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## An Analysis of Taking the Turn in Talk Show “Piers Morgan Uncensored”

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### Abstract

The aim of this research is to identify turn-taking strategies in terms of taking turns. The turn-taking strategies involve three basic strategies: taking the turn, holding the turn, and yielding the turn. In this research, the researchers focused on the taking-the-turn strategy. The data source was Piers Morgan's interview with Andrew Tate. Stenström framework was used to analyze the data in this study. The qualitative method is used in this research. In collecting data, this research used the observational method. Meanwhile, the technique of collecting data was a note-taking technique. Furthermore, the researchers used the referential identity method in analyzing data; in presenting the result of the research, the researchers utilized the informal method. The research results show that three types of turn-taking strategies in the data source. They are starting up, taking over, and interrupting. Based on the research, interrupting occurs six times, taking over occurs six times, and starting up occurs three times. Starting up is the lowest type that occurs in this data because the two speakers are good talkers who rarely use fillers. Interrupting is the most common type in this data because the two speakers have high conversational proficiency, demonstrating fluency. The implication of this study is to advance the understanding of turn-taking strategies in a new and unexplored context and highlight the strategic use of language in media discourse.

**Keywords:** interrupting, starting up, taking over, taking the turn, turn-taking

## 1. INTRODUCTION

Discourse analysis seeks to understand how language functions in specific contexts, how meaning is constructed and negotiated, and how power and ideologies are reproduced through language. The transfer and exchange of ideas occur spontaneously through conversation. According to Yule (2022), conversations are dynamic and context-dependent. Participants continuously adjust their speech based on the ongoing exchange, the shared background knowledge, and the situational context. Understanding the social and cultural norms that govern conversations is essential for effective communication. Discourse analysis seeks to understand how language operates in specific contexts, how meaning is constructed and negotiated, and how power and ideologies are reproduced through language use. According to Paltridge

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(2021), discourse analysis refers to how language is used to convey meaning in social interactions. It goes beyond the individual sentence level and considers larger language units, such as conversations, interviews, speeches, written texts, and even visual and multimodal forms of communication. Halliday and Hassan (2014) stated that discourse refers to how sentences and utterances are connected and organized to form meaningful texts or spoken/written communication. Flowerdew (2012) defined discourse analysis as the study of texts' linguistic and rhetorical aspects to understand how meaning is formed, transmitted, and negotiated in different contexts. Conversations typically involve turn-taking, where speakers alternate in producing utterances, and they often have specific goals. Conversational analysis focuses on the structure, organization, and strategies employed in everyday spoken interactions. Structure in conversation refers to the overall organization and coherence of the interaction. Conversations often have a recognizable structure, including openings, transitions, and closings. Additionally, to further assist and support the study process, the researchers also take consideration of linked previous studies on the theory being applied.

Sari et al. (2021) analyzed turn-taking strategies in political debates using Stenström's (2014) framework and a qualitative method. They identified all strategies, including starting up, taking over, interrupting, overlapping, repairing, silent pauses, repeating words, filled pauses, promoting, appealing, and giving up. The most frequent strategy was starting up. Then, Aulia and Simatupang (2022) investigated turn-taking strategies and their factors using Stenström's (2014) theory and a qualitative method. They classified the strategies as follows: starting up (11%), interruption (17%), filled pause and verbal filler (30%), silent pause (13%), lexical repetition (25%), prompting (2%), and appealing (2%). Another research was done by Mulyati et al. (2023) aimed to identify and evaluate turn-taking tactics used by EFL students in class. The findings show that students commonly take turns with lecturers, using techniques like initiating new topics, verbal fillers, filled pauses, silent pauses, and lexical repetition. These tactics facilitate communication, allow Indonesian use, present challenges, and promote student-lecturer interaction and explanations.

