

**AN ANALYSIS OF TURN-TAKING IN THE SECOND
AMERICA'S PRESIDENTIAL DEBATE 2020:
DISCOURSE ANALYSIS APPROACH**

THESIS



By:

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**ENGLISH LITERATURE DEPARTMENT
FACULTY OF SOCIAL SCIENCES AND HUMANITIES
PUTERA BATAM UNIVERSITY
2023**

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**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Sastra**



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2023

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APPROVAL PAGE

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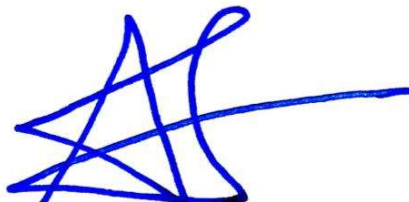
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The thesis has been approved to be examined on the date as indicated below:

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Ambalegin, S.Pd., M.Pd.

Supervisor

ABSTRAK

Pengambilan giliran adalah sebuah cara dalam percakapan yang dapat disebut sebagai perubahan posisi pada pembicara menjadi pendengar dan sebaliknya. Strategi-strategi pengambilan giliran ditemukan dalam debat presiden Amerika kedua pada tahun 2020. Penelitian ini bertujuan untuk mengidentifikasi strategi pengambilan giliran dan perangkat kuasa yang digunakan oleh para peserta debat. Peneliti menggunakan teori Stenström mengenai strategi pengambilan giliran dan teori Fairclough tentang perangkat kuasa. Terdapat tiga strategi pengambilan giliran yang diperkenalkan oleh Stenström (1994) dan empat perangkat kuasa dalam percakapan yang disebutkan oleh Fairclough (2001). Desain penelitian ini adalah kualitatif. Metode observasi dan teknik mencatat digunakan untuk mengumpulkan data penelitian. Dalam menganalisis data, teknik analisis pada analisis wacana dan koding digunakan. Hasil penelitian ini dijelaskan dan ditampilkan secara deskriptif dalam bentuk kata hingga kalimat. Strategi pengambilan giliran adalah mengambil giliran, menahan giliran, dan memberi giliran. Perangkat kuasa dalam percakapan adalah interupsi, pemaksaan keterbukaan, pengontrolan topik, dan formulasi. Hasil penelitian menunjukkan bahwa strategi mengambil giliran sering digunakan oleh semua peserta debat. Strategi interupsi dan kuasa interupsi biasa digunakan oleh Donald Trump. Joe Biden dengan strategi memulai dan formulasi sebagai kuasanya. Kristen Welker menggunakan strategi dorongan dan kuasa pengendalian topik. Selain itu, jeda diam sebagai sub-strategi dari menahan giliran, memancing, dan menyerah yang merupakan bagian dari strategi memberi giliran tidak ditemukan pada sumber data. Untuk menunjukkan dominasinya, para peserta cenderung menghindari jeda diam dan selalu berusaha untuk berbicara. Selain itu, penelitian ini juga mengungkapkan bahwa Donald Trump cenderung tidak sopan dibandingkan dengan Joe Biden dan Kristen Welker.

Kata kunci: Analisis Wacana, Kuasa, Pengambilan giliran

ABSTRACT

Turn-taking is a way that can be referred to as the change of position when the speaker becomes the listener and vice versa in the conversation. The strategies of turn-taking were discovered in the second America's presidential debate in 2020. This research aims at identifying the turn-taking strategies and the power devices utilized by the debate participants. The researcher adhered to the theory of Stenström regarding turn-taking strategies and Fairclough in power devices. There are three strategies of turn-taking introduced by Stenström (1994) and four power devices in conversation enumerated by Fairclough (2001). The research design was qualitative. The observational method and note-taking technique were employed to collect the research data. In analyzing the data, the analytical technique of discourse analysis and coding was performed. The results of this research were clarified and displayed descriptively in the form of words to sentences. The turn-taking strategies were taking the turn, holding the turn, and yielding the turn. The power devices in conversation were interruption, enforcing explicitness, controlling topic, and formulation. The results revealed that taking the turn strategy was frequently utilized by all of the participants in the debate. The interrupting strategy and the power which is interruption were commonly used by Donald Trump. Joe Biden with starting up strategy and formulation as his power. Kristen Welker performed a prompting strategy and controlling topic. Moreover, the silent pauses as the sub-strategy of holding the turn, appealing, and giving up as part of yielding the turn strategy were not found in the data source. The participants tended to avoid silent pauses and used to try to take the floor to speak in order to show their dominance. Additionally, this research revealed that Donald Trump was lean toward impoliteness compared to Joe Biden and Kristen Welker.

Keywords: Discourse Analysis, Power, Turn-taking

MOTTO AND DEDICATION

MOTTO

“You are braver than you believe, stronger than you seem and smarter than you think – A.A. Milne”

DEDICATION

I dedicated this thesis to myself and both of my beloved parents, mom and dad.

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Alhamdulillah rabbil 'alamin, all praises and gratefulness to Allah Subhanahu Wa Ta'ala who has given mercy and gift, so the researcher can complete this thesis entitled "An Analysis of Turn-Taking in the Second America's Presidential Debate 2020: Discourse Analysis Approach" for the requirements to complete the undergraduate study program (S1) in the English Literature Study Program, University of Putera Batam.

The researcher realized that this thesis is far from perfect. Therefore, the researcher with pleasure will always accept criticism and suggestion. By means of this, the researcher wishes to express her gratitude and appreciation to Mr. Ambalegin, S.Pd., M.Pd. as the thesis supervisor who has contributed his ideas, time, and motivation in arranging this thesis. Furthermore, the researcher would like to express her sincere gratitude to all people involved both directly and indirectly to:

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The researcher apologizes for all mistakes made during the studies and also the researcher hopes this thesis would be useful for the readers. May Allah give us happiness, healthy, and mercy for them. Aamiin.

