

**CONVERSATION ANALYSIS IN THE ZOOM MEETINGS ON
WAIPA DISTRICT COUNCIL YOUTUBE CHANNEL**

THESIS

By:

Syafya Rahmah Azizah

NIM 19320231



**DEPARTEMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:
Syafya Rahmah Azizah
NIM 19320231

Advisor:
Mazroatul Ishlahiyah, M.Pd.
NIPT 19910722201802012181



**DEPARTEMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Conversation Analysis in the Zoom Meetings on Waipa District Council YouTube Channel**” is my original work. I do not include any materials previously written or published by another person except those cited as references and written in the references. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 19 May 2023

The researcher,



Syafya Rahmah Azizah
NIM 19320231

APPROVAL SHEET

This is to certify that Syafya Rahmah Azizah's thesis entitled **Conversation Analysis in the Zoom Meetings on Waipa District Council YouTube Channel** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

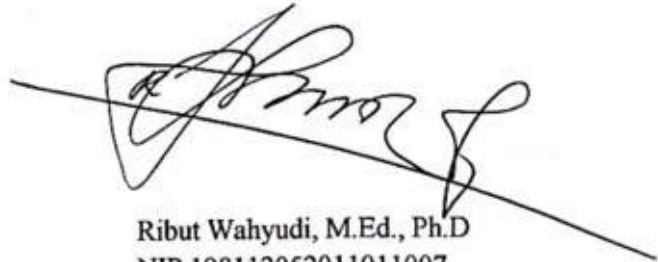
Malang, 19 June 2023

Approved by
Advisor,



Mazroatul Ishlahiyah, M.Pd.
NIDT 19910722201802012181

Head of Departement of
English Literature,



Ribut Wahyudi, M.Ed., Ph.D
NIP 198112052011011007

Acknowledged by



LEGITIMATION SHEET

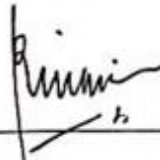
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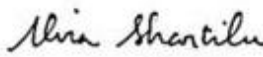
Board of Examiners

1. Rina Sari, M.Pd. (Chair)
NIP 197506102006042002
2. Mazroatul Ishlahiyah, M.Pd. (First Examiner)
NIDT 19910722201802012181
3. Mira Shartika, M.A. (Second Examiner)
NIDT 19790308201802012177

Signatures







Approved by
Dean of Faculty of Humanities



MOTTO

*Keep going, and don't worry,
Cause everything takes time*

DEDICATION

My beloved family,

My dearest friend,

My honored lecturers.

ACKNOWLEDGEMENT

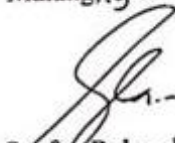
Alhamdulillah Rabbil 'alamin, all praise and thanks are for Allah, the lord of all creations. All effort, time, opportunity, are coming from no other than His grace, blessings, and willing, and I am so thankful for that, *Alhamdulillah tsuma Alhamdulillah*. Also, *salawat* and *salaam* always be granted to the Prophet Muhammad *salla Allahu alayhi wasalaam*, peace be upon him and to his progeny.

I expressed my gratitude to the people who helped me in achieving this thesis;

Mom and Dad, who have always provided support for me this far in our home sweet home. Mazroatul Ishlahiyah, M.Pd., the most important person in my university journey, my advisor, my academic supervisor, and my lecturer. Zufar Aqil and Athallah, who helped explain all my confusion in writing this thesis and gave advice related to research, Nursabrina, Nurrisca, and Putu Zahra, another university mates, senior, junior of mine. Nafa, Virian, Cipusal, Tya regita, my high school friends, thank you for being my friend in every situation, and thank you for not forgetting to encourage me to finish this thesis. Last but not least, to all people that I cannot mention, thank you for the support and prayers.

With its shortcomings, I am fully aware that this thesis is still very far from 'perfect'. Hence, all critics, suggestion, and any other things that can improve this work, I would gladly welcome it. In all probability, I personally hope this thesis would give noteworthy benefit to whoever reads it, including other researchers.

Malang, 19 June 2023



Syafyu Rahmah Azizah

ABSTRACT

Azizah, Syafya Rahmah (2023) Conversation Analysis in the Zoom Meetings on Waipa District Council YouTube Channel. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Mazroatul Ishlahiyah, M.Pd.

Keywords: Conversation Analysis, Turn-Taking, Turn Allocation.

This research was aimed at examining the turn-taking mechanism used by participants and turn allocation in the two videos of zoom meetings recordings on Waipa District Council YouTube channel, with the videos entitled "Finance & Corporate Committee Zoom Meeting" and "Iwi Consultative Committee". The type of turn-taking mechanism used by participants and turn allocation occurred in the two zoom meeting recordings were identified. The differences of the two videos could be seen from the formal or informal form of the meeting. As the main theory of this research, Stenstrom's theory (1994) related to turn-taking; including taking the turn, holding the turn, and yielding the turn, was used to analyze the data. The researcher used a descriptive qualitative approach in this study. The result revealed 7 categories of turn-taking, which were 116 data on starting up, 21 data on taking over, 3 data on interrupting, 33 on lexical repetition, 2 data on prompting, 1 data on appealing, and 1 data on giving up, with a total of 177 data. Turn allocation revealed 2 categories, in which 5 participants did the 'current speaker can select the next speaker', and 5 participants did the 'next speaker self-select', with a total of 20 sets of conversations. Turn-taking and tuning allocation were interrelated in conversation, because at the end of a speaker's turn there was a turn allocation that determined how the conversation continued or stopped. The results revealed that in the video recording of the zoom meeting the conversation ran smoothly, which meant that the participants understood the right time to take turns speaking.

ABSTRACT

Azizah, Syafya Rahmah (2023) Analisis Percakapan dalam Video Rekaman Zoom Meeting pada Kanal YouTube Waipa District Council. Skripsi Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Mazroatul Ishlahiyah, M.Pd.

Kata kunci: Analisis Percakapan, Pengambilan Giliran, Putar Alokasi.

Dalam rekaman dua video zoom meeting di channel YouTube Dewan Distrik Waipa, dengan judul video “Komite Keuangan & Perusahaan - rapat zoom” dan “Panitia Musyawarah Iwi – rapat zoom”. Tujuannya adalah untuk mengidentifikasi jenis mekanisme giliran mengambil serta alokasi giliran yang digunakan oleh peserta dalam dua video rekaman zoom meeting. Perbedaan dari kedua video bisa dilihat dari bentuk formal atau informalnya sebuah rapat. Sebagai teori utama penelitian ini, Stenstrom (1994) terkait pengambilan giliran; meliputi mengambil giliran, menahan giliran, dan menyerahkan giliran, digunakan untuk menganalisis data tersebut. Peneliti menggunakan pendekatan kualitatif deskriptif. Penelitian ini mengungkapkan 7 kategori pada turn-taking, 116 data untuk kategori memulai, 21 data untuk mengambil alih, 3 data untuk menyela, 33 data untuk pengulangan leksikal, 2 data untuk dorongan, 1 data untuk menarik, dan 1 data untuk menyerah, dengan total 177 data. Alokasi giliran mengungkapkan 2 kategori, 5 peserta melakukan ‘pembicara saat ini dapat memilih pembicara berikutnya’, dan 5 peserta melakukan ‘speaker berikutnya pilih sendiri’, dengan total 20 set percakapan. Pengambilan giliran dan alokasi giliran kedua nya saling berkaitan dalam percakapan, karena dalam akhir giliran pembicara terdapat alokasi giliran yang menentukan bagaimana pembicaraan berlanjut atau terhenti. Hasil mengungkapkan bahwa dalam video rekaman rapat zoom percakapan berjalan dengan lancar, yang berarti peserta mengerti tentang waktu yang tepat untuk pergantian pembicara.

مستخلص البحث

عزيزة، شافية رحمة (٢٣.٢) آلية أخذ الأدوار في اجتماعات تكبير تسجيل الفيديو على قناة يوتوب دستريك كونجبل. البحث الجامعي لقسم اللغة الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج

المخصصات تدوير الدور، أخذ المحادثة، تحليل: الدالة الكلمات

المالية اللجنة اجتماع" الفيديو موضوع مع كونجبل، دستريك ويفا يوتوب قناة على اجتماعات من لاثنتين تسجيلات في تسجيلي في المشاركون يستخدمها التي الانعطاف آلية نوع تحديد هو الهدف. "الاستشارية اللجنة" و "والشركات / تكبير اجتماع تسجيلي في تحدث التي المنعطفات تخصيص تحديد إلى بالإضافة الفيديو، تصغير / تكبير اجتماع المحادثة في الدور وتغيير التحدث على التناوب في الأدوار أخذ لآلية المشاركين استخدام كيفية روية. الفيديو تصغير مع تابع ثم العرض وضع في الوسيط عليه سيطر الأول الفيديو في لأنه المباشرة، غير المحادثات في تحدث التي وضع مع ثانيًا بالفيديو مقارنة المحادثة في شاركوا المشاركين من أقل عددًا أن لوحظ والأجوبة، الأسئلة جلسة والتخلي الدور، عن والدفاع الدور، أخذ بالتناوب المتعلقة (١٩٩٤) سنتنروم البحث، لهذا رئيسية كنظرية. المناقشة الباحثة استخدمت. البساطة بهذه ليست لكنها للغاية، أنيقة تبدو الثلاث الاستراتيجيات هذه أن إلى يشير الدور، عن وواحد للتشغيل، عشر وستة مائة الدور، لتناوب فئات سبع عن الدراسة هذه كشفت. النوعي الوصفي المنهج للتقديم، وواحد للسحب، وواحد للدفع، واثنين المعجمي، للتكرار وثلاثين وثلاثة للمقاطعة، وثلاث للاستلام، وعشرين الآن للمتحدث يمكن" فعلوا مشاركين خمسة فنتين، عن الأدوار تخصيص كشف. بيانات وسبعون وسبع مائة بإجمالي مجموعة عشرين المجموع ليصبح، "نفسه يختار التالي المتحدث" فعلوا مشاركين وخمسة، "التالي المتحدث اختيار تخصيص دور يوجد المتحدث دور نهاية في لأنه المحادثة، في مترابطان والتخصيص الأدوار تبادل من كل. محادثة المحادثة تجري التكبير، لاجتماع الفيديو تسجيل في أنه النتائج تكشف. توقفها أو المحادثة استمرار كيفية يحدد الصوت مكبرات لتغيير المناسب الوقت يفهمون المشاركون أن يعني مما بسلاسة.

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research questions, significance of the study, scope and limitation, and definition of key terms that will be used for the research.

A. Background of the Study

Humans, as social beings, cannot be separated from the influence of other humans, and there is an urge to interact with others. Human interaction generates conversation. A conversation is a form of two-way communication, and each one contributes to it. Otherwise, the conversation will not happen if one of the participants does not respond. People interact, exchange information, bargain, and maintain social relations mainly through conversation.