The researchers identified significant novelty in comparing earlier studies with the present research. The previous research and the current study utilized Stenström's framework for analyzing turn-taking strategies, ensuring a consistent theoretical foundation. However, the objectives of the two differ notably. While earlier research may have examined a broad range of turn-taking strategies, this present research focuses on the strategies involved in taking the turn. This targeted approach allows for a deeper and more nuanced understanding of how speakers initiate and seize the conversational floor. Furthermore, another key distinction lies in the data source. Previous research has explored various contexts, such as

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political debates, classroom interactions, and other structured environments. In contrast, the present research uniquely examines a talk show debate featuring Andrew Tate and Piers Morgan on "Piers Morgan Uncensored." This specific context has not been investigated before in terms of turn-taking strategies. With their spontaneous and often contentious exchanges, talk shows provide a rich and underexplored environment for analyzing conversational dynamics. These distinctions create a clear gap in the current body of research. By focusing exclusively on the strategies for taking turns and applying them to a novel and highly dynamic setting, this study offers fresh insights that have not been previously addressed. This contributes to the uniqueness of the research, advancing the understanding of turn-taking strategies in a new and unexplored context and highlighting the strategic use of language in media discourse.

Furthermore, conversation analysis is a research approach and methodology used to study the structure and dynamics of everyday conversations. It focuses on the systematic analysis of naturally occurring talk and aims to understand how people engage in conversation, create meaning, and accomplish various social actions within their interactions. Conversation analysis is an approach to studying social interaction that focuses on how participants in a natural conversation understand and respond to one another when it's their turn to talk. According to (Stenstrom, 2014) conversation analysis is a research approach that analyses social interaction, focusing on how participants in a natural conversation understand and respond to one another when it's their turn to talk. As proposed by (Stenstrom, 2014). The turn-taking system involves three basic strategies: taking the turn, holding the turn, and yielding the turn. Taking the turn is a strategy that involves initiating a new turn in the conversation. A speaker may take a turn by starting a new topic, asking a question, or making a comment. Taking the turn in conversation may involve starting up, taking over, and interrupting.

First, starting up strategy involves initiating a new topic or introducing a new idea to the conversation. The speaker may use a hesitant or clean start to begin their turn. A hesitant start involves using fillers or hesitation markers, such as "um" or "uh," before speaking. A clean start involves starting to speak without any hesitation markers.

**Example of Hesitant Start:**

Teacher : "You! Would you like to explain about definition of descriptive text?"

Student : "Eemmm... Yes Mrs."

Rosanti & Mulyani (2023)

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The student's response starts with a hesitation sound "Eemmm," indicating uncertainty or hesitation before confirming their willingness to explain. This hesitation can be interpreted as a moment of pause or uncertainty before speaking.

**Example of Clean Start:**

A: "Well, we going continue to the other case, and I will give a little bit time for the speaker to prepare what she/he is going to speak."

Febriyanto & Rizky (2023)

A clear start types of starting up would typically involve a direct and unambiguous introduction of a topic or a statement that clearly initiates a conversation without delay or preparation

Second, the taking-over strategy involves taking the floor from another participant speaking. The speaker may use this strategy when they feel that the current speaker is not contributing to the conversation or when they want to change the topic. Taking over can be done politely by using phrases. Subsequent turns may be explicitly connected by uptakes or links. Uptakes could be indicated by (ah, oh, no, well, yes), and links could be indicated by (and, but, cause, so).

**Example of Uptakes:**

Jimmy : "How's the album coming is we close to an album? Are we?"

Ariana : "Yes, my album is coming this summer."

(Agustianto et al., 2020)

This suggests that Ariana Grande used absorption cues in response to Jimmy Fallon's question about her album. Her answer "yes" signifies her agreement to the question and serves as a direct answer.

**Example of Link:**

Lecturer : "Then the question number 1: What are the types of materials that are necessary for you to know before writing English language text? Do the students understand the question or not?"

Student : "**But** after the discussion, we plan to change that question into number 2: What did you prepare before writing?"

Lecturer : "I think it is also good if you can try to ask junior high school students to see this fill-in this question; therefore you can gather the information that you need."