Batam, 25 August 2023

A handwritten signature in blue ink, appearing to be 'Nadha Jelang Ramdhany', with a stylized flourish at the end.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Humans as social creatures cannot be separated from any interactions in society. They build a conversation so that their intention and certain goals can be achieved according to its discourse. Liddicoat (2007) explained that conversation is a way for people to socialize, develop, and sustain their relationships with each other. To perform a conversation, language is the main tool of communication used among participants involved. Usually, a conversation occurs between two or more people. A good conversation is usually supported by a cooperative manner between participants. For instance, they know the topics that are being discussed and understand the turn to speak.

Conversation Analysis is one of the studies of speech. Specifically, in the words of Hutchby & Wooffitt (1998), conversation analysis is an activity of methodical examination of the outcome of the conversation in the daily human interaction by communication or can be said a talk-in-interaction. In the conversation, there are seemingly rules that should be known by each participant and one of them is they have to understand each other's turn to speak. However, not every participant is aware of these rules in reality. Occasionally, a hearer cuts the speaker's utterance to speak and it is causing an overlap between the participants' utterances. An overlap might cause any trouble such as miscommunication and repetition in talking which can confuse both participants.

To avoid such things, the participants need to pay attention to the rules in the interaction to produce a good conversation. Evidently, there is a system in an interaction called the turn-taking strategy.

Turn-taking is the ability to notice and recognize the exact time to begin or give in a turn while doing the conversation. By comprehending the turn-taking system, it could help people to build good communication skills in society. People who know how to do turn-taking in a conversation will be able to deliver their message clearly and minimize miscommunication. Therefore, the researcher attempted to discuss the issue of turn-taking strategies in a conversation so that the reader could gain more insight into this matter. As claimed by Stenström (1994) in turn-taking there are three strategies to be known and they are taking the turn, holding the turn, and yielding the turn strategy.

The researcher found one general phenomenon in the “The Tonight Show Starring Jimmy Fallon” talk show on social media with the guest star actor Jason Bateman. It was posted on April 23rd, 2022 with the title “Jason Bateman Talks Ozark’s Finale, Spoilers & the Show’s Cryptic Symbols”. In the video, the host Jimmy Fallon interviewed Jason Bateman who is one of the famous Hollywood actors. They were talking about how Jason Bateman accidentally spoiled the plot of his upcoming movie, Ozark, and talked about the meaning of the symbols of the opening show.

Jimmy: You’re gonna be in a big trouble.

Jason: Oh. She knows I’m joking.

Jimmy: She’s the greatest.

Jason: She does try to[

Jimmy: **[Oh, because you know?** Because then she’ll be in trouble, because she’ll go to a dinner or something, then she has to lie and go, “I can’t tell you”.

Jason: Right, right.
(00:28 – 00:59)

From that dialogue, when Jason was talking about his wife and made up a story then Jimmy cut off his talk and the conversation continued by Jimmy instead of Jason. It can be seen from the utterances “**Oh, because you know?**” in a bracket symbol. It shows the phenomenon of turn-taking because the speaker succeeded in taking over the conversation even though another speaker was not finished talking. As stated by Stenström (1994) interrupting in the taking the turn strategy is used to take over the conversation by directly talking without waiting for the previous speaker to finish his turn.

Besides, another expression was found in a movie named Eternals. This movie was released in 2021 by Marvel Entertainment. At the beginning of the movie, the conversation was held between Dane and Sersi, and both of them are teachers. Dane was welcoming Sersi for the next session.

Dane: Now, our brilliant museum scientist, Ms. Sersi, the person who will be and was always supposed to be giving you your presentation today.
Sersi: **Thank you, Mr. Whitman.** Sorry I’m late everyone. Today we’ll be learning about the importance of apex predators in a balanced system.
(00:08:28 – 00:08:45)

From the conversation, Sersi could take the turn that Dane, the first speaker, gave to her clearly without stuttering to start her talk. In this event of turn-taking, it shows the turn taking strategy for starting up with a clear start. As Stenström (1994) stated that starting up is divided into two types, they are hesitant start, where the one who turns to speak is not ready and stutters to start the conversation. The second is a clear start where the next speaker is ready to speak and able to start his turn properly.

Furthermore, the researcher discovered that the phenomenon of turn-taking strategies occurs in a debate likewise. It can be seen from the conversation between the candidates in the Second 2020 Presidential Debate between Donald Trump and Joe Biden. The debate was led by Kristen Welker, the NBC News White House Reporter as the moderator.

Welker: ...President Trump the first question is to you. The country is heading into the dangerous of new phase. More than forty thousand Americans are in the hospital tonight with Covid, including record numbers in Tennessee. Since you last shared a stage, sixteen thousand Americans have died. Please be specific, how would you lead the country during this next stage of the Coronavirus, president? Two minutes, uninterrupted.

Trump: So, as you know, two point two million people were expected to die. We closed up the greatest economy in the world in order to fight this horrible disease that came from China. It's a worldwide pandemic...
(00:26:05 – 00:28:30)

The debate was started by Welker as the moderator and asked the first question to President Trump. The first topic was about the fight against the Coronavirus. In this snippet of the conversation, when Trump tried to answer the question and delivered his speech, he seemed hesitant to start. In this case, Trump was using verbal fillers “**So, as you know**” at the beginning of his speech thus Trump was able to cover his doubts and capable to continue his turn to talk without wasting time expressing his opinion. As explained by Stenström (1994) to overcome the hesitant start, verbal fillers such as “you know, well, I mean” can be utilized when the speaker is not fully prepared to take the turn.

Another usage of the turn-taking strategy in the debate was found when the moderator asked another question about covid vaccine. The moderator asked the question to Trump and his opinion about that matter.

Welker: You also said a vaccine will be coming within weeks. Is that a guarantee?

Trump: No, it is not a guarantee. But it will be by the end of the year but I think it has a good chance. Two companies I think within a matter of weeks and it will be distributed very quickly.
(00:30:32 – 00:30:46)

The moderator asked a question to Trump and allowed him to answer the question so Trump took over the turn of talking to deliver his speech. It can be seen on the way Trump started his speech by using the uptakes “**No**” and continuing his talk on the same topic that is being discussed. According to Stenström (1994), the use of uptake such as “yeah, oh, well, ah, no” can help the speaker to take over the turn in talking when the first speaker is done talking. Moreover, by doing this, Trump showed that he was capable of controlling and maintaining the conversation to be still on the same topic.