Conversation analysis (CA) has become the primary method for observation studies of interaction as situated by social behavior, utilizing recordings and transcriptions of actual conduct that has occurred at some particular place and time (Clayman & Heritage, 2021). Conversation analysis focuses on interaction in conversation with various gestures by communicators and how they manage and organize a conversation. However, the distribution and the rules of conversation turns are explained in a basic finding, namely the turn-taking system.

Turn-taking is a basic study in conversation which provides some basic rules to avoid gaps and overlaps. When the roles of speaker and listener change, it

is called turn-taking. Speaker change is a normative process that must be achieved by participants in the conversation. To establish some rules for turn-taking, it is important to understand that these rules are applied interactively by the participants in the conversation.

The rules of turn-taking are made to be obeyed by the public when conversing. These rules can make the conversation more organized and run more smoothly. Therefore, the participants in the conversation do not speak at the same time. However, in reality, people do not always follow the turn-taking rules, and it is not uncommon for conversation participants not to wait their turn. To make the conversation run smoothly, each participant must know the turn-taking strategy, such as taking the turn, holding the turn, and yielding the turn.

There were some researchers who have studied online conversations. Similar to the present study for example, Silitonga (2022) examined an analysis of turn-taking strategies used by lecturers and students through online classes. The result of this study is that the teacher dominated in taking turns. Two out of ten types of turn-taking strategies that are rarely used by the teacher are giving up and silent pause. Meanwhile, six out of ten strategies that were rarely used by students were lexical repetition, new start, prompting, appealing, giving up, and silent pause. Another case discusses turn-taking in student zoom discussions, and they are more focuses on how Japanese students participate in English discussions. The result is that this student understands and is able to overcome the overlap that occurs by responding, "Sorry, go ahead" (Stone & Brinhamrs, 2022).

The similarity focuses on exploring the use of turn-taking between two

low-intermediate female Japanese University students, found a turn allocation system; other-select to be the next speaker and self-select (Shibata, 2022). Another study discusses turn-taking in the classroom session in the movie *Freedom Writers* by Richard LaGravenese. This study used turn allocation rules by identifying students' intentions toward their selection by the teacher. The result of this study is that the dominant rule occurs using the first rule that the teacher selects a student as the next speaker, and the 'to ask' category is the most used intention in classroom sessions.

The interesting one of the turn-taking system and gender differences in online Iranian EFL classrooms. The point of this research is to investigate the role of gender in turn-taking patterns in online EFL classrooms. Result of this research, the teacher selects the next speaker to occur more often than the students self-selection. Male students took many turns unmuting their microphones, while female students by hand were rising (Karimi & Chalak, 2022).

Sari (2020) examined a turn-taking mechanism and power relation in the classroom. This study investigates how teachers control conversation patterns in class discussions and how students can take turns speaking. In addition, power and hierarchy in-class interaction are other points that are the focus of this research on students in a language class. Another case is the turn-taking used between the teacher and students in EFL classrooms. The result from this study found three types of turn-taking; taking the turn, holding the turn, and yielding the turn and seven categories of turn-taking; filled pause, interruption, silent pause, lexical repetition, start-up strategy, prompting strategy, and the last one is the

appealing strategy (Setiajid et al., 2020).

Similar to previous studies, Amir & Jakob (2020) analyzed the differences in turn-taking used by male and female teachers. The result of the study shows the kind of turn-taking, taking the turn, holding the turn, and yielding the turn. Male teachers take their turns to get students' attention, to order the students, to simplify the question, and to make them silent or motivate them, it is the same with female teachers, but the difference is in the intention to repeat the explanation to the student (Amir & Jakob, 2020).

Mahaputri et al. (2020) analyzed turn-taking to see how discussion interactions are intertwined by EFL students and find the attitude of competence of the student in discussing intercultural communication, the result turn-taking system that is found in this EFL student discussion; turn constructional and turn-allocation, the EFL students understand and know how to take a turn in expressing an opinion in a discussion. The last previous study investigated latency in video-mediated medical consultation. The result found more than 0.5 seconds of delays can disrupt interaction and lead to overlapping talk, but this overlapping can resolve by one speaker stopping talking (Seuren et al., 2020).

Since the Covid-19 pandemic, face-to-face learning or discussion and even meeting have been switched to online, which establishes challenges in interaction practice. Online interactions are often carried out through software, and the use of zoom meetings has become an alternative communication for exchanging participants in online interaction. Online interaction produces a conversation, and

in a conversation, there must be a turn to speak that occurs in the online interaction. In online interactions that use zoom meetings as media conversation, there are obstacles in changing the turn to speak. The conversation that occurs sometimes does not run smoothly, with several obstacles that can also be caused by the participants in the conversation itself. Sometimes participants do not wait for their turn. As a result, they talk simultaneously. Therefore, overlapping in the conversation can occur. Another obstacle, some of the participants did not respond to their moderator or teacher, and as a result, there was silence occur in the online discussion.

In this study, the researcher analyzes online meetings in the zoom meeting application. Specifically, this meeting analyzed the Finance and Corporate Committee in New Zealand in dealing with the covid-19 pandemic and Iwi Consultative Committee. The aims of this study focus on looking at and identifying the types of turn-taking used in online meetings and how moderators in online meetings manage turn-taking by using the theory of Stenstrom (1994) in identifying the types of turn-taking and Liddicoat (2007) in identifying the turn allocation. The gap between this study and the previous studies in each previous study only focused on turn-taking or turn-allocation. In contrast, this study focused on turn-taking and turn-allocation. Seeing that many of the previous studied used conversation in learning as the object of analysis, this study chose conversation in videos recording of online meetings. The video recordings of these online meetings also contain interaction that contains a turn-taking mechanism which accordance with the theory used by Stenstrom (1994), and also

contains turn allocation which accordance with the theory of renewal by Liddicoat (2007). This video provides information on how to deal with the increasing percentage of losses for a business during the Covid-19 pandemic. In addition, this video provides information on the impact of the COVID-19 pandemic on the tourism and hospitality sector, especially in Waikato, New Zealand. Background of the researchers who are interested in tourism and business information therefore, this video was chosen as research material.

B. Research Questions

Based on the background study above, the researcher formulates the research question :

1. What kind of turn-taking mechanism used in the video Zoom Meeting "Finance & Corporate Committee" and "Iwi Consultative Committee" recording?
2. How does the application of turn allocation in the video Zoom Meeting "Finance and Corporate Committee" and "Iwi Consultative Committee" recording?

C. Significance of the Study

This study is to give more knowledge about conversation analysis in the theoretical significance. It can also help in understanding the turn-taking mechanisms, especially in video conferencing, and the use of Zoom meetings where individuals and others do not meet in person. This research also gives others insight related to Stenstrom's and Liddicoat's theory about turn-taking so

that they can apply turn-taking in phenomena of human interaction, interviews, talk shows, et cetera.

D. Scope and Limitation

The study of discourse analysis in the conversation context is shown in the video recordings “Finance & Corporate Committee” and “Iwi Consultative Committee” recording, that was uploaded in 2020 on the Waipa District Council YouTube channel with each duration first video recording of 1 hour 43 minutes 59 second, and the second video recording with total durations of 2 hours 38 minutes 17 second. The limitation of this research on the turn-taking mechanism on video recording zoom meetings is only included taking the turn, holding the turn, and yielding the turn according to Stentstrom’s (1994) theory, and how they manage the conversation that occurs (turn allocation) according to the Liddicoat’ (2007) theory.

E. Definition of Key Terms

This point explained turn-taking, turn allocation, and Waipa District Council YouTube Channel.

- 1. The turn-taking mechanism** is used to order moves for talking in interview meetings, debates, ceremonies, conversations, etc. This research study analyzed conversations that occurred in online meetings in utterances that contained a turn-taking mechanism.
- 2. Turn allocation** is how to turn when the talk is managed in real-time during an informal conversation in the “Finance and Corporate Committee” and “Iwi

Consultative Committee” in a zoom meeting.

- 3. Waipa District Council** is a YouTube channel administered by the New Zealand government providing information about finance or tourism.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains conversation analysis, and turn-taking categories, including taking the turn, holding the turn, and yielding the turn, using Stenstrom's (1994) and how they manage turn allocations using Liddicoat's (2007) theories.

A. Conversation Analysis

One of the most common ways that people utilize language is in conversation. All people converse with one another, and dialogue is essential for human civilization to function. "Conversation analysis is an approach to the study of talk in interaction which grew out of the ethnomethodological tradition in sociology" developed by (Garfinkel (1964, 1967, 1988 as cited in Liddicoat, 2007, p.2).

Ethnomethodologist focuses on everyday organization; the activities carried out by each individual are carried out relatively without thinking. So, no wonder, according to Garfinkel, that conversation analysis is an approach to studying speech. In addition, ethnomethodology gives participants' perceptions of social action more weight and sees them as information agents who give meaning to their social actions in ways critical to how those activities play out.

Conversation analysis is the study of how social interaction is structured and constructed. This is achieved by starting with the premise that everyday behavior, including utterance, is generated as rational and significant. A human utterance is an act in itself, and those who take part in the conversation perceive it

casually. Participants use the same process to create and interpret conversations, which makes presentations and meaningful insights. To generate and recognize the meaningful activity, participants in a meeting use certain shared methods, which conversation analysis seeks to explain.

Conversation analysis studies placed contextual discourse that occurs in the real world. Only examples of actual speech that occur naturally can offer the necessary data to make an account of what is going on in speech because the sequence of conversation is generated through the dissemination of practice in a given setting. In addition, the conversation analysis uses speech recordings that occur naturally because speech is perceived as organized and orderly and because this sequence is recognized as being in a particular context for a given conversation. “Video and tape recordings are much richer sources of conversational data than other ways of capturing interaction (Heritage, 1984b, 1995) as cited in Liddicoat, 2007, p.8). In conversation analysis, video recordings are the source of conversation analysis data that is much easier to obtain than other methods. In conversation analysis, the researcher has to know who gets to speak. If only with voice recordings, it can be difficult to know who is speaking, and this confuses the researcher in conducting the study.

B. Turn-Taking Mechanism

One of the most striking features of conversation is the change of speakers, and it seems to be a kind of perfectly organized procedure in which one person talks at a time while another person waits patiently for his or her turn. It is not quite that simple; she or he may but without waiting for the current speaker to

finish. Because of this, the speaker could lose the thread or interrupt and overlap without waiting for the current speaker to complete. There are three basic mechanisms.

1. Taking the turn, how in a conversation each participant or speaker has a chance and turn to speak.

a. Starting up is the use of improper planning done by the speaker when they are taking turns. There are two categories of starting up; a hesitant start and a clean start. Some speaker can use it intend to say something but needs more time to put it into words by using filled pause and verbal <fillers> (speaker utter a syllable that consists of vowel, *well, I mean, you know, hm, uh*).

