

**TURN-TAKING STRATEGIES IN THE FINAL PRESIDENTIAL DEBATE
BETWEEN DONALD TRUMP AND JOE BIDEN**

SKRIPSI

*Submitted in Partial Fulfillment of the
Requirements For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"TURN TAKING STRATEGIES IN THE FINAL PRESIDENTIAL DEBATE BETWEEN DONALD TRUMP AND JOE BIDEN"** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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(INDAH SRIWAHYUNI)

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ABSTRACT

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Turn-taking is a condition in which the speakers who are involved in a conversation take turns to speak. When people have a conversation, they should understand the strategy or manage the conversation to run well and smoothly. Therefore, the US presidential final debate between Donald Trump and Joe Biden is taken as the object of this study. There are two problems in this study. First is the type of Turn-Taking strategies applied in the debaters, and second is why the debaters applied those Turn-Taking strategies. The purpose of this study is to describe the answer to the research problems in this study. This study used a descriptive qualitative method, and the source of this study is from the presidential debate transcription taken from the internet. The researcher found 201 utterances that were categorized as Turn-Taking strategies. All of the data were divided into three types. There are ten types of Turn-Taking strategies used by Donald Trump and Joe Biden in the US presidential final debate are (1) Taking the Turn Strategy-Taking over (TTS-TO), (2) Holding the Turn Strategy-New Start (HTS-NS), (3) Yielding the Turn-Appealing (YT-A), (4) Taking the Turn Strategy-Interrupting- Meta Comment (TTS-I-MC), (5) Holding the Turn Strategy- Filled pause and verbal fillers (HTS-FPVF), (6) Taking the Turn Strategy- Interrupting-Alert (TTS-I-A), (7) Taking the Turn Strategy-Overlapping (TTS-O), (8) Taking the Turn Strategy-Starting Up (TTS-SU), (9) Yielding the Turn-Prompting (YT-P), and (10) Holding the Turn Strategy- Lexical Repetition (HTS-LR). The reasons why they used the Turn-Taking are: (1) Donald Trump or Joe Biden wanted to control or hold the turns all the time, (2) This strategy may be taken to give Donald Trump or Joe Biden some time to plan what to say and speak, (3) Donald Trump or Joe Biden while planning and preparing for the following points they wanted to proceed, made brief stop half way of their turn, then continued throughout the turn.

Keywords: Debate, Donald Trump, Joe Biden, Turn-Taking Strategy.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problems, scope and limitation, problems of the study, the objectives of the study, and the significance of the study.

A. Background of the Study

In a debate, Turn Taking almost always occurs, moreover when the participants of the debate are involved in a big controversy or fascinating issue for instance in the US presidential debate between Donald Trump and Joe Biden.

Weidong (2017: 19) says that the most common kind of spoken language is conversation, in which one person communicates through speaking to another person or to other people. Just as there are patterns in sounds, words, and sentences, so there are patterns in conversation. Even in the most unpredictable conversations, there are certain devices that we use time and time again. If a person wants to tell a joke or some bad news or to ask for a special favor, there are recognized ways of introducing these subjects. Without these cues, listeners would be very disconcerted. One type of conversations is debate.

Debates and documents have become important sources for the analysis of politics, especially in rhetoric and discourse studies and in the history of political thought, but also in comparative politics and European studies as Wiesner and Haapal (2014: 2) explain.

Hirsch (2019: 102) explains that the goals of the activity of the debate can be characterized on different levels of abstraction. On the most abstract level the goal of the activity is that which one would find in any kind of competitive interaction - to gain or sustain an advantage or at least to avoid sustaining a disadvantage. On less abstract levels there is the primary goal of the activity which is to influence the television audience to vote for or against it.

For that reasons, Howard and Stockwell (2020: 87) say that in debate, each participant takes turns at being speaker and hearer. Sometimes more than one person speaks at the same time, but generally the changes from speaker to hearer and back again are managed with a great degree of finesse. This interchange is known as turn-taking, and we seem to operate with some shared conventions that govern turn-taking in conversation.

Steensig (2016: 61) explains that Turn Taking refers to how people decide who is to speak when in spoken interaction. A turn (or turn-at-talk) is an utterance produced by one speaker who has the right to speak. Studying the “how”, “when” and “who” of turn-taking involves studying the linguistic and other communicative resources used to construct turns at-talk, as well as studying the social mechanisms responsible for the distribution and allocation of the right to speak.

Both debate and daily conversation have different ways to organize the rules in taking the turn. In daily conversations, the rules of turn taking are not organized technically, so the participants are free to take the control to speak. On the other side, debate has special rule of turn-taking, which is technically

organized. So, all participants should follow the rules in order to make the debate run smoothly. One of the important rule in debate is all participants should speak in accordance with instruction from the moderator.

Debate, according to Wattles and Bojanic (2017: 48) has eight characteristics. One of the very prominent characteristic is that the conversation is intended to "win" other participants. Each participant in the debate should be able to maintain their beliefs about an idea. Therefore, participants are required to be able to argue with other participants. In this case, driven by the desire to win the arguments, sometimes they forget to wait their turn to speak.

Why turn taking in debate is necessary to be analyzed is that firstly, turn taking is related to the use of language in discourse since turn taking is part of spoken discourse which is related to the use of language which refers to the way in which language used in conversation on certain context, purpose or certain person. This is reason that it is suitable to be searched. Secondly, the researcher would like to show the readers about turn taking strategies in debate, so they can understand more and apply it not only in debate but also in a conversation with people. Thirdly, the researcher tries to discover how participants understand and respond to one another in their turns at talks with a central focus on how sequences of utterance are generated.

The reason why the researcher examines turn taking are because this the important things to be learnt deeper, especially for people who intend to communicate or having interaction with other people in order not to hurt someone's feeling and to avoid misunderstanding between them. Afterwards, they

will be able to respect the interlocutor, and make him understand on what the speaker is saying and relates to the purpose of the debate, especially in debate situation, people have to know how to state their opinion to the interlocutor in order to make his utterance arranged well, put the turn taking in the suitable spot, and make someone understand with utterance with the result that he or she agreed with us. Then if they have exchanged their position from listener into speaker, by knowing turn taking will make their utterances spoken in suitable way, so they can avoid the offensiveness between them, because it can cause someone's anger.

The previous research results as conducted by Yanti (2017) found 526 data categorized as turn taking strategies, 227 of which as taking the turn strategy (starting up, taking over, and interrupting), 184 holding the turn strategy (filled pause & verbal filler, silent pause, lexical repetition, new start) and 115 holding the turn strategy (prompting, appealing and giving up) were found in this debate.

The difference with this research is that Yanti analyzed the third Presidential debate between Hillary Clinton and Donald Trump in Las Vegas. Meanwhile the researcher is interested in analyzing the debate between Donald Trump and Joe Biden. The researcher chose this topic because there are some readers or audience do not realize that turn taking plays important role in debate, from knowing the turn taking, the readers or audience would like to find out and comprehend more about the debate.

Derived from the above background, the researcher is interested in analyzing the Turn Taking of a debate between Donald Trump And Joe Biden as the next President of the United States. As we know, that United States is one of

super power countries today which has a super power and influence to other countries. For that reason this research is entitled Turn Taking Strategies in the Final Presidential Debate between Donald Trump and Joe Biden.

B. Identification of the Problem

Based on the background above, existing problems can be identified as follows

1. The types of Turn-Taking strategies used in the US presidential finals debate between Donald Trump and Joe Biden,
2. The reasons why Donald Trump and Joe Biden used the most dominant type of Turn-Taking in the US presidential final debate

C. Scope and Limitation

The scope of this research is a study of conversation analysis in the pragmatic field, especially in Turn-Taking found in the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University, Nashville. The research is limited in the types of taking turn strategies used by Donald Trump and Joe Biden based on the theory of Sacks et al. (1974) and Stenstrom (2001) and how they used the Turn-Taking.

D. The Formulation of the Study

Based on the identification and problem boundaries that have been described, the researcher formulated the problem in this study:

1. What types of Turn-Taking strategies were used in the presidential finals debate between Donald Trump and Joe Biden?

2. Why did Donald Trump and Joe Biden use the most dominant type of Turn-Taking in the US presidential final debate?

E. The Objectives of the Study

Based on the formulation of the problem, the purpose of this study:

1. to find out the types of Turn-Taking strategies used in the US presidential final debate between Donald Trump and Joe Biden,
2. to describe the reasons why Donald Trump and Joe Biden used the most dominant type of Turn-Taking in the US presidential final debate

F. The Significance of the Study

The significance of the study is as follows:

1. Theoretically

This research is intended to provide more comprehensive that related to Turn-Taking strategies in debates.

2. Practically

Hopefully, this research could be used as a reference: This study can comprehend Turn-Taking strategies used in the US presidential final debate between Donald Trump and Joe Biden. The teachers' learning quality will improve. This study will be helpful for them in understanding the importance of Turn-Taking in debate to gain more understanding. Furthermore, differentiating the types of Turn-Taking strategies can increase the students' motivation to join the class in presenting or communication. Moreover, they also become more active in paying attention to the lesson. The result of the study can be used as a

starting point for further research, such as those interested in analyzing documents, video, etc., in the future to create a better understanding of conversation analysis, especially in turn-taking usage.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the theoretical framework, description of debate, conversation analysis, Turn-Taking strategies, taking the turn strategy, holding the turn strategy, yielding the turn, the presidential debate between Donald Trump and Joe Biden, related research, and conceptual framework.

A. Theoretical Framework

This chapter presents the literature related to this study. It is comprised of the following sections: a description of debate, conversation analysis, Turn-Taking, Turn-Taking strategies, profiles of Donald Trump and Joe Biden, as well as the conceptual framework.

1. Description of Debate

In debates, the ordering of all turns is preallocated, by formula, by reference to ‘pro’ and ‘con’ positions. In contrast to both debates and conversations, meetings with a chairperson partially preallocate turns and provide for the allocation of unallocated turns via the use of the preallocated turns. Thus, the chairperson has the right to talk first and talk after each speaker and can use each turn to allocate the next speakership as Sacks et al. (1978: 45) describe.

Soukhanov et al. (2017: 1966) define the debate as (1) A discussion involving opposing points, an argument. (2) Deliberation; consideration: passed the motion with little debate. (3) A formal contest of argumentation in which two opposing teams defend and attack a given proposition. (4) Obsolete. Conflict;

strife.

Meanwhile, Wiesner and Haapal (2017: 2) explain that debates and documents have become essential sources for analyzing politics, especially in rhetoric and discourse studies and the history of political thought, comparative politics, and European studies. Despite this growing interest, debates and documents are often treated as mere reflections of actors' objectives and motives, as expressions of power relations, or as simple preludes to the things that 'finally matter' such as voting outcomes or policy outputs.

Skinner (2018: 44) states that debates, in a broader sense, can be either 'live' or 'virtual.' In live arguments, the proponents and opponents of a motion face each other in the same physical space, as is the case with parliaments and other assemblies that follow their model. In public meetings, too, the adversaries may confront each other, and the public decides who 'wins.' In contrast, virtual debates are extended to adversaries who do not share the same space or time.

In electoral campaigns, the candidates usually debate with each other, not to persuade their adversaries but to attract followers. In these situations, the voters themselves do not have to argue, only vote. In party conferences, debaters speak in front of an audience sharing the same basic ideology or cause. The speeches are targeted against outside adversaries, even though the participants may compete within the party framework.

Wiesner and Haapal (2017: 3) describe that debate differs from the ordinary dialogue. It involves a presentation of the pros and cons of an issue in which both sides actively aim at persuading to come to their side. Whenever there

is debate on a topic, it necessarily shows the controversies embedded in it. Therefore, arguments can provide fruitful material for the political analysis of those controversies. Controversial interaction (i.e., debate) between two opposing sides makes it possible to analyze their arguments to each other.

