turn-Taking in the Classroom Session in the Movie Freedom Writers by Richard La Gravenese (2007)," *Ethical Lingua: Journal of Language Teaching and Literature* 7, no. 2 (2020): 281–87, <https://doi.org/10.30605/25409190.217>.

Writers" and outlining the purpose of turn-taking in the classroom session from the movie "Freedom Writers." Qualitative descriptive research design was used, and the sample consisted of teacher and students who participated in the discussion depicted in the film "Freedom Writers." The data collection technique used is recorded live discussions in a classroom, and the instrument in the Freedom Writers movie is listening and recording conversation. Researcher used the turn-taking strategies hypothesis developed by Sacks, Schegloff, and Jefferson to analyse the data. Researcher applied Cutting's theory of pragmatics—which includes conversational analysis and context—to ascertain the turn-taker's intention. The researcher deduces that the ending has to do with Cutting's theory of interpreting speech intentions in a classroom setting and Sacks' theory of turn-taking in the movie "Freedom Writers."

Habibi, Hidayat, and Alek wrote the third previous study. This study's title is "Turn-taking in *Mata Najwa* talk show about *Ragu-ragu Perpu* (Doubtful of legal rules)."²⁷ The talk show study topic is defined as an interactive discourse presenting a contentious issue or an individual's viewpoint. The research goals are to examine the crucial aspect of turn-taking in the *Mata Najwa* talk show about *Ragu-Ragu Perpu* (doubtful of principles of law). The research design used qualitative research and research subjects used six invited speakers, and moderator. In this previous study, data was collected in the form of a document, and data was analyzed using a video instrument. The authors concentrate on how they perceive the process of turn-taking in *Mata Najwa's* talk show. When someone communicates in daily life, this phenomena is regularly seen. The results demonstrate that interruptions and overlap predominate in the interactions between the seven talk show speakers. It shows that twenty-

²⁷ Firdaus Habibi, Didin Nuruddin Hidayat, and Alek Alek, "Turn Taking in Mata Najwa Talk Show 'Ragu-Ragu Perpu' Episode: A Conversational Analysis," *Journal of Pragmatics Research* 2, no. 1 (2020): 80–97, <https://doi.org/10.18326/jopr.v2i1.80-96>.

four utterances express the presence of interruptions, while sixteen speakers demonstrate overlapping.

Amir and Jakob wrote the fourth previous study. This study is titled "Male and Female Teachers' Turn-Taking Strategies in EFL Classroom Interaction." As the teacher was outlining the course material, research problem was students who spoke up right away without showing any indication that they wanted to respond. The objectives were to answer three questions: first, the common turn-taking strategies used by male and female teachers in EFL classroom interaction; second, reason of male and female teachers take turns in EFL classroom interaction; and third; the differences between turn-taking strategies used by male and female teachers in EFL classroom interaction²⁸ The research design employed the qualitative technique, using two male and two female teachers as study subjects. This previous study used a random sampling technique. Observation and interview instruments used to collect data. In order to analyse data, the researchers posed some questions to the participants concerning the type of turn taking that occurred during interaction as well as the different ways that male and female teachers apply turn-taking. In addition, this utterance will reveal whether there are differences due to gender teachers. These are the outcomes: 1. The three types of turn-taking strategies—taking, holding, and yielding—that are commonly employed by both male and female teachers in EFL classroom interactions. 2. Male teachers take turns because they want to command students' attention, organise them, clarify the question, and either inspire or compel them to remain silent. While teaching, female teachers take turns in order to command pupils' attention, reiterate instructions, get silence from them, or inspire them. 3. The ways that male and female teachers take turns are different. Female teachers employ verbal cues,

²⁸ Amir and Jakob, "Male and Female Teachers' Turn Taking Strategies in EFL Classroom Interaction."

lexical repetition, prompting and filled pauses more frequently than male teachers.

Rivai wrote the fifth previous research. This study is titled "Turn-taking strategies by male and female presenters in American TV shows." The study goal is to examine how male and female talk show hosts take turns during a conversation. The research topic addressed is that male and female presenters on "American TV shows" overlap and interrupt other speakers during the discussion. Research design employed qualitative approach, with Jimmy Kimmel, Ellen DeGeneres, male guest Anthony Anderson, and female guest Kate Hudson serving as research subjects. In this previous study, data was collected through video or audio recording and instrument is transcription of the record. Stenstrom's theory was applied to the data in order to analyse the presenters' turn-taking strategies.²⁹ The study's findings also show that prompting is the primary tactic used by both male and female presenters to ensure that visitors take turns. Additionally, there were variations between the approaches taken by male and female presenters. It can conclude that whereas Ellen DeGeneres as the female presenter, employed the approach of giving up in her chat with the female guest, while Jimmy Kimmel as the male presenter, never used it in his conversations.

Numerous references are cited that are relevant to the research's title "Turn-taking Strategies used by English Education Students in Raden Intan State Islamic University of Lampung: An English Conversation Analysis." In some previous studies, researcher got a lot of insights of turn-taking strategies. Nevertheless, she found some similarities and differences from previous research, one of similarities are the topic discuss of turn taking strategies. However, based on relevant previous research, there is a population gap. There hasn't been enough research done on some of these

²⁹ Rivai, "Turn-Taking Strategies Produced by Male and Female Presenters in American TV Shows."

subpopulations. The third semester English Education Study Program students in Speaking class appear to be important and worthy of investigation in this context of turn-taking strategies. Research of this group is important because most of the students converse straight without using signs. Furthermore, previous research has focused primarily on this population of public figures video or movie. This research also provides some unique information, as not many studies have been done on students in the classroom.

H. Research Method

1. Research Design

The research design utilised in this study is qualitative. Qualitative design is suited for this study since it explicitly analyses how English Education students at Tarbiyah and Teacher Learning Faculty Raden Intan State Islamic University of Lampung use the turn-taking strategy. In contrast to a quantitative method, qualitative research focuses more of an emphasis on textual articulation than empiricism.³⁰ In 2016, Ruark & Fielding-Miller clarified that using a qualitative methodology helps researchers collect data thoroughly and generate a detailed analysis.³¹ Moreover, the complexity of a qualitative research design might vary based on the researcher's level of experience with a given methodology.

Qualitative research approaches respect people's subjective experiences, in-depth meaning, and ways of making sense of the world. By investigating the meanings people ascribe to their actions, environments, situations, people, and possessions, these techniques help us gain a

³⁰ K. A. A. N. Thilakarathna K. P Mathotaarachchi, "Philosophy of Approaches in Social Sciences: A Review of Positivism, Phenomenology and Critical Social Sciences in Qualitative Research," *Technium Social Sciences Journal* 20, no. June (2021): 944–52.

