

A CONVERSATION ANALYSIS OF TURN-TAKING ORGANIZATION IN SASAK INFORMAL CONVERSATIONS

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ABSTRACT

This study aims to analyse the organisation of turn-taking in informal Sasak conversations using a Conversation Analysis approach. The focus lies on how participants manage speaking turns through three main mechanisms: taking the turn, holding the floor, and yielding the floor. This study employs a qualitative method using natural conversation data collected through observation, note-taking, and audio recording. The data were transcribed using the Jefferson system and analysed inductively to identify patterns and their interactional functions. The findings reveal that taking the turn is the most dominant mechanism, characterised by structured and responsive strategies such as starting up, taking over, interruption, and overlap. In holding the floor, repair functions to maintain clarity of meaning and prevent misunderstanding. Meanwhile, yielding the floor is reflected in turn allocation and closing, which indicate systematic turn distribution and conversation termination. These findings confirm that turn-taking in Sasak conversations is organised, contextual, and efficient. Theoretically, this study reinforces the Conversation Analysis framework of turn-taking systems. Practically, it contributes to the development of communication competence and supports the preservation of regional languages.

Keywords: *(Turn-taking), (conversation analysi), (Sasak language)*

INTRODUCTION

Language serves as a basic means for people around the world to communicate effectively with one another. This ability to communicate is crucial for understanding the messages others convey. In addition to facilitating communication, language plays a crucial role in enabling individuals to appreciate diverse cultures across countries. According to Holmes, (2013) People often develop attitudes toward language that reflect their perceptions of its speakers, closely linking language use to behaviour during conversation. Conversation, as a communication process, has various purposes such as conveying information and expressing ideas, opinions, or emotions (Cahyanti & Teacher Training, 2023). Conversation is closely tied to everyday life, as individuals engage in conversations almost continuously. Successful conversations often revolve around engaging topics that allow both speaker and listener to actively participate, each taking turns discussing a particular subject.

Conversation Analysis (CA) is a micro-analytical approach that examines how participants organise conversations and construct meaning in natural interactions. Within this

framework, turn-taking is the primary mechanism that systematically and contextually regulates the distribution of speaking turns. (Sacks et al., 1974). Turn-taking occurs at the Transition Relevance Place (TRP), which is the point at which the utterance is considered complete and allows another speaker to enter (Schegloff, 2007). Turn distribution can occur through self-selection or direct appointment, and is characterised by short pauses, quick responses, and the emergence of overlaps and interruptions as part of the interaction dynamics. (Kendrick et al., 2023). Turn distribution occurs through direct assignment and self-selection that depend on the context of the interaction, while turn transitions occur at the Transition Relevance Place (TRP), the point at which the utterance is considered complete and allows for a change of speaker (Schegloff, 2007). Overlap is not always competitive but often indicates active engagement between participants, whereas interruptions can serve as interactional strategies shaped by social factors such as proximity and participants' positions. Informal conversations serve as a primary data source because they reflect natural and authentic communication practices. In the context of the Sasak language, this framework enables a systematic analysis of conversational practices shaped by local sociocultural norms, particularly in the management of turn-taking, transitions, overlap, and interruptions.

In line with this, conversation analysis presents an approach that systematically examines how language is used in real interactions. This approach places conversation as the primary object of study, focusing on the structure and organisation that shape the course of interaction. Conversation analysis is qualitative and inductive, as it examines language data in detail in the context of their use. Rosanti & Mulyani, (2023) explain that conversation analysis examines the structural and formal aspects of language in social practices, including how participants organise actions and interpret utterances in dialogue. One key aspect of this approach is turn-taking, namely the mechanism for regulating speaking turns that allows conversations to proceed in a structured, efficient, and mutually understandable manner.

