

ABSTRACT

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This study investigates the turn taking strategies used by the teacher and students in EFL classroom interaction at SMA Negeri 8 Medan. The objectives of this study are to identify the types of turn taking strategies and to examine how those strategies are realized during classroom interaction. Employing a descriptive qualitative research design. The data were collected through classroom observation and audio recording, transcribed using the Sacks, Schegloff, and Jefferson conventions, and analyzed using Stenström's theory of strategies. The findings reveal that all three types of turn taking strategies were employed. Taking the turn was realized with taking over as the most dominant strategy. Holding the turn was realized through filled and verbal pauses, silent pauses, lexical repetition, and new starts. Yielding the turn was realized with prompting as the dominant strategy. Regarding the realization of turn taking strategies, both smooth and unsmooth speaker shifts were identified. Smooth speaker shifts occurred more frequently and were realized through appealers and uptake, whereas unsmooth speaker shifts appeared through overlapping talk, cut off, and unwanted silence. These findings indicate the interaction was predominantly teacher controlled, with turn taking functioning to organize participation and support the instructional process.

Keywords: Turn Taking Strategies, Conversation Analysis, Classroom Interaction, EFL Classroom