Data example of a hesitant start

\downarrow

B: *WELL# ə:m . I mean* that is . the most obvious |ə'n| ə: *EXAMPLE# but ə: ə - . if they talk about UNEMPLOYMENT#*

D : m

B : they'll S=AÏ#- - the UNEMPL=OYED# they should be made to do . some WORK# and

\downarrow

\searrow

not . scrounge off the STATE# (p.69)

Notice the two successive hesitant, the first “*well ə:m . I mean*” followed by B’s comment on what the previous speaker said. The second “*but ə: ə -*” preceding the rest of the utterance. The data example 1 demonstrates very clearly that silent and filled pause and verbal <filler> occur in combination and that they can consequently do the same job in the conversation.

Data example of a clean start

\downarrow

A : *well* what does he SAY# - stick an initial label on the BACK#

It is as if some kind of takeoff is needed or well is used as a linking device

b. Taking over is the position of the first speaker is replaced by the second speaker as the listener, and connected to an uptake “(yes, no, ah, well, oh) or a link (and, but, cos, so)” (Stenstrom 1994, p.71).

Data example of uptakes (p.71) ↓

A: but I got a telegram last a:m . FRIDAY# - . SAYING# that there was trouble

↓ ↗
AFOOT# you **KNOW**# (initiate)

↘ ↘
B : **YEAH**# - . trouble a LEG ANYWAY# (respon)

By an <uptake> which occurred in (respon) and (follow up) moves, the next speaker acknowledges receipt of what the previous speaker said and evaluated it before going on. The <uptake> often realized by an <appealer> in the previous speaker's turn, as in A has just got a telegram from a person suffers from varicose veins. The <appealer> is realized by **you KNOW**, the <uptake> by **YEAH**.

Data example of links (p.72)

↓ ↓
A : don't MISUNDERSTAND me# I'm very FOND of Diana Dors#

↓
B : but she's not two hundred years OLD#

↓
A : no by golly and neither am I#

Links form the initiating move in turn. Links can introduce an object or to informs.

c. Interrupting, Stenstrom (1994, p.74) states one speaker or listener may interrupt anybody else (speaker) in the beginning and mids of a current talk. Two categories of types of interrupting; an alert is a signal that is given by a speaker and denotes the usage of a louder, high-pitched voice pronounced in a separate tone unit and with a falling tone (*hey, listen, look*), metacomments; when the

speaker request the listener react on his or her using polite utterances (*can I just tell...*, *can I say something...*, *could I halt you there*, *may I halt you*, *let me just...*).

Data example of alert (p.74)

A : *oh well that's very good if you can fool him just for an instant -- **

B : **LISTEN# ((if* you)) feel like a FILM tomorrow night MIKE# -*

Alert intended to attract other party's attention. LISTEN force A to stop speaking although he has obviously more to say.

Data example of metacomment (p.75)

A : *am - but more important that THAT#. *since it's really a matter of*

*NOMENCLATURE#**
B : **could I halt you there* could I halt you there and answer that point FIRST*

This example from radio discussion, the used metacomment they actually comment on the talk itself with polite devices, which allow the listener to come up with objections without appearing too straightforward have face-saving effect (Stenstrom, 1994. p.75).

2. Holding the turn when the speaker wants to keep a chance but finds it difficult to manage and predict what the things would say, taking over the turn by using:

a. Filled pause or verbal fillers usually be considered that the speaker is preparing their next turn rather that intending to cede the turn. A filled pause occurs when speakers utter a syllable *uh* or *um* in their turn.

Data example of filled pause and verbal filler (p.76)

A : ... everyone was . PROMISED their LEAVE# {AND} GOT it# on the DAY# and there was no MONKEYING {ABOUT#}# - am - . so WE were RECURRING# ...

Speaker A had not made up his mind exactly what to say when he started objecting. “A has hard time trying to put his thought into words by means of repetition, pause and verbal <filler> before he finally realize that the only way out of the troublesome situation is to start all over again” (Stenstrom, 1994. p.78).

3. Yielding the turn how each participant or speaker has to give away the turn to the previous speaker, it means the current speaker become listener for hearing responses, there are three types:

- a. Prompting is the way speaker acts to other speakers promptly to give quick responses that will automatically yield by greeting, asking question, asking apologizing, inviting, requesting, offering, objecting.

Data example of prompting (p. 79)

↗ ↘ ↘ ↘ ↘ ↘

C : ((WELL# . have we DECIDED THEN)) . the grand TOUR

↘

B : *YES#* ↘ ↗

A : *you're stayin* **HERE ARE** you#

↘ ↘

B : a: YES# we're got to do a grand TOUR#

The fact that C pays no attention B's 'YES' which answer his own <question> and answers A's interruptive <question> instead is one of many example of <question> being effective turn-takers. “The reason C's negligent behavior vis a vis B is that he is compelled to respond since a <question> always requires an <answer>” (Stenstrom, 1994. p.79).

- b. Appealing one of yielding the turn by signaling other participant or speaker to get the feedback, that signal include question tag, *allright*, *you know*, *Ok*, *right*, *you see*.

Data example of appealing (p. 80)

↗ ↗

A : and Blundell is a rather cosy old FILM MAN# you **KNOW**#

choose for themselves. However, only one of these may be the proper way for a speaker change. The following are the provisions of the shift allocation:

1. The current speaker can choose the next speaker

If the current speaker wishes to select the next speaker, the talk must be designed to achieve this. Only certain forms of speech can choose the next speaker; like a question. If the current speaker generates a question, then he or she generates some speech that makes a certain type of action into the next action (i.e. the answer) and at the same time may create some relevant participant recipients to perform that action.

However, by doing so an indirect question selects the next speaker. A question for example could be addressed to a group, one of which could be the next appropriate speaker. Nonetheless, the question of getting the speaker to change their next action is highly relevant and at the same time limits what can be considered proper speech from the new speaker. The current speaker who chooses the next speaker must design the talk in the way that Lerner (2003) selected speakers in (Liddicoat, 2007).

Data example of current speaker can select the next speaker (p. 64)

Joy : have yuh got the papers for the meeting ye' Carol?

Carol : Yeah=they came in th's morning

Joy select Carol as the next speaker by a combination of both the question form and the name. Essentially, the question makes speaker change a relevant next action and the naming works to select Carol as the new speaker. If someone other than Carol speaks in this position it would be accountable because the next turn has been allocated to Carol. (Liddicoat, 2007. p. 64)

2. Next speaker self-selects

Self-selection occurs when a participant becomes the next speaker, but no one in the previous speaker selects this person to be the next speaker. Self-select can also occur where the previous speaker is designed to require someone to speak next. “However, not all possible verbalization function as self-selects as next speaker”, for example, a laugh, does not make it part of the next speaker and is commonly performed as a choral action in where no participant can be considered the current speaker.

Data example (3)

Sue : Hi

Trish : Hi [: Sue

Mary : [Hello : ,

In the example the next speaker self-select, Sue’s greeting requires a greeting response, however it is addressed to both Trish and Mary. As such, it cannot select either of them as next speaker event though it does make it relevant for them to produce greetings. The turn type is constrained by Sue’s talk, but not the identify of the next speaker. Therefore, Trish self-select as next speaker, as does Mary (Liddicoat, 2007. p. 66).

CHAPTER III

RESEARCH METHOD

This chapter contains the research design, data and data sources, research instruments, data collection, and data analysis.

A. Research Design

The research design of this research used descriptive qualitative method. This descriptive qualitative method used because in the purpose of this research is to describe the phenomenon of the distribution of turn-taking and turn allocation mechanism among participant and to explain the reason for taking turns between participants in the two video zoom meeting recording. Descriptive research involves the description and analysis of current phenomena processes, using this method focusing on description and explanations that show the steps of conversations carried out by a group of native speaker colleagues in the “Finance and Corporate Committee” and “Iwi Consultative Committee” zoom meeting session based on Stenstrom’s (1994) and Liddicoat’s (2007) theories. Conversation research includes all participants in a zoom meeting, by looking at the turn pattern in conversations.

B. Data and Data Sources

This study got the data from the utterances in the form of word or sentence, the data sources; two video recordings zoom meeting in the *Waipa Distric Council* YouTube channel. The data used participants’ utterances; Andrew Brown, Graham, Bruce, Clare, Jason, Morgan, Peter, Kevin, Ken, Bev,

Nada, Andrew Mchl, and Marcus containing the turn-taking mechanisms in the first video “*Finance and Corporate Committee*” Zoom meeting recording <https://youtu.be/53yPfrqbpkE>. Also, from the second video recording “*Iwi Consultative Committee Meeting*” <https://youtu.be/WWnHOKkhhbk> participants; Jim, Waitiahoaho, Kataraina, Gaylene, Harold, Karl, Debbie, Shane, Dave, Gary, and Tony that also contain the turn-taking mechanisms.

C. Research Instrument

This research used the researcher as the main instrument of the research who participated directly in collecting the data and analysing the data to make the research process done easily. Besides, the researcher used some tools to support the research process such as internet used to browse some related previous studies.

D. Data Collection

Technique to data collecting is conducted in several following steps. First, the researcher opened YouTube application and typing the name of ‘Waipa District Council’ in the search bar. Second, the researcher chose the video ‘Finance and Corporate Committee – Zoom Meeting’ that was uploaded in April 21, 2020 and ‘Iwi Consultative Committee’ that was uploaded in September 16, 2020. Third, the researcher watched and listened the two videos zoom meeting recording sequentially several times for better understanding, starting from the first video and continuing to the second video. Fourth, the researcher read the script while listening to the video to make sure the transcript and the video are

coherent. Fifth, the researcher chose participants utterances that contain turn taking mechanism using Stenstrom's (1994) theory and turn allocation using Liddicoat's (1994) theory.

E. Data Analysis

The process of analyzing the data covers following steps. First, the researcher classified the participants' utterances in the first video and the second video into ten categories of turn-taking mechanism by Stenstrom (1994) such as starting up, taking over, interrupting, silent pause, filled pause and verbal filler, lexical repetition, new start, prompting, appealing, and giving up. After getting the utterances that have been classified into ten specific types of turn-taking mechanism, the researcher analyzed the data that has been obtained to answer the first research problem based on Stenstrom's (1994) turn-taking theory.

To analyze turn allocation, the data findings are classified into two ways of turn allocation used Liddicoat's (2007) theory. The first findings belong to 'the current speaker selects the next speaker' and the second findings belong to 'the next speaker self-select'. The data found must be in accordance with the characteristics of each ways of turn allocation. The results of the turn allocation findings are interpreted according to Liddicoat's (2007) theory. The findings from analyzing the way of allocation of turns used by these participants to answer the second research question.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses findings and discussion. The first is the presentation of the data finding and the analysis of the data on turn taking mechanism, while the second is on discussion part.