One kind of formal conversation that should follow this strategy is debate. Debate, according to Wattles and Bojanic (2017: 48), has several characteristics. One of the very prominent characteristics is that the conversation is intended to "win" other participants. Each participant in the debate should be able to maintain their beliefs about an idea. Therefore, participants are required to be able to argue with other participants. In this case, driven by the desire to win the arguments, sometimes they forget to wait their turn to speak.

Dale and Wolf (2000) in Hasibuan (2020: 6-13), English debate is a speaking situation in which assigned speakers to present two opposite points of view to the audience. Moreover, a debate is a presentation of the real issue in which the learners' roles are to ensure that they have adequate knowledge and information about it. They may have to reach an important decision or put the issue to a vote at the end of the activity.

Great American election debates are often traced to the Illinois US Senate race of 1856 when seven three-hour debates between Abraham Lincoln and Stephen A. Douglas were held in outdoor venues in small towns like Freeport and Galesburg. These oratorical contests required the two candidates to speak at great length: the first candidate spoke for one hour, followed by a one-and-a-half-hour rebuttal, and then a half-hour closing by the opening speaker.

The central issue of these debates was slavery in the United States. The first Presidential Debates took place in the 1960 election between John F. Kennedy and Richard Nixon. There were no debates from 1964 until 1976 because seated Presidents Lyndon B. Johnson and Richard Nixon refused to appear with their challengers. From 1972 to today, every Presidential contest has included televised debates, which have been crucial to voters' decisions.

Moreover, Palonen (2013: 23) explains that both live and virtual debates require interpretation, and neither form should be considered more 'real,' 'authentic' or ontologically primary than the other. The very first delivery or act of verbal speech represents for some the most 'accurate' form. Therefore, it seems necessary to experience it first-hand for it to be appropriately analyzed. But it is debatable whether this direct experience could provide enough analytical distance for the scholar.

The US Presidential Debate between Trump and Clinton's First Presidential Debate in 2016 and a debate between Barack Obama and Governor Mitt Romney on Oct. 3, 2012, from Federal Service News in Denver are two examples of US presidential debate.

Based on the description above, the researcher concludes that debate is a formal contest of argumentation. Two opposing teams or persons defend and attack a given proposition based on their opinions.

2. Conversation Analysis

Based on Hornby (1987) in Hasibuan (2020: 5-13), speaking means using a language in a familiar voice, uttering words, knowing and using a language, expressing oneself in words, and making a speech. Based on this theory, it is concluded that speaking is a significant way to carry out feelings, opinions, or ideas to others by using words and phrases.

Furo (2018: 26) explains that conversation reveals interactional norms and social processes in interpersonal relationships. At the same time, it can also suggest the underlying social system and organization in which the interactional norms are formed. In other words, the conversation can reveal the underlying principles that govern the linguistic and non-linguistic behavior of the members in the society and the culture and social system in which the underlying principles are constituted.

A conversation is a form of spoken interaction that two or more people use to deliver an idea. It is also a way of using language socially, doing things with words and other persons, as Mey (2001) explains. It means that conversation is a cooperative activity in the sense that it involves two or more participants. It includes the way people maintain their interaction and how their talk is organized in a conversation.

According to Hutchby and Wooffitt (2016: 13), conversation analysis is the systematic analysis of the talk produced in everyday situations of human interaction: talk in interaction. From that statement, we can conclude that CA analyzes conversations made by human beings when they interact with others. CA

uses methodologists as its primary framework because they try to see how participants in interaction handle exchange and judge who can speak.

Meanwhile, Crystal & Davy (1975:86) in Stenstrom (2001) define conversation in the general sense as 'any stretch of continuous speech between two or more people within audible range of each other who have the mutual intention to communicate, and bounded by the separation of all participants for an extended period.'

Have (2017: 4) defines conversation analysis as the study of the orders of talk-in-interaction, whatever its character or setting. As a broad term, it can denote any study of people talking together, 'oral communication,' or 'language use.' But in a restricted sense, it points to one particular tradition of analytic work.

Meanwhile, Mey (2001: 134) describes that in the scope of Conversation Analysis, the various mechanisms determining people's use of language in a lengthy, open conversational setting are analyzed: who holds the right to speak (floor); what kind of rules are there for taking, yielding or holding the 'floor'; what makes a particular point in the conversation exceptionally exact for a 'turn. '

In other words, Sack et al. (1978: 66) explain that conversation analysis is an approach that looks at how people take and manage turns in verbal interactions. The basic rule in conversation is that one person speaks at a time, after which they may nominate another speaker or another speaker may take up the turn without being selected that Sacks, as the founder of conversation analytic method, said that the basic unit of discussion is the 'turn,' that is, a shift in the direction of the speaking 'flow' which is characteristic of everyday conversation. So, the small

conversation unit is a turn that controls the flow of interaction in exchanging the right to speak. Therefore, this is important to understand Turn-Taking to prevent phenomena of misunderstanding in a conversation.

Howard and Stockwell (2020: 9) add that conversation analysis is, then, the linguistic discipline concerned with the description of the spoken interaction, whether in the dialogues of interviews and conversation or the monologues of sermons and lectures. It investigates how participants interact, how a conversation keeps going, and the mechanisms for controlling more structured interactions, like interviews.

According to Richards et al. (2020: 122), conversation analysis is a research tradition evolving from ethnomethodology, which studies the social organization of natural conversation (also referred to as talk-in-interaction) by a detailed inspection of tape recordings and transcriptions.

It is concerned with how meanings and pragmatic functions are communicated in mundane conversation and such institutional varieties of talk as interviews and court hearings. Conversation analysts have investigated the sequential organization of speech, turn-taking, and how people identify and repair communicative problems.

Meanwhile, Psathas (2015: 2) describes that conversation analysis, the study of talk-in-interaction, represents a methodological approach to studying mundane social action that has achieved these desired results. It has developed rigorous, systematic procedures for learning social activities that al. so provide reproducible results. It takes up the problem of studying social life in situ, in the

most ordinary settings, examining the most routine, every day, naturally occurring activities in their concrete details.

Conversation analysis aims to discover how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of actions are generated. By studying conversation analysis, it is hoped that it can help human beings when they do 'talk-in-interaction,' which is more easily an orderly accomplishment.

Derived from the above description, the researcher concludes that conversation analysis is an approach that looks at how people take and manage turns in verbal interactions. It also investigates how participants interact, how a conversation keeps going, and the mechanisms for controlling more structured interactions.

3. Turn-Taking

When the conversation begins, it means that someone has the initiative to talk. There must be cooperation between the speaker and the listener, so the conversation goes on smoothly. For the first time, the speaker/the first speaker begins to talk with someone who is invited (the listener/ the second speaker) to talk. After finishing their talking, the listener gives a comment or an answer (the first speaker). This condition is called the taking the turn strategy. This is taking the turn that happens all the time until there is no more conversation.

Sidnell (2018:36) says that one of the most obvious things about conversation is that it involves people taking turns speaking. Any form of coordinated, joint activity, from conversation to ballroom dancing, from road

work to open-heart surgery, requires organizing and managing the contributions of the various persons engaged in it. In exchange, opportunities to participate are distributed through a turn-taking system.

Moreover, Howard and Stockwell (2020: 88) explain that any participant takes on the role alternately of speaker and hearer in a conversation. Knowing when to change positions, mainly when to assume the speaker role, is part of our communicative competence. From their attention to what the speaker is saying, a hearer becomes aware that an opportunity to take on the speaker's role is approaching. The signals may be in the speaker's intonation, syntax, or body language.

Walker (2020: 31) describes that when two people converse, they speak in turns. Typically, a transition pause occurs between the speaker relinquishing and the listener taking the floor. Talking, in turn, is a fundamental structural feature of social life. Alternation of turns with little notable silence or simultaneous talking is an overwhelming regularity of interaction, and the ease with which most people participate in the smooth transition from the role of a speaker to listener and back is an essential aspect of what we experience as standard social interchange as Wilson (2015: 159) explains.

Moreover, Steensig (2016: 61) explains that Turn-taking refers to how people decide who is to speak when in spoken interaction. A turn (or turn-at-talk) is an utterance produced by one speaker who has the right to speak—studying the “how,” “when,” and “who” of turn-taking involves studying the linguistic and other communicative resources used to construct turns at-talk, as well as studying

the social mechanisms responsible for the distribution and allocation of the right to speak.

Meanwhile, Stenstrom (2001: 12) says that 'turn' is a technical term used to describe the segmentation of conversation into each speaker's continuous talk. Still, it may also be regarded as working at a practical level of speech. According to him, Turn-Taking comprises how the speakers change and manage their turn in a conversation. This mechanism involves at least three strategies: taking the turn, holding the turn, and yielding. Each of these three strategies is further specified into several sub-strategies.

Additionally, Furo (2018: 33) says that the definitions of 'turns' can be categorized into two types: mechanical meaning and interactional definitions. Automatic definition's view 'turns' as units of talk in interaction and exclude any social context interpretations.

Fiske (2015: 55) also views turns at talk mechanically and defines turns as interactional units 'with an end boundary marked by turn-claiming responses from the auditor.' Since these definitions deal with language use in interaction, turns in this sense can refer to both utterances divided by speaker changes and opportunities for the speaker to take a turn in exchange.

According to Sacks et al. (1978: 702-703,720-22), a turn is constructed out of stretches of a talk called 'unit types.' They include sentences, clauses, phrases, and single words. A particular construction function as a unit-type at a given point in a conversation depends on the context at that point. Taking the turn is used to comment or answer the current speaker's question that the listener has done. In

other words, taking the turn involves the participants' deliberate taking of a bend in the conversation

Wilson (2015: 160) adds that specific institutional arrangements allocate turns in some forms of speech exchange. Thus, in debates, ceremonies, chaired meetings, and traditionally prescribed forms of presentation, the order in which people speak, the lengths of their turns, or the contents of turns are subject to prior social prescription or specific rights and obligations. When these constraints are absent, turn allocation becomes a matter that the participants in the interaction must deal with in the course of the exchange itself, since the appeal to direction, whether from norms and customs or from someone with a designated role responsible for managing the interaction, is then unavailable.

Sidnell (2018: 38) suggests that there are several other such features for which any model of turn-taking should be able to account. For instance:

- (1) Speaker-change recurs or at least occurs.
- (2) Overwhelmingly, one party talks at a time.
- (3) Occurrences of more than one speaker at a time are common but brief.
- (4) Transitions (from one turn to the next) with no gap and no overlap.
- (5) Turn order is not fixed but varies.
- (6) Turn size is not fixed but varies.
- (7) Length of conversation is not specified in advance.
- (8) What parties say is not specified in advance.
- (9) Relative distribution of turns is not specified in advance.
- (10) Number of parties can vary.

- (11) Talk can be continuous or discontinuous.
- (12) Turn-allocation techniques are used.
- (13) Various “turn-constructural units” are employed; e.g., turns can be projected L “one word long,” or they can be sentential in length.
- (14) Repair mechanisms exist for dealing with turn-taking errors and violations; e.g., if two parties find themselves talking simultaneously, one of them will stop prematurely and thus repair the trouble.

Steensig (2016: 61) Turn-taking research can furthermore include the relationship between turns and actions, between turn-taking patterns and roles, relationships and identities, between turn-taking and institutional settings, between turn-taking and language, or between turn-taking and (other) cultural factors.

4. Turn-Taking Strategies

Richards et al. (2020: 566) define Turn-Taking strategies like that in conversation, the roles of speaker and listener change constantly. The person who speaks first becomes a listener as soon as the person addressed takes their turn in the conversation by beginning to speak. The rules for turn-taking may differ from one community to another as they do from one type of speech event (e.g., a conversation) to another (e.g., an oral test). Turn-taking and rules for turn-taking are studied in conversational analysis and discourse analysis.