Furthermore, this research is related to several previous studies. The first research was conducted by Agustianto et al., (2020) with the aim at determining the turn-taking strategies, how they were employed, and which strategies were often used in their data source Jimmy Fallon’s the Tonight Show interview. To support their research, the researchers used the theory by Stenström (1994) regarding turn-taking strategies. The results of this research were taking the turn strategy as the most frequent strategy used by the guest and the host with total 123 data, yielding the turn strategy 68 data, and the last was holding the turn strategy with 22 data.

Further, another research was done by Sari et al., (2021) with the objective to examine the turn-taking strategies that were used in their data source Sunda Empire debate. This research applied the Stenström (1994)’s theory to analyze the

turn-taking strategies. The results of this study showed there were 20 taking the turn strategy, 12 yielding the turn strategy, and 11 holding the turn strategy.

From the previous and the present research, the researcher used the same theory by Stenström (1994) to define and analyze the data to find out the strategies of turn-taking in a conversation. However, compared with the previous research, this research had a different data source to be studied. The researcher chose the Second 2020 Presidential Debate between Donald Trump and Joe Biden as the data source and analyzed it with the focus on Stenström (1994)'s theory of turn-taking strategies.

The researcher chose the Second 2020 Presidential Debate between Donald Trump and Joe Biden as the data source in this research. The debate was held on October 23rd, 2020 at Belmont University in Nashville, Tennessee. Kristen Welker, the NBC News White House Reporter was the moderator of the debate. Since the debate was running without any script, which means the conversation between the candidates and the moderator is spontaneous, it triggered the researcher to conduct this research to find out how the turn-taking strategies occur in the debate. At this time, the researcher discussed what strategies of turn-taking were used in the second America's presidential debate 2020 among the participants. With this background, the researcher applied "An Analysis of Turn-Taking in the Second America's Presidential Debate 2020: Discourse Analysis Approach" as the title for this undergraduate thesis.

1.2 Identification of the Problem

As Creswell (2009) stated about identification problems, it is the way for the researcher to identify all problems that happen based on the background of the research. Related to the background of the topic in this research, here are the following problems identified:

1. The impact of turn-taking strategies expressed in a talk show.
2. The use of turn-taking strategies in the conversation within the movie.
3. The use of the turn-taking strategies in the Second America's Presidential Debate 2020.
4. The power devices performed by the participants of the debate in the Second America's Presidential Debate 2020.

1.3 Limitation of the Problem

In line with the identification of problems, the researcher delimited this research to two main problems as follows:

1. The use of turn-taking strategies by the participants in the Second America's Presidential Debate 2020.
2. The performance of power devices by the participants in the Second America's Presidential Debate 2020.

1.4 Formulation of the Problem

Based on the limitation of problems above, these were the problems examined in this study, they are:

1. What are the strategies of turn-taking used by the participants in the Second America's Presidential Debate 2020?

2. What are the power devices performed by the participants in the Second America's Presidential Debate 2020?

1.5 Objective of the Research

Based on the formulations and questions of the research, hence, the purposes of this research that the researcher wanted to achieve are to:

1. Identify and describe the strategies of turn-taking that each participant uses in the Second America's Presidential Debate 2020.
2. Identify and describe the power devices that each participant performs in the Second America's Presidential Debate 2020.

1.6 Significance of the Research

1. Theoretical Significance

Theoretically, this paper improves the understanding of the researcher about the turn-taking strategies and power in the conversation. Moreover, it improves the researcher's comprehensions about the relation of power in conversation. This research is intended to help the reader to add more knowledge in a linguistic field which is discourse analysis. Specifically, about the theory of turn-taking strategies and power devices in conversation.

2. Practical Significance

The expectation of this paper is, this paper could improve the reader's comprehension in the conversation. The technique of turn-taking could be implemented directly in society. This research is expected to be able to give any benefit and knowledge for other researchers about discourse analysis,

especially turn-taking strategies in conversation analysis. It can be a reference for producing more diverse research in linguistics.

1.7 Definition of Key Terms

Conversation : Conversation is the way in which people socialize and develop and sustain their relationship with each other. (Liddicoat, 2007)

Discourse Analysis : Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. (McCarthy, 1991)

Turn-Taking : Turn-taking is that the act of speaker and listener change, and this occurs with remarkably little overlapping speech and few silence. (Coulthard, 1985)

CHAPTER II
REVIEW OF RELATED LITERATURE AND THEORETICAL
FRAMEWORK

2.1 Discourse Analysis

To build and create a good environment to cherish our lives with people in the society we live in, communication is needed. Communication is the key to living this life. With communication, people will be able to make friends, tell a fun or sad story to their favorite person, and by doing communication they can develop the relationship with others. However, to do this activity people need to know and understand how communication works. In the study of language, there is a subject that focuses on communication, especially in analyzing the use of language in the conversation between the speakers and the listeners called Discourse Analysis. The Discourse Analysis has many various definitions according to some linguists. From the various opinions of the experts, it does not rule out the possibility that there are some differences and there are also some similarities among them.

It can be understood from Yule (1996)'s explanation of discourse analysis that the analysis of discourse is also associated with the study of language in use. To communicate, the use of language is also important to be understood. With language, people can deliver their exact intention along with the expressions they use in the language to make others understand their message. It can be said that discourse analysis is not only focused on the process of spoken language but also written language that is being used in some situation to express

their points. While the meaning of discourse analysis from McCarthy (1991)'s point of view, it focuses on the inspection of the intercourse between language and the contexts where the language is applied as well. Summarily, in discourse analysis there is spoken discourse and also written discourse where both activities need language to function well in formal or informal way. Hence, by understanding what exactly discourse analysis is, people would know the subjects of the data as well as the message it conveyed. It will help people to understand how to make or compose a message and notice the reason why it should be delivered.