Specifically, Sasak, a regional language spoken by the people of Lombok, has been explored by several researchers in contexts relevant to deepening understanding of how conversation is organised in social interaction. According to Feddersen et al., (2024) turn-taking organisation in the communication process also has various types of structured mechanisms, for example, transition relevance place as a potential place for turn-taking, the use of pauses to organise the rhythm of interaction, the presence of overlays as a sign of participant involvement in the interaction, and many other forms of mechanisms used by speakers in organising turn-taking efficiently. These mechanisms prove that turn-taking is not random but contains an interaction system that can be known and understood by participants (Cox et al., 2025). The discussion of turn-taking itself has been widely studied in many languages, especially in English, as the basis for the formation of Conversation Analysis theory (Lucarini et al., 2024).

In this context, Sasak, as a regional language in Indonesia, is characterised by many variations and unique, contextualised communicative methods (Setiawan & Sapiin, 2023). In informal Sasak communication, speakers not only exchange information but also demonstrate socio-cultural values through language choice, tone of voice, and interaction management (Yusra et al., 2025). These management methods are often influenced by social norms encompassing politeness, hierarchy, interpersonal closeness, and the circumstances surrounding the conversation. This is evident in the management of turn-taking applied, including pauses, overlap, and verbal and nonverbal cues (Adawiyah, 2026). Therefore, efforts to document and preserve regional languages as a cultural heritage are important (Setiawan,

2025). Considering the phenomenon of globalisation and the dominance of national and international languages, the Sasak language faces many challenges in maintaining its existence, especially among the younger generation, who often undergo a language shift in their daily communication (Muin, 2025). This creates the urgency for systematic efforts to document and describe the use of the Sasak language in more real-world contexts (Susanto et al., 2025).

Previous research within the Conversation Analysis framework has shown that turn-taking is both organised and context-sensitive. Cosper & Pika, (2025) emphasised that while there are universal patterns in turn-taking, its implementation is influenced by cultural factors, particularly in the management of pauses and responses between participants. Tsuraya, (2020) extended this understanding by showing that overlap does not always reflect competitive interruptions but often functions as a collaborative strategy to maintain interaction continuity and demonstrate active engagement. Meanwhile, Kim et al., (2021) highlighted multilingual contexts and found that code-switching practices play a crucial role in regulating turn-taking dynamics, including marking transitions, maintaining turns, and negotiating participation. These findings suggest that turn-taking is not only structural but also influenced by social, cultural, and linguistic dimensions in real-life communication practices.

This study complements previous research. Although various previous studies have made significant contributions to understanding turn-taking in various languages and cultural contexts, Floyd, (2021) notes that several limitations remain, particularly in the study of regional languages in Indonesia. Most studies tend to focus on global or national languages with more extensive documentation, while in-depth studies of local languages such as Sasak are relatively limited, particularly in the context of natural, informal conversations (Meyerhoff, 2019). Furthermore, previous research has generally emphasised the universality of turn-taking systems, thereby lacking detailed insights into how local cultural norms, social values, and specific interaction practices shape turn-taking mechanisms. However, local language context plays a crucial role in determining interaction dynamics, which cannot always be fully explained through a universal framework (Floyd, 2021). Therefore, this study aims to fill this gap by conducting a comprehensive analysis of the organisation of turn-taking in informal Sasak language conversations, and is expected to provide new empirical contributions while enriching Conversation Analysis studies based on linguistic and cultural diversity.

Based on this discourse, this study aims to conduct an intensive analysis of how turn-taking is organised in Sasak informal conversations and to identify the strategies participants use to manage and negotiate the turn-taking process in their daily interactions. This focus includes an analysis of the mechanisms of turn-taking, the distribution of participation, and the use of linguistic and paralinguistic resources to facilitate smooth communication. The results of this study are expected to not only provide theoretical contributions to the development of Conversation Analysis, particularly in the field of regional languages, but also have practical implications for developing linguistics, using it in the field of language teaching, and protecting the Sasak language

