

**AN ANALYSIS OF TURN-TAKING STRATEGIES ON ENGLISH
DEPARTEMENT STUDENT AT IAIN BENGKULU**
(descriptive qualitative of sixth semester of English Departement students in
Academic Year 2018/2019)

THESIS

Submitted as A Partial requirements for the degree Of S.Pd (*Sarjana Pendidikan*) In
English Language Education



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DEDICATION

The researcher would like to dedicate this thesis to:

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2. My lovely parents for, (*Bapak* Alm. Samsul Bahri and *Mamah* Kokom Komala sari). Thank you so much for your entire struggle for me to fulfill all my necessities and taught me what the bad things and the good things until I can face this life in the right way.
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MOTTO

Alhamdulillah Hamdan Katsiran Toyyiban Mubarokan Fih.

***Say thanks to Allah for every problem in your life, then Allah will
show your the magic.***

PRONOUNCEMENT

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I hereby sincerely state that thesis entitled : **An Analysis Of Turn-Taking Patterns On English Departement Student At Iain Bengkulu** (A case study of sixth semester of English Departement students in Academic Year 2018/2019) is my masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 19 August 2019



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The researcher realizes that this thesis is still far from being perfect. The reseacher hopes that this thesis is useful for the researcher in particular and the readers in general.

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ABSTRACT

Indri Yunita Sari. July. 2019. *An Analysis Of Turn-Taking strategies On English Departement Student At Iain Bengkulu (descriptive qualitative of sixth semester of English Departement students in Academic Year 2018/2019)* Thesis. Study Program of English Education, Tarbiyah and Tadris Faculty.

Advisor : 1. Riswanto Ph.D., 2. Detti Lismayanti, M.Hum.

Keywords : *Turn taking, Conversation analysis, Discourse analysis*

The aims of the research are to identify the turn-taking strategies and to describe the dominant turn-taking pattern. The qualitative data were obtained from the Conversation analysis. to conduct the research, the researcher uses the descriptive qualitative approach. In the classroom interaction there are many problems in turn taking pattern in the classrooms such as: Lack of interaction between teacher and student in the class, students are afraid or ashamed to ask, lack of confidence to respond to teacher actions. The subject was the six semester at IAIN Bengkulu in academic year of 2018/2019 with 30 students. The data were collected from conversations of teaching-learning process that took place in Iain Bengkulu. The data were analyzed by the researcher utilize the theories, such as conversation analysis proposed by Sacks, Schegloff, Jefferson and Stenstrom. There are three turn-taking strategies in conversation. The finding showed that the turn-taking pattern which is most often found by the researcher in conversation of teaching-learning process in Iain Bengkulu are: firstly, taking the turn, holding the turn and yielding the turn. The dominant was indicated 35% by the result of the descriptive research the strategy of holding the turn using the most dominant frequent signals in the classroom.

ABSTRACT

Indri Yunita Sari. 2019. *Analaisis strategi Alih giliran bicara pada Siswa Pendidikan Bahasa Inggris di IAIN Bengkulu Tahun Ajaran 2018/2019*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Advisor : 1. Riswanto Ph.D., 2. Detti Lismayanti, M.Hum.

Kata Kunci : *alih tutur, analisis percakapan, analisis wacana.*

Tujuan penelitian adalah untuk menjelaskan strategi alih tutur (*turn-taking*) dan mengukur pola yang paling dominan Dalam interaksi di kelas ada banyak masalah pada pola mengambil giliran di ruang kelas seperti: Kurangnya interaksi antara guru dan siswa di kelas, siswa takut atau malu untuk bertanya, kurangnya kepercayaan diri untuk menanggapi tindakan guru. Tujuan utama dari penelitian ini adalah untuk mengidentifikasi pola *turn-taking* dalam interaksi kelas bahasa Inggris antara guru dan siswa di IAIN Bengkulu. Untuk mengukur pola *turn-taking* dominan dalam interaksi kelas bahasa Inggris. Penelitian ini adalah desain penelitian ini deskriptive kualitatif. Subjek adalah semester enam di IAIN Bengkulu pada tahun akademik 2018/2019 dengan 30 siswa. Data dikumpulkan dari percakapan proses belajar-mengajar yang terjadi di IAIN Bengkulu . Data dianalisis oleh peneliti menggunakan teori-teori, seperti analisis percakapan yang diajukan oleh Sacks, Schegloff, Jefferson dan Stenstrom, strategi *turn-taking* dalam percakapan. Temuan menunjukkan bahwa pola *turn-taking* yang paling sering ditemukan oleh peneliti dalam percakapan dari proses belajar-mengajar di Iain Bengkulu adalah: pertama, Mengambil gilirannya, memegang giliran dan menghasilkan belokan. Pola yang paling dominan 35% ditunjukkan oleh hasil penelitian memaparkan strategi memegang gilirannya paling sering di dalam kelas.

TABLE OF CONTENT

COVER	i
ADVISOR SHEET	ii
DEDICATION	iii
MOTTO	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
ABSTRAK	ix
LIST OF CONTENT	x
LIST OF TABLE	xii
LIST OF FIGURE	xv
LIST OF CHART	xvi
LIST OF APPENDICES	xvii
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Identification of the Problems	5
C. Limitation of the Problem	5
D. Research Question	6
E. Objective of Research	6
F. Significance of Research	6
G. Definition of Key Term	7
CHAPTER II: LITERATURE OF REVIEW	8
A. Review Discourse analysis	8
1. Definition of Disourse analysis	8
B. Conversation Analysis	9
C. Review of Turn Taking	11
1. What is Turn	11
2. Turn Taking	12
D. Turn Taking in Conversation	14
E. Strategies Turn Taking in Conversation	16

a. Taking The Turn	16
b. Holding The Turn.....	17
c. Yielding The Turn.....	18
G. Turn Allocation	18
1. Self Selection.....	18
2. Current Speaker Selects the Next Speaker	19
3. Current Speaker Continous.....	20
H. Recurring Patterns of Turn Taking in English	20
I. Abilities Required for Efficient Turn Taking	21
J. Differences in Turn-taking	22
K. Related Previous Study	24
 CHAPTER III: METHODOLOGY	28
A. Research Design.....	28
B. Research Setting.....	29
C. Research Instrument.....	30
1. Observation Checklist	30
2. Field Note	31
3. Documentation	31
4. Conversation transcription	32
D. Technique for Collecting Data	33
E. Data Analysis Technique	36
F. Research Procedures	40
G. Trustworthiness of the Data	41
 CHAPTER IV: FINDING DISCUSSION.....	43
A. Finding and Discussion I.....	43
1. Takin the turn	44
2. Holding the Turn	49
3. Yielding the Turn	53
B. Finding and Discussion II	57
 CHAPTER V : CONCLUSION AND SUGGESTION.....	59
A. Conclusion	59
B. Suggestion	60
 REFFERENCES	
APPENDICES	

LIST OF APPENDICES

Appendix 1	Instrument Observation checklist
Appendix 2	Instrument filed note
Appendix 3	Documentation
Appendix 4	Instrument Conversation transcription

LIST OF TABLE

	Page
Table 3.1 Observation Cheklist	
34	
Table 4.1 Data Findings of Turn Taking Pattern Strategy.....	
57	

LIST OF FIGURE

	page
Figure 3.1 Interactive Models Miles and Huberman.....	
37	

LIST OF CHART

	Page
Chart 4.1 data findings of turn taking patterns.....	
58	

CHAPTER 1

INTRODUCTION

A. Background of the Study

Classroom, as a place of teaching-learning interaction is a small miniature of wide society filled in with so many elements. In the context of language education, classroom is also often called as an artificial environment for teaching, learning, and using a foreign language. A teacher, as a component of the classroom interaction plays an important role in the teaching-learning process. The most important role is to manage the classroom interaction. The teacher also has responsibility to create the classroom sensing directed and enjoyable with the certain activities and interactions that were well planned in to achieve a particular behavioral outcome.

Conversation is directly related to human being and has an imperative role in human life. People make conversation to communicate with others. In addition, people communicate to express their feelings' through to convey their messages, and share things so that they can be understood by others. A conversation needs minimum two people as a speaker and as a listener. Conversation deals with social interaction. Social interaction is "a process of which the business of the world are transacted, the identities of its participant are accepted or denied and the cultures are transferred or

modified”.¹ Moreover, in social interaction, the problem in a conversation is related to the way people act when they deal with conversation.

There are structures in all interaction including interaction in the classroom or patterns that the teacher and students use. Turn-taking is one of features of the way to communicate. It was a cyclical process of communicative event. It means that, turn-taking was a process where each speakers takes their turn which is organized by utterances in order to make the interaction success. Therefore, in classroom interaction there is the sequence of interaction between teacher and student that is turn-taking patterns which can be resulted the exchange part when they are talking in teaching and learning process. From those explanations, we can conclude that turn taking was the changing role of the speaker and the listener. If there is no cooperation between the speaker and the listener, it was cannot call turn taking.