Sacks et al. (1978: 700-701) propose that any model of Turn-Taking must accommodate the following:

1. It must be consistent with the basic features of conversation: speech exchange occurs in which the order, length, and content of turns are free to vary.
2. The length of the conversation need not be fixed in advance.
3. The number of participants may vary.
4. In multi-party conversations, the relative distribution of turns is not specified in advance.
5. Talk can be continuous or discontinuous.
6. Overwhelmingly, one party talks at a time.
7. Simultaneoustalk is common, but its duration is brief.
8. Transitions from one turn to the next occur, for the most part, with little or no gap and with little or no overlap.
9. Explicit turn-allocation techniques such as addressing a question or request to another party may, but need not, be used.
10. Turns may vary in their anticipated duration, for example, from one-word answers to lengthy stories.

According to Mey (2001), conversationalists can use three types of turn-taking strategies. They are taking the turn (starting up, taking over, interruption, overlapping), holding the arch, yielding the turn. He defines that Taking the turn is the strategy of speaker takes a bend in the conversation. It involves starting up, taking over, interruption, overlapping.

4.1 Taking the Turn Strategy

When the conversation begins, it means that someone has the initiative to talk. There must be cooperation between the speaker and the listener, so the

conversation goes on smoothly. For the first time, the speaker/the first speaker begins to talk with someone who is invited (the listener/ the second speaker) to talk. After finishing their talking, the listener gives a comment or an answer (the first speaker).

This condition is called the taking the turn strategy. This is taking the turn that happens all the time until there is no more conversation. Stenstrom (1994: 68) states that taking the arch can be complicated because the speaker who responds to the current speaker may not have prepared well. Therefore, Stenstrom divides the turn strategy into three parts: starting up, taking over, and interrupting.

Duncan (1972) in Walker (2015: 33) has suggested that the turn-yielding and turn-taking signals which mediate floor apportionment are composites of cues. The turn-yielding signal, which enables a listener to anticipate his turn, comprises various linguistic, paralinguistic, and nonverbal elements. Among the six factors identified by Duncan are: completing a clause or sentence, tone and drawl on the last syllable, and completion of a gesture. These cues occur right at the end of the utterance: during and after the last syllable. This turn-yielding signal must then be detected by the listener and acted upon. The detection of and reaction to signals are heavily researched topics.

4.1.1 Starting Up Strategy

The first thing that people have to do in the conversation is making the environment from silence to speech. There has to be someone who initiates the talk first. Starting to talk can be a tricky thing.

Sidnell (2018: 43) describes that the selected one should speak at the first point of possible completion if this is the case. If no speaker has been chosen by the current turn, any other party may self-select at its possible completion. If no speaker has been selected and no other party self-selects at the possible realization of the current turn, the current speaker may continue.

Sometimes, a speaker has not a good preparation at the beginning of the conversation. It makes the speaker uses a hesitant start, such as filled pauses, for example: *am, hmm* and verbal fillers, etc., for example:

A: Well, I mean, you know, to give a little bit time for the speaker to prepare what they are going to speak

If the speaker often prepares before they turn, the word ‘well’ usually comes up at the beginning of the utterance and makes a clean start. Sometimes, a speaker also tries to attract the listener's attention at the beginning of the conversation to keep the conversation. The speaker uses opening such as *Guess what?... What I got a surprise for you!, Something strange happened today*, etc. Therefore, starting up is essential in the conversation, as Sternstrom (1994: 70) explained.

4.1.2 Taking Over Strategy

Ford and Thompson (1996: 144) state that (a) if the current speaker (CS) selects a conversational partner as the next speaker, then such partner must speak next; (b) if CS does not select the next speaker, then anyone may take the next turn; and (c) if no one else takes the next turn, then CS may take the next turn.

After the first speaker starts a conversation, also there are some responses

from the listeners. They give comments to answers of what the speaker has stated or asked. If the listener responds to the speaker, it is called taking over in the conversation. There are many ways to force the other speakers to speak or comment on the current speaker's statements.

According to Stenstrom (1994: 71), taking over involve whether uptakes or links. By making uptake, the listener acknowledges receipt of what the speaker says and evaluates it before going on. The uptake like *yeah* and *oh*, often come after by appeler like: *you know?* In the previous turn. Another uptake that is usually used is *well*, *ah*, *no*, and *yes*, etc. Another strategy of taking over links is that the listener or the next speaker turns by using connecting words, such as: *and*, *but*, *because*, and *so*. For example:

A: "I don't know anything about that."

B: "And then, what should I do now?"

In this strategy, the speaker can use uptakes or links. Uptakes are used by the speaker to respond to the current speaker's utterance as showing their agreement. Links are used by the speaker to take a turn to continue their speaking as showing understanding, continuing, and giving reason or disagreement of the previous utterance.

4.1.3 Interrupting Strategy

Howard and Stockwell (2020: 88) state that if the hearer thinks the speaker has held the floor for too long or considers they have a vital contribution to make, then the hearer may take the floor by interrupting the current speaker. Interruptions are relatively rare in conversation, and the transitions between speakers usually occur smoothly, with occasional overlapping speech.

Interrupting strategy is divided into (a) alert and (b) Meta comment. The listener does alert to interrupt the current speaker by speaking louder than other participants to attract attention. They usually use words like *hey*, *listen*, and *look*. For example:

A: “I’m so sorry about you, father k’-’ ”

B: “Look- that is my father!”

Meta comments on the talk itself, which allows the listener to come up with objections without seeming too straightforward and offending the current speaker. In other words, it has a face-saving effect. And this strategy is called as the polite on in interrupting the current speaker, like: *May I respond...*, *Can I say something?* *Can I tell?*, *Let me just*, etc. for example:

A: “No more objections, you have to do all these assignments. Don’t be lazy. “

B: “Sir, could I say something about this? I’ve done all these assignments, Sir, I suggest you check your e-mail again”.

4.1.4 Overlapping

Sidnell (2018: 52) explains that overlapping talk, though common, tends to occur in a highly restricted set of places in conversation. Secondly, most overlap appears to be a product, rather than a violation, of the system of turn-taking described above. Thirdly, conversationalists typically treat overlap as a potential source of impairment and seek to resolve and repair it.

Weidong (2017: 29) adds that overlapping is related to TRPs (Transition Relevant Places). A TRP and its projected closeness in an ongoing turn convey to the co-locators that the current speaker is about to end their favor and that the co-locators can begin theirs even with a slight overlap of arches.

Thus, overlapping talk is typically not, in fact, the product of conversationalists “not listening to one another.” On the contrary, extended episodes of overlapping dialogue provide some of the most remarkable displays of fine-grained orderliness in conversation. Specifically, we find in overlap evidence that participants attend to one another’s talk syllable by syllable, beat by beat. For example:

Tourist: Has the park changed much,
Parky: Oh yes,
Older man: Th ’FMwfair changed it's [ahful lot [didn’it.
Parky: [T h - [T hat-
Parky: That changed it,

4.2 Holding the Turn Strategy

Holding the turn means to carry on talking. It happens when the speaker cannot control or keep the favors all the time because it is pretty difficult to plan what to say at the same time. S/he has to stop talking and start planning halfway through the turn. Unless it is strategically placed, Silence should be avoided because the listener mistakes it to take over the signal. In other words, the speaker has to play for time.

Weidong, Yang. (2017) explains that the role of the debaters is to create and enforce the relationship between the participants and facilitate the interaction. To maintain the turn, vowel drawls and short repetitions are produced, but sometimes they can also take on the role of invitation for others to take the turn to complete the current speaker’s unachieved turn.

Derived from Stenstrom (2001), there are some ways for holding the turn to avoid a breakdown or takeover. Those are filled pause and verbal fillers, silent

break, lexical repetition, and a new start.

4.2.1 **Filled Pause and Verbal Fillers** are used to indicate that the speaker is trying to think what they are going to say, and it is only used quickly. For example: *.....and all this was done- - by - - kind of letting- a: - -. Sort of a-* etc.

4.2.2 **Silent Pause** is used as the turn holder and tried to keep the listener wait until the current speaker finishes their talking. In a silent pause, the speaker produces pause where it is placed syntactically and semantically strategically. For example, *there is some candle in the rooms.*

4.2.3 **Lexical Repetition** is used by repeating the words because the speaker wants to go on speaking. For example, *I mean if if if you sell your house, you will get a lot of profit.... and I think a: - - it does not matter for me to*

4.2.4 **New Start** occurs when the speaker has run out of words or is confused and cannot use his idea to continue the turn, so the speaker Must start a new sentence from the beginning again. The fresh start is when the speaker cannot use their ideas by using lexical repetition, silent way, filled pause, and verbal fillers, and the only way is to start all over again.

4.3 Yielding the Turn

The last strategy is yielding the turn strategy. Sometimes, the speaker has to give the turn reluctantly, but usually, the speaker yields without much protesting. The speaker appeals to the listener for a response, as Stenstrom (2001: 79) suggested. Yielding the turn strategy is divided into prompting strategy,

appealing strategy, and giving up process.

Duncan (1972) in Gravano and Hirschberg (2016: 612) that individually identifiable cues may be combined to form a complex turn-yielding signal. As discussed in the previous sections, some non-visual turn-yielding lines have been hypothesized in the literature: any final intonation other than a sustained pitch level; a drawl on the last syllable of a terminal clause; a drop in intensity and pitch levels; stereotyped expressions such as you know, or I think; and the completion of a grammatical clause. This section examines these cues in our corpus and presents results introducing two turn-yielding lines mentioned only rarely in the literature, related to voice quality.

4.3.1 Prompting Strategy

In yielding the turn, the speaker can make prompting to invite the participant to respond more others so that it turns them automatically into turn yielders. Moreover, the speaker can produce to ask, greet, offer, question, request, object, and apologize as Stenstrom (2001) suggested. For example:

A: "Andre"

B: "Yes"

A: "What are you doing?"

B: "I'm writing my homework."

Weidong (2017: 29) also supports this, who states that simultaneous turns occur when participants start their turns simultaneously, and no one relinquishes the floor to the other. It is a frequent phenomenon in French the tolerance of overlaps and interruptions is high in the French communication style.

4.3.2 Appealing Strategy

Appealing means the speaker gives a clear signal for the listener to provide feedback, like *question tags, all right, ok, you know, you see, what I mean is, etc.*, are being waited by the current speaker Stenstrom (2001) said. For example:

A: " Manchester United is signing Robin Van Persie, you know. "

B: " Yes, I've heard about it. "

This is also in line with Sidnell (2018: 63), who suggests that answers do not always follow questions. However, the conditional relevance that a question establishes ensures that participants will inspect any talk that follows a query to see if and how it answers that question. In other words, the relationship between paired utterance types such as question and answer is a norm to which participants themselves orient in finding and constructing orderly sequences of talk.

4.3.3 Giving Up Strategy

Giving up is the last strategy in yielding the turn. Here, the speaker realizes that s/he has no more to say or that s/he thinks it is time for the listener to respond. Usually, this strategy is conducted when the speaker cannot share the information they have in their mind; as a result, there is a pause, and the longer the break, the stronger the pressure on the listener to say something. For example:

A: " I think if you want to a- - umm- "

B: " Yes, I already know about something you are going to say. "

This is supported by Sidnell (2018: 66), who suggests that if a question is not answered, the questioner is likely to draw the inference that the recipient does not know the answer (or has some other reason for not answering, e.g., the answer may incriminate the recipient, insult the questioner and so on). Again the point is

that in this context, at least, deviance from norms does not so much attract negative sanction (though it may, of course, do that too) as generate, perhaps unwanted, inferences.

5. Presidential Debate Between Donald Trump and Joe Biden

The final debate took place on Thursday, October 22th, 2020. The debate lasted 93 minutes, at the club Event Center at Belmont University in Nashville, Tennessee, with Kristen Welker of NBC moderating.

Related to the US presidential debate between Donald Trump and Joe Biden, Walker (2021: 3) states that the election was effectively a referendum on Trump's presidency and handling the US response to the Covid-19 pandemic. Coronavirus was a vital issue for the electorate in deciding who to vote for, alongside related topics such as the economy and healthcare. Biden won the election, securing 306 Electoral College votes against Trump's 232. He also won the "popular vote" with a total of over 81 million votes, the single highest total received in a presidential election in history. Trump initially refused to concede to Biden. On 6 January 2021, thousands of his supporters rallied in Washington DC, with dozens of protesters entering the Capitol building unlawfully and forcing their way into the House of Representatives.