METHOD

This study employs a qualitative approach using Conversation Analysis to examine language interaction phenomena in a natural context. The main focus of the study is the organization

of turn-taking in informal Sasak conversations as part of everyday communication practices. This approach views language as a social activity that occurs naturally in real-life interactions and cannot be separated from its context of use (Stivers et al., 2009). Through this approach, the research provides a contextual and detailed analysis of how participants construct, manage, and respond to conversational turns. The meaning of conversations is interpreted in light of the underlying social situation, enabling an authentic and comprehensive understanding of communication dynamics. The study specifically investigates turn-taking mechanisms to understand how participants manage speaking turns, respond to utterances, and maintain interactional order (Kendrick et al., 2023). The data analysed are natural and unmanipulated, while the analysis is conducted inductively. Each conversation is transcribed using Jefferson's transcription system and analysed by identifying turn-taking units, classifying turn-taking patterns, and interpreting their interactional functions. This approach produces a systematic and empirical analysis grounded in real social contexts.

The data sources in this study consist of both primary and secondary data. The primary data were obtained from informal conversations among native Sasak speakers in Lombok from diverse social backgrounds. These participants were purposively selected to represent variations in interactional practices across different social situations. Secondary data were gathered from credible scientific literature, including academic books and relevant national and international journal articles. These secondary sources function as the theoretical foundation for strengthening the analytical framework and supporting the interpretation of findings, ensuring that the study remains academically reliable and up to date. Data collection was carried out in Menceh Village through non-participatory observation, note-taking, and audio recording of conversations. Observation was conducted without the researcher's direct involvement to preserve the naturalness of interactions and minimise bias. Note-taking was used to document contextual information, conversational sequences, and initial indicators of turn-taking phenomena, such as starting up, taking over, interruption, and repair, that emerged during the interaction. These notes also supported the transcription and analytical processes.

Audio recordings were utilised to ensure complete and accurate documentation of the interactions. The recordings enabled repeated examination of the data and facilitated the analysis of interactional features such as pauses, overlaps, and interruptions that contribute to meaning construction in conversation. All data collection procedures were conducted with participants' consent as part of research ethics implementation. The recorded data were then selectively transcribed according to the basic principles of Jefferson's system, focusing on turn-taking phenomena relevant to the research objectives. The transcription emphasised verbal elements and significant interactional features, including pauses, intonation, overlap, interruption, and transition relevance points. Rather than documenting all nonverbal details, the transcription focused on segments indicating strategies such as starting up, taking over, interruption, repair, turn allocation, and closing. This selective approach allowed for a more focused and consistent micro-analysis of turn-taking organisation. Data analysis was conducted using a Conversation Analysis framework centred on turn-taking mechanisms. The process began with transcription, followed by the identification of turn-taking units and the classification of patterns, including starting up, taking over, interruption, overlap, repair, turn allocation, and closing. The final stage involved interpreting the interactional functions of these phenomena within the conversational context (Sidnell & Stivers, 2013). Through these

stages, the study produces findings that are systematic, empirically grounded, and reflective of naturally occurring interaction structures.

FINDINGS & DISCUSSION

The Organisation of Turn-taking in Sasak Informal Conversation

This research was conducted with strict adherence to research ethics principles. The researcher obtained informed consent from participants before recording. Confidentiality was maintained by using pseudonyms for each participant. The data collection process was conducted carefully to avoid disrupting natural activities, ensuring that the recorded interactions remain authentic. All data collected will be used solely for academic purposes.

Table 1 presents the distribution of turn-taking strategies identified from observational data, note-taking, and recordings of Sasak language conversations collected during a visit to a friend's house. Grouping is based on the main categories in Conversation Analysis: taking the turn, holding the floor, and yielding the floor. Each strategy was determined through verbatim transcription analysis and then calculated based on its frequency of occurrence. This presentation aims to empirically demonstrate the pattern of turn-taking in the interactions studied and to serve as a foundation for further analysis in the discussion section.