A. Findings

The findings revealed there are 42 sets of conversation data from participants' utterances which are produced by Jim, Andrew, Graham, Sam, Marcus, Clare, Morgan, Peter, Kataraina, Tony, Gaylene, Barney, Karl, Dave, Shane, that are eligible to the turn-taking mechanism. The findings are divided into two parts, the first part is turn-taking mechanism, and the second part is turn allocation, which will be explained in detail below. There are 42 sets of conversation allocated to the turn-taking mechanism within three main categories, such as 29 sets of conversation for taking the turn category, 10 sets of conversation for holding the turn category, and 3 sets of conversation for yielding the turn category. As for turn allocation, it implies 19 sets of conversation within two categories, 11 sets of conversation for 'current speaker can select the next speaker' and nine sets of conversation for 'the next speaker self-select'. The following is a representative example of each category with an explanation below the data for more examples in the Appendix.

1. Turn Taking Mechanism

Basically, taking turns will occur and be used when there is a conversation. The mechanism for taking turns does not only occur in face-to-face conversations but can also occur in non-face-to-face conversations, as in these two zoom meeting video recordings. There are 140 data on taking the turn, 33 data on holding the turn, and 4 data on yielding the turn. The last explanation gives three main categories of turn-taking with data per each category from the participants' utterances, and the remaining findings will be inserted in the Appendix.

a. Taking the turn mechanism

Taking the turn is divided into three types: starting up (hesitant start and clean start), taking over (uptakes and links), and interrupting (alert and metacomment). The data for taking the turn revealed 140 data, and there are 116 data only for starting up (hesitant start). There are 5 data for taking over (uptakes) and 16 data for taking over (links). There are 2 data for interrupting (alert) and 1 data for interrupting (metacomment).

1. Starting Up

The speaker used faulty planning as they were taking turns. There are two specific categories to start the conversation, a hesitant start, some speakers can take advantage of it by using a filled pause/verbal filler (um, uh, you know), and a clean start can be used 'well'. This mechanism, as previously explained, is divided into two parts a hesitant star and a clean start. The researcher does not find a clear start, and twenty-seven data for a hesitant start are identified. When Andrew

opened the meeting, the researcher found the presence of a hesitant start in the starting-up category, which is displayed in the following explanation.

a) A hesitant start

A hesitant start; some speakers can take advantage of it by using filled pause (um, uh) or verbal filler (you know, I mean). There are 116 data found from 16 sets of conversations. One data example is displayed in the following explanation below, and more data will be inserted in the Appendix turn-taking mechanism in the taking the turn section.

Datum 1

- (1)Andrew : *Getting welcome everyone so we'll start with the apologies and on guess we have hazel ,... so we uh shall we include that in the in the um in the motion as well, if someone would like to move please ... disclosure of members interests, do we have any today - no won't we've onto item for late items .. any late items – no late items so confirmation of order of meeting no changes Ken ...all of favor please say hi ... okay item 6 which is confirmation within minutes from 18 february have we all take those as being reared, um anything raised from those minutes*
- (2)Graham : *Andrew, Uhm, Graham speaking, Uhm, my diary's showing me that I was at their meeting but my names not recorded it*
- (3)Andrew : *Right*
- (4)Bruce : *Ozkan Ozkan going to bring that up to so you think you some mistake*
- (5)Graham : *Thanks Bruce*

In the piece of the conversation above, it shows Andrew as the moderator in the online meeting in the first video. As a general moderator, Andrew did a good opening, made an apology before going to the main meeting, and gave some information about the meeting to the participants. Before continuing to the next session, as a moderator, Andrew offered an opportunity to other participants to convey their thought by saying, “*Have we all take those as being reared, um anything raised from those minutes*” This indicated that Andrew wants to make sure that there is nothing left behind to be discussed. In Andrew's turn, he did a

filled pause, “*shall we include that in the in the **um** in the motion as well*”. It is clearly indicated that he needs more time to put his thought into words because there are repeated words before the filled pause ‘**um**’. Shortly after, Andrew said, “*have we all take those as being reared, **um** anything raised from those minutes*” Graham also did hesitant start. There is successive ‘**uhm**’, the first one followed by mentioning his name, “Andrew, **uhm**, Graham speaking”, and the second ‘**uhm**’ followed by conveying his complaint about the attendance, “**uhm**, my diary’s showing me that I was at their meeting but my name not recorded it” seemed hesitant to start what he wanted to say, so instead of there is long silent in Graham’s turn, he did filled pause by saying ‘**uhm**’ in his turn.

In general, the characteristic of a hesitant start at the beginning of the turn can be started with a filled pause ‘uh/um’ or verbal filler ‘you know, I mean’ or in the middle, or even at the end of sentences. In Graham’s turn, he deliberately called Andrew’s name as a moderator, that was indicating Graham wanted to say something. After that, there was a pause with ‘um’ followed by mentioning himself that indicated he was the one who was speaking, then ‘**um**’ occurred again and continued with the sentence that Graham conveyed, followed by Bruce, who also responded to Graham’s complaint “Ozkan Ozkan going to bring that up so you think you some mistake” that is mean that Ozkan will take care of meeting attendance and this is a mistake.

Datum 2

(1) Jason : *...new major events into our shoulder season across the region and then lastly again just to thank you all for your continual funding to support the tourism industry and then it would obviously be more important through restart in the reimagine phase and again the point I made earlier we will not be recovering*

the pre-covid levels for at least to five years as a sector and as a region, there's pretty much it from me so there will be to take a question thanks.

(2)Andrew : thanks Jason, that's I got to say that's a fantastic response to what must have been a massive shock to the industry yeah and of course in Waipa and probably a lot of Waikato as well it domestic tourism sexually a lot bigger than international so we really want to see and as you have in your plan that being worked on as soon as it's sooner that becomes a possibility but yeah does anyone have question just put your hands up I can see you all, Clare..

(3)Clare : Okay, um, yes thanks a lot Jason and yeah fantastic even I think been put in by all your team you know in this situation, a couple of question, well first one was that I noticed that in the region major event strategy there's a new funding partner mentioned, um, is it the well energy relationship or is it alraight

(4) Jason :Great useful as well energy

(5)Clare :yeah that's great, um, any other this is, um, for your reimagining, you know, the future of tourism I'd saw that you had your stakeholders listed I didn't see the department of conservation being not that they a tourism operator but most of, uh, you know, popular destination, yeah I think a cathedral cove, you know, they're actually manage by the department and and I just want to be, um, worthwhile trying to get them, so around the table so that, because I hear, you know, they worry about the pressure points that we were experiencing and that, you know, just having their input, you know, might be beneficial

Jason did a presentation about a quick update a sector for tourism. Once the presentation session was over, Jason, as presenter, also allowed the participants to ask questions marked with the sentence “there will be to take a question, thanks”. Shortly after Jason finished with his material presented, the moderator also gives a little bit of comment about Jason's material marked with the sentence, “that’s I got to say that’s fantastic response to what must have been a massive shock to the industry” then the moderator opens the question and answer session and allow the participant to ask questions to the presenter. During the question and answer session, Clare raised her hand as a sign that she had a question regarding Jason’s presentation, so that’s why Andrew mentioned Clare’s name “I can see you all, **Clare**..”. In Clare’s turn, successively she used filled pause and verbal filler for cover the gap, the first one filled pause ‘**um**’ followed by her gratitude and compliment to Jason’s presentation “yes thanks a lot Jason and yeah fantastic” and second verbal filler ‘**you know**’, this kind filled pause and

verbal filler included into hesitant start category of taking the turn mechanism. It was done by Clare to indicate that she was confused about conveying what was in her thought into words. The verbal filler that Clare used also shows that she intends to say something but needs more time to put it into words.

b) A Clean Start

In the explanation, the speaker uses the introductory device <starter> to begin the turn. The typical starter is realized by ‘*well*’. As shown in table one, the participants in the zoom meeting did not use this category; therefore there is no data to show.

2. Taking Over

The position of the first/current speaker was replaced by the second speaker/listener. This mechanism consists of two categories, uptakes (yes, no, ah, well, oh) and links (and, but, cos, so). There are 5 data found for uptakes and 16 data found for links, and one data example will be explained below for the link category, and for more data will be inserted in the Appendix turn-taking mechanism in the taking the turn section.

a) Uptakes and Links

Uptake occurs as a response and follow-up moves, and it is often triggered by an appeler in the previous speaker’s turn. Links can be used for introducing an object, informing, or questioning. One data example is displayed for the links category with a complete analysis below the data example.

Datum 3

(1)Tony :... *The national policy statement directs all council to take out minimum car parking requirement so in our district plan and most district plans at*

the moment, there are generally rules that say if you want to develop something on site you have to have a minimum number of car parks and the national direction now is that we must take those rules out of plans part of the rationale behind that is it's kind of a bit of a mixed bag part of it is about freeing up some really highly valuable urban land or development rather than use of car parks part of it is around encouraging and incentivizing people to get into different modes of transport so public transport cycling alternative to cars and there will be some, you know, there'll be some impacts it's not going to happen so when we put notice on plan and take the rules out you won't see any immediate change it's probably something that will come out as new developments roll through and there may be some increased pressure for parking on roads if we get new developers or new developments who don't want to put on site car parking and we can't require them to anymore

(2) **Jim** : ***so so** tony just from a point of clarification, that's not just residential that's even in the commercial area*

(3) **Tony** : *yeah correct so yeah that's a good point and um anywhere in the district so with regardless of which zone it's on*

(4) **Jim** : ***so** effectively the cost providing car parks has now shifted from the private developer to the public so waipa have got to pay for it*

(5) **Kataraina** : ***and and** then why put this to council the streets in in the town is controlled and owned by by the council so the fallback will be on the council to ensure that that there's car parking on the street – you right Tony so um yeah that's that's bloody dumb*

(6) **Jim** : *I agree with you 100%*

(7) **Kataraina** : *Jesus*

(8) **Gaylene** : ***but** you remember, um Jim a lot of that car parking stuff came about from the public outcry from trucks parked in public car parks on the side of the road and nobody like that*

(9) **Jim** : *yeah*

(10) **Gaylene** : *if you're going to change it now watch out for the community they're going to come back with a force*

(11) **Jim** : *yeah well unfortunately gaylene they won't be able to come back to the council because it's legislative now and and i suppose we just got to try and manage what we have to do in the public spaces*

(12) **Gaylene** : ***so** will that mean that waipa will then um put um patrol wardens for traffic parking?*

(13) **Kataraina** : *no*

The conversation above discusses the national policy statement urban development directed to district councils to remove all minimum car parking not just in a residential area but also in commercial areas was conveyed through a presentation delivered by Tony. As it can be seen, characteristic of taking the turn already mentioned, there is uptake (yes, no, ah, well, oh) and links (and, so, but, cos) and it can be seen Jim used taking over the turn after Tony finished what was being said, Jim starts his turn successively with links 'so', "*so so Tony just from a*

point of clarification, that's not just residential that's even in the commercial area"(line 2) with the intention of informing the area about the clarification conveyed by Tony and followed by information regarding the area upon the issuance of a statement minimum car parking. Jim used links 'so' with the same intention, both to convey additional information referring to what Tony said previously about the minimum car parking "*so, effectively the cost providing car parks has now shifted from the private developer to the public so waipa have got to pay for it*"(line 4).