Following this, Trump was impeached for a second time. On 20 January, President Joe Biden and Vice-President Kamala Harris will be sworn into office. This briefing gives an overview of the main campaign issues during the election (providing a glance as to what Biden might try to achieve during his presidency), explains the election result and voting methods, and features a timeline of the key

events in the presidential race from 2020 to Inauguration Day.

Then Jackson et al. (2021: 5) review that The Commission on Presidential Debates announced on October 19th, 2020, that the debate covers the policy and political context of the 2020 campaign. This was, of course, dominated by the COVID-19 pandemic that had taken over 240,000 American lives by the time of the election. But it also proved to be a divisive political issue, with incumbent Donald Trump and challenger Joe Biden offering different visions of how the U.S. should respond to the pandemic.

Moreover, the two candidates also offered contrasting policy platforms around such issues as abortion, foreign policy, immigration, and the environment, each of which are taken up by our contributors. While both leading candidates were white, male, and in their seventies, there are still fascinating dynamics behind their candidacies, shaping their campaign strategies.

According to Black (2018: 20), Donald John Trump, the fourth child of Fred and Mary Trump, was born in New York City on June 14, 1946. He entered the 2016 presidential race as a Republican. He was elected in an upset victory over Democratic nominee Hillary Clinton while losing the popular vote, becoming the first U.S. president without prior military or government service. His election and policies sparked numerous protests. Trump made many false and misleading statements during his campaigns and presidency, to a degree unprecedented in American politics. Many of his comments and actions have been characterized as racially charged or racist. He has also been the subject of numerous sexual misconduct allegations. According to University Team (2021:

2), Joe Biden was born and raised in Scranton, Pennsylvania, and later in New Castle County, Delaware. Biden studied at the University of Delaware before earning his law degree from Syracuse University in 1968.

In the debate, Mr. Biden said he did not understand why Mr. Trump was “unwilling to take on [Russian President Vladimir] Putin,” on reports that Russia had offered bounties to kill American soldiers in Afghanistan and Mr. Putin’s actions to destabilize NATO. On the contrary, On North Korean leader Kim Jung Un, Mr. Trump pointed out that there was no war with North Korea and that he had a “good relationship.”

Mr. Biden, who said he would (as president) talk to Mr. Kim if the latter agreed to “drawing down” his nuclear capacity, likened Mr. Trump’s position to have a good relationship with Adolf Hitler before the Nazis invaded other European countries.

On race, Mr. Trump defended his position on Black Lives Matter (the moderator had asked him about equating it to a symbol of hate) but said he was the “least racist person in the room.” Mr. Biden said Mr. Trump was “one of the most racist Presidents we’ve had in modern history.”

Mr. Trump insisted that Mr. Biden supported “socialized medicine” [a government-run healthcare system]. At one point, Mr. Trump was asked about a report this week that the parents of 545 migrant children separated from their families at the southern border could not be located.

Towards the end, the debate focus a substantial amount of time on the two candidates’ climate policies. Mr. Trump asked Mr. Biden if he would “close down

the oil industry.” Mr. Biden said “over time,” he would “transition” and stop giving federal oil subsidies. Mr. Biden clarified after the debate that he wanted to end federal subsidies to oil companies and not get rid of fossil fuels, the Washington Post reported.

At the end of the debate, when asked what they would say at their hypothetical inaugural address to those who did not vote for them. Mr. Trump used his time to say Mr. Biden would cause an economic depression if elected and about his financial record. Mr. Biden said he would tell people he was there to represent all of them and give them hope.

B. Relevant Study

Some previous researches investigate the language style. The first researches are Natalia et al., which was conducted in 2019 with their research entitled *Turn-Taking Strategies In Political Debates*. They analyzed two Youtube videos: Trump and Clinton First Presidential Debate 2016 (36 minutes 22 seconds) and the BBC World Debate “Why Poverty” November 30, 2012. The results of their research show that Stenstrom’s three strategies appeared in the debates; second, taking the turn strategy was the dominant strategy, followed by holding the turn strategy and the least used one was yielding to turn; and third, an interruption which was a specific type of taking the turn strategy seems to be most often used in the debater’s attempt to maintain the turn and present their points and thus dominate the debate.

The second researchers were Gravano and Hirschberg, conducted in 2018 entitled *Turn-Taking Cues in Task-Oriented Dialogue*. They compare the presence

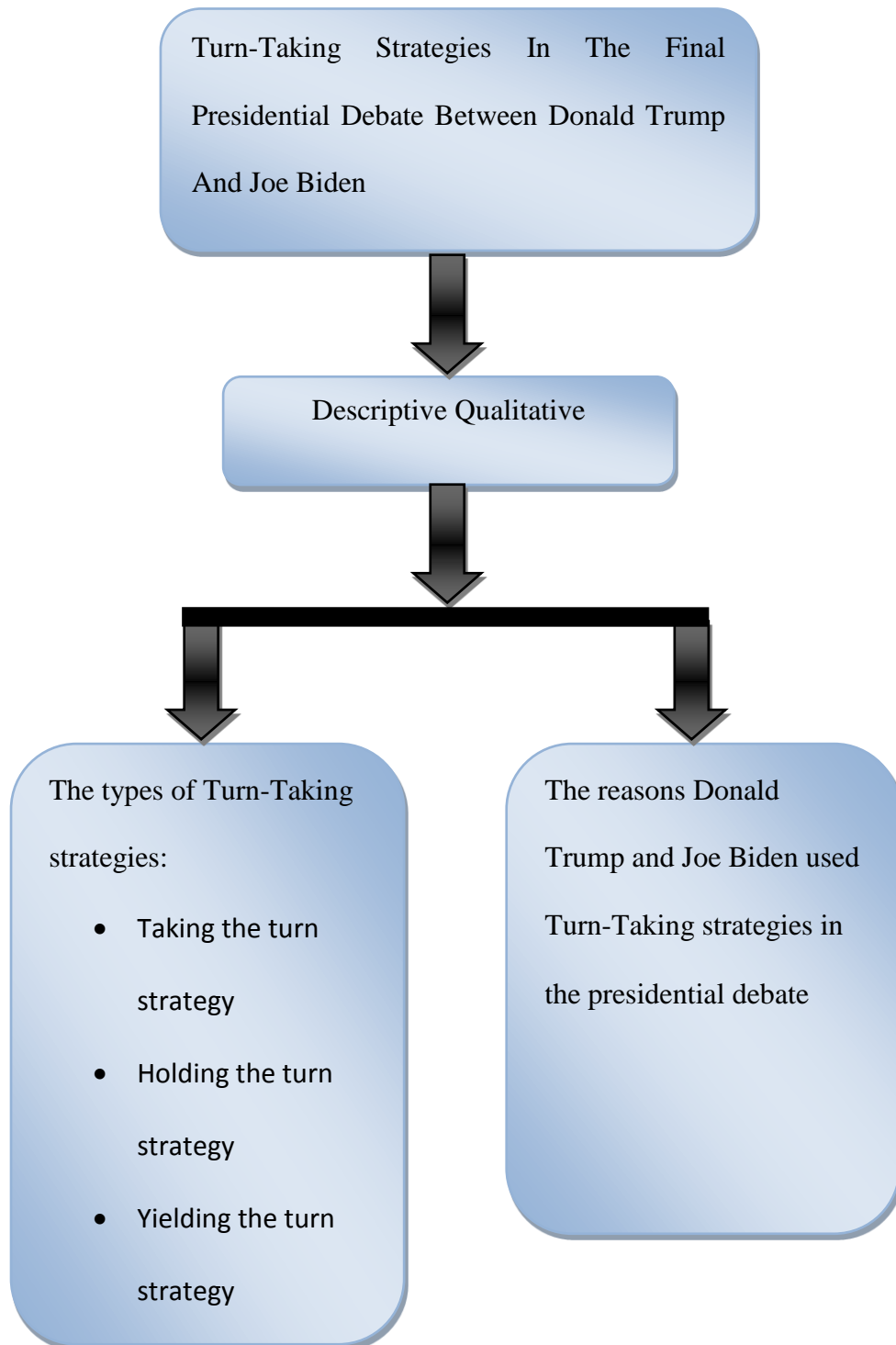
of potential prosodic, acoustic, and lexico-syntactic turn-yielding cues in prosodic phrases preceding turn changes (smooth switches) vs. turn retentions (holds) vs. backchannels in the Columbia Games Corpus, a large corpus of task-oriented dialogues. The result of their research shows that seven turn-yielding cues, all of which can be extracted automatically for future use in turn generation and recognition in interactive voice response (IVR) systems. These turn-yielding cues are linearly correlated with the occurrence of turn-taking attempts. They further demonstrate that the greater the number of turn-yielding lines present, the greater the likelihood of a turn change. They also identify six lines that precede backchannels. These cues correlate with backchannel occurrence in a quadratic manner. They also found similar results for overlapping and non-overlapping speech.

The third researcher is Elfrida Yanti by doing her research in 2017 entitled *Turn-Taking Strategies in the Third Presidential Debate between Hillary Clinton Vs. Donald Trump in Las Vegas*. Her study aimed to analyze the Turn-Taking strategies in the third presidential debate between Hillary Clinton vs. Donald Trump in Las Vegas. Every candidate uses techniques to make the conversation run smoothly. In her research, there are three kinds of Turn-Taking strategies: taking the turn strategy, holding the turn strategy, and yielding the turn strategy. This research uses the qualitative method. The collected data are picked up randomly and then classified with the same categories. The result in this research shows that in this debate, there are 526 data categorized as Turn-Taking strategies, 227 of which as taking the turn strategy (starting up, taking over, and

interrupting), 184 holding the turn strategy (filled pause & verbal filler, silent pause, lexical repetition, new start) and 115 holding the turn strategy (prompting, appealing and giving up) were found in this debate.

C. Conceptual Framework

This study describes Turn-Taking in the Final Debate between Donald Trump and Joe Biden. Turn-taking is a turn to speak or a change of role from speaker to listener, and vice versa. There are three types of turn-taking: taking the turn strategy, holding the turn strategy, and yielding. In addition to analyzing the type of Turn-Taking, the researcher also tries to determine why the kind of Turn-Taking in the US Presidential Final Debate between Donald Trump and Joe Biden is used. This research is a qualitative descriptive study using the theory of Sacks et al. (1974) and Strenstroom (2001). In addition to analyzing the type of Turn-Taking, the researcher also tries to determine why the kind of Turn-Taking in the US Presidential Final Debate between Donald Trump and Joe Biden is used. This study can describe the following chart:

Figure 1.1 Chart of Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents all the elements of research methodology, including the research design, data sources, research instrument, technique of collecting data, and technique of analyzing the data.

A. Research Design

This research uses a qualitative method. According to Ary (2015: 53), a qualitative problem statement or question indicates the general purpose of the study. Formulation of a qualitative problem begins with identifying a general topic or an area we want to know more about.

To analyze the Turn-Taking in the conversation of debate, the researcher Applied descriptive qualitative research. At this point, this study uses theory Proposed by Stenstrom (1994). The researcher only needs to describe the data based on the problem statements and find out the problem statements' results. Moreover, Tavakol (2012: 503) explains that through various methods, qualitative research understands things from the informants' points of view; and creates a rich and in-depth picture of the phenomena under investigation.

There is less emphasis on statistics (and concomitant attempts to generalize the results to broader populations) and more interest in the individual and their immediate context. In this case, the researcher used this method to analyze the Turn-Taking strategies used in the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University,

Nashville.

B. Sources of Data

The data sources were taken from the US Presidential Final Debate debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University, Nashville. The source of data was taken from the youtube URL <https://www.youtube.com/watch?v=UCA1A5GqCdQ> on September 29, 2020. The researcher collected the data deals with the texts or script from the internet. Besides that, the researcher uses other literature or the theory of Sacks et al. (1974) and (2001) for Turn-Taking strategies. The script of the debate was taken from the website <https://www.usatoday.com>.