Table 1. The types of turn-taking strategies.

Turn-taking Strategy		
Category	Turn-taking Type	Amount
Taking the Turn Strategy	-Starting up	3
	-Taking over	3
	-Interruption	2
	-Overlap	2
Holding the floor	-Repair	2
Yielding the floor	-Turn allocation	1
	-Closing	1
Total		14

The table shows an uneven distribution of turn-taking strategies, with the "taking the turn" category dominating at 10 out of 14 data points. The subcategories starting up and taking over one another appear 3 times, indicating that participants actively initiate and take over speaking turns during interaction. The presence of interruption and overlap, each occurring 2 times, suggests that the conversation proceeds rapidly, with responses emerging before the prior turn is fully completed. In contrast, the holding-the-floor strategy appears only 2 times as a repair, indicating that speakers maintain their turn mainly when clarification is needed to avoid ambiguity. Meanwhile, the "yielding the floor" category has the lowest frequency, with 1 occurrence each for turn allocation and closing, indicating that participants rarely use explicit mechanisms to hand over or end their turns. Overall, this pattern reflects a dynamic, participatory interaction that prioritises efficiency in information exchange in everyday conversation.

Taking the Turn

Turn-taking is when the first speaker takes over the turn to speak. Turn-taking occurs when two or more people are having a conversation. Turn-taking occurs when a speaker wants to speak (Fahlenafitri, 2020). Participants take the initiative to start a topic of conversation. When a conversation occurs, it means that one or more participants have taken the initiative

to speak or raise a topic. Of course, both the speaker and the listener must be cooperative. As a result, it stimulates conversation.

In a conversation, this strategy is useful for participants who want to speak. Participant initiative is required to initiate the conversation. As speaker and listener, participants must naturally cooperate. As a result, the conversation flows smoothly. A listener's comments or responses to the current speaker's questions are referred to as taking a turn.

Starting up

According to Chairunnisa, (2019) Starting up refers to initiating the first turn that opens a conversation. This stage is the starting point for interaction and serves to establish the direction of communication from the outset. Within the framework of Conversation Analysis, conversation openings are not determined by hesitation but by the speaker's ability to take the first turn and introduce a topic that the other participant can respond to. Thus, starting up is a strategic process that activates participation and regulates the flow of interaction. The quality of a conversation opening depends on the clarity of the topic and the speaker's readiness to construct an utterance. Speakers can initiate a conversation directly with a question, statement, or invitation relevant to the context. Hesitations such as pauses or repetitions may occur, but only as performative features, not as primary characteristics. An effective opening is characterised by a prompt response from the other participant, allowing the interaction to develop sustainably.

Table 2. The existence of a turn-taking strategy in the form of starting up

Speaker	Sasak	Indonesia	English
R1	Assalamu'alaikum, arak epe bale?	Assalamu'alaikum, ada orang di rumah?	Peace be upon you. Is anyone at home?
R2	Wa'alaikumsalam, arak n tame bae	Wa'alaikumsalam, silakan masuk saja	Peace be upon you too, yes, just come in

These data show the opening of a conversation through a greeting–response adjacency pair. R1 takes the first turn with “Assalamu’alaikum,” which functions as a starting-up move and signals the initiation of interaction, reinforced by a follow-up question to confirm the presence of the addressee. The intonation indicates an expectation of a response. R2 then responds directly with “Wa’alaikumsalam” as the relevant pair part, followed by granting entry, “just come in” without a significant pause. This pattern reflects an orderly opening structure, where the response follows the initiation immediately, maintaining the flow and continuity of social interaction.