According to Duncan as the turn taking is one important thing in conversation everyone should aware of how the turn taking in conversation works in order to partake in conversation.² When speakers talk naturally the turn taking is quite different when the conversation is structured like conversation in text book. Turn taking strategies is very important to be studied in conversational interaction because it can be used to look how

¹ Goodwin .C & Heritage J. *Conversation analysis*. Annual review of anthropology, (Vol. 9,No.1, 1990). P. 283

² Duncan, S., Jr. *Some signals and rules for taking speaking turns in conversations*. Journal of Personality and Social Psychology, (Vol. 23, No.2, 1972). P 284

the participants manage and take to exchange of speaking turn in interaction.

Moreover, the participants in a conversation use the turn taking strategies to achieve their conversational goals. Turn-taking in classrooms had being investigated by some previous researchers. One of the studies is Mukhlas Abrar conducted his study in The pattern of classroom interaction and the distribution of turn taking: a study in two different classes in Jambi. This study deals with the classroom interaction pattern and the turn taking distribution. The results of the research were, the teacher in class A does not maximize the students participation. On the other hand, the results of the findings imply that the teacher gives more opportunities to the students to participate in the interaction in class B.

Second researches had been some studies on analyzing Turn Taking. In terms of these entitled . “Turn-taking in classroom interactions: Overlapping, interruptions and pauses” by Barbara Maroni, Clotilde Pontecorvo and Augusto Gnisci.³ This paper examines the rhythm and the management of classroom interaction as an important constituent of a teaching-learning process. The results showed that children and classes as a whole revealed an increase in turn-taking from 2nd to 3rd and from 3rd

³ Maroni, **B**, Pontecorvo , C and Gnisci A. *Turn-taking in classroom interactions:Overlapping, interruptions and pauses*. European journal of psychology of education (Vol. 23, No.1, 2008). P.

to 4th grades, proving therefore a progressively active participation of children in interaction. This means that Turn Taking Pattern in other class is difference.

Compared to those previous studies, this research also analyses turn-taking in the conversation in the class room . However, instead of analyzing the features of turn-taking, this research focuses on the use of turn-taking strategies. Based on the strategies of turn taking that is proposed by Stenstrom , as teachers are main key success of the students in teaching-learning process. The researcher takes the data of teacher and students conversation in teaching learning process of English classes from opening until closing activities at the classes.

The researcher has a reasons why English Departement IAIN Bengkulu on 6th semester used as the subject of the research, because, in general the student in 6 semester, Based on the requested criteria namely the Lecture who has been teaching more than 10 years. So, he has adequate teaching experiences in particularly on the idea of Turn Taking Strategies on students in learning English. The lecturer is choose in this case is a his class on discourse analysis subject..

Base on the interview that has been conducted by the researcher with one of the students the researcher found out that the main problem that she had during the discourse class was the teacher and student in the class have small at interaction, students were afraid of asking they were ashamed to interact and lack of confidence to respond to teacher actions,

lack of vocabulary, Students did not understand the meaning of the teacher's words.

From the explanation above, therefore researcher conducted research in English classroom interaction with a title “An Analysis of Turn-Taking strategies on English Departement Student at IAIN Bengkulu”. This study looks deeply at the real situation between teacher and students in form of classroom interaction that is when the teacher ask question, give explanation, feedback, and when the students listen to the teacher’s instruction and explanations, when they express views, answer question and carry out the tasks and activities.

B. Identification of Problems

Based on background above, there are many problems in turn taking strategies in the classrooms such as: Deficient of interaction between teacher and student in the class, students are afraid or ashamed to ask, deficient of confidence to respond to teacher actions, Scant of vocabulary, and Students do not understand the meaning of the teacher words. The researcher found strategies of turn taking in classroom interaction like Taking the turn, Holding the turn and Yielding the turn. Used by the student and teacher in classroom interaction and the patterns were dominantly used by the teacher and students in English classroom interaction at IAIN Bengkulu in English class at 6th semester English Education Study Program, Tarbiyah and Tadris Faculty State Institute for Islamic Studies (IAIN) Bengkulu in Academic Year 2018/2019.

C. Limitation of Problem

The studied was limited on the area of Discourse Analysis subject at 6th semester A Class at English Education Study Program, Tarbiyah and Tadris Faculty State Institute for Islamic Studies (IAIN) Bengkulu in Academic Year 2018/2019. The study analyses the turn-taking strategies in one classroom interaction and investigate the what pattern are dominantly used by teacher and students. the classroom consist of a teacher and about thirty students.

D. Research Questions

To achieve the aims of this study, this research attempts to address two questions as follows:

1. What strategies of turn-taking are found in Discourse Analysis between the teacher and students in the classroom?
2. What strategies are dominantly used by the teacher and students in Discourse Analysis classroom interaction ?

E. Objective of The Research

1. To identify the turn-taking pattern in English classroom interaction between teacher and students in at IAIN Bengkulu.
2. To describe the dominant turn-taking pattern in English classroom interaction between teacher and students at IAIN Bengkulu.

F. Significance of the Research

1. For Students : This paper can be used as a reference material or input on conversation analysis. Conversation analysis was handy for prospective teacher students.
2. For Teacher : The results of this study were also expected that researchers were able to provide theoretical and practical competencies for teachers to improve the teaching and learning process that is better in class so that good interaction could be created.

G. Definition of Key Terms

To avoid misunderstanding, some of important terms are clarified as follows:

1. Conversation analysis is an approach that looks how in which people take and manage turns in spoken interactions.
2. Turn-taking is the skill of how people manage their turn in conversation, when current speaker is speaking and stop and another speaker start speaking and stop.
3. Discourse analysis is a method or method to examine discourse contained or contained in communication messages both textually and contextually.

CHAPTER II

LITERATURE REVIEW

A. Review of Discourse Analysis

1. Definition of Discourse analysis

According to Brown and Yule, “The Analysis of discourse is, necessarily, the analysis of language in use.” This tells us that it is not limited only to the traditional method of the description of linguistic forms. It further indicated that the purposes or functions of those forms are suited to be used in human communication.⁴

Brown and Yule further state what the functions of ‘transactional discourse’ and ‘interactional discourse’ are.⁵ Transactional discourse deals with ‘content’ which is conveying information competently; whereas, interactional discourse deals with ‘personal attitudes’ which is the use of language for transmission of ‘factual or propositional information’ and ‘the use of language to establish and maintain social relationship.

Discourse analysis refers to a variety of procedures of examining chunks of language, whether spoken or written, as it is used in classroom among teachers and learners. This view indicates that our focus is more than a phrase or small pieces of the language and more than looking at the

⁴ Brown, Yule. *Discourse Analysis*. (Cambridge University Press 1983). P 1

⁵ Ibid P. 3

structure or studying the forms of the language.

On the other hand, that except in the rare case of fixed linguistic forms with one function, it is a crucial fact of any analysis to interpret the meaning of a given word or sentence in terms of its context. Thus, decontextualizing the language may not give us the appropriate interpretation of the intended meaning since grammar or structure alone does not provide this. In such a case, in addition to the immediate context, the entire preceding lesson might also be considered to interpret meaning.

B. Conversation Analysis

Conversation analysis is the study of talk in interaction. Litosseliti stated that conversation analysis is to understand how turn taking within a stretch of talk is negotiated between participants, in order to produce some form of social action.⁶ It is more focus on production and interpretation of talk in interaction that is oriented by the participant themselves.

Conversation analysis emerged from Sack's study on analyzing language use in social interaction. This conversation analysis was initiated by a group of nonprofessional language observers (sociologists such as Sacks, Schegloff, and Jefferson). According to Sack, Schegloff & Jefferson, 1996), turn-taking is the most important part in Interactional activity, both in the characteristics of the simultaneous active participation of two or more participants, and in its historical role in the field of conversational interaction. They see that examples of language given by professional linguists are often

⁶ Litosseliti, L. ed. (2010). Research Methods in Linguistics. London : (Continuum International Publishing Group). P 122

unnatural, even some examples of utterances do not appear in natural conversation. Then, they also found that the rules obeyed in the conversation was more similar to the rules used by the community in social activities than the rules contained in linguistics.

These rules are almost the same as the rules encountered by researchers from the fields of sociology and anthropology. Topic is the center of attention of the expert analysis of these conversations are organization and structure of the conversation. They analyze natural conversations through the data they record and transcribe. Thing this means that with transcription techniques, rules that form the structure and organization of the conversation can be in identification. From the work of these conversations' analysis experts, there are some fundamental findings. One of them is a turn-taking mechanism.

According to Wooffitt He recorded and analyzed how people actually converse. Many researches have been conducted in this area since the 1960's. Despite this, different concepts and assumptions on conversation analysis (CA) have been used. Hutchby and Wooffitt have defined CA as 'the systematic analysis of the talk produced in everyday situations of human interaction: talk-in-interaction. ⁷In the same way points out that CA is generally referred as the analysis of utterances produced in daily

⁷ Hutchby, I., and Wooffitt, R. *Conversation analysis*. London (Polity Press 1998).

communication. CA focuses not only on language produced by people in talk-interaction, but also on the understanding.⁸

Conversation analytic approaches to the analysis of classroom discourse have revealed a relationship between the structure of discourse and the actions of participants. However, only a detailed analysis of the implications of this relationship in language learning has been undertaken.