³¹ Habibi, Hidayat, and Alek, "Turn Taking in Mata Najwa Talk Show 'Ragu-Ragu Perpu' Episode: A Conversational Analysis."

comprehensive understanding of a subject. These methods are based on inductive designs intended to produce rich, descriptive data and generate meaning. Exploratory or descriptive research is where qualitative methods are most frequently applied (although they can be used in research with other goals).³²

2. Research Subject

Tarbiyah and Teacher Learning Faculty at Raden Intan State Islamic University of Lampung's English Education students in "Speaking in Professional Context" class is the research subject, purposive sampling is used as a sampling technique. Purposive sampling, in Creswell's definition, refers to researcher selecting subjects or locations for their studies based on their ability to address the issues and phenomena under investigation.³³ Purposive sampling, according to Sugiyono, is a sampling strategy that researcher use when they have certain considerations when selecting samples or sampling for specific purposes. The set criteria state that in order to get the right results, researcher must explore various sources for information and assistance.³⁴ The Speaking in Professional Context course was taught in seven classes during the third semester, and English education students were selected from the beginning to be the subjects of research and data collection. As data collection was not possible in large numbers, the research subjects were selected using sampling techniques. Next, the data gathered from these participants is examined using Stenstrom's theory of turn-taking strategies. In

³² Patricia Leavy, *Research Design* (London: The Guilford Press, 2017).

³³ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed-Methods Research*, SAGE, 3rd ed. (California, 2009), <https://doi.org/10.1128/microbe.4.485.1>.

³⁴ R O Santina, F Hayati, and R Oktariana, "Analisis Peran Orangtua Dalam Mengatasi Perilaku Sibling Rivalry Anak Usia Dini," *Jurnal Ilmiah Mahasiswa ...* 2, no. 1 (2021): 1–13, [file:///Users/ajc/Downloads/319-File Utama Naskah-423-1-10-20210810.pdf](file:///Users/ajc/Downloads/319-File%20Utama%20Naskah-423-1-10-20210810.pdf).

order to verify veracity of the data that has been examined, the student is additionally used as a supporting subject in the triangulation method.

3. Data and Data Sources

The key component of this research is the data source. The primary source collected is data that comes from direct observations by researcher. This data can be in the form of transcripts of conversations conducted by third semester students in Speaking in Professional class, then data from documentation in the form of photos and videos recorded directly by researcher. The secondary source is data that already exist. This data is collected in the form of journal articles, books, and other research that can be used to support this research.

4. Data Collection Technique

Data for this study will be collected by the researcher through direct observation and documentation. Direct observation is one type of observation. In direct observation, researcher directly observes interactions, processes, or behaviors as they occur.³⁵ According to Nawawi, documentation method is a data collection method carried out by classifying written materials related to research problem and is used to obtain data with several variables such as magazines and books as data.³⁶ Researcher will conduct direct observations in the classroom to collect research data and explore more complete information from respondents related to research. At the same time, researcher also records the entire lecture from beginning to end. Then, the researcher

³⁵ Punit Moris Ekka, "A Review of Observation Method in Data Collection Process," *IJRTI International Journal for Research Trends and Innovation* 6, no. 12 (2021): 17–19.

³⁶ Hasan and ., "The Rules of Turn Taking Strategies in Ellen Talk Show."

observes every conversation made by students and take notes of utterances into tables that prepared before.

5. Instrument

After determining that observation and documentation will be used as data collecting technique, the principal instrument is the researcher herself. Data must be retrieved consists of take notes, take images, and analyse data. Additionally, video recordings guide also employed in this research as instruments to collect more thorough data. English Education study program students in 3rd semester will be observed for the first time in order to examine their strategy to taking turns.

The majority of qualitative research uses observation as a method of data collection. This method involves observing behaviour, events, or physical characteristics as they are occurring naturally. There are two different kinds of observation: covert (where no one knows they are being seen) and public (where everyone knows they are being watched). The benefit of covert observation is that subjects are more likely to behave spontaneously when they are not aware that they are being observed.

However, due to the potential moral ramifications of hiding their views, researchers frequently must make open observations.³⁷ In order to understand how turn-taking tactics are utilized and identify different types, the researcher in this study used observation to look at the phenomena currently occurring in the classroom. Inference will be employed to augment the data acquired from observations. After observation, inference takes place, using the evidence from the observations to draw a logical conclusion. Despite observations, which only offer raw facts, inference goes farther and generates theories, hypotheses, or predictions.

³⁷ Ekka, "A Review of Observation Method in Data Collection Process."

Below are tables of this research instrument:

Table 1. 1 The frequency of the use of turn-taking strategy

No	Types of Turn-Taking		Data
1.	Taking the Turn Strategy	Starting Up	
		Taking Over	
		Interrupting	
2.	Holding the Turn Strategy	Filled Pause or Verbal Fillers	
		Silent Pause	
		Lexical Repetition	
		A New Start	
3.	Yielding the Turn Strategy	Prompting	
		Appealing	
		Giving Up	
TOTAL			

6. Data Analysis

Bogdan and Biklen define data analysis as the methodical process of locating and arranging the resources so that others can share their findings. Qualitative data analysis in this study is inductive. As explained by Sugiyono, inductive data analysis is an analysis based on the data obtained, then certain relationship patterns are developed or become hypotheses. Data analysis is carried out by collecting data, organizing data and breaking it down into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by oneself and others. To analyse data, these are several step to analyse the data as follows:

a. Collecting data

Prior to gathering data, the first step is to set up research resources, such as documentation and

observation. Researcher takes some notes, record the entire lecture process and take photos for documentation.

b. Analysing and classify the data

The acquired data will be analysed by the researcher, who will then classify it into tables for each category based on various turn-taking strategies from the Strenstrom theory. Classified data will be described using Jefferson symbols to represent the form of turn-taking in conversation transcription.³⁸

c. Concluding the data

The data obtained will be concluded and categorized into their types.

7. Trustworthiness of Data

Content analysis results are only as reliable as the availability of rich, relevant, and saturated data. As a result, gathering, analysing, and reporting data must be done simultaneously. To raise the credibility of content analysis, one must possess advanced knowledge of data collection, content analysis, trustworthiness discussion, and result reporting. It is possible to demonstrate the authenticity of data collection by providing exact information on sampling procedures and participant descriptions.³⁹

Qualitative method is used because the characteristics.⁴⁰ Qualitative research features are necessary to help researchers identify and get to know the intended research subjects so that the study can be

³⁸ Bena Jane I. Bearis et al., “Turn-Taking Features in Toni Talks: A Conversation Analysis,” *Correspondencias & Análisis* 3, no. 1 (2023): 11–22.

³⁹ Satu Elo et al., “Qualitative Content Analysis: A Focus on Trustworthiness,” *SAGE Open* 4, no. 1 (2014): 1–10, <https://doi.org/10.1177/2158244014522633>.

⁴⁰ Dedi Royadi, Nancy Susiana, and Fina Andhara Khumaida, “Effectiveness Management of Qualitative Research in Writing Scientific Papers,” *Aptisi Transactions on Management (ATM)* 3, no. 1 (2019): 84–90, <https://doi.org/10.33050/atm.v3i1.848>.

adapted to the individual researcher. Qualitative research attributes proposed by Creswell, Denzin & Lincoln, Bogdan & Biklen, Herdiansyah, and Sugiyono include the following: The study of natural contexts and settings seeks to gain a profound understanding of phenomena; it entails a tight and personal contact between the study participant and the researcher.; it typically uses qualitative data collection techniques (without treatment or variable manipulation); it examines the values contained in a behavior; it is flexible; as well as the relationship between the researcher and the research topic influences the degree of data accuracy.