Another taking over with links type used by Kataraina with links '**and**', "*and and then why put this to council, the streets in in the town is controlled and owned by by the council*"(line 5), she intends to give her comment about what Tony said if the national policy statemen about car parking minimum implemented throughout the district, it will make a lot of people park their cars on the side of the road. Afterward, Gaylene did taking over used links '**but**' it can be seen in (line 8), she intends the same as Kataraina to give her comment, nobody like that many trucks and cars park on the side of the road and follows by Jim, who responded to Gaylene. The second time Gaylene used links 'so' can be seen in (line 12) to ask a question does that mean Waipa will put warden patrol for traffic parking, followed by Kataraina's response used uptake '**no**' referring to Gaylene's about patrol wardens for traffic parking.

3. Interrupting

In this mechanism, there are two types that involve interrupting mechanisms. There are Alert and Metacomment. There are 3 data found from 3

sets of conversations. Two data examples for an alert category and metacomment will be displayed with a complete analysis below the data example.

a) Alert

Alerts are intended to attract the other participants' attention, and they can be used hey, listen, and look. One data example will be explained below with a complete analysis of the data example, and more data will be inserted in the appendix turn-taking mechanism in the taking the turn section.

Datum 4

*(1)Jim: thanks shane, thank you for that, and, uh, a very warm welcome to everyone..marina susan..um, **look**, um, i have, uh, apologies this morning from..from..as i said graham webber, uh, liz stolwick and huapai, um, and also as i understand andrew you have to leave at midday and i th:ink there was, um, somebody that was coming in at midday as well . i think it might have been huapai is it*

As previously explained, the characteristics of alert can be identified easily with the words 'look, listen, hey'. In the piece of utterance above, in the second video, after Shane, a local resident of New Zealand, made his opening speech using a foreign language. After Shane finished with the opening, then Jim, as the moderator, officially opened the meeting. The data example showed the opening was done by Jim, starting with a thank you to Shane, then a welcome greeting to the participants. In Jim's turn, he did interrupt used alert '**look**', '**look**' was said emphatically by Jim indicating that Jim was interrupting the participants by attracting their attention, we know that with '**look**' said by Jim it meant there was something Jim wanted to convey and it was important for all participants to know, something that could be related to the smooth running of the meeting.

From the data above, after 'look' it is followed by things that Jim thinks are important to convey, starting from the announcement that Graham Webber, Liz Stolwyck can not attend, and several participants will be present in the middle of the meeting such as Huapai, then participant who will leave the meeting in the middle like Andrew. According to Stenstrom's theory (1994), alert is pronounced with a falling tone. In this case, Jim's pronunciation of 'look' sounds like what Stenstrom (1994) explained in a falling tone, and it sounds as if he is very serious about what he wants to convey. Therefore, in the utterance above, there is a turn-taking mechanism with alert category.

b) Metacomment

Metacomment actually comments on the previous talk itself politely without offending the current speaker is explained in the data below and for more data are inserted in the Appendix of the turn-taking mechanism in the taking the turn section.

Datum 5

- (1) Jason : *all our hotels retail hospital have preety much reduce and staff there's only essential service operating as we know but again with elude level 3 we do see some opening up potentially in the hospitality sector for Waipa anyway and then the last obviously implication for us as we have here a number of bussiness who appearantly closing not only are these are lost definitely to the tourism industry to try and bring people back when we don't hit product but also particularly for those vulnerable communities with some of these operators have been going for many years thanks Sam*
- (2) Marcus : **May I ask a question about it?**
- (3) Jason : *Sure*
- (4) Marcus : *Have you got an example of what businesses are struggling and like what who isn't closing by who closing and how it is impacting*
- (5) Jason : *yeah, so far for waipa it was mainly being your hospitality potentially some of your retail, and also accommodation so we've had many nearly all of all of your accommodation has pretty much gone into hibernation or closure they're calling it temporary closure but the some have been able to access the wage subsidy which is great but again what we're going to see is the impact are longer than the 12-week wage subsidy right now so it's post twelve weeks what we're quite concerned about we have been lobbying*

nationally the government and I think that's all sectors not just tourism around potentially extending the wage subsidy for twenty weeks...

In this conversation, we can see Jason giving a presentation on tourism impact and response, at the moment when Jason wants to turn to the page and discuss the next presentation, then Marcus interrupts by using a polite sentence by saying, 'May I ask a question about it?' then Jason allowed Marcus to ask questions, followed by Marcus's question about which businesses were struggling the most due to the impact of Covid-19. By using polite questions asked by Marcus, it doesn't mean that Jason needs a reaction from the audience or listeners (Marcus) to what he said in the presentation because it was Jason's turn at that time, and he is still continuing. Marcus' remark, '**May I ask a question about it**' is a form of metacomment interruption, which is basically a comment on the talk itself, which means that in this case, it is a comment from Jason's delivery, and this is a common action that occurs in a meeting or discussion. The word "May I ask a question about it" is one of the characteristics of metacomments. The tone produced when using this action will sound high when the sentence is an interrogative sentence and will sound low if the sentence is imperative.

In this case, what Marcus said was an interrogative sentence, apart from the question mark, the pronunciation at the end of the sentence also sounded a little higher. Then Jason answered Marcus' questions, one of which was about accommodation, some of them experienced temporary closure, and some of them had also accessed subsidies. In the conversation above, the turns run smoothly and there are no pauses between turns. That is, after Jason said 'thank you Sam',

Marcus immediately asked Jason a question, Jason quickly answered 'sure' and immediately continued with Marcus asking his question.

Table 1. Types of taking the turn mechanism

Data	Taking the turn mechanism					
	Starting up		Taking over		Interrupting	
	Hesitant start	Clean start	Uptakes	Links	Alert	Metacomment
Jim	19	-	-	6	2	-
Andrew	2	-	1	-	-	-
Graham	1	-	-	-	-	-
Sam	-	-	1	-	-	-
Marcus	-	-	-	-	-	1
Tony	18	-	1	1	-	-
Kataraina	19	-	1	5	-	-
Karl	7	-	-	1	-	-
Gaylene	8	-	-	2	-	-
Shane	8	-	-	1	-	-
Morgan	8	-	-	-	-	-
Peter	-	-	1	-	-	-
Barney	2	-	-	-	-	-
Dave	10	-	-	-	-	-
Gary	2	-	-	-	-	-
Clare	12	-	-	-	-	-
Total	116	-	5	16	2	1
			140			

In the table 1 shows that the hesitant start mechanism used by participants in the zoom meeting video recording displays 116 data, uptake mechanism used by participants display 5 data, links mechanism used by participants display 16 data, alert mechanism displays 2 data, and metacomment mechanism shows 1 data displayed with a total 140 data for the taking the turn category, participants do not used the clean start mechanism, the clean start mechanism according to Stenstrom's theory (1994) usually start with the word "well", whereas in the video zoom meeting recording, no one participants takes a turn or start a turn with the

beginning “well”, therefore in this research data for clean start mechanism were not found.

b. Holding the turn mechanisms

Holding the turn is divided into four categories: Silent pause, filled pause and verbal filler, lexical repetition, and new start. In the dialogue in the two zoom meetings video recordings there is 33 data from 10 sets of conversation only on lexical repetition.

1. Silent pause

In the explanation, silent pause is the place where it turns out that the turn is not finished yet, and there is much more to come. As shown in table two shows that the participants in the online meeting did not use this mechanism. Therefore, there is no data to show.

2. Filled pause and Verbal filler

According to Stenstrom's (1994) theory, an example described in her book shows that filled pause ‘**um**’ occur when the speaker uses filled pause and there is a long silent before the speaker uses filled pause. Filled pause ‘**um**’ occur to indicate that the current speaker that speaker has no intention to give the turn and actually planning what to say. Verbal filler can be used by well, obviously, and really, and again verbal filler occurs in the current speaker’s turn, as explained in the example in Stenstrom’s (1994) book, the occurrence of verbal filler begins with a long silent then a filled pause and followed by the verbal filler itself. In this research, there is no found filled pause and verbal filler as holding the turn

mechanism because the participation itself, they mostly used filled pause and verbal filler as taking the turn mechanism, and it is referring to the characteristic filled pause and verbal filler there is ‘well, obviously, really’ and none of the participants used that words.

3. Lexical repetition

Lexical repetition occurs because there are sentences/words that are repeated several times, repetition usually occurs because the speaker loses what they want to convey. Therefore the speaker repeats the sentence/word many times, and usually, after remembering the sentence/word that wants to be conveyed, the speaker will continue with it. When Jim offered the participants to discuss other items, then Kataraina conveyed her thoughts, that’s where the researcher realized that there was a lexical repetition used by Kataraina and followed by other participants, which is depicted in the following explanation below.

Datum 6

- (1)Jim :um, no members interests . any late items that anyone wishes to bring up, yeah Kataraina
- (2)Kataraina :i have a couple, uh, one..one is about the committee..the committee for the maori..maori, um, whatever it's called haha and the other one is about the netball courts –
- (3)Jim : so, um, which
- (4)Kataraina : you know..you know there's a, um -
- (5)Jim : which committe kataraina
- (6)Kataraina : i don't know there's a, uh, you know that you committee that you're you're putting together the mighty committee for the council and i believe the applications are open and liz and a couple other people are on that committee, um, yeah so i want to have a quick chat about that you know the committee i'm talking about
- (7)Jim : yeah look it's membership on our on our standing committees i think that's you're referring to gary you were trying to say something
- (8)Gary : yeah you worship i think kataraina is talking about the, uh, selection committee for, those those, uh, candidates so uh that was some nominees from nawitokuh who that pan..panel should be

In the conversation above, Jim as the moderator, will continue to the next session, previously Jim will give the participants the opportunity to convey something that will be discussed soon, then Kataraina raises her hand, so Jim chooses her by saying the name "*yeah Kataraina*". When it's Kataraina's turn, she repeats the word, can see the word repetition is "*one..one*", "*committee..committee*" and "*maori..maori*" (line 2). This repetition is meant to inform Jim of his question regarding the item that Kataraina wants to discuss, followed by "*whatever the name*" which shows that he gave up on remembering the item he wanted to convey, and the sentence "*about the netball field*" at the end of the turn is one clue about the item Kataraina meant. Then continued with Jim asking the committee what Kataraina meant, and continued with Kataraina's turn to explain about the committee in question by saying, "*committee that you're you're putting together the mighty committee for the council and I believe the applications are open and liz and a couple other people are on that committee*", with this Kataraina as much as possible to remember the committee he was referring to. This was followed by Jim trying to direct Kataraina's question to Gary, who knew more about the 'item' that Kataraina meant.

