

## Exploring Turn-Taking Strategies Utilised by Pre-Service Teacher in Indonesian EFL Setting: A Conversation Analysis

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### Abstract

In the teaching-learning process, a classroom conversation is managed by the teacher to attain specific purposes. The success of teaching-learning process, in addition, requires teacher-student interaction to gain relevant experiences in students' target language. During the class, taking-turn will likely happen in a classroom interaction. However, during this class, the teacher-student turn seems to be asymmetrical. The teacher tends to be the main speaker allocating the turn to maintain teacher-student interaction. This research, further, aims at exploring turn-taking strategies utilised by EFL pre-service teacher. The researcher utilises a qualitative research approach with a conversation analysis. The data used in this research is unscripted-recorded classroom video. Furthermore, the data is transcribed into conversational data to obtain the data of turn-taking strategies utilised by pre-service teacher in EFL classroom setting. In analysing the data, the researcher utilises Sacks' framework (1984). Based on the result of data analysis, it is found that there are seven turn-taking strategies utilised by pre-service teacher in EFL classroom setting. These are adjacency pairs, addressing term, utterance in-completer, repair technique, possible pre-closing, overlaps, and tag question. In addition, the teacher mostly uses question-answer adjacency pairs during the teaching-learning process. This, however, leads to asymmetric turn between teacher and students. The teacher seems to be more dominant to initiate and take turn during classroom conversation. Possible pre-closing, on the other hand, is the least turn-taking strategy used by the pre-service teacher in the teaching-learning process. This turn used by pre-service teacher to close or end a conversation in the teaching-learning process. Since this research has dealt with pre-service teacher, the results will be beneficial for the pre-service teacher to manage turn-taking strategies in EFL classroom setting to ensure the classroom interaction and conversation symmetrical.

**Keywords:** Turn-Taking; EFL classroom; pre-service teacher; conversation analysis

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### INTRODUCTION

As the global language, English is becoming one of the most spoken languages throughout world. English also serves a crucial role as a means of global communication and interaction, and a medium to acquire and exchange information. In the field of education, English is predominantly used as the language of communication (Crystal, 2003). Further, Mappiase and Sihes (2014) stated that English these days has emerged as a significant medium to communicate around the globe. Consequently, in term of language learning, it is quite crucial that English should be mastered by the students to communicate responding to global challenges.

Furthermore, in learning language, it aims to communicate with others. According to Nair & Joglekar (2012), communication involves sharing common

experiences with individuals. Further, Kpogo & Abrefa, (2017) stated that communication is seen as a transactional process of construct meaning that requires interaction with two or more individuals. In this case, the term of communication involves both speakers and listeners in conveying information. In addition, this allows for back-and-forth exchanges or two-way communication. This two-way communication is called a conversation.

Conversation is a communication process to share speakers' intention such as conveying information and expressing ideas or feelings. It refers to interactive communication between two or more people. Brenna (2010) stated that conversation is related to activities including more than two or more persons using linguistics form to communicate interactively. It is often characterised by having several related topics to discuss (Maynard, 2016). In addition, a meaningful conversation includes mutually interesting interaction and engaging conversation topic between the speakers and the listeners.

During a conversation, individuals may manage conversational interactions through a talking. Further, describing, analysing and understanding talk as a fundamental feature of human everyday-social interaction is defined as conversation analysis (Sert & Seedhouse, 2011). Conversation analysis is study of a talk interaction. It concerns on how individuals' action in a conversation are organised and how individuals comprehend ideas within a conversation. In conversation analysis, much attention is focused on spoken interaction. According to Have (2007), conversation analysis is characterized by its attention to detail in the spoken interaction and its attempting concern on comprehending how language works.

In conversation analysis, a conversation is perceived as a medium to carry out actions. Individuals engaging in a conversation is not merely to exchange information but they also deal with the actions accomplished through a conversation such as asking, requesting, complaining, and so on, and the tangible impacts of these actions in real life (Hoyle & Kendrick, 2018). Albert (2017) stated that conversation analysis refers to a method of collecting conversational data involving conversational interaction, analysing it naturally, and presenting on features of its structural arrangement. In addition, it involves identification and description of interactional phenomena through natural observation (Kendrick, 2017).