The researcher will employ triangulation to ensure that the data is accurate. Triangulation can incorporate multiple data analysis methods, including content analysis, discourse analysis, descriptive and/or inferential methods, and statistics, with multiple data collection methods and sources, including questionnaires, interviews, field notes from observations, and documents.⁴¹

Denzin states that triangulation can be classified into four categories: data, theory, researcher, and method. In order to provide a more comprehensive and detailed account of the phenomenon, data triangulation comprises collecting information from multiple sources throughout a range of time periods. The term "theoretical triangulation" describes the potential to investigate various theories in order to explain the same piece of data. Using multiple researchers in a single study is known as "researcher triangulation," with the idea being that each researcher will bring a unique set of insights, concerns, and analyses to the table. To obtain more comprehensive and detailed knowledge regarding the

⁴¹ Márcio Moutinho Abdalla et al., "Quality in Qualitative Organizational Research: Types of Triangulation as a Methodological Alternative," *Administração: Ensino e Pesquisa* 19, no. 1 (2018): 66–98, <https://doi.org/10.13058/raep.2018.v19n1.578>.

phenomenon, methodological triangulation refers to the application of many methodologies. The most prevalent triangulation method is this one. It combines several techniques, such as observation, documentation and questionnaires, to comprehend a specific reality better.⁴²

The triangulation method will be employed in this research based on the instrument the researcher chooses to explore connected phenomena from various angles and viewpoints. To ensure that the findings of the method triangulation are accurate, data will be compared in various ways.

However, questionnaires are used to collect data to support the researcher's triangulation method. One sort of research tool is a questionnaire, which poses a series of inquiries to participants in an effort to elicit crucial data. Usually, there are several answer options. This survey can be used for quantitative or qualitative investigations. A questionnaire is an essential instrument in research investigations since it helps the researcher collect relevant data regarding the research topic. It is imperative to ensure that the questionnaire is constructed in a manner that minimizes errors.⁴³ Researcher will use questionnaires to validate the data that has been analysed in order to prevent bias in the study's findings. Utilising questionnaires, data from a large number of respondents can be obtained in a flexible length of time. The research questionnaire's indicators are based on Brown's concept of the difficulties that students encounter when speaking English.

⁴² Ibid.

⁴³ Hamed Taherdoost, "Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire," *Asian Journal of Managerial Science* 11, no. 1 (2022): 8–16, <https://doi.org/10.51983/ajms-2022.11.1.3087>.

I. Systematics of the Discussion

There are five linked chapters that provide the discussion of this study. These are the following ordered discussions:

Chapter I: The first chapter discusses introduction. Because it is meant to give a general overview of the phenomenon to be examined, this needs to be mentioned. Additionally, this is done to ensure that there are no ambiguities about this thesis in the future. The following are the sub-chapters that make up Chapter 1: confirmation of the chapter title, problem background, research focus and sub-focus, problem formulation, research aims, research significance, related research, research methodology, and methodical discussion.

Chapter II: The literature review is then discussed this chapter. The theory and studies that support the research on turn-taking strategy are described in the literature review. As a follow-up to the previous chapter's discussion of the phenomenon under study, the researcher gives an outline of the theory that will be applied to the data analysis in this chapter.

Chapter III: The object's description is discussed in Chapter 3. Chapter 3 focuses with the description of the object, while the previous chapter included an overview of the theory. To give a general overview of the subject under study, this needs to be discussed. There is also discussion of the research's facts and display data. Also included in the flow of the research procedure is this chapter.

Chapter IV: Research Analysis. The data discovered is then analysed using Stenstrom's theory of Turn-Taking Strategies for Research English Conversation Analysis, "Turn-Taking Strategies Used by English Education Students in UIN Raden Intan Lampung." The results are sorted using Jefferson symbols into categories, and conclusions are drawn regarding

the most common categories of Turn-Taking Strategies found in the data.

Chapter V: In conclusion, the researcher provides a general solution to the problem statement, lays the groundwork for further research, and makes some helpful recommendations in this chapter's conclusion.



CHAPTER II

LITERATURE REVIEW

This chapter will focus on relevant literature that explains theory and studies. The researcher provides a theoretical foundation for the data analysis in this chapter.

Conversational analysis focuses on conversations between two or more individuals. In terms of human interaction, it is a common phenomenon. Conversation Analysis (CA) examines all of these phenomena.⁴⁴ In this way, CA provides formal analysis at a deeper degree of detail and uses a specific vocabulary of technical terms to describe this intricate organization. Furthermore, the study's main focus is conversation analysis.

A. Conversation

A conversation is a shared activity in which two or more people communicate interactively using language structures and nonverbal clues. A conversation is more than just a sequence of messages sent by the speaker when it is their turn to talk, received and understood by the listener. The conversation is divided into proximity pairs, with each speaker contributing the first and second parts as indicated below:

Juliet: Art thou not Romeo, and a Montague?

Romeo: Neither, fair maid, if either thee dislike.

(Shakespeare's Romeo and Juliet, Act 2, Scene 2)

Instead of being prewritten, real conversations are generated by the speaker and address coordinating their

⁴⁴ Ashidiq and Sariyati, "Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News."

conduct. Because of this, it differs greatly from edited text.⁴⁵ Stenstrom defines conversation as a social activity involving two or more participants talking about something. Who they are, how well they know each other, the knowledge they have, and what they talk about, are all reflected in the language they use and the strategies they employ.

According to Sacks, Schegloff, and Jefferson, there are two main rules for conversation, which are described as follows:

a. **Presenter Chooses the Next Speaker**

A question could be used as the form of conversation when the present speaker chooses the following speaker. Also, when choosing an address, a pronoun like "you" or a name could be used.

b. **Next Speaker Chooses Themselves**

Self-selection occurs when a speaker takes the stage after no one has chosen them and despite not having spoken in the preceding talk.⁴⁶

B. Conversation Analysis

Yule stated in his book "Pragmatics" that conversation is similar to dancing in that both parties must smoothly coordinate their movements. Others compare it to traffic crossing an intersection, where there is a lot of back and forth motion but no collisions. The most popular analytical strategy, however, is based on an analogy with how a market economy functions rather than on dancing (without music) or traffic flow (without traffic lights).⁴⁷ In the 1960s-1970s, Sacks and colleagues Schegloff and Jefferson developed conversational

⁴⁵ Susan E. Brennan, "Speech, Conversation and Dialogue," in *Studying English Literature and Language* (SAGE Publications, 2021), 269–72, <https://doi.org/10.4324/9780203718179-43>.

⁴⁶ Ashidiq and Sariyati, "Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News."

⁴⁷ Yule, *Pragmatics. In Areal Features Of The Anglophone World*.

analysis.⁴⁸ Conversation analysis is the study of speech in interpersonal communication.⁴⁹

Conversation analysis seeks to ascertain how participants in a real dialogue perceive and react to one another when it is their turn to talk. It is both a method and a way that people communicate. Conversation Analytics focuses on real-world data rather than artificial dialogue created in a lab. This approach teaches how to communicate verbally in everyday situations. It makes an attempt to explain how people interact during conversations. Conversation Analysis (CA) as a method of gathering data involving naturalistic conversational interaction, and reporting on features of its structural organization.⁵⁰ According to Litoseliti, conversation analysis aims to comprehend how turn-taking is negotiated between participants during a stretch of discussion in order to produce some kind of social activity.⁵¹

C. Pauses, Overlaps, and Backchannels

In conversations consisting of two or more people, it is often the participant who takes over and only one person speaks at a time. Conversational transitions are smooth if there are no irregularities from one speaker to the next. According to Heldner and Edlund, conversation analysis is a particular analytic method and mentality for studying conversations.⁵² Pauses, overlaps, and backchannel are one of the studies in conversation analysis and are related to turn-

⁴⁸ Yanti Kristina Sinaga, Marnala Pangaribuan, and Nanda Saputra, "Turn-Taking Strategies Analysis in Conversation between President Jokowi and Boy William in Nebeng Boy Youtube Channel."