Different statements about discourse analysis as stated by Gee (2010), the activity of discourse analysis basically depends on the details of speech such as gaze, body language, expression, and the details in writing that is arguably relevant to the context which is pertinent to the argument presented by the analysis. It can be understood that discourse analysis is based on the theories of analysts regarding how language, the contexts, and interactions happened at the same time and work in the general or specific context under consideration. From this statement, it can be concluded that discourse analysis is not always about analyzing language in use but also about evaluating the other details in speaking and writing.

2.1.1 Conversation Analysis

Similar to the name of the activity, conversation analysis is a study about how conversation takes place by analyzing all of the aspects and components in a spoken discourse and interaction. Conversation is considered as a skill, hence, to

develop this skill to improve the interaction and communication skill, people have to know about the rules in conversation. As claimed by Liddicoat (2007) conversation analysis is an analysis activity to expand the accounts of language for social interaction. Another definition of conversation analysis based on the statement of Reay (1998), conversation analysis is a kind of relatively developed technique with the purpose to examine and explore all about spoken language.

By understanding conversation analysis, it is possible to find perceptible rules which are common in interaction and understand the procedures by participants' will in organizing and managing their own behavior in conversation. For instance, who will they choose to speak next, how, and when they want the next speaker to speak. This activity includes some basic features which can determine how well a conversation goes such as interruption, overlapping talk, and also turn-taking. Liddicoat (2007) pointed out there are three broad areas in a conversational organization, and they are about how the participants organize the structure of turns at talk, the forms in which turns at talk are taking place and organized into conversation arrangements, and the last is about the instrument for producing an orderly talk.

In conclusion, conversation analysis exists to understand how the conversation and talk is organized in social life. It is not only focusing on how the talk takes the turn in between two people but also more than two participants in the conversation. When the first speaker talks before the following speaker has a turn to speak, a turn has begun. In this matter, normally the first speaker tends to create and hold a turn for the next speaker to talk. Thereupon, to successfully continue

the conversation, the next speaker must notice and understand the intention of the first speaker.

2.1.2 Turn-Taking

The conversation happens if there are two people or even more communicating and talking to each other. It is important for the participants to know when they should listen and notice their turn to talk, in order to make the conversation go well as its function. The person who holds the right to speak is known as a turn. The turn in this term is about a shift which is a characteristic in a normal conversation that happens in the direction of the talking flow. The thing that is essential in turn-taking is time. It is somehow determining the quality of conversation we have with other participants. The people involved in the conversation should know when is the exact time to speak and listen. In other words, turn-taking can be referred to as the shift of position when the speaker becomes the hearer and vice versa.

Precisely, here are some arguments about turn-taking according to some experts. In the opinion of Coulthard (1985) turn-taking is a normal thing that is considered as the basic rule in doing the conversation which the activity of that basic rule is when the speakers and listeners change their roles to start their own speech. Moreover, as said by Cook (1989) the participants of the conversation tend to give a signal every time one of them will come to finish the talk so that the other participant will notice it and begin to talk. By means of this, generally speakers will give a signal when they feel like they want to end their speaking and let the listener take the turn to talk. Then the next speaker continues to talk to

maintain the conversation. It might seem like a simple thing to do when people do the conversation, however, this simplicity of activity has a big impact in a conversation and regulates it well.

For this case, the researcher decided to choose Yule's theory to support this research related to the turn-taking activity. Turn-taking as believed by Yule (1996) is an activity to take control of the conversation in any situation and if it cannot be done, anyone involved in the conversation can attempt to take the floor and control the talk.

2.1.3 Turn-Taking Strategies

In order to master the turn-taking to build a good conversation, the speakers should know the mechanism or strategies to do it. In turn-taking, there are three strategies to be known and they are taking the turn, holding the turn, and yielding the turn strategy in the theory of Stenström (1994).

2.1.4.2 Taking the Turn

The initiative of each speaker to talk and carry the topic to discuss when the conversation begins is the exact meaning of this strategy. In this strategy, the speakers tend to take the opportunity to talk first and deliver their message. This activity also requires the participants to be cooperative to one another so that the conversation will run well. Taking the turn strategy is a strategy that is being used by someone to take their turn to speak and state their statement to open the conversation. There are several sub-strategies in taking the turn as follows:

a. Starting up

A circumstance in which the speaker begins his turn to talk is known as starting up. If it is their turn to talk, the speakers will normally plan ahead, but this is not always the case. This leads the speaker to pause, and in certain situations, the speaker continues to take over their turn to talk despite not having planned it. There are two sorts of starting up called hesitating start and clear start.

The hesitant start is a situation where a speaker starts his turn but takes a long time or is not ready to take over. To overcome this, a speaker tends to use markers like filled pauses (ə, ə:m) and verbal filler (I mean, a sort of, well, you know).

Example:

“B: Well, ə:m . I mean *that is . the most obvious* | ən | ə: example but ə: ə - . if they talk about unemployment”
(Stenström, 1994)

From the example above, it can be seen that the speaker wanted to say his utterance but the speaker was not ready with his statement. Hence, he used verbal filler (well) and filled pause (ə:m). In contrast, the clean start is a situation where the speaker has prepared himself when it is his turn to speak. To perform a clean start, speakers tend to use the word "well" to start their utterances or say their words directly and precisely.

Example:

“A: Well what does he say – stick an initial label on the back”

(Stenström, 1994)

In this example, it can be seen that the speaker keeps his line in a conversation running smoothly without stuttering.

b. Taking Over

Taking over is a strategy used when one speaker has finished his speech and the next interlocutor continues the conversation by utilizing uptakes or links. It is usually spoken by the first speaker, starting with appeler (e.g., you know) and followed by uptake (yeah, oh, well, ah, no, yes) by the next speaker.

For example:

“A: But I got a telegram last ə:m. friday - . saying that there was trouble afoot **you know**.

B: **Yeah**, trouble a leg anyway”

(Stenström, 1994, p.71)

On the other hand, the usage of links in the taking over is to initiate a main act with the selected form to produce the intended move in a turn. The links can be used for instance, to define an object by using the word “but”, as an informed statement with “cos”, or even a question by the word “so”. As exemplified below:

“A: you MET her

B: NO – NO

A: **cos** she IS UNUSUAL – – –”

(Stenström, 1994, p.73)

c. Interrupting

A conversation does not always go smoothly. There are times when a speaker cannot wait patiently for his turn to speak and interrupt another speaker’s utterances. The interruption usually occurs when one speaker speaks but the other speaker also utters his utterance at the same time. As a consequence, it is causing an overlap.