In the teaching-learning process, a classroom conversation is organised by the teacher to attain particular purposes. It is considerably significant to contribute the success of the teaching and learning. Gharbavi and Iravani (2014) stated that classroom language a vital part in language teaching, and it significantly contributes to the success of teaching-learning activities. Further, the success of teaching-learning activities relies on how teachers communicate and interact with the students (Yanfen and Yuqin, 2010). In addition, teaching-learning process should include teacher-student interaction to ensure students gain relevant experience in their target language.

During the lesson, taking-turn will likely occur in a classroom conversation. This can be an integral aspect of classroom interaction to promote students' interaction and participation. In this case, the teacher plays a vital role to decide who will talk, when to talk, and what to talk, so the classroom interaction can be seen asymmetrical (Garton, 2012). This classroom conversation typically involves one party talking at a time and speaker changing accordingly. Hence, it is vital for the teacher to effectively manage turn-taking in a classroom interaction during the lesson.

Kramsch (1986) stated that the students must be provided chances to commence communication, to obtain feedbacks, and to ask for clarification, and engage in a whole classroom interaction through turntaking. In EFL classroom, the teacher as the first speaker should encourage and trigger students to actively engage and participate in a classroom interaction by ensuring equal turn-taking. Embodied actions such as nodding

head, gazing, and performing hand gestures simultaneously in a conversation to allocate students' turn (Kaanta, 2012). In addition, multimodal interaction can also be involved to enrich classroom interaction.

Numerous studies have conducted taking turn analysis in EFL classroom setting. Rosyanti and Mulyani (2023) investigated a turn-taking strategy of conversation analysis in the classroom, and found that there were three strategies used; taking the floor, holding the floor and yielding the floor. Meanwhile, Sari (2020) stated that the teacher-student turn is asymmetrical. The teacher tends to be the main speaker allocating the turn to maintain teacher-student interaction. However, in this case, the teacher has no absolute power to control the turn-taking, and students seemingly overlap to take turn using gestures.

Further, Syafar et.al (2023) investigated the turn-taking strategies by teacher-students in English classroom interaction. She found that there are three ways employed by teachers; taking the turn, holding the turn, and yielding the turn. However, the teacher mostly dominates to commence the conversation during the whole classroom conversation. In addition, the students tend to interrupt more frequently and use silences to hold the floor. It seemed that the students tend to be less initiative taking the turn in classroom interaction.

Previous studies investigated taking turn strategies by EFL pre-service teachers in English classroom. However, it put evidence that teacher mostly dominates in managing taking-turn during the classroom interaction. Based on the previous studies, it is vital to explore turn-taking strategies more detailed in EFL classroom. Further, the previous studies have dealt with turn-taking strategies used by EFL teacher in classroom setting. To address this gap, the researcher deals to explore turn-taking strategies used by pre-service teacher in EFL classroom. In short, this research aims at dealing with research question; what turn-taking strategies used by pre-service teacher in Indonesian EFL classroom setting? These turn-taking strategies, in addition, will be beneficial for the pre-service teacher to manage their classroom interaction and activities.

## RESEARCH METHOD

### Research Design

This study employed a qualitative research approach, utilizing conversation analysis to examine turn-taking strategies in an English as a Foreign Language (EFL) classroom setting. According to Denzin and Lincoln (2017), a descriptive qualitative study aims to describe the findings of an analysis, making it a suitable method for exploring the intricacies of classroom interactions. The use of conversation analysis, as outlined by Sacks et al. (1978), focuses on identifying the rules of turn-taking in dialogue. This methodology is particularly useful for analyzing how participants in a conversation manage the flow of interaction, making it ideal for investigating communication dynamics in educational settings. In this research, the focus was on uncovering the specific strategies employed by pre-service teachers in managing turn-taking during classroom interactions. This design was chosen to provide a detailed understanding of the conversational patterns and techniques that facilitate effective communication between the teacher and students in an EFL context.

### Research Participant

The research participants in this study were selected using purposive sampling, a technique that allows researchers to choose respondents who are most likely to provide relevant and insightful data. As Kelly (2010) explains, purposive sampling ensures that the selected participants possess the necessary experience or characteristics that align with the research objectives. In this study, the participants included a pre-service EFL teacher and a group of seventh-grade students. The decision to focus on these individuals was based on their direct involvement in the classroom setting being analyzed, particularly in relation

to turn-taking strategies during instruction. The anonymity of the pre-service teacher was maintained for ethical reasons, as is standard practice in educational research. By focusing on this specific participant group, the research aimed to provide a comprehensive exploration of how turn-taking functions in real-world EFL teaching situations, offering insights into both teacher and student behavior.