Therefore, conversation analysis is used to understand how talk is organized in a social setting. It focuses on talk in interaction between two or more participants that take the turn. A turn begins when the first speaker speaks before the next speaker speaks. In this case, the first speaker creates or maintains a turn for the next speaker. Then, the next speaker must understand or make sense about the first speaker's intent. So, conversation analysis is used to know how participants understand and respond to one another in their turns at talk.

C. Review of Turn Taking

1. What is Turn.

Before discussing about turn taking, it is relevant to look at the definition of a turn. actually, defining a turn in a more specific and precise way is very difficult since a turn cannot be understood as a static unit. a definition of turn as a static unit with fixed boundaries does not accurately describe its structure. Rather, the turn has to be conceptualized as a time bound process. It does not seem possible to first define the turn and then

⁸ Ten Have, P. *Doing conversation analysis*.(London: Sage. 1999)

work out how it is to be exchanged. Rather, intrinsic structural elements of the unit being exchanged, its boundaries, seen implicated in the process of exchange itself.⁹ the turn should be understood and conceptualized as a time-bound process. It is the time that matters and determines the structure of the turn. In this study, a turn is defined as a short utterance or an extended utterance by a person as long as that person speaks and before another one comes in and starts speaking. When we put on a continuum or line, it starts from a single word at the left extreme and a stretch of talk at the right.

2. Turn Taking

Without turns, there is no interaction. Learning how to manage turn-taking is the very basis for learning how to communicate in a second language.¹⁰ Conversation is operated naturally by turn-taking. Based on Sacks's work collaborate with two of his colleagues in 1960s on turn-taking system, The categorizes three techniques in indicating turn-taking system in conversation. First, the technique called 'previous speaker select next' which happens if the previous speaker addresses question directly to someone to be answered and being a next speaker. It could be either by straight calling his/her name or turning a nonverbal sign such as gaze or gesture toward the person who is selected to be the next speaker.

⁹ Van Lier, L. *The Classroom and the Language Learner*. (London: Longman , 1988) P. 102-103

¹⁰ Wong, J. & Waring, Z.h. \ *Conversation Analysis and Second Language Pedagogy*. (New York & London: Routledge ,2010). P 9

Second, the 'self-select' technique which means that people gain their own turns by initiating utterance in a talk. Lastly, the utterances are continued by the current person because the next speaker is not selected and no one tries to gain the right to speak. It means that the selected next speaker is followed by self- selection and self-continuation techniques respectively .

Turn-taking maintains a mutual attention among parties involved in a conversation, defines their relationship. And the pertinence boundaries related to interaction. According to Schegloff , turn-allocation techniques prepare to some extent what seems to be “a primordial place of sociality: direct interaction between individuals”.¹¹

According to Bahman & Parviz Turn-taking in conversation is an important skill for speakers to develop. Communication is a give and take process much like taking turns. Of course, many speakers are still learning to share and taking turns with their partners. However, a conversation strategy to help promote language skills looks a little different. Turn taking for language refers to the back and forth interaction whether it is with gestures, signs, sounds, or words. ¹²

According to Selviana & Sanggam In everyday talk, there are no formal rules, about who can talk, when and about what, rather who gets a turn in a conversation. Turn-taking is the process through which the party

¹¹ J. Alexander et al.Eds (1987). *The micro-macro link*. Los Angeles : University of California Press p. 208.

¹² Gorjian, B.,& Habibi, p . The Effect of Conversation Strategies on the Classroom Interaction: The Case of Turn Taking. *Journal of applied linguistic and language learning*, (Vol. ,No. 1, 2015). P 14-23.

doing the talk of the moment is changed. The definition implies that there is a process in turn – taking, that is a process of speaker changes. If it is a process of speaker changes, then there would be patterns from the recursive process.¹³

So, classroom is a formal setting for the participants. They are teacher and students. In classroom, teacher as a controller in teaching should engage the students to interact and also can manage the interaction in a particular way beside that the students can improve their language proficiency in learning.

D. Turn taking in Conversation

As van Lier says, in general conversation turn taking is governed by ‘competition’ and ‘initiative’; participants look for opportunities to take the floor and try to maintain it even if there is another person who wants to hold the floor as the current speaker does.¹⁴

And because of this, as long as the current speaker holds the floor and does not want to let go of the opportunity, obviously, the chance of the hearer’s turn will be minimized. In such cases, the hearers look for possible end points as a chance to get their turn, even if they know that the present turn may take a longer time .¹⁵

¹³ Napitupulu, s., & Siahaan, s. Turn Taking of Conversation (A Case Study of Marhata in Traditional Wedding Ceremony of Batak Toba). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* , (vol. 19, No. 38, 2014).P 36-43

¹⁴ Van Lier, L.(1988). *The Classroom and the Language Learner*. (London: Longman) p. 97

¹⁵ Ibid .p 97

Hatch says, “Conversations are supposed to be symmetrical, that is each party should receive a fair share of turns at talk”.¹⁶ Accordingly, we might say that participants in conversation have to work on it through co-operation to produce orderly exchange of turns. Turn-taking in ordinary conversation is a remarkable achievement. At the start of any period of interaction, neither party knows in advance how many turns they will take, what the topics will be or the order in which they will be addressed, how long each turn may be, whether or not someone else will join in, and if they do, how turns are to be allocated among the respective parties, and so on.¹⁷

Turn construction’ and ‘turn distribution are the major turn taking models derived from the above mentioned models. Turn construction refers to two key features: I) Turn constructions have the property of ‘projectability’. In this regard, the participants may wish to project in line of a turn construction component and what sort of unit is to be projected as well as at what point is likely to end. II) Turn construction components come to serve as ‘transition-relevance places’ at their boundaries. With similar instances, at the end of each unit there is the possibility for justifiable transition between speakers.¹⁸

¹⁶ Hatch, E. *Discourse and Language Education*. Cambridge: (Cambridge University Press, 1992) p. 53

¹⁷ Wooffitt, R. *Conversation Analysis and Discourse Analysis*. (London: Sage Publications, 2015). P 86

¹⁸ Hutchby, I and Wooffitt. *Conversation Analysis*. (USA: Blackwell Publishers Inc. 2002). p 208

E. The Strategies of Turn taking in Conversation

Based on theory of Stenstrom, there are three turn-taking strategies in conversation, they are as follows:¹⁹

1. Taking the turn strategy is carried out by listener by taking a turn to speak from the speaker when the speaker is talking or finishes talking. This strategy of taking turns includes three ways, namely:
 - a) *starting up*, which speakers can do for give a little time for the speaker to prepare or have prepared what he wants to be discussed next by means of *clean start* and *hesitant starting* at the beginning of the conversation.
 - b) *Taking over*, which can appear if the speaker has completed his speech and can appoint his interlocutor to be the next speaker by means of *uptake* forcing other speakers to speak or comment on the statements of speakers who are speaking) and *links*.
 - c) *interrupting*, which occurs because speakers do not provide opportunities for other participants to respond. This strategy is considered impolite because the speaker is currently not finished talking, and then someone has taken his turn. This interruption can be a warning and a meta comment. *Alerts* are intended by the listener to attract the attention of one or more of the speakers, which is pronounced with high intonation to force the previous speaker to stop

¹⁹ Stenstrom, A. B. *An Introduction to Spoken Interaction*. London and New York: Longman. (1994). P 231

speaking even though the speaker still wants to say something again. The meta comment is commenting on the conversation itself.

2. *Holding* the turn strategy can occur when the speaker cannot control the conversation and continues to talk, while planning what he wants to say at the same time. There are several ways to master a turn, namely:

- a) *filled pauses* and *verbal fillers*, which are used to indicate the speaker is trying to think what he is going to say in a short time or to prepare what will be said later but has not intended to give up his turn.
- b) *silent pauses* (*silent pauses*), which are silence or silent breaks that occur momentarily or briefly during the utterances of speakers, are marked by short pauses and long pauses. According to Clark people use *silent pauses* because people choose to be more careful in their speech or speak more slowly so that their speech is more easily understood or understood.²⁰
- c) *lexical repetition*, which is done to avoid taking over by the partner because the speaker wants to talk.
- d) *new start*, which occurs when the speaker has run out of words or is confused and cannot use his idea to continue the turn so the speaker must start a new sentence from the beginning again.

3. *Yielding* the turn, arises when the speaker has completed his speech and

²⁰ Clark, H. H., dan Clark, E. V. (1977). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich, Inc. P 5

appoints other participants to get a turn, by:

- a) *Prompting*, which appears when the speaker expects response from the interlocutor by using *prompting acts* in the form of questioning questions, supply and demand, etc.
- b) *Appealing*, which may be a feedback signal (*appealer*) for speech partners that speakers need a response to what they have conveyed, such as "question-tag, all right, ok, you know" etc.
- c) *giving up*, which occurs when the speaker is speaking, was no more to be said or wanted him to say or when the speaker can not share the information you have in mind speakers.