For instance:

“A: yes. tell tell me what **it** // is you want

B: // **umm. um**, may I first of all request the introduction, please?”

(Cutting, 2002)

From the snippet of the conversation, the interruption happens when speaker A has not finished speaking and has just reached the word “it” but speaker B gets his chance to speak immediately, and the turn is shifted to him.

2.1.4.3 Holding the Turn

This strategy can be used when the speaker is facing difficulty in talking. Holding the turn means that the participants are trying to maintain their turn in the middle of the utterances. It occurs when a speaker does not know what to say next and cannot plan another alternative to continue his talk. Nervousness and forgetting the line might be the cause of this problem. To handle this condition, speakers tend to stop in the middle of a conversation and then try to start the talk again by re-stating their speech halfway through the turn. However, some of the speakers who face this problem tend to try to fill the silent pauses to avoid another speaker taking the turn to their unfinished talk. There are some sub-strategies in holding the turn and they are silent pauses, filled pauses/verbal fillers, lexical repetition, and new start.

a. Silent Pauses

Silent pauses can act as a turn holder or as an effort to keep other speakers from taking their turn until the first speaker finishes his speech which is usually marked with long pauses. However, a silent pause is usually placed where it proves that there is still more to say in the speaker's utterances.

Example:

“B : those posts . are always free. or filled by dunderheads. during ə
 peacetime
 A: than we . lost he first few battles
 B: when – then you. lose the first few battles. then you sack these fools
 like lord
 A:M...
 A: gort and people like that during the last war and ironside and people
 like this you know the old plodders
 B: M...
 A: **And suddenly** --- the more brilliant people appear”
 (Stenström, 1994, p. 77)

b. Filled Pauses/Verbal Fillers

In the conversation, it is usually utilized to show that the speaker is not aiming for a turn but is planning or thinking about what to say next. To maintain the turn, a speaker better avoid a pause that is too long because it shows an opportunity for the next speaker to take over his turn. Nevertheless, a speaker can perform the filled pauses/verbal fillers to prevent the long silent pauses.

Example:

“A: And all this way DONE ə: -- by -- kind of letting – ə: -- . well
really by just ə: -- sort of ə – starting from NOTHING ...”
 (Stenström, 1994, p. 76)

c. Lexical Repetition

Lexical repetition can consist of one word called lexical repetition (word) and a partial clause or even the combination. The examples are as follows:

A) Single word

“A: ... I mean it doesn’t make any difference **if if if if** you’ve got five thousand quid. ə five thousand quid is no good to you if everything. costs. Fifty per cent more than it did.”
 (Stenström, 1994, p. 77–78)

B) Clause partials

“A: ... and he said well how old do you think this child is you see --- and i didn't have a clue . you **see it was a it was a. it was** an Asian child between the age of . it was standing up so therefore it was thirteen months. to four years”

(Stenström, 1994, p. 78)

C) Combination

“A: ... an awful lot of it is a lot more english . than england --- **i i mean they** you know **they they they they they** say vast meaning undergarment”

(Stenström, 1994, p. 78)

d. New Start

When a speaker is still unable to continue the conversation and has trouble making up his mind after doing a repetition, silent pauses, and filled pause, then the new start is the last option that can be used. It is the best solution to avoid an empty gap while talking. The speaker can start the conversation all over again.

Example:

“A: but I feel somehow. The sheer fact of not having to have, to have. This really sort of – it's **for one thing it does nark me that . . .**”

(Stenström, 1994, p. 78)

2.1.4.4 Yielding the Turn

Yielding the turn is the last strategy of turn-taking which often happens in daily conversation without us realizing it. This strategy applies when the first speaker gives a turn as a chance for the next speaker to talk voluntarily. The aim of this strategy is because the first speaker would like to know the opinion of the next speaker and hear his answer regarding the related topic that is being

discussed. There are some ways to perform this strategy and they are prompting, appealing, and giving up.

a. Prompting

Prompting is a way for speakers to give their turn to the interlocutor by pointing them directly. To do this, speakers can use several prompting acts namely apology, greeting, invite, object, offer, question, and request (Cutting, 2002).

Example:

“Jimmy: **How are you feeling? Saturday night alive?**
Gal Gadot: What?
Jimmy: **Are you excited?** I mean –
Gal Gadot: Wh-at? Yes. I’m very excited. I’m very excited.”

(Agustianto et al., 2020)

From the above conversation, a question is given by the speaker (Jimmy) to the hearer (Gal Gadot). He is inquiring as to how she is feeling. The hearer asks "What?" while dodging the speaker's question. Then the hearer immediately responds to the question as the speaker asks another question to clarify his initial question, "Are you excited?". Using this, the speaker employs a prompting method by starting with a greeting and asking questions.

b. Appealing

Appealing is another way for speakers to give their turn to the interlocutor. The speaker explicitly signals the hearer to provide feedback by using question tags and the words like “right, all right, ok, you know, you see”. Example:

“Jimmy: It’s kind of feel good though, **right?**”

Cardi B: It does feel good. And umm it feels good, because you know, I really worked my ass off for it. And this is like I finally pays off I have been proven.”

(Agustianto et al., 2020)

The speaker (Jimmy) in this dialogue, directs the hearer to take the turn by utilizing the term "right?" as a question mark. Then the hearer (Cardi B) directly answers the question posed by the host before moving on to the next guest. Because it signals for the listener to provide feedback, the usage of the term "right?" during the conversation demonstrates the adoption of an appealing turn approach.

c. Giving Up

One way to give a turn to speak is usually done when the speaker has nothing to say. At the same time, the interlocutor realizes it so he immediately chooses his interlocutor as the next speaker which is marked at the end of his speech, namely a long pause.

For example:

“A: And they sort of hand it over to the police who dispose of it in the way they think **fit** - - -

B: it’s like Ella and Henry’s flick -knife.”