⁴⁹ Tyas and Pratama, "Conversation Analysis: Turn-Taking Analysis on Boy William Podcast Episode 06 in Collaboration with Cinta Laura."

⁵⁰ Meydiana Kuswandi and Yanuarti Apsari, "An Analysis of Pauses, Overlaps and Backchannels in Conversation in Vlog By Nessie Judge," *PROJECT (Professional Journal of English Education)* 2, no. 3 (2019): 282–91, <https://doi.org/10.22460/project.v2i3.p282-291>.

⁵¹ Yanti Kristina Sinaga, Marnala Pangaribuan, and Nanda Saputra, "Turn-Taking Strategies Analysis in Conversation between President Jokowi and Boy William in Nebeng Boy Youtube Channel."

⁵² Yule, *Pragmatics. In Areal Features Of The Anglophone World*.

taking analysis called turn-taking analysis irregularities as explained in the background of the research.

Pauses are silent times taken by the speaker during a conversation. These pauses are normally 2.5-3 seconds long, if more than that duration then irregularities occur in the conversations. According to Reed, pauses are divided into 2 types, namely filler and un-filler. Fillers include "em", "er", "uh", while un-fillers can be a silent state of lengthening sounds at the end of words such as "I mean-n-n-n" or just silence without saying anything. Below are examples of pauses in conversation:

STUD: I think it's enough for now. If you don't understand you can directly at the a:m (.)

LECT: Alright, thank you ((Applause by the students))

STUD: Thank you miss

LECT: Alright next

In the conversation above, it can be seen that the student did an unfiller because he did not finish his sentence and at the end of the sentence did not say anything.

The second aspect is overlaps. Overlaps are talks done simultaneously by two or more speakers. Overlaps are also called interruptions, which occur when the speaker has not finished speaking, but the listener interrupts to ask for a turn before it is his turn to speak. An example of overlaps can be seen in the following example:

STUD: The honourable, Ms.Isti...

LECT: ↑↓ Ok listen, when it comes to the conference, you don't need to mention one by one just right away "Ladies and gentlemen, let me

introduce myself, my name is ..., I am from blab bla and my paper is about blab bla bla”

The last aspect is called backchannels. Backchannels are responses given when another person is speaking, to show interest, attention or willingness to listen. Backchannels do not have to be word responses, but can also be body language such as smiling, nodding your head, and others. According to Norrick and Fisher, it is usually short utterances such as yeah, mmm, uh-huh.⁵³ An example of backchannels in conversation follows:

LECT: But you need to do that one later on semester 5

STUD: Wow

STUD: Yes

LECT: Not only one for now but also thousand or hundred perhaps 30 or 40 journals

From the explanation above, these three aspects often occur in the process of turn-taking strategies which cause turn-taking irregularities. In this study, the researcher will analyze turn-taking strategies conducted in the classroom. Moreover, there has not been much research on turn-taking in the classroom so that the three aspects above can be overcome and the conversation using turn-taking analysis can run smoothly.

D. Turn-Taking Strategies

Stenstrom wrote about turn-taking strategies in her book “An Introduction to Spoken Interaction.” Stenstrom is a Norwegian linguist who specializes in corpus linguistics,

⁵³ Kuswandi and Apsari, “An Analysis of Pauses, Overlaps and Backchannels in Conversation in Vlog By Nessie Judge.”

sociolinguistics, pragmatics, and discourse analysis.⁵⁴ Turn-taking strategies are ways for participants to manage switching between speaking and listening roles. Speakers who lead a discussion or conversation must assume the roles of other participants. A, talks, stops; B, starts, talks, stops; is the turn-taking patent. As a result, it generates the pattern A- B- A-B-A-B.⁵⁵ Speakers must understand the standard structure of the rule of turn allocation in order to accomplish this. If the present speaker chooses the next speaker to speak, there may be tremendous pressure on the other participants to finish speaking.⁵⁶

The true purpose of turn-taking is to keep the conversation on track. The strategy in turn-taking consists of taking the turn, holding the turn, and yielding the turn. This strategy is based on the theory of Stenstrom.⁵⁷ There are several ways for people to communicate, such as in formal and informal situations or in daily conversation and institutions. The goal of the discussion should be fulfilled regardless of the types of conversational situations that individuals engage in on a daily basis, thus it's crucial to learn how to organize and take turns speaking in encounters.⁵⁸

The process will examine the various turn-taking strategies utilized by English Education students at UIN Raden Intan Lampung using Stenstrom's theory. Understanding how turn-taking operates in a classroom is crucial before analyzing these sorts.

⁵⁴ Ashidiq and Sariyati, "Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News."

⁵⁵ Ibid.

⁵⁶ Dewi, Suharsono, and Munir, "Turn Taking Strategies and Its Relations To Efl Learners' Personality and Power in the Interaction of English Conversation Class."

Agustianto, Sribagus, and Putera, "Analysis of Turn-Taking Strategies Used in Jimmy Fallon ' S the Tonight Show Interviews."

⁵⁸ Setiajid et al., "The Analysis of Turn Taking Strategies in Efl Classrooms."

Table 2. 1 Types of Turn-Taking Strategies

No	Turn-Taking Strategies	Types	Sub-Types
1.	Taking the Turn Strategy	Starting Up	a. A hesitant start b. A clean start
		Taking Over	a. Uptakes b. Links
		Interrupting	a. Alerts b. Metacomments
2.	Holding the Turn Strategy	Stalling	Filled Pause or Verbal Fillers
			Silent Pause
			Lexical Repetition
			A New Start
3.	Yielding the Turn Strategy	Prompting	
		Appealing	
		Giving Up	

The table above relates to the sub-skills that Thornbury suggested; it will be helpful when the analysis is done. The sub-skills listed by Thornbury⁵⁹ are as follows:

- a. recognizing when it is your turn to speak;
- b. giving signs to begin speaking;

⁵⁹ Samir Jamal Ibraheem, "Turn-Taking Strategies in English Language Teaching (Elt)," *Al-'Adud Al-Arba'un*, 2017, 291–308.

- c. holding the floor;
- d. recognizing the signals of the interlocutors, allowing them to take turns;
- e. Being alert by keeping an eye on various signals.

As a result, it's critical to take situational factors, particularly conversational factors, into account while analyzing discourse particles.⁶⁰ In order to prevent all of those things, turn-taking in social interaction needs to be studied.⁶¹ Three turn-taking strategies are proposed by Stenstrom in 1994.⁶²

These strategies will be described in more detail below.

1. Taking the Turn

When someone is going to speak in turn during a conversation, either to comment on the current topic or to introduce a new one, it is called taking the turn.

a. Starting Up

There are two types of starting up strategies: hesitant starts and clean starts. When the next speaker is not entirely ready to begin the conversation, it is known as a hesitant start. Additionally, there are two ways to begin, including verbal fillers and filled pauses. A clean start, on the other hand, occurs when the speaker who is speaking already knows what will be stated since they have prepared for it. In other words, starting up can involve:

⁶⁰ Ibid.