F. Turn allocation

Sacks, and Schegloff and Jefferson also state that there are three rules of turn taking:

1. Self Selection (SS)

Self-Selection (SS) rule occurs when the current speaker does not select the person who should take the next turn to speak, then anyone may self-select him/herself to be the next speaker. Self-selection occurs when a participant becomes next speaker, but nothing in the previous talk has selected this person to be next speaker. Self-selection can also occur where the prior talk is designed to require that someone speak next, but does not constrain who that person should be.

Sacks et al in Liddicoat have indicated that there is a bias in talk so that the last speaker but one often becomes the next speaker. This is,

however, simply a bias in the system, not an inherent feature of the system itself. Turn allocation cannot be ensured beyond the immediately next turn and at the end of each turn speaker allocation strategies apply equally to all participants: that is, any recipient may be selected as a next speaker by the current speaker or any participant may self-select.²¹

2. Current Speaker Selects the Next Speaker (CS2TNS)

Current Speaker Selects the Next Speaker (CS2TNS) rule is when the next speaker is selected by the current speaker, thus the next speaker has the right and is obliged to take the turn to speak. If a current speaker is to select the next speaker, the talk must be designed to achieve this. Only some forms of talk can select the next speaker: for example, questions can, but answers do not. If a current speaker produces a question, s/he produces some talk which makes a particular type of action relevant next action (i.e. an answer) and at the same time may make some recipient the relevant participant to perform that action. Questions, however, do not inherently select a next speaker.²²

A question for example may be addressed to a group, any one of whom could be an appropriate next speaker. Nonetheless, questions do make speaker change a highly relevant next action and at the same time constrain what can be considered appropriate talk from the new speaker. A

²¹ Liddicoat, A. *An Introduction to Conversational Analysis*. (British Library Cataloguing-in-Publication Data, 2007). P 67

²² Lerner, Gene H. Selecting next speaker: The context-sensitive operation of context-free organization. *Language in Society* (Vol.32, No.2, 2003). P 177-201.

current speaker who selects a next speaker must design the talk in a way which selects this speaker and can do this in a number of ways.

3. Current Speaker Continuous (CSC)

Current Speaker Continuous (CSC) rule applies if the selected speaker does not take the turn to speak or if no one select him/herself to speak then the current speaker may continue and recycle the rules .

G. Recurring patterns of turn taking :

1. Speaker change recurs, or at least occurs.
2. Overwhelmingly, one party talks at a time.
3. Occurrences of more than one speaker at a time are common, but brief.
4. Transition (from turn to a next), with no gap and no overlap are common.

Together with a transitions characterized by slight gap or slight overlap, they make up the vast majority of transition.

5. Turn order is not fixed, but varies
6. Turn size is not fixed, but varies
7. Length of conversation is not specified in advance
8. What parties say is not specified in advance.
9. Relative distribution of turns is not specified in advance.
10. Number of parties can vary.
11. Talk can be continuous or discontinuous.
12. Turn allocation techniques are obviously used. A current speaker may select a next speaker (as when he addresses a question to another party): or

parties may self-select in starting to talk.

13. Various turn – constructional units are employed; e.g. turns can be projected one word long or they can be sentential in length.
14. Repair mechanisms exist for dealing with turn – taking errors and violations, e.g. if two parties find themselves talking at the same time, one of them will stop prematurely, thus repairing the trouble.²³

H. Abilities required for efficient turn-taking

Successful management and control of turn-taking in conversation involves a number of abilities. Bygate suggests that there are five abilities required for efficient turn-taking:

- 1) it involves knowing how to signal that one wants to speak
- 2) it means recognizing the right moment to get a turn
- 3) it is important to know how to use appropriate turn structure in order to use one's turn properly and not lose it before finishing what one has to say
- 4) one has to be able to recognize other people's signals of their desire to speak. \
- 5) one needs to know how to let someone else have a turn.

Of these abilities, the first, third and fifth are more activity involving linguistic (e.g. phrases, words, and noises) and, paralinguistic

²³ Napitupulu, s., & Siahaan, s.. Turn Taking of Conversation (A Case Study of Marhata in Traditional Wedding Ceremony of Batak Toba). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Vol 19, No.5, 2014 p. 36-43

(e.g. eye contact, facial expression, and gestures) techniques.²⁴

J. Differences in Turn-taking

In examining the functions and types of gesticulation and body movements in the turn-taking mechanism, individual differences have not been mentioned. This section will attempt to give insight into the effects of sex, personality, and culture on the turn-taking mechanism.

a) Sex differences

Though turn-taking cues are similar for males and females, one must consider sexual differences in the style of the operation of the turn-taking mechanism. Sex differences in human interaction are unapparent until about the fourth grade. At approximately this age, society's influences begin to affect visual interaction. Environmental influences train women to be more aware of visual cues than men. Women are usually taught to give special attention to dress, color, spatial arrangements, and so on. The eye contact of women becomes an emotional expression of striving to build social relationships. Women strive by looking more while speaking and being spoken to. It has also been observed that females look more at people they like but less when giving false impressions to the person in question. When males increase eye contact while talking they are seen to be more active than.

b) Personal differences

²⁴ Bygate, M. *Speaking*. (London: Oxford University Press 1987). P 74

Despite the apparently universal status of turn-taking, it may nevertheless appropriately be thought of as a highly skilled act. Identified groups who are poor in executing turn-taking cues. For example, one of the major differences between shy people and others is the ability of the latter to initiate and structure conversations. The shy individuals have longer pauses between turns and speak less frequently and for a shorter percentage of the time.

Even turn-taking and interruption are effected by personality variables. It has been found that extroverts interrupt, and speak simultaneously, more often than introverts. In three-person discussion groups the less intelligent subjects interrupted more frequently than the more intelligent subjects. Individuals with greater eye contact are seen as attractive and described with favorable adjectives such as friendly, confident, sincere, and mature, while those subjects showing little eye contact are described as cold, pessimistic, defensive, and immature.

One has to acknowledge the importance of differences in turn-taking skills. "Given the centrality of the turn-taking mechanism, individual differences in the style of its operation will undoubtedly influence interpersonal perception".

c) Cultural differences

Effective communication depends upon a shared understanding of behavioral cues. Moreover, the turn-taking rules are probably not generalizable to other cultures, even if they are for our own culture. It has

been found that cross-cultural differences in patterns of turn-taking cues like eye behavior are potential problem in social interaction. Many visual turn-taking behaviors are different for blacks and whites. For example, there is a tendency for many blacks to avoid looking others directly in the eyes. Or, in one study, when the whites did speak they found themselves speaking while the blacks were speaking because of different interpretations of turn-taking cues Another finding is that the British do not nod their heads to let you know they understand; rather, they will blink their eyes to let you know they have heard you.

K. Previous Study

There are several previous studies used by resarcher as the primary references in this study. Those previous studies are the following:

1. Research entitled “ The pattern of classroom interaction and the distribution of turn taking: a study in two different classes in jambi ”, by Mukhlas Abrar

This study deals with the classroom interaction pattern and the turn taking distribution. These two aspects are essential in classroom discourse whose aspects different from those of the other types of discourse.²⁵ The study aims to investigate the nature of classroom interaction patterns and turn taking distributions during the classroom

²⁵ Abrar, M. *The pattern of Classroom Interaction and the Distribution of Turn-taking : A Study in Two Different Classes in Jambi*. Tesis. Semarang : Universitas Diponegoro. 2013

activities in two different classes. Besides, it attempts to reveal the implication of classroom interaction patterns and turn taking distributions in teaching learning practices. This study uses descriptive qualitative research design which employed two data collection techniques, i.e. observation and voice recording.

The results of the research indicate that: First, the researcher finds few variation of interaction pattern in class A, while class B has more variation. Second, the researcher discovers that the distribution of turn taking in class A is not equal, while in class B it is more equal. Third, the implication of class A, based on the research findings, is that the class which is observed is teacher-centered class. Besides, the teacher in class A does not maximize the students' participation. On the other hand, the results of the findings imply that the teacher gives more opportunities to the students to participate in the interaction in class B.

2. Research entitled " Turn-taking in classroom interactions: Overlapping, interruptions and pauses" by Barbara Maroni, Clotilde Pontecorvo and Augusto Gnisci.

This paper examines the rhythm and the management of classroom interaction as an important constituent of a teaching-learning process. Twenty three lessons in 12 classes (four 2nd grades, four 3rd grades and four 4th grades) of state primary schools spread all over Italy were observed and videotaped for a total of 15 hours in primary school.

This paper has the following aims: 1) to present the progress of

class interaction through descriptive analysis, pointing out the change of students' interaction participation from 2nd to 4th grade of the primary school; 2) to identify the differences between the turn-taking strategies used by teachers and students, hypothesising: (a) a different use of overlapping talk; (b) a greater use of simple, silent and supportive interruptions by teachers versus children's failed interruptions; (c) teacher's interference when children's turn-taking time (latency time) increases. The results showed that children and classes as a whole revealed an increase in turn-taking from 2nd to 3rd and from 3rd to 4th grades, proving therefore a progressively active participation of children in interaction. The analysis of the change of turn-taking strategies revealed differences both in typologies and age. Soft transitions (pause and latching), for instance, decreased from 2nd to 3rd grades, and then while the synchrony continued to decrease in 4th grade as well, the pauses tended to increase.