(Stenström, 1994, p. 80)

It can be seen from the sentence, the speaker A stops talking and there is a long pause as a signal. By means of the long pause in the utterance of speaker A “...**fit** - - -”, it gives a signal to speaker B that his utterance is over and will not continue the utterance. Then speaker B takes the signal and continues the conversation because of the pressure the speaker B feels due to the long pause in the utterance of speaker A.

2.1.4 Power Devices

How participants control and master the conversation can show the power they hold. If a participant is able to control the conversation, usually, the participant will provide a narrow space for his opponent who is unable to balance his power. As stated by Fairclough (2001) power in discourse refers to powerful participants directing and limiting the contributions of less powerful participants. The definition of power in conversation is also explained by Jay (2000) that power is the capability of someone to control and influence the others within the conversation that occurs.

How the participants perform the power can be seen from the way they take the turn in talking. Fairclough (2001) said that turn-taking in a communication is controlled by turn-by-turn negotiation between the participants. Hence, to maintain the conversation and take control of the contributions of another speaker, Fairclough (2001) in his book *Language and Power* reveals that there are four devices to show power in conversation, namely interruption, enforcing explicitness, controlling topic, and formulation.

2.1.4.1 Interruption

Interruption is a way for participants to take their turn by starting to speak before the other participant finishes their speech. In this case, participants who are strong or able to master the conversation get more space than weak participants. The following is an example of an interruption in a conversation between a doctor (D) and a medical student (S):

“S: well here’s a young baby boy. who we’ve decided is. thirty . thirty seven weeks old now. was born. two weeks ago. um is fairly active . his er eyes are open. He’s got hair on . his head //. his eyes are//Open

D: //yes //yes you’ve told me that

S: Umm he’s crying or //making

D: //yeah we we we we’ve heard that now what other examination are you going to make I mean”

(Fairclough, 2001, p. 37)

In the snippet of the conversation, D not only wants to interrupt because he wants to take over the conversation, but D interrupts and takes control of S's conversation to stop S from starting his practicum before washing his hands and stopping him from giving incorrect information. In this example, when there is power in the more dominant speaker, causing the speaker to be able to control the course of the conversation by giving a narrow space to other speakers.

2.1.4.2 Enforcing Explicitness

In his book, Fairclough (2001) explained that the less powerful participant can face the other who has the power by using the ambiguity or ambivalence as the useful device. However, the powerful participant may handle it by enforcing explicitness, for example, asking the participant to state their meaning clearly and unambiguously with a question.

In brief, it can be understood that the less powerful participant will use an ambiguity to face those with power, but the one with power has a chance to respond with enforcing explicitness. One example is by indirectly forcing weak participants, hence their utterances or the meanings of their utterances are not ambiguous.

Example:

“Is that a threat?”

“Are you accusing me of lying?”
(Fairclough, 2001)

From the example, the one who holds the power is able to handle the ambiguity from someone’s utterances by asking a question like those in order to get clarity. The more dominant participant can also coerce the weaker participant by asking “do you understand?, do you agree?, or what do you think?”.

2.1.4.3 Controlling Topic

Topics have an important role in the conversation. As stated by Fairclough (1989), the more powerful participant may control the topic in an interaction. It can be understood that the one who has power is usually able to determine the topic in a conversation. To be more precise, as said by Fairclough (2001), participants who are in a position (such as a teacher) often determine the nature and purpose of the interaction in advance and do not allow the relevant contribution. The example as follows:

- “(1) P: Did you get a look at the one in the car?
 (2) W: I saw his face, yeah.
 (3) P: what sort of age was he?
 (4) W: about 45. He was wearing a //
 (5) P: // **and how tall?**
 (6) W: six foot one.
 (7) P: six foot one. Hair?
 (8) W: dark and curly. Is this going to take a long? I’ve got to collect the kids from school
 (9) P: not much longer, no. what about his clothes?
 (10) W: He was a bit scruffy-looking, blue trousers, black //
 (11) P: //jeans?
 (12) P: Yeah.”

(Fairclough, 2001, p. 15)

In the conversation above, it can be seen that P is a policeman who has more power over W, an ordinary citizen who is being asked for his testimony. The

policeman has more control over conversations and is able to limit the topics. In line four when W will try to explain, P overrides the conversation by interrupting and immediately asks the next question in line five.

2.1.4.4 Formulation

The formulation can be constructed in the form of rearranging what words have been said by someone in one turn or as a whole. According to Fairclough (2001), formulation is a device widely used with its aim to check the understanding or get agreement on the things that have been discussed previously. In addition, this strategy can be performed to control or master the turn of speech.

For instance:

“A: it was broken when I came in for lunch.

B: was it

A: so it was being done while I was talking to the kids upstairs sort of thing

B: so it wasn't done by the kids upstairs then.

A: ah. I suppose not”

(Fairclough, 2001, p. 114)

In the second turn, B is formulating A's story by giving an “offer” of inference by saying “was it” to A that if he was speaking to the kids upstairs when the window was broken, they didn't break it based on what A said. A seems compelled to accept this. Although formulation may be the domain of the power, this does not mean they are always successful in keeping it under control.

2.2 Previous Research

Amir and Jakob (2020) studied the turn-taking strategies of male and female teachers in EFL. There were three things that became the focus of this research which are, the kinds of turn-taking strategies, reason of turn-taking, and the

differences between female and male teachers in executing the turn-taking. The data was analyzed using Stenström (1994)'s theory of turn-taking strategies. The result of this research showed that the strategies of turn-taking the teachers frequently used was taking the turn, holding the turn, and yielding the turn. In addition, male teachers took their turn to get attention, to order, or to simplify questions, while female teachers used it to repeat the explanation, make students silent, or motivate them. Lastly, the female teacher used lots of verbal filler, repetition, and prompting.

Setiajid et al. (2020) analyzed the strategies of turn-taking that occurred in EFL classroom between teachers and their students. This analysis was performed using Stenström (1994)'s theory. The analysis showed that many strategies of turn-taking were not found. Also, each individual had their own unique pattern in building a conversation.

