

**STRATEGIES OF TURN-TAKING IN ELT CLASSROOMS AT IBITEK  
(INSTITUT ILMU BISNIS DAN TEKNOLOGI KALIMANTAN)  
BANJARMASIN**

***SARJANA'S THESIS***

**DEAN REVEES RUMENGAN  
REG. NUMBER: 2010117210015**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2025**

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(INSTITUT ILMU BISNIS DAN TEKNOLOGI KALIMANTAN)  
BANJARMASIN**

***SARJANA'S THESIS***

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfillment of the Requirements for Completing the *Sarjana Pendidikan*  
Program in English Language Education Study Program**

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**REG. NUMBER: 2010117210015**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2025**

# LETTER OF APPROVAL

## LETTER OF APPROVAL

This is to certify the *Sarjana's* Thesis Proposal of Dean Revees Rumengan, Reg. Number 2010117210015 entitled "Teacher's Strategies on Maximizing Turn-Taking to Accommodate Agency for Speaking at SMA Kanaan Banjarmasin" has been approved by advisor for oral examination.

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# LETTER OF APPROVAL FOR THE RESEARCH RESULT SEMINAR

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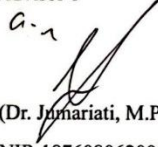
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Thesis Title : A Descriptive Study of Turn-Taking in ELT Classroom at IBITEK (Institut Ilmu Bisnis dan Teknologi Kalimantan) Banjarmasin

Has completed the revision of the thesis manuscript in accordance with the suggestions given by The Examiner Board. Therefore, this thesis is ready to be submitted for the Research Result Seminar.

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Banjarmasin, July 2025

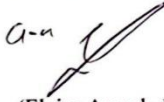
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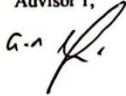
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# LETTER OF APPROVAL THESIS

## LETTER OF APPROVAL

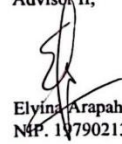
This is to certify the *Sarjana's* Thesis of Dean Revees Rumengan, Reg. Number 2010117210015 entitled "Strategies of Turn-Taking in ELT Classroom at IBITEK (Institut Ilmu Bisnis Dan Teknologi Kalimantan) Banjarmasin" has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

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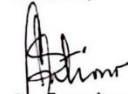
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## ABSTRACT

Rumengan, Dean Revees. 2025. *Strategies of Turn-Taking in ELT Classrooms at IBITEK (Institut Ilmu Bisnis dan Teknologi Kalimantan) Banjarmasin*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Jumariati, M.Pd., the second advisor: Elvina Arapah, M.Pd.

Keywords: *discourse analysis, turn-taking strategies, turn allocation*

Turn taking is one of the components in discourse analysis which studies communication—the act of exchanging turns in speaking among speakers through conversational analysis. Turn-taking consists of multiple strategies. In ELT settings, turn-taking is enacted by both teachers and students, who employ specific strategies during interaction. This study aimed to investigate strategies used by the lecturer and students in IBITEK Banjarmasin ELT classroom.

This research used a qualitative approach with a descriptive design. Datas were collected through observations, interviews, and documentation. The researcher observed two classrooms and video-recorded them. Additionally, the researcher interviewed the lecturer and five students to complement the observation data and created transcripts for both datas.

Through observations and interviews, eight strategies used by lecturer were identified: (1) taking the turn—starting up, taking over, interruption (2) holding the turn—filled/verbal pauses, silent pauses, lexical repetition, and new start, (3) yielding the turn—appealing, prompting, and giving up, (4) adjacency pairs—question–answer, and request–acceptance, (5) interruption, (6) overlap, (7) repair, and (8) code-switching. Furthermore, the allocations for each strategy; self-selection for taking the turn, current speaker continuous for holding the turn, and current speaker choose next speaker for yielding the turn. The conclusion of this study showed that strategies of turn-taking practices employed by lecturer for turn-taking in IBITEK classroom was done with varied strategies with multiple ways of turn allocation catered to each strategy alongside its purpose, reasoning, and ways which supported teaching and learning activity. From this research, it is suggested that teachers and students could familiarize themselves with turn-taking strategies and its practices influence to improve classroom teaching and learning activity.

## ACKNOWLEDGEMENT

The completion of this thesis marks a significant milestone in the researcher's academic journey. This process has been both a challenging and rewarding experience, filled with valuable lessons and personal growth. The researcher recognizes that this achievement would not have been possible without the support, encouragement, and assistance of many individuals. Therefore, sincere appreciation is extended to everyone who contributed their time, guidance, and motivation throughout the process of completing this thesis, entitled "*A Descriptive Study of Turn-Taking in ELT Classroom at IBITEK (Institut Ilmu Bisnis dan Teknologi Kalimantan) Banjarmasin*" Special thanks and heartfelt gratitude go to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M.Si., as rector of Lambung Mangkurat University.
2. Prof. Dr. Sunarno Basuki, Drs. M,Kes. AIFO, as the dean of the Faculty of Teachers Training and Education, and all the staff for their help in administrative matters.
3. Dr. Noor Cahya, M.Pd. as the head of the Language and Art Department.
4. Dr. Moh. Yamin, S.Pd., M.Pd., as the coordinator of the English Language Education Study Program.
5. Sirajuddin Kamal, S.S. M.Ed., as the researcher's academic advisor, for the guidance and advice during semesters of the researcher's study in the English Language Education Study Program.
6. Dr. Jumariati, M.Pd., as the researcher's first thesis advisor, for the valuable knowledge, insights, and comments in the process of completing this thesis.
7. Elvina Arapah, M.Pd., as the researcher's second thesis advisor, for the impeccable feedbacks and advices in writing this thesis.
8. All lecturers and staff of the English Language Education Study Program, who have provided the researcher with knowledge and valuable lessons throughout the researcher's study at Lambung Mangkurat University.
9. The directors, lecturers, and staffs of IBITEK who granted the permission to conduct observation and research at the school.
10. Erini Junita Sari, BA(Hons), M.Sc., as the English language teacher at IBITEK, who willingly participated in interviews and allowed observation of her classes. Without her kindness, the researcher would not have been able to complete the research.

11. The Management and Accountant classes of IBITEK, who were willing to cooperate in observations and interviews. Without their willingness, this research would not have been possible.
12. The researcher's parents, who have always supported the researcher. Thank you for all the encouragement and support throughout the whole process.
13. The researcher's university friends; Nuril, Youma, Sheila, Annisa, Nia, Shofa, Elisabeth, Ainah, and so many more. Thank you for all the supports and encouragement to complete this research.
14. The researcher's IISMA friends; Kesi, Taj, Fira, Aisha, Vanez, Nayu, Tami, Aya, Qila, Asti, Kanza, Fadha, Bepe, Eja, Imo, and so many more. Thank you for all the motivations in finishing this research.
15. The researcher's hometown friends; Yasmin, Putri, and so many more. Thank you for all the motivations to finish this research.
16. The ELESP Students batch 2020, 2021, and 2022. The researcher's university life has become more colorful because of them.
17. Thank you to all artists that the researcher enjoyed during the research process which helped researcher to stay motivated.
18. To everyone else whom the researcher cannot name individually. Thank you very much.

This research has not certainly achieved perfection. Thus, constructive feedbacks and suggestions for improving its quality will be highly appreciated. Finally, it is expected that this research may yield positive contribution to the development of English Language Teaching.

Banjarmasin, June 2025

The Researcher

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