In the previous research and studies, research focus on the implementation turn taking with difference classes. Meanwhile this research is different with the researchers research before. In this research conducted by researchers want to know about the Turn Taking strategies found in the classroom and want to know the patterns are dominantly used by the teacher and students in English classroom interaction at IAIN Bengkulu. The researcher will take the research in the sixth semester of English Study Program at IAIN Bengkulu,

because in this class apply turn taking pattern in their teaching learning activity.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The goal of this research was to describe component of Turn Taking Strategies to know the used of Turn taking on the English department students at IAIN Bengkulu. Considering the goal, this research was included as qualitative design using descriptive approach because it tried to describe or to get information about the Turn Taking Strategies by the Lecture and students. The design of this research is descriptive qualitative study.

The writer uses descriptive qualitative study in this research because in order to have an understanding of how turn-taking is used as a teaching strategy at 6th semester. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. The goal of conducting a qualitative study has historically been “to explore, explain, or describe the phenomenon of interest.”²⁶

²⁶ Patton, M. *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage. (1990).

B. Research Setting

This Subject of this research was conducted to the student of sixth semester students of IAIN Bengkulu in Discourse analysis class. The respondent in this research was selected based on purposive sampling. That means, purposive sampling was chosen by the particular purposes and characteristics of population. This in line with Ted Palys's statement saying that "one will engage in purposive sample signifies that one sees sampling as a series of strategic choices with whom, where and how one does one's research."²⁷

The subjects of the study was the students of class A for the six semester class in Academic Year 2018/2019 which is located at Raden fatah street Pagar Dewa Bengkulu City 38211. Based on the requested criteria namely the Lecture who has been teaching more than 10 years at IAIN Bengkulu. So, he has adequate teaching experiences in particularly on the idea of Turn Taking Strategies on students in learning English. The lecturer is choose in this case is a his class on discourse analysis subject.

²⁷ Palys, Ted. "Purposive Sampling." The Sage Encyclopedia of Qualitative Research Methods. 2008. SAGE Publications. 7 Mar. 2009. Retrieved from <http://www.sage-reference.com/research/Article_n349.html>.

²⁷ Fraenkel, J. R., and Wallen, N. E.). *How to design and evaluate research in education*. 7th ed. America and USA: McGraw-Hill (2008). P 106

C. Research Instruments

The Research instrument are as follows:

1. Classroom Observation Checklist

For the research, the data through observation process was collected from Discourse Analysis class in IAIN Bengkulu. The researcher used observation to know students Turn taking strategies daily activities in the classroom. There are some instrument of collecting data is used by the researcher to get the data observation: from the observation result. This technique is used to observe the use of language in a real condition. There are some instrument of collecting data is used by the researcher to get the data observation. There are some instrument of collecting data is used by the researcher to get the data classroom observation.

1) Observation Checklist

The observation session helps the writer to identify who the speaker is. the observation checklist used to obtain information about implementation of Turn-patterns in the classroom interaction. It was also be used to gather data about the students' activity during the teaching and learning process and students ability after the lessons. Then observation is given based on reality in the classroom. The indicator can be found in appendices

2. Field note

The function of field notes is to catch something happen that may not be adequately captured through the audio-recording when the researcher do observation. Field notes should not need be formal, but they should be maintained and secured in a similar manner to audio tapes and transcripts, as they contain sensitive information and are relevant to the research. The indicators are students respond in teaching learning activity, students participation in the classroom interaction and students attitude while teaching learning activity.

3. Documentation

This research do by taking the document/data that is support research. The data includes the names of the teachers as subject resarch and data on the value of repetitive subjects taken from the list values as well as photograph of activities. The research instrument documentation is

1) Video recording.

Video recording is one of the tool to get the data accurateraly, by which is to be recorded people's natural behavior. The researcher could know the practices through which participants in interaction build their social activities and how their talk, facial expression, gaze, gesture, and body elaborate one another. It could help the

researcher to know students' speaking ability and lecturer interaction during the learning and teaching process in the English classroom. The process of getting the data can be summarized as follows: the researcher have to prepare for getting the data which are used for checking:

1. The instrument to record the data
2. The classroom to get good recording,
3. The situation outside of the classroom, which makes too much distortion
4. The position of the teachers and students in order to get good recording. I record teaching learning activity from opening until closing activity. During the process of recording, I observed seriously from the beginning until the end of the episode.

4. Conversation Transcription

Transcription close observation of data through repeated care full listening (and/or watching), and this is an important first step in data analysis. Then, the writer transcribes the recording of the utterances to convert the data from spoken into written form. The next step is analyzing. The writer begins analyzing which utterances the turn taking pattern.

D. Technique for Collecting Data

In this section, the way to collect the data is discussed. The techniques in collecting data are :

1. Classroom Observation

In order to obtain the data, the researcher used observation by recording in this research. In this research, the researcher used classroom observation. Observation is necessary done in every qualitative approach. Observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher uses nonparticipant observation, where the researcher is not involved actively in the group activity, and only as a passive monitor, attending, monitoring, listening carefully to all activities and take a conclusion.

The intensive classroom observation was conducted four times for one class. During the observer sat among the students observing teacher and students activities, taking notes and checklist on the steps taken by researcher, and observing students' responses in teaching learning process. The purpose of this observation was to investigate what strategies were used by the teacher in teaching listening and the students' responses toward teacher's strategies. The class was observed carefully until the observer could identify the pattern of teacher's turn taking strategies in the classroom , and students' responses toward the strategies used by the teacher. This study used classroom observation checklist adapted from theories. The checklist can be seen in appendix A.

2. Observation Checklist

One of the data collection technique used in this research is observation Checklist. Kay Burke describes an observation checklist as “a strategy to monitor specific skills, behaviors, or dispositions of individual students or all the students in the class.” Observation Checklist is the activity to get and complete the data in qualitative approach, The data is conversation between teacher and students in English education class at IAIN Bengkulu. Observation by Arikunto includes the activity of loading the attention to an object by using all the senses. This technique is done by observing and taking note carefully.²⁸ The observation session helps the writer to identify the strategies turn taking used of teacher and students. The class interaction observation was conducted in one class.

Suggestions for Conducting Classroom Observation are:²⁹ Identify the purposes for which the observational information will be used (e.g., to assess student attainment; to individualize instruction; to adapt instruction to student attainment; to assess the effectiveness of a unit, lesson, or activity; or to explain student learning, or lack thereof).

Identify the kinds of observational information that would be useful for these purposes: student language use, work habits, learning strategies, reactions to instructional materials and activities, classroom interaction, and so on.

²⁸ Arikunto, “Metodologi Penelitian” Penerbit PT Rineka Cipta. Jakarta

²⁹ Tools to use in assessment-nc public schools retrived from:

www.ncpublicschools.org/docs/curriculum/worldlanguages/resources.pdf.com. on 20 july 2019

Decide how you will observe in order to collect the desired information. Decide (a) *whom* to observe: individual students or groups of students; (b) *how often* to observe them: once or more than once; and (c) *when*: during which specific lessons or occasions.

Select a method (or methods) for recording your observations: anecdotal records, checklists, or rating scales. And Prepare the necessary reporting forms.

Steps to determine the criteria: if delivered 1-25% of the sub variables that get a check mark "Seldom" then it is predicted that observe does not actively participate. If between 25-50% of the statements that get the checklist "often" are said to be observed to be less active, if between 50-75% it is said "often" is quite active if between 75-100% then entered in the frequency Always said to be active using it in class interactions.

Table 3.1
Observation Checklist

No	Aspects observed	Often	Seldom	Usually	Always
1	Taking The Turn starting up : a. clean start (verbal filler) b. hesitant start (filled pause)				
2.	Taking over : a. Uptake b. Link				
3.	Interrupting : a. Alert b. Metacomment				
4.	Holding The Turn : a. Filled Pause and Verbal Filler b. Silent pauses c. Lexical Repetition d. New Start				
5.	Yielding the turn a. prompting b. appealing c. giving up				
6.	Use of Indonesia/EFL by the students : a. percentage of indonesia b. percentage of EFL				
7.	Often doubt and stop because of language limitation				
8.	Overlap				
9.	Knowing how to signal that one wants to speak				
10.	Good respond each other				

Adverb of frequency :

1. Always 75- 100%
2. Usually 50-75 %
3. Often 25- 50%
4. Seldom 1-25%

a) Field note

Field note is a kind of notes that usually the teacher used when they directly observe the sample. This field note is made by researcher who conduct observation of the subject or object of research. Various observations about aspects of learning in the classroom activity, teacher and student interaction and students' interaction with each other and some other aspects can be recorded as field notes and will be used as a data source. Field notes can help the research. Field note is highly recommended in qualitative research because this qualitative research is contextual.

b) Documentation

The use of video recording is to strengthen the validity and reliability of the study.³⁰ In order to obtain a conversation between teacher and student in the classroom, the video was recorded by a standard video recorder which was put in the class; thus the speaker could be seen and observed clearly. It helped the writer to validate the data and to ensure the occurrences of turn-taking patterns. Therefore, in this study, the recording effectively facilitates the data and prevents missing information.