C. The Technique of Collecting Data

After collecting the data of the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University, Nashville, the researcher transcribed the script and identified the Turn-Taking Strategies used. Besides that, the researcher also investigated the Turn-Taking strategies used in the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University, Nashville.

The researcher conducted some steps to analyze the data. Firstly, the researcher listed the data, which contains Turn-Taking strategies. Secondly, the researcher classified them based on the theory of Turn-Taking strategy as suggested by Sacks et al. (1978) and Stenstrom (2001). In conclusion, the procedures of data analysis are conducted as follows:

1. Watching the video of the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University,
2. Writing down the scripts of all the Turn-Taking usage in the debate,
3. Classifying all the marked data into the type of Turn-Taking strategies. To be easy to analyze, the researcher uses a table to make it easy to share the data that is found,
4. Finding out how the Turn-Taking strategies were used in the debate,
5. Finding out the results and conclusions.

D. The Technique of Analyzing Data

The researcher conducted several techniques were conducted by the researcher in analyzing the data to get any data to make accurate data analysis. In analyzing the data, the procedures were performed as follows:

1. Collecting the data from the videos of the US Final Presidential debate between Donald Trump and Joe Biden,
2. Transcribing the classified data and identifying them based on types of Turn-Taking, that is (1) Taking the Turn Strategy-Taking over, (2) Holding the Turn Strategy-New Start, (3) Yielding the Turn-Appealing, (4) Taking the Turn Strategy-Interrupting- Meta Comment, (5) Holding the Turn Strategy- Filled pause and verbal fillers, (6) Taking the Turn Strategy- Interrupting-Alert, (7) Taking the Turn Strategy- Overlapping, (8) Taking the Turn Strategy-Starting Up, (9) Yielding the Turn-Prompting, and (10) Holding the Turn Strategy-Lexical Repetition,
3. Selecting and grouping the data into the types of Turn-Taking strategies,

4. The research coded the types of Turn-Taking strategies and how the techniques were used.
5. Analyzing the data and finding what the Turn-Taking strategies used by Donald Trump and Joe Biden are, and finally
6. Comparing the results of the research to the other researchers,
7. Concluding.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains data analysis, findings, the types of Turn-Taking strategies used in the US presidential finals debate between Donald Trump and Joe Biden, their use, and discussions.

A. Data Analysis

The data findings and discussion were taken from the data analysis. In this research, the data were collected from the video and script of the US Presidential Final Debate between Donald Trump and Joe Biden on 23 October 2020 at Belmont University, Nashville.

The researcher also interpreted the data to find out the type of Turn-Taking from the debate between Donald Trump and Joe Biden and how they were used. The researcher used the theory of Sacks et al. (1974) and Stenstrom (2001) as the reference in analyzing the data. The data analysis can be shown as follows.

4.1 The Types of Turn-Taking strategies used in the US presidential finals debate between Donald Trump and Joe Biden

There were 201 utterances or expressions of Turn-Taking used by Donald Trump and Joe Biden in the US presidential final debate. From the 201 data, there were ten types of Turn-Taking strategies. The researcher also conducted a coding to make the data more accessible to be analyzed, and the result can be seen in the following table.

Table 4.1 The Types of Turn-Taking Strategies

Basic Type	Sub Type	Words Total	Percentage $\frac{X}{N} \times 100 \% = P$
Taking the Turn Strategy	Starting up (TTS-SU)	13	6.46%
	Taking over (TTS-TO)	22	10.94%
	Interrupting Alert (TTS-I-A)	3	1.50%
	Interrupting Meta Comment (TTS-I-MC)	14	6.95%
	Overlapping (TTS-O)	3	1.50%
Total		55	27.35
Holding the Turn Strategy	Filled pause and verbal fillers (HTS-FPVF)	12	5.98%
	Silent pause (HTS-SP)	0	0
	New Start (HTS-NS)	87	43.28%
	Holding the Turn Strategy- Lexical Repetition (HTS-LR)	12	5.98%
Total		111	55.24
Yielding the Turn Strategy	Prompting YT-P	11	5.47%
	Appealing YT-A	24	11.94%
	Giving up YT-GU	0	0
Total		35	17.41
Total All Strategies		201	

From the data obtained in table 4.1 above, some findings can be presented as follows (1) There were ten types of Turn-Taking strategies used by Donald Trump and Joe Biden in the US presidential final debate, they are: (a) Taking the Turn Strategy-Taking over (TTS-TO) used was 22 (10.94%), (b) Holding the Turn Strategy-New Start (HTS-NS) used was 87 (43.28%), (c) Yielding the Turn-Appealing (YT-A) used was 24 (11.94%), (d) Taking the Turn Strategy-Interrupting- Meta Comment (TTS-I-MC) used was 14 (6.96%), (e) Holding the Turn Strategy- Filled pause and verbal fillers (HTS-FPVF) used was 12 (5.97%), (f) Taking the Turn Strategy- Interrupting-Alert (TTS-I-A) used was 3 (1.50%), (g) Taking the Turn Strategy-Overlapping (TTS-O) used was 3 (1.50%), (h) Taking the Turn Strategy-Starting Up (TTS-SU) used was 13 (6.46%), (i)

Yielding the Turn-Prompting (YT-P) used was 11 (5.47%), (j) Holding the Turn Strategy- Lexical Repetition (HTS-LR) used 12 (5.98%), (2).

The most dominant type of Turn-Taking strategy used by Donald Trump and Joe Biden in the US presidential final debate was holding the turn strategy- new start (HTS-NS). There were 87 utterances or expressions (43.28%). This strategy aimed to carry on talking. The speaker who holds the floor has the right to bring conversation and Donald Trump and Joe Biden wanted.

This research finding is similar to the results of Natalia et al. (2019); namely, Stenstrom's three strategies appeared in the debates; second, taking the turn strategy was the dominant strategy, followed by holding the turn strategy, and the least used one was yielding to turn; and third, an interruption which was a specific type of taking the turn strategy seems to be most often used in the debater's attempt to maintain the turn and present their points and thus dominate the debate.

However, this finding is in contrast to the finding of Gravano and Hirschberg (2018). The result of their research shows that seven turn-yielding cues, all of which can be extracted automatically for future use in turn generation and recognition in interactive voice response (IVR) systems. These turn-yielding cues are linearly correlated with the occurrence of turn-taking attempts. They further demonstrate that the greater the number of turn-yielding cues present, the greater the likelihood of a turn change.

Finally, if we compare to the third research, the results were the same. Yanti found 526 data categorized as Turn-Taking strategies, 227 of which as

taking the turn strategy (starting up, taking over, and interrupting), 184 holding the turn strategy (filled pause & verbal filler, silent pause, lexical repetition, new start), and 115 holding the turn strategy (prompting, appealing and giving up) were found in this debate.

Based on the finding of this study, the researcher scrutinized that the type of Turn-Taking Strategy used by Donald Trump and Joe Biden in the US presidential final debate can be presented as follows.

Turn-Taking comprises how the speakers change and manage their turn in the conversation. This mechanism, according to Stenstrom (1994:68), involves at least three strategies: (1) Taking the Turn Strategy, (2) Holding the Turn Strategy, and (3) Yielding to the Turn Strategy.

From the finding, Donald Trump and Joe Biden used 10 (ten) types of Turn-Taking Strategies. They have different characteristics to convey their opinion and are critical of their ways. The ten types of Turn-Taking Strategies are: (1) Taking the Turn Strategy-Taking over (TTS-TO). This occurs when the second speaker takes the turn or responds to the current speaker. The listener can take the turn by uptakes (*ah, no, yes, well, yeah, and oh*), and by a link (*and, but, cos, and so* as Stenstrom (2002: 70-73) suggested. Some findings examples from the data are:

Data 21. Biden: **Oh no**, *I'm not shutting down the nation, but there are, look, they need standards.*

Data 70. Biden: **Because** *I'd make it clear, which we were making clear to China*

Data 76. Trump: **And** *it didn't happen.*

Data 83. Trump: **No, no, but** *that's a question –*

(2) Holding the Turn Strategy-New Start (HTS-NS). This occurs when the speaker has run out of words or is confused and cannot use his idea to continue the turn, so the speaker must start a new sentence from the beginning again. A new start is when the speaker cannot use their ideas by using lexical repetition, silent way, filled pause, and verbal fillers, and the only way is to start all over again. Some findings examples from the data are:

Data 3. Trump: *Johnson and Johnson **are doing very well**. Moderna is **doing very well**.*

Data 17. Biden: ***I talked about** his xenophobia in a different context.*

Data 28. Trump: ***New York has lost more than 40,000 people**. 11,000 people in nursing.*

(3) Yielding the Turn-Appealing (YT-A). Appealing means the speaker gives an explicit signal for the listener to make some kind of feedback, like *question tags, all right, ok, you know, you see, what I mean is, etc.* Some findings examples from the data are:

Data 7. Biden: ***My response is**, he is xenophobic, but not because he shut down access from China.*

Data 13. Biden: ***The fact is** when we knew it was coming when it hit — What happened?*

Data 26. Trump: ***I will say this** if you go and look at what's happened to New York. It's a ghost town. It's a ghost town.*

(4) Taking the Turn Strategy-Interrupting- Meta Comment (TTS-I-MC). Meta comment is actually given a comment on the talk itself, which allows the listener to come up with objections without appearing too straightforward and without offending the current speaker. In other words, this strategy is polite in interrupting the current speaker, like: *May I respond..., Can I say something? Can I just tell?, Let me just,* etc. Some findings examples from the data are:

Data 9. Biden: *Can I respond to that?*

Data 39. Trump: *Excuse me. And it wasn't written whenever they write this.*

Data 92. Biden: *May I respond?*

- (5) Holding the Turn Strategy- Filled pause and verbal fillers (HTS-FPVF). Filled pause and verbal fillers are used to indicate that the speaker is trying to think what they are going to say, and it is only used in a short time. For example: *.....and all this was done- - by - - kind of letting- a: - -. Sort of a-* etc. Some findings examples from the data are:

Data 10. Biden: *Number one.*

Data 88. Trump: *-- it was impossible --*

Data 174. Biden: *False.*

- (6) Taking the Turn Strategy- Interrupting listener to interrupt the current speaker by speaking louder than other participants to attract attention. They usually use words like *hey*, *listen*, and *look*. Some findings examples from the data are:-Alert (TTS-I-A). Alert is done by the

Data 14. Trump: **Look**, *perhaps just to finish this, I was kidding on that, but just to finish this*

Data 146. Biden: **Look**, *50 former National Intelligence folks said that what this, he's accusing me of is a Russian plan.*

Data 196. Biden: *He takes everything out of context, but the point is, **look**,*

- (7) Taking the Turn Strategy-Overlapping (TTS-O). Overlapping can be found in overlap evidence that participants attend to one another's talk syllable by syllable, beat by beat. Some findings examples from the data are:

Data 1. Biden: *220,000 Americans dead. If you **hear** nothing else I say tonight, **hear** this.*

Data 54. Trump: *— after spending 10 minutes in the office and being*

an Air Force Two, number one.