⁶¹ Ashidiq and Sariyati, "Turn-Taking Strategies of Conversation in Warren Edward Buffet Interview on Squawk Box Business News."

⁶² Rivai, "Turn-Taking Strategies Produced by Male and Female Presenters in American TV Shows."

1) A Hesitant start

The majority of speakers use the stalling devices that are offered instead of abandoning their turn immediately. Filled pauses (ə:m) and verbal fillers, for instance, are useful when the speaker makes a turn before being completely ready. They demonstrate that the speaker has something to say but needs more time to formulate it.

Examples of pauses and fillers

- a) ə:m – well I mean . you know
- b) Well I mean –

2) A Clean start

Although there is no additional planning required, speakers surprisingly frequently employ an introductory device to start the turn. Some speakers do this more frequently than others. The common (beginning) is realized by well:

A: Well what does he say?

It seems as though some sort of takeoff is required. Alternatively, a well is a connection device:

A: Well, may I ask what is now included in that paper?

b. Taking Over

Uptakes or linkages are involved in taking over. The following speaker uses an uptakes approach when they comprehend what was said by the prior speaker and consider it before speaking. Typical uptakes include: yeah, oh, well, no, ah, and yes. Additionally, there are uptakes without an appeler.

Examples:

A: But why Chetwynd Road so cheap

B: Ah that. Nobody could get a MORTGAGE on it.

A: Oh that's right

Links are yet another method for seizing control. This technique is recognized by the use of conjunctions when speaking, such as and, but, so, and because. Examples:

A: Because you speak too quickly, I am unable to understand your explanation.

B: Okay, let me say that again.

c. Interrupting

An interruption occurs when the following speaker abruptly ends the previous one's speech. Also included are alert and meta-comments, which are two different types of interruption:

1) Alerts

Alerts (such as listen, hey, or look) occur when the following speaker abruptly ends the current conversation with a higher pitch. Examples:

A: Oh well that's very good if you can fool him just for an instant...

B: Listen to me.

(Listen forces A to stop speaking although he has obviously more to say)

2) Meta-comments

Additionally, meta-comment is a courteous way of interrupting. This is typically used in formal situation. Examples:

- a) Can I just tell ...
- b) Can I say something about this
- c) Could I halt you there
- d) May I halt you
- e) Let me just ...

2. Holding the Turn

One method for the current speaker to keep the turn in speaking is to hold the turn. It's also known as stalling to hold the turn. Holding the turn involves using one of four techniques: the filled pause, often known as verbal fillers, the silent pause, lexical repetition, and a new start.

a. Filled Pause and/or Verbal (Fillers)

By employing this strategy, the speaker tries to say something rather than trying to provide the turn. However, the length of filled pauses or verbal fillers cannot be excessively extended due to the assumption that it is now their turn by the following speakers.

Examples:

A: ə:m - ə: ə there was no damage done at all - they had

B: Just a minute David (B just interrupts, indicating that it is not at all clear to him what A is referring to.)

b. Strategically placed silent Pause

Applying the silent pause strategy is one approach to keep the floor clear. Compared to the filled pause method, this one lasts longer. A turn-holder is a silent stop that is strategically positioned in terms of grammatical structure and semantics, i.e., where it is clear that the turn is not finished and that there is more to come.

c. Repetition

Lexical repetition is a method that the present speaker may use to keep the discourse going. The primary characteristic of this tactic is the use of word repetition, partial clauses, or a combination of both to keep the floor. Example:

A: ... and he said well how old do you think this child? --- and I didn't have a clue. It was a it was a. it was a it was an Asian child.

d. A New Start

If the current speaker wants to keep the floor but is unable to advance the subject, a new start technique is used. When you have something in mind and you want to tell it, but you're unsure about how to express it. Before you realize that starting over is the only solution, you've tried repetition, pausing, and verbal fillers in an attempt to organize your thoughts.

3. Yielding the Turn

Yielding the turn means allowing someone to speak. Prompting, Appealing, and Giving up are the three different ways that you can relinquish the turn.

a. Prompting

Examples of prompting include apology, greeting, invite, object, offer, question, requests. Certain conversation actions cause the opposing party to react more forcefully than others. They naturally become turn-yielders as a result.

b. Appealing

The listener is explicitly informed by a turn-final (appealer) that some form of feedback would be acceptable. The types of appealers: *O tags, all right, right, OK, you know, you see.*

Examples:

Andy: I want to get the other side before half past five -. *Ok.*

Boy: Yeah.

c. Giving Up

Giving up strategy occurs when the current speaker understands that he or she has no topics to discuss and takes the turn by pausing for an extended period of time. Example:

A: If I if I work quite well I can do about (three) a day -- *ə:m* -.

B: I didn't realize you were working so closely with the CORPUS

(Speaker A makes a final effort, signaled by ə:m but has to give up, and B takes over.)⁶³

E. The Jefferson Transcription System

As one of the three pioneers of conversation analysis, Jefferson also designed The Jefferson Transcription System, the most popular and well-known conversation analysis (CA) method in use today. Sacks, Jefferson, and Schegloff also examined and thought about the idea of turn-taking. They conducted thorough scholarly research on this topic and developed a straightforward methodology for the study of how turn-taking is structured during conversation.

Jefferson transcribed nearly all of the data shared among CA experts while working as Sacks' graduate student and then assistant. Transcribing necessitates the most detailed, nuanced, and frequently "messy" understanding of talk-in-interaction, one could even say intimate knowledge. The minute elements of conversation must be carefully considered for transcription, first and foremost for their own purpose. The transcriber makes an effort to record, in written form, the exact words that are uttered, but they are unsure of what will come out of those details, what those details will amount to, or how those details will matter or become significant for the data analysis.⁶⁴

Transcripts are made expressly to show interactionally relevant shifts in delivery that we all use to establish common ground for our understandings of one another, such as the fact that someone is struggling to respond or communicate difficult news, or that they are feeling let down, disappointed, or furious about something. In addition to assisting conversation analyzers in analysing the social environment "as it is," Jeffersonian transcription makes events visible to a

⁶³ Stenstrom, *An Introduction to Spoken Interaction*.

⁶⁴ Jorg Bergmann and Paul Drew, "Introduction. Jefferson's 'Wild Side' of Conversation Analysis," ... *Speaking, Hearing, and Understanding in Conversation*, no. February (2018): 1–26.

broad audience. Making the transcripts "accessible to linguistically unsophisticated readers" has always been the goal of Jeffersonian transcription. The information that participants themselves are focused to and that are important to the ongoing discussion are documented in the Jeffersonian transcripts.

Social scientists, practitioners, customers, policymakers, professionals, and laypeople can all benefit from the Jeffersonian system since it makes it possible to closely examine how social interactions are conducted on a daily basis. To identify key elements of the interaction, educators and students can find it helpful to speak with a conversation analyst. Practitioners can gain a deeper understanding of the practises they employ on a daily basis and what distinguishes "good" from "bad" practises by actively engaging with recordings and transcripts and focusing on the different aspects of the conversation. As a result, in this research, the analysis of Turn-Taking Strategies was enhanced by the use of Jefferson transcription.⁶⁵ Jefferson transcription symbols are several types as described below:

⁶⁵ Song Hee Park and Alexa Hepburn, "The Benefits of a Jeffersonian Transcript," *Frontiers in Communication* 7, no. March (2022): 1–4, <https://doi.org/10.3389/fcomm.2022.779434>.