Yunus and Eliastuti (2020) examined the turn-taking strategies used by Jokowi and Prabowo in the presidential election 2019. The strategy by Stenström (1994) was adopted in this research to analyze the turn-taking. There were three strategies found from the research, 64% of it was taking the turn used as an initiative to start the conversation, 15% holding the turn used by the interlocutor who cannot hold his turn to speak, and 21% yielding the turn used to deliver an impact in the conversation.

Saleem and Ameen (2021) investigated the importance of turn-taking strategies from an analytical viewpoint. The investigation was performed with Stenström (1994)'s theory of turn-taking strategies to analyze four Badini Kurdish

students in conversation. The study concluded that conversations were not at all times produced in a typical way. The speaker and the hearer were constantly changing positions throughout the conversation. Moreover, the hearer needs to give a signal to show that the speaker can be heard and understood.

Sinaga, et al. (2021) analyzed the kinds and the dominant turn-taking strategies that were performed by President Jokowi and Boy William. This research was performed using the theory of Stenström (1994) about turn-taking strategies. The results found 28 data which were divided into 4% hesitant start, 4% clean start, 4% alert, 0% meta-comments, 10% filled pause, 17% silent pause, 39% repetition, 4% prompting, 6% appealing, and 4% giving up.

Ashidiq (2021) investigated the types and strategies of turn-taking found in Warren Edward Buffet Interview. The investigation was conducted by expounding Stenström (1994)'s theory of turn-taking strategies. The results showed that there were 15 data of starting up, 9 data of taking over, 13 data of interrupting, 13 data of holding the floor, 7 data of prompting, 5 data of appealing and the last was 5 data of giving up.

Lastly, Aulia & Simatupang (2022) investigated the classification of turn-taking strategies found in the interview of "Spiderman: No Way Home" movie casts. In this research, the researchers used the theory of Stenström (1994) regarding the turn-taking strategies. The results displayed that the three strategies of turn-taking appeared and there were 32 of holding the turn, 13 of taking the turn, and two of yielding the turn.

It can be seen from those previous studies where the similarity with this research is using the same theory by Stenström (1994) to find out and define the strategies of turn-taking in a talk. However, compared with the previous research, this research had different data source to be analyzed. The researcher chose the Second Presidential Debate between Donald Trump and Joe Biden 2020 as the data source. Additionally, this research revealed how the turn-taking strategies influenced the politeness of each participant.

2.3 Theoretical Framework

Discourse analysis used by the researcher as the approach of the research. The researcher chose the Discourse Analysis approach because the object of this research is turn-taking in conversation analysis which is the branch of discourse analysis study and the power in a conversation. This research aimed to analyze the conversation to seek for the turn-taking strategies and the power devices within. There are three strategies of turn-taking and they are taking the turn, holding the turn, and yielding the turn. Meanwhile, the power in a conversation consists of interruption, enforcing explicitness, controlling topic, and formulation. To reinforce this study, the researcher adopted the theory of turn-taking strategies by Stenström (1994) and the power devices in a conversation by Fairclough (2001). The data source chosen by the researcher was the Second America's Presidential Debate 2020.