Data 147 Trump: *You mean, the laptop is now another **Russia, Russia, Russia** hoax? You must be*

- (8) Taking the Turn Strategy-Starting Up (TTS-SU). If the speaker often prepares before they will take the turn, usually the word ‘*well*’ comes up at the beginning of the utterance, and it makes a clean start. Sometimes, a speaker also tries to attract the attention of the listener at the beginning of the conversation to keep the conversation on. The speaker uses opening such as *Guess what?... What I got a surprise for you!, Something strange happened today*, etc. Some findings examples from the data are:

Data 22. Trump: ***Well**, I think we have to respond if I might.*

Data 32. Trump: ***Well**, this is —*

Data 99. Biden: ***You know**, the Republican leader in the United States Senate said he couldn't -- he will not pass it.*

- (9) Yielding the Turn-Prompting (YT-P). In this type, the speaker can make prompting to incite the participant to respond more others so that it automatically turns them into turn yielders. Moreover, the speaker can prompt to invite, greet, offer, question, request, object, and apologize. Some findings examples from the data are:

Data 106. Trump: *How are you helping small businesses when you're forcing wages?*

Data 107. Trump: *Say again?*

Data 178. Biden: *I did? Show the tape. Put it on your website.*

- (10) Holding the Turn Strategy- Lexical Repetition (HTS-LR). Lexical repetition is used by repeating the words because the speaker wants to go on speaking. For example, *I mean if if if you sell your house, you will get a lot of*

profit.... and I think a: - - it does not matter for me to Some findings examples from the data are:

Data 71. Biden: *On the condition that he would agree that he would be drawing down his nuclear capacity to get there.*

Data 73. Trump: *They tried to meet with him, he wouldn't do it. He didn't like Obama.*

Data 142. Trump: *If this stuff is true about Russia, Ukraine, China, other countries, a wreck-- If this is true, then he's a corrupt politician.*

Holding the turn occurs when the speaker wants to hold the current turn to bring conversation the way the current speaker wants it and to avoid a takeover. Holding the turn strategy can be divided into four sub-strategies: filled pause or verbal fillers, silent pause, lexical repetition, and a new start in a conversation.

4.2 The reasons Donald Trump and Joe Biden used Turn-Taking strategies in the US presidential final debate

The research findings show that Holding the Turn Strategy-New Start (HTS-NS) is the most dominant type of Turn-Taking Strategy used by Donald Trump and Joe Biden in the US presidential final debate. The usage of this Turn-Taking Strategy can be drawn as follows:

(1) Either Donald Trump or Joe Biden wanted to control or hold the turns all the time.

Both Trump and Biden had a desire to control or hold the turns during the debate. Examples from the data:

Data 5. Biden: **Make sure** it's transparent. (HTS-NS)

This is in line with Efrida Yanti (2017) research, who concluded that the most common linguistic feature used by Trump and Biden to attract voters in a

twice presidential debate is the use of personal pronouns. They tried to create their self-image to answer six issues questioned in the debates.

Trump used this personal pronoun the most. Meantime, Biden, surprisingly, used the first personal plural pronoun *we* much more. It indicated that he didn't have enough self-confidence. On the other hand, both of them show the negative representation of the other by using the pronouns *you*, *they*, *he*, *she*, and the proper name *Trump* and *Biden*. Trump often attacked his opponents using the pronoun *you*, while Biden used *him* more often to mock Trump. Interesting things appeared when Trump called his opponent with his nickname. It's something unusual thing in an official political event.

- (2) This strategy may be taken to give Donald Trump or Joe Biden some time to plan what to say and speak.

This suggests a form of pause to inter-turn pause duration, which can be interpreted in the context of more general results on accommodation in their debate. Examples from the data:

Data 41. Biden: **At some point**, I want to respond. (HTS-NS)

This is in line with what Gravino and Hirschberg (2018) found in their research that most current systems simply wait for a pause from the user above a system-defined threshold before attempting to take the turn. It should be possible to improve upon this simple and often unnatural technique using the findings in their study.

(3) Either Donald Trump or Joe Biden, while planning and preparing for the next points they wanted to proceed, made a brief stop halfway of their turn, then continued throughout the turn.

Preparation in presenting ideas in the debate is necessary. Both Trump and Biden were planning and arranging what strategy they would use in answering the next questions. Examples from the data:

Data 78. Trump: **Remember** the first two or three months. (HTS-NS)

This is in line with Efrida Yanti (2017) research, who concluded that brief stops are the essential feature in political debates because they show the dominance and power among the candidates. It's obvious that the candidate interrupts the opponent in purpose to gain the floor and redirect the conversation to express their point of view about an issue.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, some conclusions can be drawn to answer the research problems. The conclusions are presented as follows

1. In the US presidential final debate, Donald Trump and Joe Biden used three types of Turn-Taking as the basic type. Then as the subtypes, ten types of Turn-Taking that consist of four types of taking the turn strategy, four types of holding the turn strategy, and two types of yielding the turn,
2. The reasons why Donald Trump and Joe Biden used Holding the Turn Strategy-New Start (HTS-NS) are: (1) Donald Trump or Joe Biden wanted to control or hold the turns all the time, (2) This strategy may be taken to give Donald Trump or Joe Biden some time to plan what to say and speak, (3) Donald Trump or Joe Biden while planning and preparing for the next points they wanted to proceed, made a brief stop halfway of their turn, then continued throughout the turn.

B. Suggestions

Based on the conclusions above, the following suggestions are put forward:

1. It is suggested that students studying turn-taking strategies can help them understand the debate.
2. For further researchers interested in the Analysis of Turn-taking

Strategies, they use theory and analyze data not only on online videos or YouTube. Researchers also are suggested to utilize other medias for analysis, such as movies, dramas, talk shows, etc.

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APPENDICES

APPENDIX 1. DATA TRANSCRIPT

Data 1

[3:12] Biden: 220,000 Americans dead. If you **hear** nothing else I say tonight, **hear** this. (TTS-IS-O)

Data 2

[5:12] Trump: **It is not a guarantee**, but it will be by the end of the year, but **I think** it has a good chance. (HTS-NS)

Data 3

[5:21] Trump: **Johnson and Johnson are doing very well**. Moderna is doing very well. (HTS-NS)

Data 4

[5:52] Trump: **No, I think** my timeline is going to be more accurate. (HTS-NS)

Data 5

[6:25] Biden: **Make sure** it's transparent. (HTS-NS)

Data 6

[6:55] Trump: **I don't think** it's going to be a dark winter at al. 1. (HTS-NS)

Data 7

[8:10] Biden: **My response is**, he is xenophobic but not because he shut down access from China. (YT-A)

Data 8

[9:03] Trump: **I did not say** over soon. I say we're learning to live with it. (HTS-NS)

Data 9

[10:19] Biden: **Can I** respond to that? (TTS-I)

Data 10

[10:22] Biden: **Number one**. (HTS-FPVF)

Data 11

[10:56] Trump: **Excuse me**. (TTS-I)

Data 12

[10:58] Trump: **I take full** responsibility. (HTS-NS)

Data 13

[11:16] Biden: **The fact is**, when we knew it was coming when it hit — What happened? (YT-A)

Data 14

[11:43] Trump: **Look**, perhaps just to finish this. I was kidding on that, but just to finish this. (TTS-I)

Data 15

[12:12] Biden: **I didn't say** either of those things. (HTS-NS)

Data 16

[12:13] Trump: **You certainly did.** (HTS-NS)

Data 17

[12:16] Biden: **I talked about** his xenophobia in a different context. (HTS-NS)

Data 18

[12:26] Trump: **He thought** I shouldn't have closed the border. That's obvious. (HTS-NS)

Data 19

[12:33] Biden: **No.** (TTS-I)

Data 20

[12:51] Biden: **What I would say is** I'm going to shut down the virus, not the country. (YT-A)

Data 21

[13:24] Biden: **Oh no**, I'm not shutting down the nation, but there are, look, they need standards. (TTS-TO)

Data 22

[14:05] Trump: **Well**, I think we have to respond if I might. (TTS-SU)

Data 23

[14:08] Trump: **Thank you, and** I appreciate that. Look, all he does is talk about shutdowns but forget about him. (TTS-TO)

Data 24

[15:04] Trump: **I want to open** the schools. (HTS-NS)

Data 25

[15:51] Biden: **Simply not true.** We're going to be able to walk and chew gum at the same time. (HTS-FPVF)

Data 26

[16:39] Trump: **I will say this** if you go and look at what's happened to New York. It's a ghost town. It's a ghost town. (YT-A)

Data 27

[17:34] Biden: **Take a look at** what New York has done to turn the curve down, in terms of the number of people dying. (HTS-NS)

Data 28

[18:00] Trump: **New York has lost** more than 40,000 people. 11,000 people in nursing. (HTS-NS)

Data 29

[18:02] Trump: **When you say spike**, take a look at what's happening in Pennsylvania, where they've had it closed. (YT-A)

Data 30

[18:58] Trump: **I'm listening to all of them**, including Anthony. (HTS-NS)

Data 31

[19:45] Biden: **My response is to** think about what the President knew in January and didn't tell the American people. (YT-A)

Data 32

[20:30] Trump: **Well** this is — (TTS-SU)

Data 33

[20:33] Trump: **I don't know** if somebody went to Wall Street. (HTS-NS)

Data 34

[21:17] Biden: **Average contribution**, \$43. (YT-A)

Data 35

[21:48] Biden: **I made it clear**. And I asked everyone else to take the pledge. (YT-A)

Data 36

[23:56] Trump: **Well**, let me respond to the first part, as Joe answered. (TTS-SU)

Data 37

[26:06] Biden: **I have not taken** a penny from any foreign source ever in my life. (HTS-NS)

Data 38

[27:06] Trump: **First of all**, I called my accounts — under audit. (HTS-FPVF)

Data 39

[27:44] Trump: **Excuse me**. And it wasn't written whenever they write this. (TTS-I)

Data 40

[28:35] Trump: **I get treated** worse than the Tea Party got treated. (HTS-NS)

Data 41

[29:12] Biden: **At some point**, I want to respond. (HTS-NS)

Data 42

[29:15] Biden: **Why does he** — He's been saying this for four years. Show us. Just show us. (YT-A)

Data 43

[29:46] Trump: **I was put** through a phony witch hunt for three years. (HTS-NS)

Data 44

[30:56] Biden: **Nothing was unethical**. Here's the deal. (HTS-FPVF)

Data 45

[32:00] Trump: **Could I** just — one thing. (TTS-I)

Data 46

[32:02] Trump: **His son didn't have** a job for a long time, was sadly no longer in the military service, I won't get into that. (HTS-NS)

Data 47

[32:31] Biden: **No basis for that**. Everybody investigated that, no one said anything he did was wrong in Ukraine. (HTS-NS)

Data 48

[32:52] Trump: **I have many bank accounts**, and they're all listed, and they're all over the place. (HTS-NS)

Data 49

[32:27] Trump: **Excuse me**, and then unlike him, where he's Vice President, and he does business, I decided to run for president after that. (TTS-I)

Data 50

[33:54] Biden: **What I'd make China do is** play by the international rules, not as he has done. (YT-A)

Data 51

35:35] Trump: **Excuse me**, no, I have to respond to this. (TTS-I)

Data 52

[35:39] Trump: **His son walked out** with a billion and a half dollars from China — (YT-A)

Data 53

[35:41] Biden: **Not true.** (HTS-FPVF)

Data 54

[35:42] Trump: — **after spending 10 minutes** in office and being an Air Force Two, number one. (TTS-IS-O)

Data 55

[35:56] Biden: **That is not true.** (HTS-FPVF)

Data 56

[36:03] Trump: **First of all**, China is paying. They're paying billions and billions of dollars. I just gave \$28 billion. (HTS-FPVF)

Data 57

[36:08] Trump: **I just gave** \$28 billion to our farmers. (YT-A)

Data 58

[36:12] Biden: **Taxpayers' money.** (YT-A)

Data 59

[36:14] Trump: **It's what?** (YT-P)

Data 60

[36:15] Biden: **Taxpayers' money.** (YT-A)

Data 61

[36:16] Trump: **No, the taxpayers.** It's called China. (HTS-NS)

Data 62

[36:20] Biden: **Not true.** (HTS-FPVF)

Data 63

[36:20] Trump: **China pays for \$28 billion**, and you know what they did to pay it, Joe? (HTS-NS)

Data 64

[36:49] Biden: **This isn't** about me. (HTS-NS)

Data 65

[37:28] Trump: **That is a typical statement.** Just 10 seconds, please. (HTS-NS)

Data 66

[37:31] Trump: **Just a typical political statement.** (HTS-NS)

Data 67

[37:40] Trump: **I'm not** a typical politician. That's why I got elected. (HTS-NS)