It's easy to find out whether a conversation uses lexical repetition or not because it's not that difficult to find this category in a conversation. As explained in the example in Stenstrom's theory book (1994), lexical repetition can be identified by the presence of words or clauses that are repeated many times by speakers. In this case, the repetition of words or clause partials is because Kataraina is trying to remember something, as we know that sometimes we also

often repeat sentences or words, and this is very natural and can help to provoke memories of what we have forgotten and will be conveyed later and this happened to Kataraina, but Kataraina's lexical repetition failed to make her remember what she wanted to say. This is different from the lexical repetition by Jim "*on our on our*" (line 7), and Gary's "*those those*" (line 8). Both Jim and Gary have the same intention and want to continue the conversation. In the repetition that Jim did by repeating '*on our*' twice, followed by '*standing committees*' as a continuation of his speech. Likewise with the repetition by Gary repeats '*those*' twice and continues his speech with filled pauses 'uh' (line 8).

4. New start

New start is used to avoid getting completely lost the character itself. According to Stenstrom (1994) it can be used if the speaker had not made up they mind what to say when they started objecting, they had a hard time trying to put their thought into words by means of repetition, pause, and verbal filler before they finally realize that the only way out of the troublesome situation is to start all over again. Unfortunately, in this research, there is no found that the participants used this category mechanism. They often to used lexical repetition when they had hard time to put they though to words.

Table 2. Types of Holding the turn

Data	Holding the turn mechanism			
	Silent pause	Filled pause/ Verbal pause	Lexical repetition	New start
Jim	-	-	5	-
Kataraina	-	-	17	-
Barney	-	-	1	-
Karl	-	-	7	-

Dave	-	-	3	-
Total	33			

Table 2 displays the data for the holding the turn category, and the table shows the data lexical repetition mechanism used by participants with a total of 33 data for the holding the turn category. In the holding the turn category, the mechanism that is not used by zoom meeting participants is silent pause, and filled pause and verbal filler, and new start referring to Stenstrom's theory (1994) silent pause is where the previous speaker has not finished what he/she said and there is a very long pause because the participants do not show a silent pause mechanism. Therefore there is no data for silent pause mechanism in the holding the tun category.

Filled pause and verbal filler occur when there is a long pause after the sentence she/he was saying and the speaker used 'um' after long pause, this indicate that filled pause are used, and in the zoom meeting video recording, there is no participants were found using filled pause for holding the turn, they tend to used a lot for taking the turn, the only difference between filled pause holding the turn and filled pause taking the turn is that there is a long pause before the spekaer says '**um**'. For verbal filler holding the turn also there is no participant were found used this mechanism, verbal filler usually realized by 'well,obviously, and really' and the formation of verbal filler begins with long pause then filled pause 'um/uh' then followed by verbal filler itself and continue with the sentence what want to say. In the video recording of zoom meeting there were also no participants who used verbal filler because there were no characteristics found in the utterances

said by the participants, therefore there was no data that could display verbal filler for holding the turn.

Basically, according to Stenstrom theory (1994) explain that new start is used when the speaker getting lost what he/she wants to say, by repeating the same word in hopes of recall, instead of continuing what will be conveyed, the speaker choose to start over with a new different sentence, and in the video recording of the zoom meeting there are no participants using new star, therefore there is no data that can display new start category.

c. Yielding the turn

The data for yielding the turn there is 4 data from 3 sets of conversation and divided into three categories: 2 data on prompting, 1 data on appealing and 1 data on giving up. To understanding, the researcher provides data for each categories and it can be seen the following explanation.

1. Prompting

Prompting used when speaker demands the listener to respond more strong in turn, the responses, for instance, apology, greeting, invite, offer, question, and request, will be explained in the data below and fore more data will be inserted in appendix.

Datum 7

- (1) Jim : *Thank you for that and, uh, a very warm welcome to everyone, Marina Susan, um, look, um, I have to apologies this morning from..from as I said, Graham Webber, uh, Liz Stolwyck and Huapai and also as I understand Andrew you have to leave at midday and I think there was, um, somebody that was coming in at midday as well **I think it might have been Huapai is it ?***
- (2) Sam : **That's correct Jim it was Huapai**

(3) *Jim* : yeah okay, um, if she makes it that's great so, uh, **were there any other apologies anyone had?**

(4) *Kate* : um, **Jim I think Barney gonna enter the meeting late**

(5) *Jim* : oh okay, all right, so we can take an apology for lateness from Barney as well

As explained above, there are no special characteristics that make a conversation called prompting like other categories of mechanisms, it also refers more to when someone asks a question, offer, request, apology, greeting, invitation, and this requires a strong answer from the other person. Prompting is used when the speaker demands a direct response from the listener strongly in giving an answer. In this conversation there were two prompts, Jim as the moderator had officially opened the meeting, with remarks and several things conveyed regarding the smooth running of the meeting. Which became the prompt when Jim asked if Huapai was someone (participant) who would join in the middle of an online meeting by saying "***I think it might have been Huapai is it?***" then answered immediately with a strong answer by Sam "***that's correct Jim it was Huapai***" which confirmed Jim's question that the person who would join in the middle of the meeting would be Huapai, that was the first.

Second, in the conversation after receiving confirmation regarding the participant who would join in the middle of the meeting, Jim continued his turn, and at the end of his turn, he asked if there was an apology from the other participants by saying "***were there any other apologies anyone had?***", then Kate also gave a strong answer on Jim's second question by giving a information that Barney will be late to join the meeting by saying "***I think Barney will enter the meeting late***", and got a response from Jim regarding Barney's delay which was conveyed by Kate. As previously explained, prompting actions can be in the form

of questions, requests, apologies, and others. In the conversation above, prompting is detected because, as we have discussed above, the conversation contains questions that require a strong answer to the question itself. Jim's first question (line 1) received a strong answer from Sam (line 2), then the second Jim's question (line 3) got a strong answer from Kate (line 4), therefore it is classified as prompting.

2. Appealing

Appealing used to provide an explicit signal that incite the listener to provide feedback varies from fairly weak when realized by 'you know', to strong realized by 'ok', it can also be question tag, and usually realize by 'allright, right, OK, you know, and you see', will be explained in the data below and more data will be inserted in appendix.

Datum 8

- (1)Jim : *um, no members interests . any late items that anyone wishes to bring up, yeah Kataraina*
- (2)Kataraina : *i have a couple, uh, one..one is about the committee..the committee for the maori..maori, um, whatever it's called haha and the other one is about the netball courts –*
- (3)Jim : *so um which*
- (4)Kataraina : *you know..you know there's a, um -*
- (5)Jim : *which committee kataraina*
- (6)Kataraina : *i don't know there's a, uh, you know, that you committee that you're you're putting together the mighty committee for the council and i believe the applications are open and liz and a couple other people are on that committee, um, yeah so i want to have a quick chat about that, you know the committee i'm talking about*
- (7)Jim : *yeah, look, it's membership on our on our standing committees i think that's you're referring to gary you were trying to say something*
- (8)Gary : *yeah you worship i think kataraina is talking about the, uh, selection committee for those those, uh, candidates so uh that was some nominees from nawitokuh who that pan..panel should be*

In the above conversation, Jim as the moderator, wanted to continue to the next session, before continuing to the next session, Jim gave the other participants

the opportunity to ask questions or convey something. After that, Kataraina raised her hand to ask a question. In Kataraina's turn, which is explained in Stensrom (1994) she uses appealing with a weak category marked with 'you know' at the end of her sentence in the sentence “*..you know the committee I'm talking about*” (line 6) she uses appealing with the intention explicitly signaled to listeners to provide a strong response regarding the committee that Kataraina was referring to. Then, followed by Jim giving an answer regarding the committee he meant by directing Gary to help answer by saying “*I think that's you're referring to Gary..*”, which Gary probably knew more about the committee Kataraina meant. Then Gary gave an answer that can be seen in the sentence “*I think Kataraina is talking about the, uh, selection committee..*” Gary's role in this meeting was only as a participant who also presented material related to his division.

The appealing used by Kataraina has a weak strength, but not to the feedback on Kataraina's question containing appealing word, why is it categorized as a weak appealing? because a strong appealing can be marked by a silent pause before the appealing word itself appears, for example “I want to have a quick chat about that the committee I'm talking about . you know”, the ‘dot’ between ‘about’ and ‘you know’ is a sign as silent pause. In Kataraina's appealing “*you know the committee I'm talking about*” there is no silent pause before the ‘*you know*’ itself. We can compare the last sentence that Kataraina said in line (6), “you know the committee I'm talking about” (no silent pause) with “the committee I'm talking about . you know” (there is a silent pause). as we know, the tone also affects the strength or weakness of a question, as well as the appealer, the sentence without silent

pause sound low at the end of the sentence, while the sentence with silent pause sound high at the end of the sentence.

3. Giving up

Giving up means the speaker realize that he or she has nothing more to say and feels that it is time for the listener to say something, will be explained in the data below and fore more data will be inserted in appendix.

Datum 9

- (1)Jim :um, no members interests . any late items that anyone wishes to bring up, yeah Kataraina
 (2)Kataraina :i have a couple, uh, one..one is about the committee..the committee for the maori..maori, um, whatever it's called haha and the other one is about the netball courts –
 (3)Jim : so um which
 (4)Kataraina : you know..you know there's a, **um-**
 (5)Jim : which committe kataraina
 (6)Kataraina : i don't know there's a, uh, you know, that you committee that you're you're putting together the mighty committee for the council and i believe the applications are open and liz and a couple other people are on that committee, um, yeah so i want to have a quick chat about that, you know the committee i'm talking about

The data is the same as the data displayed in the appealing category and there is also a giving up mechanism. In this case, Kataraina gave up on the name of the committee she wanted to convey by ending 'um-' and followed by a long pause, this could also be said to be one of the characteristics of giving up. With the situation no longer standing on the laptop screen it became a plus point that Kataraina realized there were no more words she wanted to say, therefore she ended her words with an "**um-**" which meant she gave up her turn to the other participants. After a split second the listener realized that Kataraina had finished with her turn and it was time for the listener's turn to take her turn to say

something, therefore the next turn was taken by Jim saying "*Which committee Kataraina*", because Jim realized that "*um-*" and a long pause made by Kataraina as the final form of her turn. The characteristic of giving up is marked by a silent pause, or it can also be a long pause. If the listener is not sensitive to what the speaker is talking about by ending in a silent pause or long pause, then the listener will never know that the speaker has finished speaking, and gives up his turn for the listener to say something. In online discussions, body position and gaze are additional points for indications of the use of giving up, such as a body position that is no longer facing the monitor screen, or eyes that stare in other directions.