### **Research Instrument**

The primary research instrument in this study was an unscripted classroom video recording, which captured a 31-minute session of the EFL pre-service teacher instructing seventh-grade students. This video served as the main source of data for analysis, offering a rich, real-time depiction of the learning environment and the interaction patterns between the teacher and students. In addition to the video, the researcher used an observation checklist to systematically gather data during the observation process. As Cresswell (2014) notes, observation is a valuable tool for collecting open-ended, firsthand information, allowing researchers to gather detailed insights into behaviors and interactions at a research site. The video provided a realistic context for examining turn-taking strategies, while the observation checklist ensured that the data collection process remained organized and focused on specific elements of the classroom dynamics. To protect the privacy of the participants, all names mentioned in the video were replaced with pseudonyms, ensuring confidentiality while preserving the authenticity of the interactions captured in the recording.

### **Data Collection**

The data collection process began by obtaining informed consent from all participants, following the guidelines set out by Silverman (2014), which emphasizes the importance of ensuring that participants are fully aware of the research objectives and their role in the study. The primary data collection tools were the unscripted video recording of the EFL classroom and the observation checklist. The researcher closely observed the classroom interactions captured in the video, focusing on the conversational exchanges between the pre-service teacher and the students. After observing the video, the researcher transcribed the classroom conversations, transforming the spoken dialogue into written form. During this transcription process, the data were further refined and organized into turn-taking scripts, allowing for a detailed analysis of the conversational flow between the teacher and students. This systematic approach ensured that the data were accurately captured and categorized, providing a strong foundation for the subsequent analysis of turn-taking strategies.

### **Data Analysis**

The data analysis process involved the transcription and examination of the classroom video, with a focus on identifying the turn-taking strategies used by the pre-service teacher in the EFL setting. Following the transcription of the video into written conversational data, the researcher applied Sacks' (1984) framework of conversation analysis to dissect the turn-taking patterns observed in the classroom. This framework allowed for a detailed exploration of how conversational turns were allocated, how interruptions were managed, and how the teacher facilitated student participation. The data were then analyzed using a descriptive qualitative approach, which enabled the researcher to describe and interpret the findings in a structured manner. Through this analysis, the research provided insights into the specific strategies the pre-service teacher used to manage classroom interactions, contributing to a broader understanding of effective communication practices in EFL classrooms. The findings were presented in a way that highlighted both the teacher's techniques and the students' responses, offering a comprehensive view of turn-taking dynamics in the educational context.

## RESULTS AND DISCUSSION

### Research Findings

In this section, the researcher presents the research findings based on the research questions regarding to the type of turn-strategies utilised by EFL pre-service teacher in classroom setting. The data was analysed using Sacks and Jefferson's framework (1984). Further, the data turn is numbered in T1, T2, and so on for analysis reference. The followings are turn-taking strategies used by pre-service teacher in EFL classroom setting.

#### Adjacency Pairs

Adjacency pairs refer to a basic structural unit in a conversation. The researcher, in this research, found that there were two adjacency pair patterns used by EFL pre-service teacher in a class; greeting-greeting and question-answer. The followings are the example of adjacency pairs used by pre-service teacher in EFL classroom setting.

Extract 1. (Minute 0:07 – 0.28)

T1 Teacher	: ↑ assalamu'alaikum wa rahmatullahi wa barakaatuh?
T2 Students	: walaikumsalaam wa rahmatullahi wa barakaatuh..
(2.4)	
T3 Teacher	: umm (3) how are you <u>today</u> students?
T4 Students	: =i am fine (.) a:nd yo:u?
T5 Teacher	: ↓ ok I am fine to:o (.) thank you
(2)	
T6 Teacher	: umm (2.4) °did you have breakfast <u>already</u> ?
T7 Students	: ye:s
T8 Teacher	: = what do you have for <u>breakfast</u> ?
T9 Students	: (.) yes yes
T10 Teacher	: = eggs or friedrice? and what <u>else</u> ?
T11 Students	: (.) eggs (....)
T12 Teacher	: eggs again ↓

In turn 1-2, teacher and students uttered greeting-greeting adjacency pair. The teacher greets students stating '*assalamualaikum*' to take turn with rising intonation. The students then responded answering '*walaikumsalaam*'. These greeting-greeting adjacency pairs continued in turn 3-5. The teacher continued greeting students '*how are you today?*' with rising intonation and emphasising students' feeling and condition. Then, the students continued slightly responding '*i am fine and you?*'. The teacher, after that, responded '*i am fine too thank you*'.