Data 68

[37:44] Trump: **Let's get off** the subject of China, let's talk around sitting around the table. Come on, Joe, you can do better. (HTS-NS)

Data 69

[38:12] Trump: **When I met with Barack Obama**, we sat in the White House, right at the beginning had a great conversation (HTS-NS)

Data 70

[39:15] Biden: **Because** I'd make it clear, which we were making clear to China (TTS-TO)

Data 71

[40:12] Biden: On the condition that **he would agree** that **he would be** drawing down his nuclear capacity to get there. (HTS-LR)

Data 72

[40:24] Trump: **Kristen, they tried to meet with him.** (HTS-NS)

Data 73

[40:24] Trump: They tried to meet with him, **he wouldn't do it. He didn't like** Obama. (HTS-LR)

Data 74

[40:33] Trump: They tried. **He wouldn't do it.** And that's okay. (HTS-NS)

Data 75

[40:43] Biden: **We had a good relationship with Hitler** before he invaded Europe, the rest of Europe. (HTS-NS)

Data 76

[41:10] Trump: **And** it didn't happen. (TTS-TO)

Data 77

[41:14] Trump: **Excuse me**, he left me a mess, Kristen. (TTS-I)

Data 78

[41:22] Trump: **Remember** the first two or three months. (HTS-NS)

Data 79

[41:47] Trump: **First of all**, I've already done something that nobody thought was possible. (HTS-FPVF)

Data 80

45:12 Biden: **What I'm going to do is** pass Obamacare with a public option – (YT-A)

Data 81

47:20 Biden: **What he's saying**, it's ridiculous. (HTS-NS)

Data 82

47:22 Trump: **Excuse me**, he was there for 47 years -- he didn't do it. (TTS-I)

Data 83

47:25 Trump: **No, no, but** that's a question -- (TTS-TO)

Data 84

49:24 Trump: **It's the same thing** with socialized medicine. (HTS-NS)

Data 85

49:26 Biden: **My response is** people deserve to have affordable health care -- period. (YT-A)

Data 86

49:26 Trump: Kristen, **when he says** -- (HTS-NS)

Data 87

50:08 Trump: **When he says** public health option, he talks about socialized medicine and health care. (HTS-NS)

Data 88

50:31 Trump: -- **it was impossible** --(HTS-FPVF)

Data 89

50:34 Biden: **He thinks** he's running against someone else. (HTS-NS)

Data 90

50:35 Trump: **He tried to get rid of** --(HTS-NS)

Data 91

51:31 Trump: **They say** the stock market will rule if I'm elected. If he's elected, the stock market will crash. (HTS-NS)

Data 92

51:32 Biden: **May I** respond? (TTS-I)

Data 93

51:40 Biden: **The idea that the stock market is** booming is his only measure of what's happening. (YT-A)

Data 94

52:11 Trump: **401k's are through** the roof. 401k --(HTS-NS)

Data 95

52:14 Trump: -- **are through the roof**. And he doesn't come from Scranton. (HTS-NS)

Data 96

52:15 Trump: **And** he left. And the people of Pennsylvania will tell you that. (TTS-TO)

Data 97

52:17 Trump: **Because** Nancy Pelosi doesn't want to approve it. I do. (TTS-TO)

Data 98

52:18 Trump: **I do. But** I still have to get, unfortunate --(TTS-TO)

Data 99

52:19 Biden: **You know**, the Republican leader in the United States Senate said he can't -- he will not pass it. (TTS-SU)

Data 100

52:20 Trump: **If we made a deal**, we'd have --(HTS-NS)

Data 101

52:20 Biden: **Well**, I have, and they have pushed it. (TTS-SU)

Data 102

52:22 Trump: **The bill that was passed in the House was** a bailout of badly run high crime, Democrats, all run by Democrats, cities, and states. (YT-A)

Data 103

52:24 Biden: **All right**, if I get elected, I'm not going to -- (YT-A)

Data 104

52:26 Biden: **I do, because** I think one of the things we're going to have to do we're going to have to bail them out, too. (TTS-TO)

Data 105

56:35 Trump: **For small businesses** -- by raising the minimum wage and helping, (HTS-NS)

Data 106

56:37 Trump: **How are you helping small businesses** when you're forcing wages. (HTS-NS)

Data 107

57:03 Trump: **Say again?** (YT-P)

Data 108

57:10 Trump: **What I'd like**, I would consider it to an extent. (YT-A)

Data 109

57:12 Biden: **Two jobs, one job** below poverty. People are making 6, 7, 8 bucks an hour. (HTS-LR)

Data 110

57:18 Trump: **Children are brought here by coyotes** and lots of bad people, cartels, and they've brought here, and it's easy to use them to get into our country. (HTS-NS)

Data 111

58:48 Trump: **Let me** just say. They built cages. You know, they used to say I built the cages. (TTS-I)

Data 112

59:08 Trump: **Yes**, we're working on a very -- we're trying very hard. (TTS-SU)

Data 113

59:10 Biden: **These 500 plus kids came with parents.** (HTS-NS)

Data 114

59:12 Trump: **Kristen, they did it.** We changed the policy. (HTS-NS)

Data 115

59:14 Biden: **So let's talk about** --(HTS-NS)

Data 116

59:14 Trump: **Who** built the cages, Joe? (YT-P)

Data 117

59:15 Trump: **Let me** say this. They worked it out. We brought reporters and everything (TTS-I)

Data 118

59:16 Trump: **But** just answer one question. Who built the cages? (TTS-TO)

Data 119

59:17 Biden: **Because** we made a mistake. It took too long to get it right. (TTS-TO)

Data 120

59:19 Trump: **He had eight years to do what** he said he was going to do. (HTS-NS)

Data 121

59:20 Biden: The catch and release, **you know** what he's talking about there? (TTS-SU)

Data 122

59:22 Trump: **It's so important.** It shows that he has no understanding of immigration or the laws. (HTS-NS)

Data 123

59:23 Biden: **Not true.** (HTS-FPVF)

Data 124

59:23 Trump: **We have to send ICE out** and Border Patrol out to find them. (HTS-NS)

Data 125

59:24 Trump: **You don't know** the law, Joe. (HTS-NS)

Data 126

59:25 Biden: **I know** the law. What he's telling you is simply not true. (HTS-NS)

Data 127

59:25 Trump: **They don't** come back. (HTS-NS)

Data 128

59:26 Biden: **Check it out.** (HTS-NS)

Data 129

59:40 Trump: **But** we don't have to worry about it because I terminated it. (TTS-TO)

Data 130

1:04:04 Biden: **You have 525 kids** not knowing where they're going to be and lost their parents in God's name. (HTS-NS)

Data 131

1:04:04 Trump: **Go ahead.** (HTS-NS)

Data 132

1:04:08 Biden: I do. I do. **You know**, my daughter is a social worker. (TTS-SU)

Data 133

1:06:36 Trump: Yes, I do. **And** again, he's been in government 47 years. (TTS-TO)

Data 134

[1:08:33] Biden: **My response to that is** I never, ever said what he accused me of saying (YT-A)

Data 135

[1:10:04] Trump: **But** why didn't he do it four years ago? (TTS-TO)

Data 136

[1:10:10] Biden: **I am not**—(HTS-NS)

Data 137

[1:10:10] Trump: **You were vice president.** (HTS-NS)

Data 138

[1:10:19] Biden: **We did**—(HTS-NS)

Data 139

[1:10:20] Trump: **You know**, Joe, I ran because of you. (TTS-SU)

Data 140

[1:10:38] Biden: **Well**, I'll tell you what, I hope he does look at me because what's happening here is you know who I am, (TTS-SU)

Data 141

[1:11:01] Trump: **Excuse me**—(TTS-I)

Data 142

[1:11:05] Trump: If this stuff **is true** about Russia, Ukraine, China, other countries, a wreck-- If this **is true**, then he's a corrupt politician. (HTS-LR)

Data 143

[1:11:19] Biden: **Nobody says**—(HTS-NS)

Data 144

[1:11:21] Trump: It's the **laptop from hell. The laptop from hell.** (HTS-LR)

Data 145

[1:11:29] Biden: **Nobody**-- Kristen, I have to respond to that. (HTS-NS)

Data 146

[1:11:32] Biden: **Look**, 50 former National Intelligence folks said that what this, he's accusing me of is a Russian plan. (TTS-I)

Data 147

[1:11:51] Trump: You mean, the laptop is now another **Russia, Russia, Russia** hoax? It would help if you were—(TTS-O)

Data 148

[1:11:58] Biden: **That's exactly what-- That's exactly what--** (HTS-LR)

Data 149

[1:12:05] Trump: **You have to be kidding here.** Here we go again with Russia. (HTS-NS)

Data 150

[1:12:32] Trump: **Well,** you have to understand the first time I ever heard of Black Lives Matter, they were chanting 'Pigs in a blanket, (TTS-SU)

Data 151

[1:12:06] Trump: I don't, **I don't know what to say.** (YT-GU)

Data 152

[1:13:39] Biden: **Abraham Lincoln.** Here is one of the most racist presidents we've had in modern history. (HTS-LR)

Data 153

[1:14:16] Trump: **He referred** to Abraham Lincoln. Where did that come in? (HTS-NS)

Data 154

[1:14:19] Biden: **You said you were Abraham Lincoln.** (HTS-NS)

Data 155

[1:14:21] Trump: **No, no. I said not** since Abraham Lincoln has anybody done what I've done for the Black community. (HTS-NS)

Data 156

[1:14:42] Biden: **Oh,** God. (TTS-TO)

Data 157

[1:14:42] Trump: **Tens of thousands of Black men,** mostly, in jail. (HTS-NS)

Data 158

[1:15:20] Biden: **One of the things that are** said, in the '80s, we passed 100%,(YT-A)

Data 159

[1:16:12] Trump: **But** why didn't he get it done? See, it's all talk, no action with these politicians. (TTS-TO)

Data 160

[1:16:34] Biden: **We got** a lot of it done. **We** released 38,000-- **We** got 38,000 prisoners left from—(HTS-LR)

Data 161

[1:16:39] Trump: **You got nothing** done (HTS-NS)

Data 162

[1:16:40] Biden: **38,000 prisoners were released** from federal prison. (HTS-NS)

Data 163

[1:1:08] Trump: **I just ask**-- I just ask one question: why didn't you do it in the eight years, a short time ago? (YT-P)

Data 164

[1:17:34] Biden: **We had a Republican Congress.** That's the answer. (HTS-NS)

Data 165

[1:17:39] Trump: **Well**, you have to talk-- you have to talk them into it, Joe. Sometimes you have to talk them into it. (TTS-SU)

Data 166

[1:18:15] Trump: So we have the trillion trees **program**, we have so many different **programs** (HTS-LR)

Data 167

[1:19:51] Trump: **And** we haven't destroyed our industries. (TTS-TO)

Data 168

[1:19:55] Biden: **Climate change, climate warming, and global warming are existential threats** to humanity. (HTS-LR)

Data 169

[1:21:48] Trump: **They came out** and said very strongly, (HTS-NS)

Data 170

[1:23:11] Biden: **I don't know** where he comes from. (YT-GU)

Data 171

[1:24:00] Trump: **Excuse me.** We are energy independent for the first time. (TTS-I)

Data 172

[1:24:36] Biden: **Find me** a scientist that says that. (HTS-NS)

Data 173

[1:24:38] Trump: **Solar. I love solar**, but solar doesn't quite have it yet. (HTS-NS)

Data 174

[1:24:47] Biden: **False**. (HTS-FPVF)

Data 175

[1:24:47] Trump: **So, it's all a pipe dream**, but you know what we'll do? (HTS-NS)

Data 176

[1:25:04] Biden: **I have never** said I oppose fracking. (HTS-NS)

Data 177

[1:25:06] Trump: **You said it on tape**. (HTS-NS)

Data 178

[1:25:08] Biden: **I did?** Show the tape. Put it on your website. (YT-P)

Data 179

[1:25:10] Trump: **I'll put it on**. (HTS-NS)