Figure 2. 1 The Jefferson Transcription System

The Jefferson Transcription System (Taken and adapted from <http://www-staff.lboro.ac.uk/~ssjap/transcription/transcription.htm>)

The transcription system uses standard punctuation marks (comma, stop, question mark); however, in the system they mark intonation rather than syntax. Arrows are used for more extreme intonational contours and should be used sparingly. The system marks noticeable emphasis, volume shifts, and so on. A generally loud speaker should not be rendered in capitals throughout.

[]	Square brackets mark the start and end of overlapping speech. They are aligned to mark the precise position of overlap as in the example below.
↑ ↓	Vertical arrows precede marked pitch movement, over and above normal rhythms of speech. They are used for notable changes in pitch beyond those represented by stops, commas and question marks.
→	Side arrows are used to draw attention to features of talk that are relevant to the current analysis.
<u>Underlining</u>	Indicates emphasis; the extent of underlining within individual words locates emphasis and also indicates how heavy it is.
CAPTALS	mark speech that is hearably louder than surrounding speech. This is beyond the increase in volume that comes as a by product of emphasis.
˘ [I know it,	'degree' signs enclose hearably quieter speech.
that's r*right.	Asterisks precede a 'squeaky' vocal delivery.
(0.4)	Numbers in round brackets measure pauses in seconds (in this case, 4 tenths of a second). If they are not part of a particular speaker's talk they should be on a new line. If in doubt use a new line.
(.)	A micropause, hearable but too short to measure.
((stocato))	Additional comments from the transcriber, e.g. about features of context or delivery.
she wa: :sted	Colons show degrees of elongation of the prior sound; the more colons, the more elongation.
hh	Aspiration (out-breaths); proportionally as for colons.
hh	Inspiration (in-breaths); proportionally as for colons.
Yes,	'Continuation' marker, speaker has not finished; marked by fall-rise or weak rising intonation, as when delivering a list.
y'know?	Question marks signal stronger, 'questioning' intonation, irrespective of grammar.
Yes.	Full stops mark falling, stopping intonation ('final contour'), irrespective of grammar, and not necessarily followed by a pause.
be-u-	Hyphens mark a cut-off of the preceding sound.
>he said<	'greater than' and 'less than' signs enclose speeded-up talk. Occasionally they are used the other way round for slower talk.

Figure 2. 2 The Jefferson Transcription System

solid. =	-We had	'Equals' signs mark the immediate 'latching' of successive talk, whether of one or more speakers, with no interval.
heh heh		Voiced laughter. Can have other symbols added, such as underlinings, pitch movement, extra aspiration, etc.
sto(h)p	k(h)t	Laughter within speech is signalled by h's in round brackets.

Additional notation for crying and similar 'emotional expression' (from Hepburn, 2004)

""help""		Whispering - enclosed by double degree signs.
.shh		Wet sniff.
.skuh		Snorty sniff.
~grandson~		Wobbly voice - enclosed by tildes.
↑↑Sorry		Very high pitch - represented by one or more upward arrows.
k(h)ay		Aspiration in speech - an 'h' represents aspiration: in parenthesis indicates a sharper more plosive sound
hhhelp		outside parenthesis indicates a softer more breathy sound
Huhh .hhh		Sobbing - combinations of 'hhs', some with full stops before them to indicate inhaled rather than exhaled, many have voiced vowels, some also have voiced consonants.
Hhuyuhh		If sharply inhaled or exhaled enclosed in the 'greater than/less than' symbols (> <).
>hhuh<		
↑Mm... hh (3.5)		Silence - numbers in parentheses represent silence in tenths of a second.

Additional notation used

\$funny\$		Smile voice - laughing/chuckling between markers
#sad#		Talk between markers is croaky
t, d,		Boldface consonant represent a hardened sound

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APPENDICES



Appendix 2 Research Letter


KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURURAN
 Alamat : Jl. Let. Kol. H. Endri Summin Sukarame I Bandar Lampung ☎ (0721) 703260

Nomor : B-12.92/ Un.16/DT/PP.009.7/10/2023 Bandar Lampung, Oktober 2023
 Sifat : Penting
 Lampiran : -
 Perihal : Permohonan Mengadakan Penelitian

Kepada Yth.
 Kepala UIN RADEN INTAN LAMPUNG
 di Tempat

Assalamu'alaikum Wz. Wz.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Aam Aminaturrizki
 NPM : 1911040001
 Semester : IX (Sembilan)
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Trans-Taking Strategies Used By English Education Student in UIN RADEN INTAN LAMPUNG : An English Conversation Analysis

Akan mengadakan penelitian di, UIN RADEN INTAN LAMPUNG
 guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 30 Oktober 2023 sampai dengan selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wz. Wz.


 Prof. Dr. H. Nurwa Diana, M.Pd.
 NIP. 19640128 198803 2 002

Tambuan

1. Wakil Dekan Bidang Akademik,
2. Kapur/Kaprodi Pendidikan Bahasa Inggris,
3. Kabag TU FTK,
4. Mahasiswa yang bersangkutan.

Appendix 3 Documentation



Classroom situation during learning process

Appendix 4 Field notes

To make conducting research easier, researcher will follow the field notes that have been compiled. Observational field notes for "Turn-Taking Strategies Used by English Students in UIN Raden Intan Lampung: An English Conversation Analysis" are as follows:

FIELD NOTES

Field notes : No. 1
 Observation/Interview : Observation
 Date : November 1, 2023
 Time : 08.35-10.10
 Location : GN2H, English Education building, Raden Intan State Islamic University of Lampung
 Research Subject : III E class

Length of Activity : 74 minutes		
Time (in minutes)	Description of the class	Reflective Notes
About 10 minutes	The predefined class and the used class are not the same.	Student delays: I wonder whether some students are experiencing delays because they are unaware of the class transfer.
1-2	As the session began, Ms. Istiqomah gave instructions to the students who would be using projectors to deliver their assignments.	The overhead projector was not turned on when the lesson started. It takes longer to start the presentation, so I wonder whether this was a distraction.
3-48	The journals that the six students had studied that day were presented.	Students appeared anxious during the presentation; I suppose

	English is used extensively in all conversations.	this led to several mispronunciations by the students, which Ms. Istiqomah promptly clarified.
49-58	In order to teach students about journal reviews, Ms. Istiqomah wrote the information on a white board and gave a direct explanation.	The lecturer's exposition of the content was met with little response from the students. If students respond with greater enthusiasm, the class will be more engaged.
59-64	Following that, students who had presented on the subject were asked questions about it and received feedback from Ms. Istiqomah.	There are numerous interactions and turn-taking techniques in this area.

Appendix 5 Questionnaires

In order to minimize bias during data collection and analysis, triangulation techniques were employed in this study to verify the accuracy of data or information gathered by researchers from several points of view. These surveys make reference to Brown's theory of the issues or contributing elements that affect pupils' ability to communicate in English. Anxiety, self-esteem, and motivation are the three determining factors.

Grid of questionnaires

Instructions:

1. Fill in your identity first.
2. This questionnaire contains 15 statements related to the learning process of Speaking in Professional context that has been studied.
3. Give an answer that really matches your choice, each statement is not influenced by other statements.
4. This questionnaire is not related to the course or affects your grades. This questionnaire is only used to complete research data and researchers will ensure the security of your personal data.
5. Thank you for taking the time to fill out this questionnaire.

