

## ABSTRACT

### AN ANALYSIS OF TURN-TAKING PATTERNS IN ENGLISH CLASSROOM

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The present study seeks to investigate turn-taking patterns among teacher-students in English classroom interactions. Data were taken from 60 students from two classes and a teacher. Each class consists of 30 students whose age range from 11 to 12 years old. Data were analyzed qualitatively supported by descriptive quantification and based on turn taking theories proposed by Sacks et al. (1974). The findings show that there are three patterns which occur in English classroom interactions namely Self-Selects (SS), Current Speaker Selects The Next Speaker (CS2TNS), and Current Speaker Continuous (CSC). Moreover, the most frequent turn-taking pattern is Self-Selects which is dominantly used by the male students. It is in line with Swann (1992) who proposed that gender becomes one of factors in turn taking pattern where male students are more outspoken than female students in classroom interaction. Besides, data also show that the most powerful participant is the teacher which is showed by the teacher's authority in selecting next speakers.

**Keywords:** *turn-taking patterns, English classroom interactions, SS, CS2TNS, CSC.*