Table 3. Yielding the turn mechanism

Data	Yielding the turn mechanism		
	Prompting	Appealing	Giving up
Jim	2	-	-
Kataraina	-	1	1
Total	2	1	1
	4		

Table 3 displays the least amount of data between table 1 and table 2, in the yielding the turn mechanism, the used by the participants shows prompting category was only used by Jim and found 2 data, appealing ategory 1 data carried out by Kataraina, and giving up category1 data carried out by Kataraina displayed with a total of 4 data for the yielding the turn category.

Table 4. Types of turn taking used by participants

No	Types of turn taking					
	Taking the turn		Holding the turn		Yielding the turn	
1.	Starting up	116	Silent pause	-	Prompting	2
2.	Taking over	21	Lexical repetition	33	Appealing	1

3.	Interrupting	3	Filled pause/Verbal filler	-	Giving up	1
4.			New start	-		
Total	140		33		4	
	177					

Table 4 shows the overall data findings based on the category of turn-taking mechanism, start from taking the turn, holding the turn, and yielding the turn. The table displays the number of data findings, in the first category there are taking the turn, the starting up mechanism with 116 data findings, taking over mechanism with 21 data findings, and interrupting mechanism with 3 data findings with total of 140 data findings for the taking the turn mechanism. In the second mechanism, there are holding the turn, only displays the number of data findings 33 data for lexical repetition, in the silent pause, filled pause and verbal filler, and new start there is no data found. The last mechanism is yielding the turn, prompting category with 2 data findings, appealing category with 1 data findings, giving up category with 1 data findings and a total of 4 data findings for the yielding the turn category.

2. Turn Allocation

In any TRP (place where speaker change could occur), If the conversation wants to continue, at the end of each turn the present speaker must determine the next speaker to continue the conversation, therefore there are two basic ways to continue the conversation. The two basic ways: current speaker can select the next speaker and next speaker self-select. There is 19 sets of conversation found for turn allocation, 11 sets of conversation on the current speaker can select the next

speaker, and 9 sets of conversation on the next speaker self-select. The last explanation provide 2 categories mechanism with data per each from the conversation in the two zoom meeting video recordings and the remaining findings will be inserted in the appendix turn allocation.

a. The current speaker can select the next speaker

This mechanism occurs when the current speaker can ask question to other speaker who become the next speaker, usually indicate by selecting and mentioning the name of the next speaker. In this mechanism, 5 participants including the moderator used 'the current speaker can select the next speaker'. When Jim, as the moderator who is also the current speaker, said "yeah Kataraina", that's when the researcher realized that there was a turn allocation of 'the current speaker can select the next speaker' found, which is described in the following explanation.

Datum 10

- (1)Jim :um, no members interests . any late items that anyone wishes to bring up, **yeah Kataraina**
- (2)Kataraina :i have a couple, uh, one..one is about the committee..the committee for the maori..maori, um, whatever it's called haha and the other one is about the netball courts –
- (3)Jim : so um which
- (4)Kataraina : you know..you know there's a, um -
- (5)Jim : which committe kataraina
- (6)Kataraina : i don't know there's a, uh, you know that you committee that you're you're putting together the mighty committee for the council and i believe the applications are open and liz and a couple other people are on that committee, um, yeah so i want to have a quick chat about that, you know the committee i'm talking about

In the case of the conversation between Kataraina and Jim above through a video recording of a zoom meeting, of course it would be very difficult to choose the next speaker by pointing at the computer/laptop monitor just by saying 'you'.

In non-face-to-face interactions just by saying "you" will make the other participants feel confused as to who is meant. This will be easier by mentioning the name of the participant who wants to be the next speaker, to provide answers or questions or provide feedback on an incident. In this situation it was explained that Jim as the moderator would continue the online meeting session to the next session, Jim offered the participants to convey something if they had something to say. After that Kataraina raised her hand, as she had something to say about some of the committee after Jim said the offering line "any late items that anyone wants to bring" then followed by "*yeah Kataraina*" by Jim to indicate that Jim as the 'current speaker' chose Kataraina to be the 'next speaker'.

The next speaker selection category by current speaker as know as 'the current speaker can select the next speaker' will be very easy to identify, because to see this category is not difficult. This can be known by the current speaker mention the names of other participants who asked questions and then making that participant be the next speaker. As we can see in the example conversation above, "*yeah Kataraina*" as the form that Kataraina was chosen by Jim to be the next speaker.

b. Next speaker self-select

Next speaker self-select occurs when participant becomes the next speaker, and no one in the previous conversation chose that participant's name to be the next speaker. There is 5 participants who used this mechanism, the moderator also participate in this mechanism. When Tony had not fully finished his presentation, Kataraina then took her turn when Tony asked Sam as the

operator to continue to page 18, that's where the researcher realized that the mechanism of 'the next speaker self-select' was occurring and found as describe in the following explanation.

Datum 11

- (1)Tony : .. so one is to remove all the minimum car parking requirements in the district plan another one is to set housing bottom lines so we see that as kind of minimum supply levels for housing in the district and the third one is to do a plan change around intensification so there's really a strong encouragement or national direction to encourage intensification around urban areas and we have a program, um, of work around that the first thing you'll see will be a plan change which we we're directed not to do any consultation on to remove the minimum car parking and we're looking at doing that in october, um, the next one on page 18
- (2)Kataraina : **remainder a little bit more please tony excluding the cars**
- (3)Tony : sorry what what we were what were you after some "more"
- (4)Kataraina : ah, when the car parking
- (5)Tony : yeah, so, the national policy statement directs all councils to take out minimum car parking requirements so in our district plan and most district plans at the moment, um, there are generally rules that
- (6)Jim : so..so tony just from a point of clarification that's not just residential that's even in the commercial area
- (7)Tony : anywhere in the district so with regardless of which zone it's on
- (8)Jim : so effectively the cost of providing car parks has now shifted from the private developer to the public (so) rate powers have got to pay for it
- (9)Tony : there may be an outcome correct yeah
- (10)Kataraina : **and and then why put this to council the streets in in the town is controlled and owned by by the council so the the fallback will be on the council to ensure that that there's car parking on the street you're right tony so um yeah (that's that's) bloody dumb okay**
- (11)Jim : I agree with you 100%
- (12)Kataraina : Jesus
- (13)Gaylene : **but you remember, um, Jim a lot of that car parking stuff came about from the public outcry from trucks parked in public car parks on the side of the road and nobody like that**
- (14)Jim : yeah
- (15)Gaylene : **if you're going to change it now watch out for the community they're going to come back with a force**
- (16)Jim : yeah well unfortunately gaylene they won't be able to come back to the council because it's legislative now and and i suppose we just got to try and manage what we have to do in the public spaces
- (17)Gaylene : **so, will that mean that waipa will then um put um patrol wardens for, did you have parking**
- (18)Kataraina :no
- (19)Gaylene : yeah you k
now for when you park over the limits
- (20)Jim : yeah so yesterday, um, that was the indication that we wanted to i suppose we still want to keep a fairly relaxed enforcement regime but but we are going to have to increase it because it's the only way to i suppose ration the available car parking spaces on the on the main street on the

roadside so yeah enforcement will obviously have to follow and it's not just waipa gaylene that this is a national standard so it's every council not just waipa

In this situation, Tony was making a presentation regarding his division which said that the national policy statement directs all council to take out minimum car parking. When Tony wanted to continue on the next page, Kataraina took over the turn by saying "remainder a little bit more please tony excluding the cars", in this case Kataraina took turns not based on her being chosen by the moderator or being called by the moderator, instead she successively volunteered herself to be the next speaker, because in the previous conversation no one had chosen Kataraina as the next speaker. This was also done by Gaylene who participated in giving comments regarding the material presented by Tony who said that the national policy statement issue minimum car parking requirements, Gaylene immediately took her turn by saying "*but you remember, um, Jim a lot of that car parking stuff came about from the public outcry from trucks parked in public car parks on the side of the road and nobody like that*", just like Kataraina, in the previous conversation no one mentioned Gaylene's name or chose Gaylene to be the next speaker, this situation fall into 'the next speaker self-select' category.

Table 5. Data for the current speaker can select the next speaker

Mechanism	Current speaker	The next speaker
The current speaker can select the next speaker	Andrew	Liz
	Morgan	Scott
	Peter	Kelvin
	Andrew	Clare
	Andrew	Bruce
	Jim	Kataraina

Table 6. Data for the next speaker self-select

Mechanism	Participants
The next speaker self-select	Andrew Watiahoaho Kataraina Gaylene Barney

Table 5 displays the names of the participants in the video recording zoom meeting who used the mechanism ‘the current speaker can select the next speaker’ there is Andrew as the moderator chose Liz, Clare, and Bruce because in the Q and A session they raised their hand so that Andrew chose them to be the next speaker, Morgan is Scott’s partner which helps carry on the presentation, and Peter is Kelvin’s partner who invite Kelvin to provide additional information related to their presentation. The mechanism ‘the next speaker self-select’ indicate to take their turn to speak, but in the previous conversation no one mention their name there are; Andrew, Watiahoaho, Kataraina, Gaylene, and Barney.

B. Discussion

The findings are divided into two parts, turn taking mechanism and turn allocation mechanism used by participants in the two of videos zoom meetings recordings it provides some findings that are suitable to be discussed in this section.

The first form is taking the turn that was discovered 16 sets conversations of starting up and found 116 data. In this study the participants most used starting up (hesitant start). According to Stenstrom (1994), starting up when speaker has not done the proper planning before taking the turn, they show that s/he intends to say something but need time to put it into words. The use of hesitant start is found

more frequently in the second video than in the first video, this because in the first video not many participants took part in the question and answer session so that very little conversation that occurred. Due to the meeting mode such as a presentation then the question and answer session therefore the conversation only occurred during the question and answer session. Contrast to the second video where the meeting style is a discussion resulted a lot of conversation going on, this can also be seen from the seriousness of the meeting, whether formal or informal meeting.

Jim as the moderator used as many as 19 data findings, then the two most used by Kataraina the most responsive participant, and the last most used by Tony the most presenter took part, its use none other than as a filled pause with 'um' instead of they used silent to fill gap before continue the conversation. This findings was also the same in a study by Setiajid et al. (2020) and Amir and Jakob (2020) this shows they wants to think first what they wants to talk, they can think about grammar or functional word, or next words. In this case they often think about choosing next words as it becomes important to make clear instruction when speaking to convey the material to others participants.