The teacher and students continued to use adjacency pairs, in turn 6-7, 8-9, and turn 10-11. The teacher, in turn 6, initiated the floor in turn asking students about breakfast '*umm, did you have breakfast already*'. The teacher continued asking students in turn 8 '*what you do you have for breakfast?*'. However, the students seemed misunderstanding on teacher's question. The teacher, in this case, continued taking the floor and asking students '*eggs or friedrice? and what else?*'. The students then responded teacher's question saying '*eggs*'.

Extract 2. (Minute 1:44-2:28)

T1 Teacher	: ok (.) everyone look at the slides ↓
(2.1)	
T2 Teacher	: what is °our first <u>rule</u> ?
T3 Students	: be °quiet↓
T4 Teacher	: be quiet, speak <u>louder</u> ↑
T5 Students	: (.) be quiet↑
T6 Teacher	: =be quiet↑ , you have to be <u>quiet</u> , ok?
(1.8)	

T7 Teacher : rule number two: , what is rule number two: ↑?  
 T8 Students : ( ) listen to: teacher talking ↓  
 T9 Teacher (3.2) : = ok: i am a teacher talking so you have to listen to: (.) me , ok  
 T10 Teacher : what is rule number three?  
 T11 Students : (...) speak English]  
 T12 Teacher : [speak English , we speak English in English classroom ↓  
 T13 Teacher : this is English classroom so you have to speak English, ok?  
 T14 Students : = ok ↑

Based on the extract 2, it shown that the teacher took turn by asking for attention, then continued asking students in turn 2 '*what is our first rule?*' with rising intonation. In turn 6, the teacher also yielded turn to continue the conversation by giving statement '*be quiet, you have to be quiet*' and ended with a question '*ok*'. However, no students responded this turn. The teacher, hence, took turn asking '*rule number two, what is rule number two?*'. This pattern also happened in turn 10 in which the teacher used asking-answer in a conversation with students. The teacher in turn 13 declared '*this is English classroom so you have to speak English*' and ended with checking students' understanding '*ok*'. Lastly, the students slightly responded teacher's turn.

Further, adjacency pairs, in this research, were the most dominant types of turn-taking strategies used by pre-service teacher in EFL classroom setting. The turns used by teacher and students were reciprocal adjacency pairs in greeting-greeting and question-answer. These turns were mostly to take and relinquish the turn. In addition, based on the data above, the teacher initiated and took the floor to stimulate students' response and active interaction.

### Addressing Term

Addressing term refers to a way in which the first speaker utters by naming to the next speaker. Nalendra et al (2018) stated that addressing term can be in form of words or phrases to call a person in a conversation. The examples of addressing term used by EFL pre-service teacher in a classroom setting are as follows.

Extract 3. (Minute 7:39-7:59)

T1 Teacher : ↑ yah of course he is smart Andi, umm (2.4) what is your father profession >or job?  
 (2.3)  
 T2 Andi : police  
 T3 Teacher (2.1) : = policeman (2) umm what about your mother?  
 T4 Teacher : what does your mother look like? (.) is your mother beautiful Yani?  
 T5 Yani : ye:s  
 T6 Teacher : = of course she is beautiful ↑ (.) ok

Extract 4. (Minute 24:36-24.43)

T1 Teacher (1.3) : ok: she is a nurse, ok alright (.) thank you Iqbal  
 T2 Iqbal : = yes  
 T3 Teacher : you can go back to your seat ↑  
 T4 Iqbal : yes °sir

Based on the data in extract 3, the teacher used addressing term strategy. This term happened when the teacher alluded the next speaker's name in turn 1 '*yah of course he is smart Andi*'. In addition, addressing term was also used in turn 4. The teacher tried to take

turn by asking and mentioning the next speaker's name '*is your mother beautiful Yani?*'. Further, the teacher in extract 4 continued to use addressing term in classroom conversation. The teacher, in turn 1 take turn to mention the student' name to get his response '*ok she is a nurse, ok alright thank you Iqbal*'. This addressing pattern occurred when the teacher mentions the student's name as the next speaker. The next speaker can be selected by alluding her or him with a descriptive phrase (Sari:2020).