The recording started from the beginning until the end of the class and it was about 90 minutes in the class. During the observation, the writer did not get involved in the class interaction in order to get the data naturally.

³⁰ Gillham, B. (2000). Case study research methods. New York, NY: Continuum, p 79

E. Data Analysis Technique

Data analysis is the efforts made by working with the data, organize data, sorting out into manageable units, synthesize, search and find patterns, find what is important and what is learned, and decide what can be told to others. After getting the data obtained through observation Checklist, Recording and field note then the next step is to perform data analysis. Data analysis in this research is conducted qualitatively.

According Sugiyono analysis of qualitative data is the process of searching and compiling systematically the data obtained from interviews, field notes, and documentation by organizing data into categories, translating into units, synthesizing, arranging into patterns, choosing which ones are important and that will be learned, and making conclusion so easily understood by self and others.³¹

The important part of the reseach is how the reseacher analyzed the data after collecting them. In the reseach, the data analyze used interactive model of data analyze proposed by Miles and Huxman in Sugiono to find the result. The data analyzed procedure can be describe as the folowing figure. The components of Data Analysis Interactive Model Miles and Huberman³², they are Components of Data Analysis Interactive Model Miles and Huberman.

³¹ Sugiyono. *Metode Penelitian Pendidikan (pendekatan kualitatif, kuantitatif dan R&D)*. Bandung: Alfabeta (2013).p 335

³² Ibid. p 337

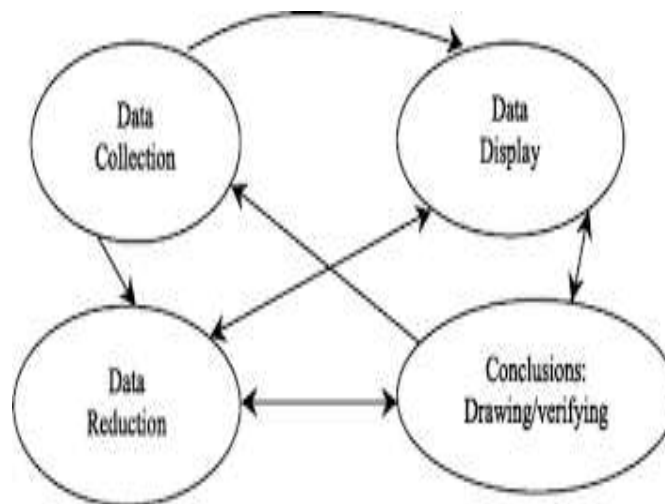


Figure 3.1 Interactive Models Miles and Huberman

The figure above can be explained that :

a) Data reduction

Reducing data means summarizing, choosing the essentials, focusing on the things that are important, looking for the pattern and dominant and removing unnecessary so that the data has been was provided a clearer recorder and facilitated the next data collection. reduction is summarizing, choose things that are fundamental, focusing on things that are important, look for patterns. Thus the reduced data will provide a clearer recorder , and go easy for researchers to conduct further data collection, and look for it when needed. Data reduction occurs continually through out the analysis. After listening and transcribe conversation between teacher and students in many times, the researcher found and selected the data that the most of sentences Turn Taking Pattern.

b) Data display

In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. Presentation of the data in this study researchers describe the table conversation analysis between teacher and student to give the information is arranged so easily understood.

c) Conclusion (verification)

Reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify. Conclusion in qualitative research is a new finding that had not been there. The next step is the conclusion, the initial conclusion is still temporary and will change if there is no strong evidence to support the next stage of data collection. But if the conclusions raised in the initial stages are supported by valid and consistent evidence when the researcher returns to the field while collecting the data then the conclusion put forward is a credible conclusion. Thus the conclusion may be able to answer the problem formulation but may also not because in qualitative research the problem formulation is still temporary and will develop after the research is in the field.

The analysis is divided into three strategies of Turn taking pattern those are: 1). taking the turn strategy that is divided in to

starting up strategy and taking over strategy and interrupting strategy, 2). Holding the turn strategy, and 3). Yielding the turn strategy that is divided into prompting strategy, appealing strategy, and giving up strategy. After classifying the data, the researchers interpreted and described the data from each category. Finally, the researchers made conclusion by the describing the result of the research.

From the data researcher was created by using frequency of the Turn taking pattern by the teacher and students while they speak in the class and the result of students score are will be counted on thirteen scale interval categories. And to know the percentage the turn taking pattern will be use the formula based on state that the formula is used by descript research here is:

F

$$P = \frac{F}{N} \times 100\%$$

N

Note :

P : Precentage the student score

F : Frequency of student score

N : Total of frequency

F. Research Procedures

The process to get the data in this research as follow:

1. Data collection procedure.
 - a. Determining the collage as the setting of the study.
 - b. Making an latter of research for doing the observation to Kaprodi.
 - c. Give the latter of research with the Lecture who teaching Discourse in A classes of six semester.
 - d. I asked for permission to record during the teaching and learning process by video recording. I will conduct the observation by video recording the teacher students interaction that happened during the lesson. During the process of recording i will observe and make notes of what the teacher and student do during the interaction. The notes will cover how the teacher prepared the setting of the classroom descriptions of the action or activities which the teacher and students do during the lesson, and interaction among students.
 - e. The recorded data will play several times and transcribed the transcription is also accompanied with the notes made. For this particular study, the trancriptions focused on the teacher and students conversations.

2. Data Analysis procedure

For qualitative data the researcher used three steps in the data analysis; data condensation, data display, and drawing and verifying conclusions.

1. Data reduction: Data reduction occurs continually through out the analysis. In this research, the research used three techniques to find the utterance of teachers' and students conversation in turn taking. They are observation checklist, recording and field note.
2. Data display: data display organize, compress and assemble information. The list of data which will use by researcher for classifying them according to the pattern of turn taking in the classroom interaction. it will be further by presenting code of pattern.
3. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. After doing all activities above, the researcher concluded of this research.

G. Trustworthiness of the Data

The validity of data in qualitative research is one of the most important part to know the degree of confidence of the results of research that has been done by using triangulation techniques in data collection, then the data obtained will be more consistent so that becomes a valid data and can be

justified.

According Moleong for the results of research can be accountable then required checking the data whether the data presented is valid or not, then required the technique of validity³³

To check the validity of the data in this study, researchers used triangulation technique. According Sugiyono triangulation is defined as data collection techniques that combine data from various data collection techniques and data sources that already exist.³⁴ In this study, researcher using three kinds of triangulation namely:

1. Triangulation of sources

Used to test the credibility of data that has been obtained through several sources obtained at IAIN Bengkulu during research or completion. Data obtained through several sources are categorized, described from various different perspectives and analyzed data specifically so as to produce conclusions based on member checks from several data sources.

2. Triangulation techniques

Conducted to test the credibility of the data obtained during the research at IAIN Bengkulu by checking data with the same source but using different techniques. However, when conducting data credibility

³³ Moleong , Lexy J.. Metodologi penelitian kualitatif. Bandung. Remadja Karya. (2008) p. 326-332

³⁴ Sugiyono *Metode Penelitian Pendidikan(pendekatan kualitatif, kuantitatif dan R&D)*. Bandung: Alfabeta (2013). p 330

using different techniques, the results of different data are obtained, then a more in depth discussion is carried out to the data source in question or the other to ensure which data is more valid or maybe all data obtained is correct because it was obtained from a different perspective.

2. Triangulation of time

So that in testing the credibility of data can be done by checking observations or other techniques at different times or situations, and carried out repeatedly until the data is found to be truly valid and convincing.

From various ways in collecting data through triangulation of sources, techniques, and time, we can know that in the process of collecting data and checking valid data and creativity, a variety of techniques are needed in obtaining sources that are relevant to the research that are often influenced by time or situation collecting data.

CHAPTER IV

FINDING AND DISCUSSION

The aim of this study is about to identify the turn-taking pattern used in English education students at IAIN Bengkulu. And To measure the dominant turn-taking pattern used in English Education students at IAIN Bengkulu.

1. The Pattern of Turn Taking Patterns in English Education students

The section presents the findings derived from research corpus data In which the first question concern with What patterns of turn-taking are found in English class between the teacher and students in the class. To describe the pattern of turn taking during teaching learning process in English class she has to analysis teacher and student in conversation analysis. The analysis of turn taking pattern is based on the strategy of turn taking pattern from the expert.