(Mulyati et al., 2023)

In this turn-taking, the students respond to the previous question from the lecturer by stating, "But." In line, connecting words "such as and, but, and because" are commonly used as a link for the next speaker to take over the previous speakers' topics

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Interrupting is a strategy that involves cutting off another participant who is speaking. The speaker may use this strategy when they feel that the current speaker is taking too long or when they have something urgent to say. Some discourse devices are excellent interruptions, notably alert and metacomments. Interrupting can be done politely by using phrases.

**Example of Alert:**

- Sean O’connell : “What was the reaction when Mr Jamie Foxx uh instagrammed a photo of Electro fighting three Spider-Man?.”
- Kevin Feige : “uh I’m numb to it now, I’m numb to anybody tweeting anything about anything.”
- Amy Pascal : “yeah people think-.”
- Kevin Feige : **“Politics, Movies, Marvel. Just numb”.**

In the above conversation, Kevin Feige and Amy Pascal expressed their opinion. The interruption from Kevin Feige was found here. He said his opinion first, and Amy tried to convey her opinion, too. However, before Amy Pascal could finish her words, Kevin Feige cut her words with a little bit of high intonation so the listener would listen to him and pay attention to his words. The type of interruption here is an Alert comment.

**Example of Metacomments:**

- A: “I don’t want to know, you should have made a new program for---”
- B: “Sir, can I just tell you about a new program? I’ve done make a new program Sir. I suggest you check your e-mail again.”

(Mulyati et al., 2023)

In this fragment sentence B’s response involves metacomments by directly addressing the interruption and requesting permission to provide information about a new program.

Transcription conventions are a set of rules and symbols used to represent spoken language in written form. These conventions capture spoken language’s nuances, including intonation, pauses, and overlapping speech. There are several different transcription conventions used in linguistics, including the Conversation Analytic transcription conventions developed by Jefferson (2004), which can be seen in Table 1.

Table 1. Conversation analytic transcription conventions developed by Jefferson

SYMBOL	DESCRIPTION
(.)	A micropause - a pause of no significant length.
(0.0)	A timed pause - long enough to indicate a time.
[ ]	Square brackets show where speech overlaps.
> <	Arrows showing that the pace of speech has quickened.
< >	Arrows showing that the pace of the speech has slowed down.
( )	Unclear section.
(( ))	An entry requiring comment but without a symbol to explain it.
↑	Rise in intonation
↓	Drop in intonation
→	Entered by the analyst to show a sentence of particular interest. Not usually added by the transcriber.
CAPITALS	Louder or shouted words.
(h)	Laughter in the conversation/speech.
=	Will be at the end of one sentence and the start of the next. It indicates that there was no pause or gap between them.
:::	Colons - indicate a stretched sound
—	. Underline showed word that stressed
-	A dash indicates cut-off

## 2. RESEARCH METHOD

This research adopted a qualitative research approach. According to (Creswell, 2014), the qualitative method entails investigating societal and personal concerns. The goal of this study was to identify types of strategies for taking the turn based on Stenström (2014) theory. The subject was the debate of the Piers Morgan Uncensored episode "Andrew Tate." Where data is gathered through spoken utterances. In collecting data, this research used the observational method as defined by (Sudaryanto, 2015) this method demonstrates the researchers to gather the data by observing the data source. Meanwhile, the technique of collecting data was a note-taking technique. As defined by (Merriam & Tisdell, 2015) presented a note-taking method for this goal, which involved documenting extensive descriptions and underlining significant facts. Furthermore, the researchers used (Sudaryanto, 2015) referential identity method in analyzing data, which particularly focuses on significant elements defined by contextual elements rather than language. In addition, this research also used a coding procedure that involved assigning marks or symbols to data for categorization and grouping, as described by Miles et al. Moreover, in presenting the result of the research, the researchers utilized the informal method by (Sudaryanto, 2015), which involves using words to explain outcomes in a descriptive manner.