### Utterance in-Completer

To commence or continue a conversation, a speaker may use utterance in-completer term. This utterance in-completer refers to how speaker continues talking using connectors such as *and, but, or, however*, and other connectors. By alternating turns to fill in the missing dialogue, the speaker can address this respectfully. These are the examples of utterance in-completer term used by EFL pre-service teacher in a classroom setting.

Extract 6. (Minute 0:43-0:51)

T1 Teacher	: umm (1.7) where <i>*did you spend your <u>holiday</u>↑</i> <i>*did you spend at home <b>or</b> go <u>somewhere</u>↑?</i>
T2 Students	: ho:me ↑
T3 Teacher	: = only at home ↓ never <i>*mind</i> , ok↓

Extract 7. (Minute 16:54-)

T1 Teacher	: ↑ <i>i am going to divide you into a group of <u>four</u></i> <i><b>and</b> then i am going to: give you: (.) this (1.3)</i> <i><b>and</b> you have to <u>work</u> with your friends , ok ↓</i>
T2 Students	: ok:
T3 Teacher	: = ok (.) ok the first one is asking <u>you</u> about (1.4) my best friend <i><b>and</b> then <u>you</u> have to: answer (1.3) the question a , b , c , d , ok ↓</i>
T4 Students	: = ok ↑

As seen in extract 6, the teacher took the floor to build a conversation with the students. In this turn 1, the teacher add more emphasis to attract the students' response by adding connector as in '*umm where did you spend your holiday, did you spend at home or go somewhere?*'. The students, then took the floor and responded '*home*'. Further, the teacher took this term again in extract 7. The teacher, in turn 1 said '*i am going to divide you into a group of four and then i am going to give you this (showing a paper) and then you have to work with your friends, ok?*'. In this turn, the teacher took the floor in a conversation and used a connector to add detailed information.

### Tag Question

Tag question is a question added on to the end of statement or sentence. According to Coulter (2014), tag question is mini question that speakers add at the end of the sentences. The speaker can use this question tag to seek an agreement or to ensure information is valid. The followings are the examples of tag question strategies used by teacher in EFL classroom setting.

Extract 8. (Minute 2:33-2:41)

T1 Teacher	: ok: if you want to say something ↓ (.) you can <u>raise</u> your <u>hand</u> ↑ <i>you know how to raise your hand <u>right</u>?:?</i> ↑
T2 Students	: ye:s ↑

Turn 1 highlights that the teacher took the floor inform students that they could raise their hand if they wanted to say something. In addition, the teacher added question tag to ensure the students' comprehension. The teacher asked '*you know how to raise your hand*

*right?*'. The teacher, in this case, use a short question item '*right*' to ensure the students comprehend what teacher said. In addition, this tag question term can be used to seek students' agreement on the class rules.

### Repair Technique

During a conversation, a speaker may mispronounce or misspelling certain words or phrases. In addition, these can happen due to incorrect word, slip of tongue, mishearing, or misunderstanding. To deal with these in a conversation, the speaker can used a repair technique. Sacks et al (1998) stated that repair system refers to resource used to handle various conversation activities, and to identify errors and make correction. This term means to clarify or correct what have been said in a conversation. The examples of repair technique used by EFL pre-service teacher are as follows:

Extract 9. (Minute 22:57-23:14)

T1 Teacher : be quiet students (1.7) ok , students , we have a friend here ↓  
 (1.8) he is going to read , umm (.) and describe about:  
 her father (.) oh (.) his father sorry  
 (1.1) ok: please listen carefully ok: ↑  
 T2 Students : ye:s ↑

Extract 10. (Minute 24:21-24:29)

T1 Teacher : alright ° students , umm (1.4) who: writes (.) i mean  
 (1.7) who does (.) he: describe?  
 T2 Students : (...) mother °  
 T3 Teacher : mo:the:r ↑

Based on the data in extract 9 and 10, the teacher uses repair system signals in a conversation. In extract 9, the teacher took turn a long speech in a conversation. The teacher, however, said incorrect word selecting '*her father*' in saying '*he is going to read, umm and describe about her father*'. The teacher then corrected what he said *oh his father sorry*'. Meanwhile, in extract 10, the teacher said '*i mean*' as repair technique signal. In turn 1, the teacher corrected what he said '*who writes I mean who does he describe?*'. In short, this term used by teacher is considered as self-initiated repair system.