Answer choice description:

4 = Strongly agree (SA)

3 = Agree (A)

2 = Disagree (D)

1 = Strongly disagree (SD)

Name : Rini Herawati (Respondent 1)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Melinda Heni P (Respondent 2)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.	✓			
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.			✓	
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.		✓		
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.	✓			



Name : Indah Hafizha (Respondent 3)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.			✓	
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.		✓		
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Anisa Agustina (Respondent 4)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Rabella Metrianda Wijaya (Respondent 5)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.		✓		
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.		✓		
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Mariska Pramita (Respondent 6)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Tia Nur Rismawati (Respondent 7)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.	✓			
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Syawalli Desuwa Aulya (Respondent 8)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.	✓			
4	You feel nervous when speaking in English.	✓			
5	You feel comfortable when talking in English with your friends.			✓	
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.	✓			
15	When someone allows you to speak English, you are confused about how to respond.	✓			



Name : Azra Arfita Azhari (Respondent 9)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.				✓
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.	✓			
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Luthfiana Fadila Tika (Respondent 10)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Nur Fatima Jaenudin (Respondent 11)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.				✓
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.			✓	
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Ihza Arisma (Respondent 12)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.	✓			
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.				✓
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Widya Ayu Saputri (Respondent 13)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.	✓			
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.	✓			
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.	✓			
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.			✓	
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			
13	You prefer to be quiet when discussing using English.			✓	

14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Ferna Dalia (Respondent 14)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.	✓			
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Erly Yana Lailatul Maqfiroh (Respondent 15)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.		✓		
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Rindu Nanda M (Respondent 16)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.	✓			
4	You feel nervous when speaking in English.	✓			
5	You feel comfortable when talking in English with your friends.	✓			
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.				✓
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Name : Putri Murni Istifaroh (Respondent 17)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.	✓			
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.		✓		
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Sinta Ameliya Sari (Respondent 18)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.	✓			
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.		✓		
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.		✓		

13	You prefer to be quiet when discussing using English.		✓		
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.	✓			



Name : Nurul Hidayah (Respondent 19)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.	✓			
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.	✓			
8	Speaking English with others is something you avoid.				✓
9	You prefer to speak in your mother tongue rather than English.			✓	
10	You find it difficult when you want to say something in English, even though you have thought about it.			✓	
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone invites you to talk to you.	✓			

13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Sefty Dwi Cahyani (Respondent 20)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.	✓			
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.				✓
9	You prefer to speak in your mother tongue rather than English.	✓			
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone	✓			

	invites you to talk to you.				
13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.	✓			
15	When someone allows you to speak English, you are confused about how to respond.				✓



Name : Aula Wirda (Respondent 21)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.	✓			
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.	✓			
4	You feel nervous when speaking in English.	✓			
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.	✓			
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.	✓			
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone	✓			

	invites you to talk to you.				
13	You prefer to be quiet when discussing using English.		✓		
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Dwi Deviani (Respondent 22)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.		✓		
2	You are a person who is confident in your speaking skills.			✓	
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.			✓	
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.			✓	
9	You prefer to speak in your mother tongue rather than English.				✓
10	You find it difficult when you want to say something in English, even though you have thought about it.	✓			
11	You are highly motivated when you get positive feedback from someone on your speaking skills.		✓		
12	You're motivated when someone		✓		

	invites you to talk to you.				
13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Shely Rahmadani Syair (Respondent 23)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.		✓		
4	You feel nervous when speaking in English.			✓	
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.			✓	
7	You speak English spontaneously without thinking about vocabulary, grammar and others.			✓	
8	Speaking English with others is something you avoid.				✓
9	You prefer to speak in your mother tongue rather than English.		✓		
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone		✓		

	invites you to talk to you.				
13	You prefer to be quiet when discussing using English.			✓	
14	You are reluctant to invite others to speak English first.		✓		
15	When someone allows you to speak English, you are confused about how to respond.		✓		



Name : Wiranda Noor Aisyah Noktah (Respondent 24)

Class : 3 E

No	Statement	Alternative answer			
		SA	A	D	SD
1	You are very excited to attend Speaking in professional context lectures.	✓			
2	You are a person who is confident in your speaking skills.		✓		
3	Fear of misuse of grammar and vocabulary is the reason you don't speak English.			✓	
4	You feel nervous when speaking in English.		✓		
5	You feel comfortable when talking in English with your friends.		✓		
6	When you speak English with others, you need prior preparation.	✓			
7	You speak English spontaneously without thinking about vocabulary, grammar and others.		✓		
8	Speaking English with others is something you avoid.				✓
9	You prefer to speak in your mother tongue rather than English.				✓
10	You find it difficult when you want to say something in English, even though you have thought about it.		✓		
11	You are highly motivated when you get positive feedback from someone on your speaking skills.	✓			
12	You're motivated when someone	✓			

	invites you to talk to you.				
13	You prefer to be quiet when discussing using English.				✓
14	You are reluctant to invite others to speak English first.			✓	
15	When someone allows you to speak English, you are confused about how to respond.			✓	



Blueprint Questionnaire

Students	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
R1	3	2	3	3	3	3	2	2	2	3	3	3	2	3	3
R2	3	4	3	2	2	2	3	2	2	4	4	3	3	2	4
R3	3	3	2	2	2	2	3	3	3	3	3	4	2	3	3
R4	3	2	3	3	3	3	2	2	2	3	3	3	2	2	2
R5	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3
R6	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3
R7	3	3	4	3	3	4	2	2	3	3	3	3	2	2	2
R8	3	2	4	4	2	3	3	2	3	4	4	3	2	4	4
R9	3	2	1	2	4	2	3	2	3	3	4	23	2	3	2
R10	3	2	3	3	3	3	2	2	3	3	3	3	2	2	2
R11	3	3	1	2	2	3	2	2	3	3	4	3	2	2	3
R12	4	3	2	3	4	3	2	1	2	3	4	4	2	2	2
R13	4	4	2	2	4	2	4	2	2	2	4	4	2	2	2
R14	3	2	4	3	3	4	2	2	2	4	4	4	2	2	3
R15	3	2	3	3	3	3	2	2	2	3	3	3	2	3	3
R16	4	3	4	4	4	4	3	2	2	3	4	4	2	1	2
R17	3	3	3	4	3	4	3	2	2	4	4	4	3	3	3

R18	4	3	2	4	3	4	2	3	3	4	4	3	3	3	4
R19	4	4	2	2	3	2	4	1	2	2	4	4	2	2	3
R20	3	3	2	2	4	2	3	1	4	3	4	4	2	4	1
R21	4	4	4	4	3	2	4	2	4	4	4	4	3	3	3
R22	3	2	3	3	2	4	2	2	1	4	3	3	2	3	3
R23	4	3	3	2	3	2	2	1	3	3	4	3	2	3	3
R24	4	3	2	3	3	4	3	1	1	3	4	4	1	2	2

Code: S1 = Statement 1, etc.

R1 = Respondent 1, etc.