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### 3. FINDINGS AND DISCUSSION

#### 3.1. Findings

The research results can be seen in Table 2. The findings show the frequency and dispersion of diverse tactics detected in the study setting. "Starting Up" was one of the techniques that were found; it was mentioned three times and indicated situations in which activities were started in the research domain.

Table 2. Finding of the research

No	The Strategies	Frequent
1	Starting Up	3
2	Taking Over	6
3	Interrupting	6
Total		15

Six times, the phenomena of "Taking Over" surfaced, denoting taking charge or exercising leadership under pertinent circumstances. In a similar vein, six observations of "Interrupting" were noted, indicating instances of interjecting or disrupting ongoing activities. Together, these frequencies add up to a total of 15 techniques that the investigation found. These discoveries open up important possibilities for additional research and analysis in the field by shedding light on the prevalence and manifestations of these tactics in the context under study.

#### 3.2. Discussion

##### 3.2.1. Starting Up

###### Data 1

Piers Morgan : "Generally regret though over the way you phrase this stuff."

Andrew Tate : "Well this is the point I was trying to make, the point I'm trying to make is when I was not nearly as famous."

The context of this conversation is Piers asked Andrew if he regrets that he ever made a statement a woman is the property of a man. Then, Andrew starting up this phrase "Well this is the point I was trying to make, the point I'm trying to make is". These verbal fillers related to hesitant start in starting up. In this conversation, a hesitant start is used to gather the speaker's thoughts before uttering a statement.

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### Data 2

Piers Morgan : “Do you think the 18 19-year-old women are more active and 25-year-old woman?”

Andrew Tate : “I think there's Attractive people uh that's a loaded question I don't know.”

In this conversation, there is an instance of a hesitant start exhibited by Andrew Tate. Andrew hesitates and starts his reply with verbal fillers, "uh," indicating uncertainty. Hesitation often occurs when a speaker needs time to gather their thoughts or formulate a response before initiating their turn.

### Data 3

Piers Morgan : “How much of that is you how much of that is some ACT do you regret saying stuff like this do you see it as weakness to admit you shouldn't have said something like that.”

Andrew Tate : “Well I don't live with regret I think what's happened is that like I said long format content arguments with feminists arguments with the toxic masculine crowd arguments with the left and they're going to take a small clip small sentence from hours and they're going to try and paint me-.”

This conversation can be analyzed as an example of the "clean start" type of starting up. Piers Morgan's question directly addresses Andrew Tate's actions and intentions, specifically regarding regret and admitting fault. By asking about regret and weakness, Piers Morgan sets the stage for a discussion about personal responsibility. Andrew Tate's response indicates a reluctance to admit regret or weakness. Instead, he shifts the focus to external factors, such as long-format content, arguments with various groups, and the potential for misrepresentation through selective editing or quotation. The "clean start" type of starting up is evident in this exchange through Andrew Tate's attempt to move past the direct question about regret or weakness and redirect the conversation to external influences and contexts. By doing so, he creates a "clean start" by framing the discussion in a way that allows him to explain his perspective without directly addressing the initial question about regret or weakness.

### 3.2.2. Taking Over

#### Data 4

Andrew Tate : “It's not about changing positions I'm a full-grown adult and responsible for them.”

Piers Morgan : “So what you did say at the start of this little exchange you've doubled done it's exactly the same thing.”



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In this conversation, the context is that Piers did not agree with Andrew, and he tried to express his opinion. Additionally, Piers put the conjunction “so” in the beginning he talked; this related to links in taking over. Links are a type of turn-taking strategy used in taking over, where the listener signals to the speaker that they want to take the turn. Links are used by Piers to signal the speaker that the listener wants to take the turn and can be used to establish a connection between the current speaker and the listener.

#### **Data 5**

Andrew Tate : “I believe you've ever responsibility over something of authority you can't be responsible”.

Piers Morgan : “But Authority means again that you're the boss”.