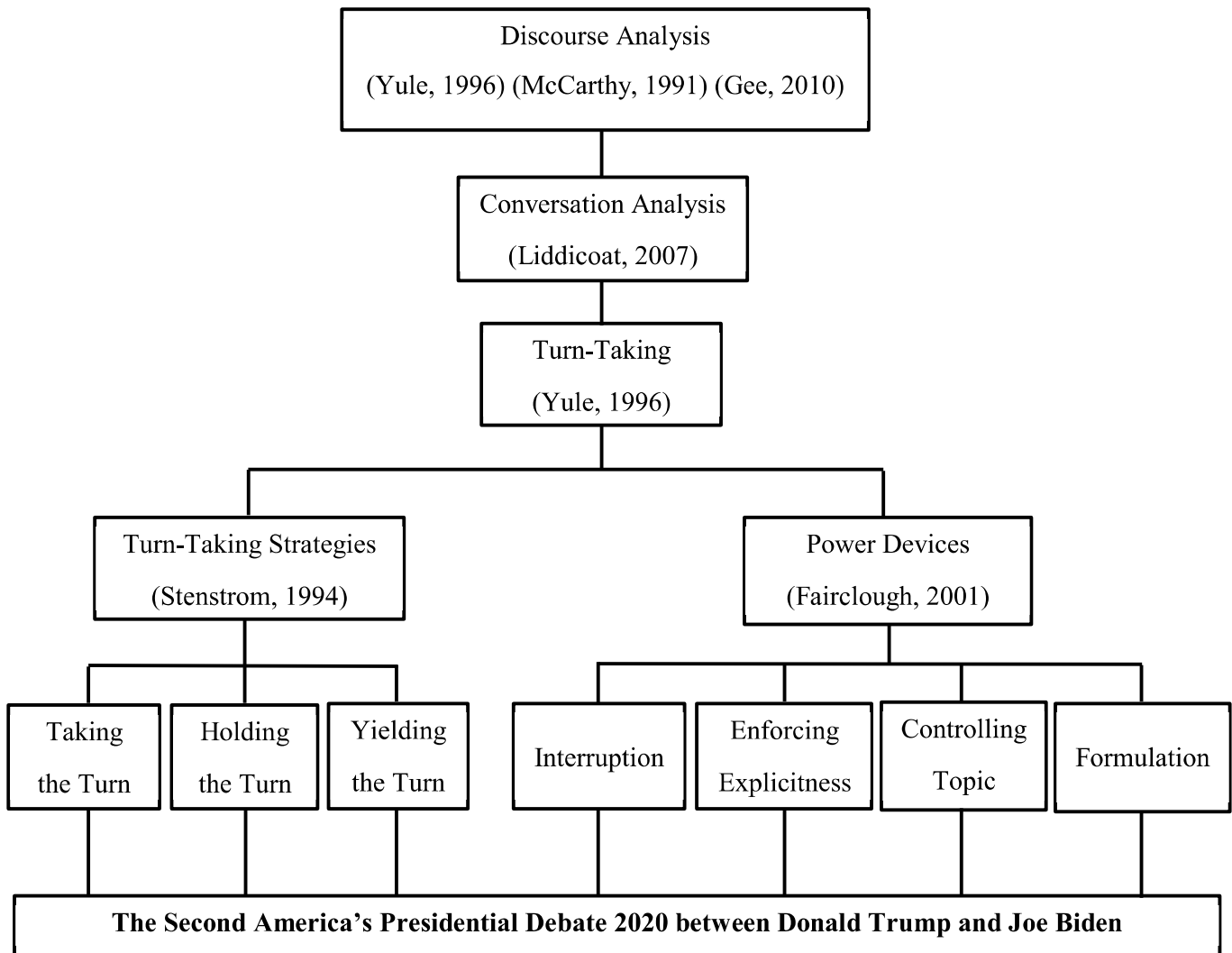


Figure 2.3 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used the type of research in descriptive form and studied a case with a qualitative approach followed by the purpose of descriptive research to describe things that exist related to the study. As stated by Gall et al. (2003) in the field of education or study, qualitative research branches in many academic terms just like in the study of humanities, social sciences, and also the study of interdisciplinary. In line with that, Miles et al. (2014) addressed that qualitative technique describes how individuals interact, act, and handle events in specific settings. Meanwhile, according to Creswell & Creswell (2018), through qualitative research, meanings can be explored and comprehended by the individuals or organizations assign to a social or human issue. Furthermore, qualitative research as stated by Merriam & Tisdell (2016) has its goal to comprehend circumstances in their uniqueness as components of a certain context and the interactions there.

The researcher applied qualitative research because the data was in a form of phrases and utterances, the Second Presidential Debate 2020 between Donald Trump and Joe Biden as the data source. Observation activity was used as the way to gather the data as proposed by Merriam & Tisdell (2016). The result of this research is presented and displayed descriptively in words since one of the requirements in a qualitative method is a rich writing (Merriam & Tisdell, 2016)

3.2 Object of the Research

The aim of this research was to analyze and identify the strategies of turn-taking in the Second 2020 Presidential Debate between Donald Trump and Joe Biden. The object of this research was the strategies of turn-taking according to Stenström (1994)'s theory. The Second 2020 Presidential Debate between Donald Trump and Joe Biden was the data source for this research. Furthermore, the data was derived from the utterances based on the conversation in the debate. As for the data, this research would only include the sentences that function as the strategies of turn-taking. Meanwhile, the whole speech was provided with any detailed information regarding its context to the data as the single unit of discourse.

3.3 Method of Collecting Data

Apparently, some methods in collecting the data in discourse analysis included document analysis, interviews, group discussion, ethnography, and others as the data is derived from an extensive variety of utterance types and text or written. In like manner, to collect the data this research used an observational method introduced by Sudaryanto (2015). The expert claimed that the observational approach is a way to gather the data by observing it.

To do the observation to collect the data, there are some requirements that will be experienced by the researcher such as the use of sight and hearing senses. In the sense of sight, it is used to see the whole situation as the context of the debate as the source of this research. The debate video employed as the data source because the event is real and the utterances produced naturally, supported by the

statement of Miles et al. (2014) focusing on naturally occurring, everyday events in natural settings is one of the key features of well-collected qualitative data that gives a clear understanding of what "real life" is like. The other sense was hearing which was performed to find and take note of the script. Particularly, the researcher listened to the conversation of the debate several times in order to get genuine data in a script. The script supported the researcher to mark the data.

Furthermore, the note-taking technique was used when marking the data in order to apply the observational method. Creswell & Creswell (2018) explained that the data might be recorded as memos-note during the research process that offers reflections on the process or help to create codes and themes according to its context. The researcher utilized the note-taking method to explain or to gather data for qualitative research, record what is heard, seen, experienced, and thought. This technique was performed to write down the script of the debate to prove its originality.

Summarily, the researcher concluded several steps to collect the data. The researcher watched the whole debate from the beginning until its end to understand the context and found the data. The researcher then took a note as the script of the conversation into written text to make it easier to analyze and define the data while re-watching the debate. In the end, to reveal the raw data it was highlighted with colors in accordance with the phenomena of strategies in turn-taking under the theory of Stenström (1994) used by the participants in the debate.

3.4 Method of Analyzing Data

Discourse analysis is a qualitative and interpretative method of analyzing texts. The researcher analyzed the data with the use of the analytic approach in discourse analysis. As stated by Flick (2014), analytical strategy concentrated on the text's internal structure. Its positioning as a discursive text and how it is constructed are of interest. Furthermore, Flick (2014) explained the idea of a discursive analysis is to develop a better understanding of how language use specifically, word choice, grammatical structures, and different rhetorical techniques affects the creation of diverse versions of events.

There to, the researcher employed the process of coding. By giving a mark or a sign in the selected data, it helped the researcher to classify and group the data accordingly. Miles et al. (2014) said that codes are identifiers that provide the descriptive or inferential data gathered during a study a symbolic meaning and believed that coding is analysis. Supported by the explanation of Saldaña (2013) in the analysis of qualitative data, a code is a construct created by the researcher that symbolizes each individual data. The researcher used the codes in the form of coloring to find, pull out, and group the data accordingly with the question of the research.

At the start, the researcher explained some findings related to some relevant utterances that were found in the script of the debate which worked through the text line by line, which contain turn-taking strategies. The researcher began the analysis by presenting a conversation between the participants. From the conversation, the researcher highlighted the specific utterance with turn-taking

strategies. Focusing on such elements allowed the researcher to ultimately use Stenström (1994)'s theory to start the analysis regarding turn-taking strategies. Thus, it can be seen that this part focused on analytic approach as the step in analyzing.

3.5 Method of Presenting Research Result

The researcher presented the result in phrases and descriptive writings in this qualitative research. In qualitative research, Miles et al. (2014, p. 114) explained the conclusion that data displays typically come up in what is known as a narrative or analytical text. Analytic narrative highlights the characteristics of the displayed data, gives them meaning, connects them, and enables the analyst to make inferences and enhance interpretations.