### Overlap

Overlap in a conversation can happen when two speakers speak at same-exact moment. In addition, this term happens when the first speaker begins to speak and the next speaker covers the first speaker. Here are the examples of overlap strategy found in this research.

Extract 11. (Minute 29:27-29:38)

T1 Teacher : ok , umm (1.3) i think enough , (.) and this is the end of our lesson  
 any question [students]↑?  
 T2 Students : = we ° submit [next week] sir: ↑?  
 T3 Teacher : = yeah (1.3) you can submit to me , next week ↓

In turn 1, the teacher took the floor and told students that this was the end of the lesson. The teacher continued taking the floor and asked students '*any question students?*'. The students in turn 2, then replied '*we submit next week sir?*'. During this turn, the students took over the turn before teacher ended his speech. Further, this term continued in turn 2-3. The students asked '*we submit next week sir?*'. Then, the teacher took over turn and replied

before students ended the turn. In addition, the teacher took over turn 3 simultaneously and replied '*yeah you can submit to me next week*'.

### Possible Pre-Closing

Sacks and Schegloff (1973) identified possible pre-closing is related to utterances occupying a turn without creating a new topic with down intonation. In addition, during a conversation, the speaker indicates that he has nothing further to say. The researcher, based on the result of data analysis, found two possible pre-closing strategies utilised by EFL pre-service teacher in classroom learning. Here are the examples of possible pre-closing strategies used by EFL pre-service teacher in classroom learning.

Extract 12. (Minute 29:44-29:57)

T1 Teacher	: ok: (.) i think that °is enou:gh , anymore <u>question</u> ↑?
(1.4)	
T2 Students	: no (.) no:
T3 Teacher	: no more <u>questions</u> : and (2) i think that ° is enough (.) thank you
(2.1)	
	wassalamualaikum (.) wa rahmatullahi wa barakaatuh
T4 Students	: = wa:laikumsala:m wa rahmatullahi wa barakaatuh..

The teacher, in turn 1 took floor to indicate that the lesson was over. The teacher in turn 1 said '*ok i think that is enough, anymore question?*'. In this case, the teacher said '*ok i think that is enough*' as a signal sentence to end the lesson. The teacher also used adjacency pair '*anymore question?*' to ensure the students before leaving class. Further, the teacher continued using possible pre-closing signal in turn 3 '*and I think that is enough thank you*' and ended by saying '*wassalamualaikum wa rahmatullahi wa barakaatuh*'. In the end, the students used reciprocal greeting-greeting adjacency pair and replied '*walaikumsala:m wa rahmatullahi wa barakaatuh*'. Sacks and Schegloff (1984) said that a speaker has a purpose to use possible pre-closing; to end a conversation and, as a closing, or change the topic.

Further, in this research, the researcher used Sack's framework (1984) in analysing the data. The researcher found that there were seven turn-taking strategies utilised by EFL pre-service teacher in teaching and learning process. Adjacency pairs, in addition, become the most frequently utilised by EFL pre-service teacher during the class. These happen since the teacher mostly used question-answer to build a conversation, gain, and check students' understanding on the taught material.

### Discussion

In analyzing the data, this study applied Sacks' (1984) theory of conversation analysis to identify the turn-taking strategies employed by an EFL pre-service teacher during classroom interactions. The findings revealed that the teacher utilized seven key turn-taking strategies: adjacency pairs, addressing terms, tag questions, utterance completions, overlaps, repair techniques, and possible pre-closings. Among these, adjacency pairs emerged as the most frequently used strategy. This predominance of adjacency pairs is primarily attributed to the teacher's reliance on question-answer exchanges to facilitate communication and assess students' understanding. By consistently using this method, the teacher was able to maintain control over the conversational flow and engage students in the learning process.