The context of this conversation is Piers refutes Andrew's statement about authority because they have different thoughts about what authority means. This is related to taking over; taking over refers to the act of a listener taking the turn from the previous speaker. Additionally, Piers used the conjunction “but” that indicated links in taking over. It showed that Piers is the opposite of Andrew as a previous speaker.

#### **Data 6**

Andrew Tate : “I still believe that a woman is given to the man in marriage that's what I believe.”

Piers Morgan : “But not as property.”

In this conversation there is an instance of the taking over exhibited by Piers Morgan. Piers interrupted and asserted his intention to take over the conversation. Taking over occurs when a listener turns from the current speaker without waiting for them to finish. In this case, Piers Morgan interrupts Andrew Tate to assert his disagreement with the notion of women being treated as property.

#### **Data 7**

Andrew Tate : ”I encourage people who are interested to go watch it.”

Piers Morgan : “But I mean I've just read out three sentences on the bounce there I don't think there's any context I'm missing.”

This conversation involves a type of conversational takeover known as links. In this context, a link refers to a strategy where one speaker links their turn to the previous speaker's turn. The conjunction "but" in Piers Morgan's response introduces a contrast or contradiction to what was previously said by Andrew Tate. By using the conjunction "but" and then elaborating on why he believes there's no missing context, Piers Morgan introduces a contrast to Andrew Tate's statement and takes control of the conversation by

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redirecting it to the adequacy of the context provided, which can be seen as a form of conversational dominance.

#### **Data 8**

Andrew Tate : "I get thousands of emails a week from men who were on the verge of suicide and I've saved their lives".

Piers Morgan : "And by the way I don't dispute that at all, you have almost certainly I would think from everything I've read about you I think you have certainly been probably able to be very helpful to young men".

In this conversation, Piers Morgan's response can be analyzed as a form of links type of taking over. Piers Morgan's response begins with "And by the way," which can be seen as a transition to link his turn to Andrew Tate's turn. Overall, Piers Morgan's response using the "links" type of taking over involves acknowledging Andrew Tate's statement, transitioning to his own perspective and knowledge, and offering an assessment of Andrew Tate's work, which demonstrates a form of conversational dominance and control.

#### **Data 9**

Andrew Tate : "The property is the word that other people use the question."

Piers Morgan : "But as an equal partner in a loving Union that's what marriage actually means."

In this conversation, Piers Morgan's response involves a form of the "links" type of taking over, and the conjunction "but" introduces a contrast to what was previously said by Andrew Tate, indicating a shift in the direction or focus of the conversation. Piers Morgan's response shifts the conversation's focus to the concept of marriage as an equal partnership in a loving union, which contrasts with Andrew Tate's mention of "property" and "other people." Overall, Piers Morgan's use of the "links" type of taking over involves acknowledging Andrew Tate's statement, introducing a contrasting perspective, and steering the conversation toward his own viewpoint on marriage, showcasing conversational dominance and control.

### **3.2.3. Interrupting**

#### **Data 10**

Andrew Tate : "That's the way that people ask me the question they asked me-".

Piers Morgan : "You can't blame people for asking you questions".

In this conversation, the context is Andrew intended to explain why people on the internet asked him a question. Unfortunately, before Andrew had finished his thought, Piers cut the conversation. This is related to interrupting. Interrupting refers to the act of a listener taking a turn from the current speaker

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without waiting for the speaker to finish. Piers interrupted in order to add his opinion about the previous speaker's statement.

**Data 11**

Andrew Tate : “I understand Piers, I believe the woman is given to the man I believe she belongs to the man, so she belongs to-”

Piers Morgan : “Fundamentally right so you do believe that a woman becomes a man's property.”

Andrew Tate : “I believe she belongs to the man in marriage correct.”

In this segment of the conversation, there is again an element related to the theory of interruptions in turn-taking. In the context of this conversation, Andrew expresses his belief about the roles and ownership dynamics within a marriage. Piers interrupt Andrew's turn by interjection before he finishes his statement. Piers used an interruption to summarize Andrew's viewpoint to make the previous speaker feel guilty.