Appendix 6 Table of the conversation

Data	Conversation	Minute	Taking the turn			Holding the turn				Yielding the turn		
			Starting Up	Taking	Interrupting	Filled Pause	Silent Pause	Lexical	A New Start	Prompting	Appealing	Giving up
1	<p>STUD: = <u>Well</u>, Good morning guys</p> <p>STUD: Good morning ((all students replied))</p>	00:00:11	✓									
2	<p>STUD: The honourable, Ms.Isti...</p> <p>LECT: ↑↓ <u>Ok listen</u>, when it comes to the conference, you don't need to mention one by one just right away "Ladies and gentlemen, let me introduce myself, my name is ..., I am from blab bla and my paper is about blab bla bla"</p> <p>STUD: <u>Yeah</u> miss</p> <p>LECT: You only have 7-10 minutes, <u>right?</u></p>	00:00:17		✓	✓						✓	

	STUD: Yes miss											
3	<p>STUD: I think it's enough for now. If you don't understand you can directly at <u>the ə:m</u> (.)</p> <p>LECT: Alright, thank you ((Applause by the students))</p> <p>STUD: Thank you miss</p> <p>LECT: Alright next</p>	00:03:38				✓						
4	<p>LECT: → <u>When</u> you choose the journal last week?</p> <p>Is it quite easy to be understood?</p> <p>STUD: [It's hard to be understood miss]</p> <p>STUD: Because <u>the ə:m</u> language</p> <p>LECT: <u>But</u> you need to do that one later on semester 5</p> <p>STUD: Wow</p> <p>STUD: Yes</p> <p>LECT: Not only one for now but also thousand or</p>	00:04:27		✓	✓		✓		✓			

	<p>hundred perhaps 30 or 40 journals STUD: Every week miss? LECT: ↑Mm:m? STUD: Every week? LECT: <u>No</u> every night STUD: Wow</p>										
5	<p>STUD: <u>What?</u> STUD: <u>Time time time</u> to read journal every night</p>	00:05:08					✓		✓		
6	<p>LECT: → <u>And</u> actually there are a lot of topic right? But later on you need only focus only one topic, so perhaps you will need similar journals I mean ə: discussion but with different writer or different researcher and then you need to know exactly the writer tell to the</p>	00:05:15		✓						✓	

	<p>reader and you need to rephrase, understand, comprehend and rewrite. That's what we called thesis. STUD: <u>All right</u></p>											
7	<p>STUD: <u>Hello everyone.</u> STUD: Hi STUD: Let me introduce myself my name is Ferna Dalia and I choose the journal about...</p>	00:06:37	✓									
8	<p>STUD: <u>a:m good morning</u> ladies and gentlemen STUD: Morning STUD: Let me introduce myself my name is Melinda, I am from Tubaba <u>a:m</u> I am from Campus University Islam Negeri Raden Intan Lampung. ↑↑Sorry... STUD: <u>Oh</u> It's okay</p>	00:14:53	✓	✓			✓					

9	<p>LECT: Alright Rindu, you may take a look at your paper. Actually <u>what</u> is the main point of this research?</p> <p>STUD: ə:m (0,4). Is about the students, ə:m our learn ə:m vocabulary for English students.</p> <p>LECT: Ha? ↑I know it, what is the problem and what is the result?</p> <p>STUD: ə:m there's before and after with frank to... (.)</p> <p>LECT: <u>Is there any</u> intervention during the treatment because I know his one is quantitative? What is the intervention?</p> <p>STUD: ((No answer))</p> <p>LECT: hhh Okay</p>	00:58:15										
10	<p>LECT: <u>Ferna</u>, is it qualitative or quantitative?</p> <p>STUD: ə:m quantitative miss</p>	01:01:20		✓ ✓		✓ ✓ ✓			✓			✓

	<p>LECT: Quantitative. Why do you think this one is quantitative research?</p> <p>STUD: (0,12) Because ə:m the research...</p> <p>LECT: Ah because the research?</p> <p>STUD: (0,8)</p> <p>LECT: So to answer this research question, an intervention with the pre-test, post-test, control, quasi experimental design was conducted... okay so I think the writer propose to hypothesis. Which hypothesis is being accepted after conducted this research?</p> <p>STUD:((No answer))</p> <p>LECT: Okay</p>						✓					
11	<p>LECT: Next Melinda, right?</p> <p>STUD: Yes miss</p> <p>LECT: What do you think of multimodal perspective? What is that?</p> <p>STUD: ə:m I think I think this is have strange understand to words and the example is</p>	01:03:06		✓			✓	✓		✓	✓	✓

	<p>about combing hair.</p> <p>LECT: What? I don't understand</p> <p>STUD: <u>Because</u> in classroom, frank and his friends doesn't understand...</p> <p>LECT: You wrote that the implication for practice that the teacher should encourage and support the use of multimodal method for expanding you vocabulary in the classroom. Why do you think so?</p> <p>STUD: †<u>Sorry</u> miss?</p> <p>LECT: <u>Why do you</u> think that the teacher should encourage and support to use multimodal method to teach this vocabulary in foreign language?</p> <p>STUD: <u>ə:m</u> in my mind students' explanation for for understanding <u>for ə:m...</u>((no answer))</p> <p>LECT: Okay thank you Melinda</p>											
12	<p>LECT: <u>Right</u> Putri, in the abstract you said that there were <u>ə:m</u> the result of the</p>	01:07:21		✓		✓				✓		

	<p>investigation categorized as more effective or less effective learners. What does it mean?</p> <p>STUD: <u>Because</u> this research subject for the...</p> <p>LECT: <u>NO</u>, I mean which student that is categorized as more effective or less effective and what are the characteristic?</p> <p>STUD: <u>a:m</u> the study different in learning strategy preference learning style and pattern of language, miss</p> <p>LECT: I know, what the pattern then. It's okay, thank you</p>											
13	<p>LECT: <u>Azra</u></p> <p>STUD: <u>Yes</u> miss</p> <p>LECT: <u>Can you</u> tell me the intervention that you have conducted in this research?</p> <p>STUD: <u>Oh, okay</u></p> <p>LECT: The treatment? This one is quantitative right that's mean pre-test and post-test but between pre-test and post-test there's</p>			<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>			<p>✓</p>		<p>✓</p> <p>✓</p>			<p>✓</p>

	<p>treatment. What kind of intervention that the researcher conducted so there were some different the score or the result of pre-test and post-test?</p> <p>STUD: They used multilevel model and to analyse the data and establish the effectiveness of the debate <u>intervention intervention...</u></p> <p>LECT: <u>Yeah</u> I know and what kind of intervention that you used?</p> <p>STUD: These products conducted as analysis of written and oral argument, coding and analyse various elements of arguments and also performe critical analysis to exam the intervention of <u>argument a:m</u> ((No more answer))</p> <p>LECT: Okay thank you</p>											
14	<p>LECT: The last one. Okay <u>how do you answer</u> the research question? There are two and I only want you to answer the first question.</p>	01:11:20		✓		✓		✓	✓	✓	✓	✓

<p>What are the findings?</p> <p>STUD: (0,18) (No answer from the student)</p> <p>LECT: → <u>Actually you</u> can find the answer on your paper. Okay thank you everyone. And good luck on your midterm, <u>right</u>?</p> <p>STUD: <u>yes miss</u></p> <p>LECT: <i>Assalamualaikum warahmatullahi wabarakatuh</i></p> <p>ALL STUDENTS: <i>Wa'alaikumsalam warahmatullahi wabarakatuh. <u>Thank you miss</u></i></p> <p>LECT: You're welcome</p>											
TOTAL	3	1 5	1	1	1 4	3	2	1 0	6	5	



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