The data analysis result taken from the data analyzing process through data recording in teaching Based on research, there are three of turn taking strategies. Taking the turn: starting up, taking over, interrupting. Holding the turn: filed pause and verbal filter, silent pauses, lexical repetition, new start and yielding the turn: prompting appealing, giving up. used by teacher and student in the learning process. The results of the data findings are:

1. Taking the turn

This strategy is useful when the participants want to take a chance

to speak in conversation. In taking the turn, the next speaker can continue the topic from the previous speaker or may deliver their own ideas. In this case, the speakers also can show their feeling such as showing their agreement or disagreement. Stenström divides taking the turn into starting up, taking over and interrupting.

a) Starting up

Starting up is used to someone who initiates the talk first. Starting to talk can be a difficult thing. Sometimes, a speaker has not a good preparation at the beginning of the conversation. Starting up can involve a hesitant start and clean start. *A hesitant start* most speakers do not give up the turn at once but take advantage by using filled pauses (ex: əm, ə:m) and verbal fillers (ex: well, I mean, you know). This strategy is used when the speakers take the turn without being fully prepared. The speakers show that they want to say something and they need more time to put in into the word.

learning process at IAIN Bengkulu. The researcher only took the appropriate data based on the need of interpretation.

Datum (4.1) is an example of Hesitant Start in the conversation between teacher and students:

(4.1) Lecturer : (**ə**m, **ə**:m) ya ada dalam spoken atau speaking like base on the tongue base on our pitching base on information unit jadi kita bagi-bagi nafas itu ya untuk menyampaikan jangan bernafas **aaa** menempatkan nafas itu diposisi yang tidak tepat. You understand this?

As show in Datum (4.1) the lecturer explained again about the pause depend unit. But the lecturer starts speaking using the full pause by saying "e: mmm- .." (line 5) shows the lecturer's hesitant statement by saying aaa at a short time or preparing what he says next to clarify the previous word. Then the lecturer decides to stop speaking which is indicated by the question (line 7). This is done by the lecturer to see the response of students and want to give up their turn.

Datum (4.2) is an example of Clean Start in the conversation between teacher and students:

(4.2) Lecture : **well** theme as mean character all topic entity Its mean theme, to see a theme it can be the same from the topic of entity and play

character, so the point here is to see a theme
that can also be seen from the topic of entity

It shows that speakers try to attract the attention of the
listener at the beginning of the conversation, in order to keep
the conversation.

b) Taking Over

The speaker who responds the previous speaker' utterance, it
called as taking over and it is connected by an Uptakes or links.
Uptakes are started with an appealer (ex: you know) which will be
continued with uptake (ex: yeah, oh, well, ah, no, yes) by the next
speaker. Uptake strategy happened when the next speaker
acknowledges receipt of what the previous said and evaluate it
before going on. In addition, uptakes do not always come after
appealer but it can be produced without appealer.

Datum (4.3) is an example of Uptakes in the conversation
between teacher and students:

(4.3) Student : **Do you know** what is persons?

Audience : **No.**

From the example above, student uses “**do you know**” to
give the turn to audience. Then the Audience directly answer the
student said.

Datum (4.4) is an example of Uptakes in the conversation
between teacher and students:

(4.4) Lecture : **You understand this?**

Audience : **Yes.**

It shows that the Audience uses an uptake *yes* to answer the question from lecture

There is one more strategy for taking over by using *Links* (and, but, because). In this case the speaker uses conjunction and which connect sentences and clauses.

Datum (4.5) is an example of Link in the conversation between teacher and students:

(4.5) Moderator : **And** but in the second ways she becomes pregnant so its influence is gonna be the different meaning yaa, the different meaning because when you say she married and became pregnant its normal but when you say she became pregnant and married is not normal oke .

The Moderator uses link in order to inform the previous speaker by using conjunction **and**.

Datum (4.6) is an example of Link in the conversation between teacher and students

(4.6) Moderator : Oke you said the first sentence is negative meaning and the next is positive meaning so

what the does mean when you say its
positive and negative?

Student : **Because** in the first one is I can stay shally
beans, saya risih dengan shally beans jadi
dia mengatakan dia risih itu mengapa karna
shally beans itu kurus, tinggi dan dia seperti
burung bangau.

The Student use link in order to inform the previous speaker by
using conjunction **because**.

a) Interrupting

Interrupting happens when one person initiates talk while another
person is already talking. Furthermore, interruption is divided into
alerts and *metacomments*. Alerts (ex: hey, listen, look) is used to attract
the other people's attention. Usually in doing alerts, the speaker tends to
be louder than the others and produce with a higher pitch, for example:

Datum (4.7) is an example of Alerts in the conversation between
teacher and students:

(4.7) Moderator : **Please just listen** to as because is difficult to
understand just why we repeat the representation
today

The other taking the turn strategy was Interrupting (Alert), it
could be seen in the Datum (4.7) Suddenly, Moderator interrupted his

turn with high pitch. He did it because he wanted to make a Attention for audience.

Datum (4.8) is an example of Alerts in the conversation between teacher and students:

(4.8) Vanesa : **Oke guys look at me please**, here I will explain to you about thematic structure , natural older and point of you.

The other taking the turn strategy was Interrupting (Alert), it could be seen in the Datum (4.8) Suddenly, Fanesa interrupted his turn with high pitch. She did it because she wanted to make a Attention for audience.

2. Holding the turn

Holding the turn means carry on talking. It is used when the speakers still want to hold the chance to speak, but they difficult to plan what to say and they speak at the same time. They may have to stop talking and start re planning half way through the turn. There are four devices to help the speaker avoid a breakdown and take over, such as filled pauses and/or verbal fillers, silent pauses, repetition and new start

a.) Filled pauses and/or verbal fillers

Filled pauses and/or verbal fillers can usually be taken to indicate that the speaker has no intention to yield the turn but is

actually planning what to say next. But in the holding the turn, the speaker should not make a pause too long because it can makes the next speaker chance to speak. So, it must be done in short time.

Datum (4.9) is an example of Holding the turn (Filled pause) in the conversation between teacher and students:

(4.9) Sir : Contoh I cant stand sally beans she is tall and thin
like **crane crane** itu apa **crane? ... crane...** dicari
ini tidak artinya.

it shows that the lecturer is trying to think what he is going to say and it is only used in the short time.

Datum (4.10) is an example of Holding the turn (Verbal filter) in the conversation between teacher and students:

(4.10) Aldo : **Oke** thank you the last question is how to
say that by using the strees syllable

It shows that the Aldo is holding the turn to used sinyal **oke** in the first.

b.) Silent pause

A silent pause can act as a turn holder. It is a sign that tries to keep the listener until the current speaker finish talking. It is a very long pause than filled pauses.

Datum (4.11) is an example of Silent pause in the conversation between teacher and students:

(4.11) Lecture : Analysis stagingnya bisa jadi kurikulum Bahasa inggris atau bisa jadi stagingnya apa syllabus, rps apa **lagi?(0.4) Kelas C.45 apa lagi?(0.4)** Debi ketua kelasnya nah itu semakin mengecil

In this case, lecture used silent pause twice because she wanted to maintain her turn. and it shows that the Lecture is trying to think what he is going to say and it is only used in the short time

c.) Lexical repetition

The lexical repetition can involve single words, it is the repetitions of lexical (word).

Datum (4.12) is an example of Lexical repetition in the conversation between teacher and students:

(4.12) Moderator : Qke thank you fanesa nice **question**
 Audience : **Question?**
 Student : **Liza, liza.**
 Moderator : **Liza, lizas** question about
 thematisation and staging

In the example of the conversation (4.10), the student masters the conversation by repeating words such

as the word "**question and liza**" to clarify the words of the moderator and student. This is because the moderator mispronounced the words that were supposed to be presentations but said that the question was to make the audience correct them by repeating the words. This lexical repetition is done to emphasize and clarify the intent of the speaker.

Datum (4.13) is an example of Lexical repetition in the conversation between teacher and students:

(4.13) Lecture : **Not reading, not reading** the book anda presentasi , presentasi artinya tidak hanya membaca tetapi mempresentasikan jangan membaca dibuku banyak ya .

Besides single words and clause partials, a lexical repetition can have the combinations of both of them in a single turn.

d.) New start

New start is used if the speakers can not continue the conversation then they can make a new start.

Datum (4.14) is an example of New Start in the conversation between teacher and students:

(4.14) Lecture : Maka stagingnya harus dicoursenya dan biasanya logis ya tematisasi itu logis

contohnya tadi aaa yang logis tadi itu
 contohnya apa? **Marriage pregnant itukan**
tematisasi ya tematisasinya seperti itu,
 kalau anda membalikkannya berarti tidak
 tematik dia karna tidak logis.

It shows that the Lecture cannot use his ideas by using lexical repetition, silent way, filled pause and verbal fillers, and the only way is to start all over again. Sometimes, the people forget about what exactly they have to say after they talking for a few minutes. They try to put his thoughts into words by means of repetition, pauses and verbal fillers before they finally realize that the only way out of the troublesome situation is to start all over again.

3. Yielding the turn

In the last strategy of turn taking is yielding the turn. In this term, the previous speaker gives the chance to the next speaker without much protesting because the speaker wants to hear for response. Furthermore, there are several ways to yield the turn to others, such as by prompting, appealing, and giving up.

a.) Prompting

In prompting, the participants act prompt the other participant to respond more strongly than others. Prompting consist of apologizing, greeting, inviting, offering, questioning and requesting.