**Data 12**

Andrew Tate : “The point I'm trying to make-”

Piers Morgan : “You use the analogy of responsibility for a child.”

Andrew Tate : “My friend these are important things but you interrupt me every five seconds so it's hard for me to actually explain my point.”

In this excerpt of the conversation, there is a clear example of interruptions in turn-taking theory. In the first conversation, Andrew signals his intention to express his statement. However, Piers interrupted Andrew's turn to provide his own thoughts. Andrew responds to the interruption by expressing his frustration that he is difficult to utter his perspective due to the frequent interruptions.

**Data 13**

Andrew Tate : “The Authority is something that she would give to me and say how can I make sure-”

Piers Morgan : “I don't interrupt you I just want to point out that's not what Authority means.”

In this conversation there is an instance of interrupting exhibited by Piers Morgan. This interruption by Piers indicates his intention to correct Andrew Tate's use of the term "Authority." Interrupting occurs when a listener takes a turn from the current speaker without waiting for them to finish.

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#### Data 14

Andrew Tate : “I don't want anybody feel bad about themselves I want all people to live righteous whether they're male or female and anybody-“

Piers Morgan : “Do you really need a righteous life.”

In this conversation, there is an instance of interrupting exhibited by Piers Morgan. Interrupting occurs when a listener cuts off from the current speaker without waiting for them to finish. In this case, Piers Morgan interrupts Andrew Tate to challenge his statement and express his disagreement.

#### Data 15

Andrew Tate : “you're asking me you're saying that young people who are impressed you said to me-”.

Piers Morgan : “look peers honestly I've had time to think about this and I wish I hadn't said it I don't believe that.”

This conversation seems to involve Piers Morgan interrupting in the context of alert interruptions. In this exchange, Piers Morgan interrupts Andrew Tate while he is speaking. The interruption seems to occur when Andrew Tate is in the middle of expressing his thoughts or making a point. Piers Morgan's interruption can be interpreted as an attempt to assert control or dominance in the conversation by redirecting the focus to himself and his thoughts. Furthermore, Piers Morgan's statement, "Look, peers, honestly," can be seen as an attempt to take control of the conversation by addressing a previous statement or topic. This type of interruption can be classified as an alert interruption because it signals a change in direction or topic in the conversation.

#### 4. CONCLUSION

Based on the analysis, this study identified three distinct strategies for taking turns in conversation: starting up, taking over, and interrupting. These strategies represent the various ways the speaker transitions between speaking turns. Among the data analyzed, starting up was the least frequently observed strategy, occurring only three times. This rarity can be attributed to the high conversational proficiency of the speakers, who demonstrated fluency and rarely relied on fillers or pauses. In contrast, interruption was the most common strategy, appearing six times. This frequent use of interruption may stem from the speakers' assertive nature, reflecting strong opinions and a reluctance to cede the conversational floor. Takeovers were also observed six times, highlighting the dynamic interplay of conversational control and influence between the speakers. The analysis of the debate between Andrew

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Tate and Piers Morgan revealed these patterns, contributing to a nuanced understanding of turn-taking in this specific context.

To build upon the findings of this study and address its limitations, future research should consider expanding the data sources to include a variety of talk show formats, such as panel discussions, interviews, and debates. This broader scope would allow for a more comprehensive examination of turn-taking strategies across different conversational contexts. Additionally, combining qualitative analysis with quantitative methodologies could enhance the robustness of the findings by providing a more detailed quantification of the frequency and distribution of turn-taking strategies across larger sample sizes. Cross-cultural comparisons could also be conducted to explore the subtle differences in turn-taking methods among individuals from diverse linguistic and cultural backgrounds. These approaches would not only deepen the understanding of turn-taking dynamics but also contribute to the development of more generalizable conclusions about conversational strategies in various settings.

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