The dominance of adjacency pairs in classroom conversations is consistent with previous research. Sari et al. (2023) emphasized that adjacency pairs are commonly employed as a turn-taking strategy during classroom interactions, often as a way to structure dialogues and ensure that students respond to the teacher's prompts. Similarly, Fenyi and Nyarkoh (2022) found that teachers frequently utilize adjacency pairs to guide

classroom conversations. The consistent use of question-answer sequences not only directs students' attention but also helps the teacher monitor their comprehension. This aligns with the work of Sa'adah and Yulianti (2018), who observed that teachers often initiate conversations by asking questions, thus establishing themselves as the primary drivers of dialogue.

Moreover, the findings of this study indicate that the teacher plays a dominant role in the classroom conversation, functioning as the key speaker. This is in line with the observations of Sacks et al. (1978), who noted that in typical conversations, one speaker usually holds the floor at a time, especially in structured settings like classrooms. Syafar et al. (2023) also pointed out that students tend to be less proactive in taking conversational turns, with the teacher often assuming the role of facilitator and orchestrator of the discussion. Fenyi and Nyarkoh (2022) further supported this by revealing that in 82% of classroom interactions, it is the teacher who initiates and controls the dialogue. This dominance reflects the asymmetric nature of turn-taking in educational settings, where the teacher frequently allocates turns, maintains conversational control, and ensures that the lesson progresses smoothly.

However, while adjacency pairs were the most prominent turn-taking strategy, the data also revealed that possible pre-closing was the least used strategy by the EFL pre-service teacher. Pre-closings are utilized to indicate that the speaker has no further contributions to make or is signaling the end of the conversation. Sacks (1984) defined possible pre-closings as speech acts that occupy a turn without introducing a new topic, serving as an indication that the conversation is nearing its conclusion. In the context of classroom interaction, pre-closings are typically employed at the end of a lesson when the teacher is preparing to wrap up the discussion. Sari et al. (2023) suggested that possible pre-closings often occur when the speaker is relinquishing their turn, signaling that they have exhausted their points. In this study, the teacher used pre-closing strategies sparingly, primarily at the conclusion of lessons, where the use of words or clauses served as signals that the class conversation was coming to an end.

This study identified seven turn-taking strategies utilized by the EFL pre-service teacher during classroom interactions: adjacency pairs, addressing terms, utterance completions, repair techniques, overlaps, tag questions, and possible pre-closings. Among these, adjacency pairs were the most frequently used strategy, indicating that question-answer sequences played a central role in managing the conversation between the teacher and students. The analysis also highlighted the asymmetric nature of the classroom dialogue, with the teacher frequently dominating the conversation by taking and holding turns. This dominance reflects the structured nature of classroom interactions, where the teacher often serves as the primary speaker, guiding the flow of conversation and ensuring that the learning objectives are met. The novelty of this study lies in its detailed examination of how turn-taking strategies, particularly adjacency pairs, are used by pre-service teachers to control and direct classroom discourse, offering insights into the communicative practices that underpin effective teaching in EFL settings.

## CONCLUSION

Based on the research findings above, this research deals with exploring types of turn-taking strategies utilised by EFL pre-service teacher in classroom setting. It is said that the following conclusion can be depicted that the researcher found seven turn-taking strategies used by EFL pre-service teacher in the classroom setting. These are adjacency pairs, addressing term, utterance in-completor, repair technique, overlaps, tag question, and possible pre-closing. Among these strategies, the teacher mostly took turn and used question-answer adjacency pairs to make students respond what teacher said.

In addition, this adjacency pair leads to asymmetric turn between teacher and students. The teacher appears to be more dominant to initiate and take turn during classroom conversation. On the other hand, in this research, possible pre-closing is the least turn-taking strategy utilised by EFL pre-service teacher in the classroom. Additionally, this turn is used to end or close a conversation in term of teaching and learning process. This research, in short, deals with exploring types of turn-taking strategies. Since this research has dealt with pre-service teacher, the results will be beneficial for the pre-service teacher to manage turn-taking strategies in EFL classroom setting to ensure the classroom interaction and conversation symmetrical. Hence, future research can be conducted to analyse function and power relation in classroom conversation.

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