The second form of taking the turn is taking over, there is found 10 sets of conversation and 21 data on taking over, based on Stenstrom theory (1994) taking over connected by an uptake which occurs in response and follow up moves and realized with ah, no, oh, well, and yes, and by link when realized with conjunction and, but, cos. In this case, there are found 5 data for uptake and 16 data for links, the used taking over by participants because other participants take turns to give

feedback, follow up, or response regarding a material presented by the presenter, it can be realized that usually they begin their turn with the conjunction that mentioned above. This finding is also the same with the study by Amir and Jakob (2020), in the findings of Amir and Jakob (2020) it was also found that taking over indicated that the same led to a response or follow-up, if in the zoom meeting video recording it refers to the response of the zoom meeting participants, then in Amir and Jakob's study (2020) it refers to student responses.

Move to the third form of the taking turn is interrupting category, there are only found 3 sets of conversation and 3 data was found, 2 data on alert used by Jim and 1 data on metacomment used by Marcus in the video zoom meeting video recording. Referring to Stenstrom theory (1994) interrupting done in two ways, first one alert intended to attract the other participant's attention, usually realized by 'hey, listen, and look'. Second one by metacomment, usually it because the listener comment on the talk itself with politely, it may occur in such a business meeting or serious meeting, and usually realized by 'can I just tell..', 'may I halt you..', 'can I say something about this..' and others with polite. The findings are the same as the study by Setiajidi et al. (2020), but the findings are not specifically included in alerts or metacomments, these findings are the same because they (the teacher and moderator) both use high tones with the intention of being noticed.

In this case the moment one of the participants used alert by saying 'look' with slightly raised tone, when the moderator opens a meeting and wants to get the attention of the participants so that what the moderator said is clear, this is related to the findings of Setiajidi et al. (2020) revealing that teachers have a power to

organize teaching and learning, as well as moderators who have a power to arrange meetings, but this power to interrupt is not only owned by moderators or teachers, but for those who interrupt they also have a power, because interruptions can also be used to show the relationship between power and solidarity between speakers.

In the holding the turn mechanism, as mentioned earlier there is only one found data for lexical repetition category, there are 11 sets of conversation and 33 data was found used by participants in the video zoom meetings recordings, based on Stenstrom theory (1994) lexical repetition can involve by repeating single words, clausal partial, or combination, in this case the participant who used lexical repetition the most was Kataraina, it done by Kataraina to recall the next word what she wants to convey, this findings are the same as the study by Setiajidi et al. (2020), some participants often use this to connect sentence by sentence uttered, in addition repeated word can also be interpreted that the word is important so that must be conveyed. In this case there is a visible difference in a person's intention to use lexical repetition, in the teaching and learning process the use of lexical repetition occurs because to ensure that students really understand the material being conveyed, whereas in a meeting lexical repetition occurs because the speaker is trying to remember the next sentence will be delivered, lexical repetition can help recall the next sentence.

Yielding the turn, not many participants use this mechanism, as shown in table 3 above, the prompting category was only found 1 set of conversation and 2 data used by Jim, referring to Stenstrom theory (1994) prompting acts the other

participants to respond, it can be involves greeting, question, and request. Related to the findings previous study by Setiajid et al.(2020) prompting is used when someone ask directly answer, such as greetings, apologies, invitation, etc. It can be seen that the use of prompting between teaching and learning and meeting discussions does not look different, because basically speakers who use prompting will immediately get answers from listeners, this can also be used as a characteristic of prompting. Thereafter, continue to appealing category, there are found 1 set of conversation and 1 data on appealing used by Kataraina, according to Stenstrom theory (1994) appealing used to provide an explicit signal to the listener to provide feedback, from fairly weak realized when there is 'you know' to strong realized by 'ok'. In the similarity of the findings which were also carried out by Setiajid et al. (2020) it can be seen that the use of appealing between teaching and learning and discussion meetings, both ask clear and accurate questions to listeners to get feedback.

The use of appealing in the teaching and learning process may be different from meeting discussions in getting direct feedback, in teaching and learning the audience is only students, they may only be able to answer two answers 'yes and no', in contrast to meeting discussions, participants in the meeting may be able to answer answers In addition to 'yes and no', the conclusion from using appealing will be easier to find in teaching and learning with student audiences, because they are more responsive to what the teacher says.

The last form of yielding the turn was giving up, there is found 1 set of conversation and 1 data for giving up category used by Kataraina, as explained in

the Stenstrom's theory book (1994) giving up occurs when current speaker realize that s/he has nothing more to say and feel that its time for other speaker to say something, this finding differs from Setiajid et al. (2020), it seems that in teaching and learning the use of giving up is not applicable, this is because the conversations that occur tend to be dominated by questions that are conveyed by the teacher which are then answered directly by students. In contrast to the findings in this study, in meeting discussions, moreover meeting discussions take place non-face to face, when the speaker is finished conveying his thoughts, and unknowingly at the end of the conversation there is a silent pause which is the intention of the speaker that no one wants to continue and is a signal for other speakers to take turns, but not many participants realize this, they will perceive the silent pause at the end of the conversation as internet network interference.

The second part of this research is related to turn allocation, according to Liddicoat's theory (2007) turn allocation divided into two terms, the first one is 'the current speaker can select the next speaker', its mean that current speaker can choose another listener to become the next speaker by mentioning her/his name. It can be seen in datum 11 in the first line, Jim as the current speaker choose Kataraina to be the next speaker by mentioning her name. Usually, this mechanism occurs when moderator dominating the change speaker, as a result the turn that occur in meetings are uneven and unbalanced. It can be seen in the previous study by Karimi and Chalak (2022) the result indicate an asymmetrical relationship between teacher and student, because the teacher dominates regarding the change of speaker.

The second one part of turn allocation, there is 'the next speaker self-select', there are found 5 participants used this mechanism, according to Liddicoat's theory (2007) This mechanism occurs when others participants taking over the turn become the next speaker, but no one in the previous conversation chose s/he by mentioned or called his/her name. It can be seen in the datum 12, Kataraina and Gaylene, the two participants chose themselves to be the next speaker by giving their opinion, or requesting, question, and in the previous conversation there is no one mentioned their name or chose them. In addition, participant used 'next speaker self-select' have their own characteristic, one example, Kataraina, she often used this mechanism because she has personality that likes to talk, give feedback, or question.

This research certainly has differences from previous research even though they were both online using zoom or via video recording but produced different results, such as research conducted by Stone and Brinham (2022) who investigated how Japanese university students in breakout rooms were zoomed in the small group organizes the taking of turns. In his findings, this turn-taking includes turn allocation where there are differences in the negotiation of who should be the next speaker in the discussion, in a breakout room session on zoom it seems that a gaze that looks urgent seems to be able to choose the next speaker, whereas in face-to-face interactions pointing gestures able to select the next speaker. this difference is also due to differences in the nature of the situation in zoom by zoom meeting participants, in the study of Stone & Brinham (2022) the

forms of interaction that occur informally, and in different contexts, therefore the research is different even though both discuss turn-taking.

Another difference was found in research by Sari (2020) regarding turn-taking and power relations in classroom settings. In his research, it shows that the teacher appears as the main speaker who allocates turns to maintain the effectiveness of interactions between teachers and students, which means the teacher dominates the change of turns, and this turn-taking includes turn allocation. Sari (2020) and this research certainly have differences, these differences come from the participants, we know that managing young students is very difficult. In Sari (2020), it was found that the turn-taking used by the teacher is Yielding the turn and often implementing 'the current speaker can select the next speaker', which means that the change of speakers is arranged and dominated by the teacher. Another difference can be seen in the form of interaction that occurs between teachers and students, in Sari (2020) the form of interaction that occurs is informal. In research by Mahaputri et al. (2020) discusses 'evaluating EFL students' attitudes towards cultural differences'. This difference is seen from the focus of the research, even though both are through video recordings, Mahaputri (2020) focuses on students' attitudes toward cultural differences. The turn-taking contained in Mahaputri (2020), in the form of turn-constructive units and turn allocation, looks very different from this research. In terms of interaction, Mahaputri (2020) is semi-informal, therefore, the nature of the interactions is relaxed.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part, the researcher provides a conclusion and suggestion. A conclusion that includes the whole study and suggestion that provides innovation for future research that is still related to this research

A. Conclusion

This study examines the types of turn-taking mechanisms used by online meeting participants in video zoom meeting recordings. The amount of data containing the turn-taking mechanism by Stenstrom (1994) is 177 data, in the findings data shows 140 data, 116 data are found as starting up only found for hesitant start, and no data for clean start, 21 data are found as taking over including 5 data for uptakes and 16 data for links, and 3 data found as interrupting including 2 data for alerts and 1 data for metacomments. The holding the turn category shows 33 data for lexical repetition, no data for silent pause mechanism, no data for filled pause and verbal filler, and also no data for new start. The yielding the turn category was identified with a total of 4 finding data. Only two finding data were identified as prompting, 1 data finding as appealing, and 1 data finding was identified as giving up.

The clean start, silent pause, filled pause and verbal filler and new start categories were not identified. The function of using a strategy was obtained after analyzing the type of turn-taking mechanism in two video recordings of online meetings on the Waipa District Council YouTube channel. When discussing a

new issue presented by the presenter, the participants use a turn-taking mechanism to start the discussion. Participants may maintain their turn by filling in pauses with 'uhm' or repeating a few words two or three times. This is the result of implementing mechanisms in the taking the turn and holding the turn.

In the results of the analysis of two video Zoom meeting recordings, the turn allocation system in the first video is dominated by the current speaker select the next speaker, where the moderator dominates in setting the speaker's turn. Meanwhile, in the second video for the turn allocation system, the moderator does not really dominate the change of speakers, the participants in the second video dominantly use the 'next speaker self-select' to become the next speaker.

B. Suggestion

End with this research, researchers may suggest conducting future research based on other video recordings to enrich other patterns in the conversation analysis of the two turn-taking and turn-allocation mechanisms. Connecting turn-time and turn allocation with a person's character or by means of comparison is also advised to get the latest research. Weaknesses in this study cannot explain findings for a clean start, silent pause, filled pause and verbal filler (holding the turn), and new start. This topic needs to be updated and updated because it could be a mechanism for turn-taking and turn-allocation in the future that is not fixated on conversations between humans, but apply to conversations between robots, because the era is increasingly sophisticated and digital. Another more varied and latest theory is highly recommended in examining turn-time and turn allocation.

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CURRICULUM VITAE



Syafya Rahmah Azizah was born in Indramayu, West Java on January 12, 2002. She graduated from SMAN 1 Kandanghaur in 2019. Through her studies during high school, she attended a religious extracurricular activity called Rohis. Through that, she was chosen to be part of the extracurricular committee as the second secretary. After graduating from high school, she continued her education at UIN Maulana Malik Ibrahim Malang with an English Literature study program. During college, she joined the English literature student association or commonly known as HMJ. In organizing, the big role she experienced was being the SC (Steering Committee) at the MEF (Maliki English Festival) event. She also joined the University Student Senate or commonly known as SEMA-U, part of ad-hoc. Finally, she got her bachelor's degree with this thesis in 2023.