Datum (4.15) is an example of prompting in the conversation between teacher and students:

(4.15) Moderator :Oke silent please. **Assalamualaikum
wr.wb**

Students : **Waalaikumsalam wr.wb**

Moderator : **Oke good morning everyone**

Students : **Morning**

In the example of conversation (4.15), the Moderator gives a turn to talk to the audience to respond to the moderator's statement. In line 1, a form of speech pair is found side by side, ie greetings are followed by greetings wherein at the beginning of the conversation the moderator gives greetings (row 1) and the student responds to the greeting (line 2). Before the presentation process begins, the moderator starts learning by saying hello and the student answers the opening greeting by saying hello again. This behavior always arises because the behavior has become a habit or routine of activities in the classroom and applies from time to time. Then the moderator

continues his turn by greeting students (line 3) and is responded by the student.

b.) **Appealing**

Appealing means a turn which gives an explicit signal to the listener in order to give feedback such as: question tag, all right, right, ok, you know, you see.

Datum (4.16) is an example of Appealing in the conversation between teacher and students:

(4.16) Student : So I will give you example topic is . who is she.

Jadi topiknya disini missal mr susilo jadi kamu harus tau. **Do you know what is persons ?**

Audience : **No.**

The student uses utterance “**do you know**” in order to audience gives a response directly. In datum (4.16), student used *Appealing* strategy “do you know what”. he gave a chance to audience in order to give a feedback from his utterance. In this case, student gave a suggestion to audience. student thought that who the person to audience because to know what the student know and read their book.

c.) Giving up

In giving up strategy, the speakers realize that they do not have anything more to say and they give the chance to others by making a long pause. This strategy will push the listeners to take their turn.

Datum (4.17) is an example of Giving up in the conversation between teacher and students:

(4.17) lecturer : Dia mengulang-ulang kata yang sama ya nah
itu prominent. Apa orang yang sering nyinyir ya
akhir-akhir ini terus diulangnya berkali-kali
padahal kata-katanya sama . **Nah oke itu
prominant ya yang disampaikan oleh.....**
students : **Wini..**

The lecture uses a pause to indicate that he finishes his turn. In (datum 4.17), lecturer gave a chance to the others to take the turn by using giving up strategy. He realized that he had no more to say. Besides, he also thought that it is time to the listener said by using a pause in the end of his utterance.

2. The Dominant Turn Taking Pattern use in the Classroom

Interaction

This part contains the explanations of the data What patterns are dominantly used by the teacher and students in English classroom interaction at IAIN Bengkulu. The results of the data findings are presented in table 4.1:

Tabel 4.1
Data Findings of Turn Taking Pattern Strategy

No	Turn Taking Strategy					Frequency	Percentage (%)	
1	(Taking The Turn)					102	34%	
	1	(Starting Up)						
		A	clean start (verbal filler)		31			
		B	hesitant start (filled pause)		29			
	2	(Taking Over)						
		A	Uptake		16			
		B	Link		21			
	3	(interrupting)						
		A	Alert		5			
		B	Metacomment		-			
2	(Holding The Turn)					105	35%	
	1	<i>(Filled Pause) and (Verbal Filler)</i>			57			
		1	<i>(Filled Pause)</i>					
		2	<i>(Verbal Filler)</i>					
	2	<i>(Silent pauses)</i>			11			
	3	<i>(Lexical Repetition)</i>			35			
	4	<i>(New Start)</i>			2			
3	(Yielding The Turn)					93	31%	
	1	<i>(prompting)</i>			72			
	2	<i>(appealing)</i>			11			
	3	<i>(giving up)</i>			10			
		Total						300

Based on the Table above Taking the turn used when the participants want to take a chance to speak in conversation. In taking the turn, the next speaker can continue the topic from the previous speaker or

may deliver their own ideas. In this case, the speakers also can show their feeling such as showing their agreement or disagreement.

Holding the turn used when . It is used when the speakers still want to hold the chance to speak, but they difficult to plan what to say and they speak at the same time. They may have to stop talking and start re-planning half way through the turn.

Yielding the turn used when the speaker consist of apologizing, greeting, inviting, offering, questioning and requesting in situation. Yielding the turn usually occurs at the beginning and closing of the lesson and they use greeting. And during the discussion in the classroom the moderator used offering and questioning.

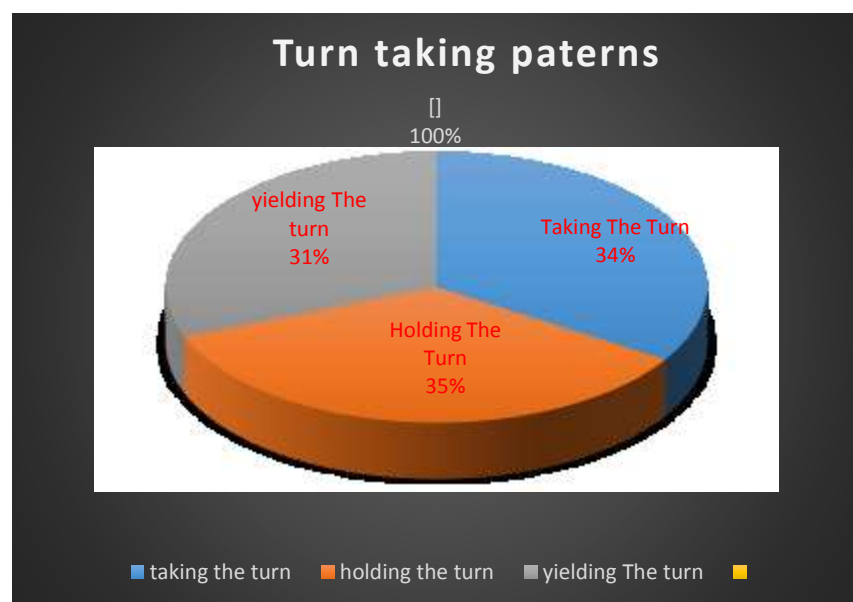


Chart 4.1 data findings of turn taking patterns

Based on pie chart above, it showed that from 35% Holding the Turn (the dominant frequency) why holding the turn is dominant strategies because between teacher and student in the classroom interaction more used Filled pauses and verbal fillers. There were 34 % or 31% datum Inviting student participation. Showed that there are 300 data containing turn taking pattern in Table 4.1. The Holding the turn is the dominant frequency of all three types of turn taking pattern. There are data containing Holding the turn 105 data. the lowest-rank frequency of yielding the turn only 93 data.

Additionally, there are holding the turn by the conversation between teacher and students . there are *Filled Pause* and *Verbal Filler*, *Silent pauses*, *Lexical Repetition* and *New Start* the result of the data findings are presented in table 4.1

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion drawn is based on the formulate research question, while the research is in this area.

A. Conclusion

This research is concerned with the conversation analysis of turn taking patterns in English education students at IAIN Bengkulu. In line with the objectives of the research, to identify the turn-taking pattern in English at the IAIN Bengkulu. To measure the dominant classroom interaction between teachers and students at IAIN Bengkulu, the results can be concluded as follow.

1. There are three patterns of Turn Taking used by teacher and student in English education at IAIN Bengkulu. They are Taking the turn strategy , holding the turn, and Yielding the turn. they are filled pauses, lexical repetition, silent pause and a new start. Therefore, the yielding turn is the turn to the listener. In giving a way the turn, the speaker can use prompting strategy, appealing strategy, and giving up strategy. Moreover, from this research I can conclude that not all participants use turn taking strategies in the classroom because of them speak up on portion, when asked they answer as needed.

2. Furthermore, I found that the dominant pattern are used by Teacher and students is Holding The Turn, we can see in Table 4.1

After analyzing this research, the researcher got knowledge about the strategies in turn taking that were used in the conversation. Moreover, she also got knowledge about how to manage and take turn-in conversations, especially in classroom.

B. Suggestion

Conversation analysis in turn taking is quite important for the next researchers who concern with communication in social life, because in social community, the language users must have their own rules, regarded to culture, language and mentality to reach an ideal and understanding communication. This research may give a few suggestions for the next researchers that will analyze conversation among more than 30 participant. Based on the conclusions that has been explained above, some suggestions will be directed towards the English teacher and the other research.

1. To English Teachers

Role lecturer as speakers are very dominant in lecture interactions because lecturers have high power authority in the class to determine speech, such as take over turn talk to So that in an opportunity, the change of the role of the lecturer as a

listener with an initiative / will of his own is very necessary so that students can contribute to participate actively during the process of speech transfer takes place. This is used by lecturers to show the existence of a relationship / social distance and equal / equal position between lecturers and students. So that students do not need to feel unclear / understand / understand, fear, anxiety, hesitation about the lecturer material, which can hinder students from switching said in a manner alternately .

2. To Other Researchers

Further research is needed to design a more communicative and effective conversation strategy model or to analyze and design more interactive speech transfers between lecturers and students so that the process of speech transfer can succeed with well.

Moreover, if the next Researchers Also education students use English as their object, the next Researchers are suggested to use different genres of English education in order to get more kinds of conversational turn-taking strategies. And for the next researchers who want to use the Turn taking pattern in English education students

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Documentation