Data 180

[1:25:11] Biden: **Put it on the website**. The fact of the matter is he's flat-lying. (HTS-NS)

Data 181

[1:25:17] Biden: **I do rule out banning fracking** because the answer we need— (HTS-NS)

Data 182

[1:25:48] Trump: **Excuse me**. He was against fracking. (TTS-I)

Data 183

[1:26:00] Biden: **Fracking** on Federal Land, I said. No **fracking** or oil on federal land—(HTS-LR)

Data 184

[1:26:26] Trump: **The families that we're talking about are** employed heavily (YT-A)

Data 185

[1:27:26] Biden: **My response is** that those people live on what they call 'Fence Lines.' (YT-A)

Data 186

[1:28:14] Trump: **Would you close down the--** Would you close down the oil industry? (YT-P)

Data 187

[1:28:17] Biden: **I would transition from the oil industry.** Yes. (HTS-NS)

Data 188

[1:28:19] Trump: **Oh,** transition. (TTS-TO)

Data 189

[1:28:21] Biden: **It is a big statement** because I would stop—(HTS-NS)

Data 190

[1:28:24] Biden: **Because** the oil industry significantly — but here's the deal — (TTS-TO)

Data 191

[1:28:27] Trump: **That's a big statement.** (HTS-NS)

Data 192

[1:28:31] Biden: **Well,** if you let me finish the statement because it has to be replaced by renewable energy over time. (TTS-SU)

Data 193

[1:28:52] Trump: **We do give it to solar and wind—**(HTS-NS)

Data 194

[1:28:56] Trump: That's **the biggest statement.** In terms of business. that's **the biggest statement.** (HTS-LR)

Data 195

[1:29:00] Trump: **Because** basically what he's saying is he's going to destroy the oil industry. (TTS-TO)

Data 196

[1:29:12] Biden: He takes everything out of context, but the point is, **look,** we have to move toward net-zero emissions. (TTS-I)

Data 197

[1:29:26] Trump: **Is he going to get** China to do it? Is he going to get China to do it? (YT-P)

Data 198

[1:29:30] Biden: **No, I'm going to** rejoin the Paris Accord and get China to abide by what they agreed to (HTS-NS)

Data 199

[1:29:33] Trump: **But** that'll cost you \$1 trillion. (TTS-TO)

Data 200


[1:29:50] Trump: We have to make our country prosperous, as it was before the plague coming in from China. (HTS-NS)

Data 201

[1:31:00] Biden: **I will say**, 'I'm the American president'(YT-A)

Appendix 2 K1

FORM K 2




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 J. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

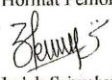
Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Indah Sriwahyuni
 NPM : 1602050177
 Program Studi : Pendidikan Bahasa Inggris IPK = 3,51

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The analysis of argumentative speaking used by speaker in Indonesian lawyer club channel	
	Language style analysis on Indonesian lawyer club	
	An analysis of figurative language in poems "my friend"	


Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020
 Hormat Pemohon,

 Indah Sriwahyuni

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 3 K2

FORM K 2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Indah Sriwahyuni
 NPM : 1602050177
 Program Studi : Pendidikan Bahasa Inggris


Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The analysis of argumentative speaking used by speaker in Indonesian lawyer club channel

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :


Dosen Pembimbing : Selamat Husni Hasibuan, S.Pd, M. Hum *acc Paf*
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020
 Hormat Pemohon,

 Indah Sriwahyuni

Dibuat Rangkap 3 :
 - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan

Appendix 4 K3



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Muhktar Basri BA No. 3 Telp. 6622400 Medan 20217

Nomor : 1753/IL.3-AU/UMSU-02/19/2021 Form : K3
Lamp : ---
Hal : Pengesahan Proyek Proposal dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh


Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut dibawah ini :


Nama : Indah Sri Wahyuni
N P M : 1602050177
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Argumentative Speaking used by Speaker in Indonesiaan Lawyer Club Channel

Dosen Pembimbing : Selamat Husni Hasibun, S. Pd, M.Hum


Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan. Masa Kadaluarsa Tanggal 3 Agustus 2022

Wa'alaikumsalam Warahmatullahi Wabarakatuh





Dekan




Prof. Dr. H. E. Frianto Nst, M.Pd
0115057302

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang Bersangkutan

WAJIB MENGIKUTI SEMINAR











Appendix 5 Berita Acara Bimbingan Skripsi






MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl.Kapten Mukhtar Basri No.3 Telp. (061)6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Indah Sriwahyuni
 NPM : 1602050177
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Turn Taking Strategies in The Final Presidential Debate
 Between Donald Trump and Joe Biden

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14-12-2020	Title	
15-02-2021	Chapter I The background of study, the identification of the problem.	
	Chapter II Revising the theory and relevant to the study	
	Chapter III Almost all	
31-05-2021	Chapter I Almost all	
	Chapter II Revising the theory, and relevant to the study	
	Chapter III Source of data, techniques of data collection, and techniques of data analysis.	
	Reference.	
22-07-2021	Chapter I The background of the study, the identification, the problem of the study, and the objective of the study.	
	Chapter II Theoretical framework, revise the theory, and relevant to the study	

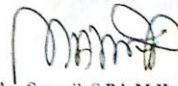
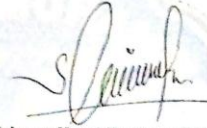
	Chapter III Research design	
	Reference.	
29-07-2021	The proposal is already completely revised and ready for seminar proposal.	

Medan, 04-08-2021

Diketahui Disetujui


Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.HumSelamat Husni Hasibuan S.Pd., M.Hum**UMSU**

Unggul | Cerdas | Terpercaya

Appendix 6 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS

Pada hari ini Selasa, tanggal 24 Agustus 2021, telah dilaksanakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris, menerangkan bahwa:

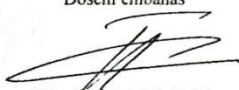
Nama Mahasiswa : Indah Sriwahyuni
 NPM : 1602050177
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Turn Taking Strategies in the Final Presidential Debate Between Donald Trump and Joe Biden

No.	Uraian/Saran Perbaikan
1.	Revise the Background of the Study
2.	Revise the Review of Literature
3.	Method of Research

Medan, 24 Agustus 2021


Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi.

Dosen Pembahas



Erlindawati, S.Pd.,M.Pd.


Dosen Pembimbing



Selamat Husni Hasibuan, S.Pd.,M.Hum.


PANITIA PELAKSANA

Ketua




Mandra Saragih, S.Pd.,M.Hum.

Sekretaris



Pirman Ginting, S.Pd.,M.Hum.

Appendix 7 Surat Keterangan Seminar Proposal



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Lengkap : Indah Sriwahyuni
 NPM : 160102050177
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:


Hari : Selasa
 Tanggal : 24 Agustus 2021
 Judul : Turn Taking Strategies in the Final Presidential Debate Between Donald Trump and Joe Biden

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerja sama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Unggul | Cerdas | Terpercaya

Dikeluarkan di : Medan
 Pada Tanggal : 24 Agustus 2021

Wassalam
 Ketua Program Studi
 Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.

Appendix 8 Lembar Pengesahan Proposal



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. KaptenMughtarBasri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi :

Nama Lengkap	: Indah Sriwahyuni
NPM	: 1602050177
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Turn Taking Strategies in the Final Presidential Debate Between Donald Trump and Joe Biden

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Medan, 24 Agustus 2021


Disetujui Oleh:

<p>Dosen Pembahas</p>  <p>Erlindawati, S.Pd., M.Pd.</p>	<p>Dosen Pembimbing</p>  <p>Selamat Husni Hasibuan, S.Pd., M.Hum.</p>
--	---

Diketahui/Disetujui Oleh
Ketua Program Studi


 Mandra Saragih, S.Pd., M.Hum.

Appendix 9 Permohonan Perubahan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Kepada Yth : Bapak/Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini :

Nama Mahasiswa : Indah Sri Wahyuni
 N P M : 1602050177
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan Permohonan perubahan judul skripsi, sebagai tercantum dibawah ini dengan judul sebagai berikut :


The Analysis of Argumentative Speaking Used By Speaker in Indonesian Lawyer Club Channel

Menjadi :

Turn Taking Strategies In The Final Presidential Debate Between Donald Trumps and Joe Biden


Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan Kesediaan Bapak/Ibu saya ucapkan terima kasih.

Ketua Progra Studi
 Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.


Medan, 25 Agustus 2021
 Hormat Pemohon



Indah Sri Wahyuni


Diketahui Oleh :

Dosen Pembahas




Erlindawati, S.Pd., M.Pd.

Dosen Pembimbing



Selamat Husni Hasibuan, S.Pd., M.Hum.

Appendix 10 Surat Permohonan Izin Riset



UMSU
Majelis Pendidikan Tinggi, Penelitian & Pengembangan
Universitas Muhammadiyah Sumatera Utara

MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://www.umsu.ac.id> E-mail: rektor@umsu.ac.id
Bankir: Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor : 2019/IL.3-AU/UMSU-02/F/2021
Lamp :
Hal : Permohonan Riset Mahasiswa

Medan, 26 Muharram 1443 H
4 September 2021 M


Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara Di
Tempat


Bismillahirrahmanirrahim
Assalamu'alaikum Wr, Wb.

Wa Ba'du, semoga kita semua sehat Wal'afiat dalam melaksanakan kegiatan /aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan Penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Indah Sri Wahyuni
N P M : 1602050177
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Turn Taking Strategies in The Final Presidential Debate Between Donald Trump and Joe Biden

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin






Dekan

Prof. Dr. H. E. Irfianto Nst, M.Pd
0115057302

Pertinggal

Appendix 11 Surat Keterangan Selesai Riset



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No 3 Telp. 6624567 -Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya

SURAT KETERANGAN
Nomor :2436/KET/IL3-AU/UMSU-P/M/2021

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	: Indah Sriwahyuni
NIM	: 1602050177
Univ./Fakultas	: UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi	: Pendidikan Bahasa Inggris/S-1


adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

“Turn Taking Strategies In The Final Presidential Debate Between Donald Trump And Joe Biden”

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 05 Rabiul Awal 1443 H.
11 Oktober 2021 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

Appendix 12 Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Indah Sriwahyuni
NPM : 1602050177
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Turn Taking Strategies in the Final Presidential Debate
Between Donald Trump and Joe Biden

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11 September 2021	Chapter IV Data Analysis	
18 September 2021	Chapter IV Data Analysis	
28 September 2021	Chapter IV Data Analysis	
	Chapter V Conclusion and Suggestion	
04 Oktober 2021	Chapter IV Data Analysis	
	Chapter V Conclusion and Suggestion	
09 Oktober 2021	ACC Sidang	

Medan, 09 Oktober 2021


Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Selamat Husni Hasibuan, S.Pd., M.Hum.

Appendix 13 Surat Pernyataan Orisinalitas Riset



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id**

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :


Nama Mahasiswa : Indah Sriwahyuni
NPM : 1602050177
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Turn Taking Strategies in the Final Presidential Debate
Between Donald Trump and Joe Biden

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.


Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 24 Agustus 2021
Hormat saya
Yang membuat Pernyataan



(Indah Sriwahyuni)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum.

Appendix 14 Curriculum Vitae

Curriculum Vitae

1. Biodata Pribadi

Nama : Indah Sriwahyuni
Jenis kelamin : Perempuan
Tempat/tanggal lahir : Medan/ 10 Juni 1998
Kebangsaan : Indonesia
Status : Belum Menikah
Agama : Islam
Nama Ibu : Sulasmi Rani
Nama Ayah : Alm. Johardin Sikumbang
Alamat : Jl. Gunung Martimbang No. 05, Medan Timur
No. Hp : 0857-6726-2697
Email : indahsriwahyuni198@gmail.com

2. Riwayat Pendidikan

SD : SD Negeri 025992 Binjai Selatan
SMP : SMP Swasta Persiapan Sei Mencirim
SMA : SMA Swasta Dharma Bakti Tanah Jawa