Table 3. The existence of a turn-taking strategy in the form of starting up

Speaker	Sasak	Indonesia	English
R1	Ehm, solah bale me ne kan. piran me renovasi?	Ehm, rumahmu sekarang bagus. kapan direnovasi?	Ehm, your house looks nice now. When was it renovated?
R1	Aok, uik ke renov n	Ya, kemarin saya renovasi	Yes, I renovated it yesterday

These data show that R1 uses a statement followed by a question as a strategy for initiating a new topic. The initial comment “solah bale me ne kan” functions as an evaluative statement, while the question “piran me renovasi?” directs the conversation toward specific information. R2 responds immediately and relevantly, indicating that the initiation is clear

and well understood. This pattern reflects an effective topic initiation, in which the first pair part elicits a direct and coherent second pair part, thereby maintaining interactional flow.

Table 4. The existence of a turn-taking strategy in the form of starting up

Speaker	Sasak	Indonesia	English
R2	Ape mele me enem pade?	Mau minum apa?	What do you want to drink?
R1	Kupi tie bae	Kopi saja	Just coffee
R3	Aku ye ndah	Saya juga	Me too

These data show that R2 uses a question as a starting-up strategy while simultaneously allocating turns to other participants. The utterance “Ape mele me enem pade?” not only initiates a new activity but also invites responses from R1 and R3. R1 answers directly with a specific choice, followed by R3, who aligns with the same preference. This pattern indicates that *starting up* can function beyond initial openings, especially to introduce new actions within ongoing interaction, while also structuring participation by prompting multiple responses.

This finding is in line with Chairunnisa, (2019) which states that starting up serves as a conversation opener and topic guide. However, the data show that starting up does not stop at the initiation stage but quickly develops into topic expansion through chain responses among participants. This pattern shows that conversation opening is dynamic and immediately builds ongoing interaction. Theoretically, these results strengthen the Conversation Analysis framework by confirming that the initial phase of a conversation plays a strategic role in shaping the interaction's direction and cohesion. Practically, these findings are relevant to communication teaching, particularly for developing effective, contextually appropriate conversation-opening strategies, as well as for helping interpreters understand the pragmatic function of opening utterances. However, this research is still limited by a narrow data set and a homogeneous context, and it does not accommodate the analysis of non-verbal aspects such as intonation and gestures that can influence the interpretation of the interaction.

Taking over

According to Sari et al., (2021) Taking over refers to the process by which the next speaker assumes a speaking turn after the previous speaker has reached a transitional relevance place (TRP). Within the framework of Conversation Analysis, this mechanism ensures the continuity of interaction through relevant responses to previous utterances. Takeovers can occur through self-selection or through direct selection by the previous speaker. Thus, taking over not only functions as a turn transfer but also as a means of maintaining topical cohesion in the conversation.

Turn-taking is generally followed by communicative actions such as evaluation, clarification, or elaboration. The response must be semantically connected to the previous utterance to maintain coherence in the interaction. The speed of the transition is an important indicator, as shifts that occur precisely at the turn-taking point without a long pause indicate effective coordination between participants. Therefore, turn-taking plays a strategic role in guiding topic development and maintaining the dynamics of the interaction.

Table 5. The existence of a turn-taking strategy in the form of taking over

Speaker	Sasak	Indonesia	English
R2	Wah pede mangan ne?	Sudah kalian makan?	Have you eaten?
R1	Ndek man	Belum	Not yet
R3	Aok, ndek aku ndah	Ya, saya juga belum	Yes, I haven't either

In this segment, R1 takes his turn after R2 completes his question, then R3 takes over immediately after R1 completes his answer. The turns occur sequentially without any long pauses, demonstrating a smooth transition.

Table 6. The existence of a turn-taking strategy in the form of s taking over

Speaker	Sasak	Indonesia	English
R2	Mele tersedohan mie ke?	Mau dimasakin mie?	Do you want to cook noodles?
R1	Tye wah aneh	Ya dah	Yes, okay
R3	Ye wah jelapan masak	Ya, lebih cepat masaknya	Yes, it will cook faster

This data shows an orderly pattern of taking over. R1 responded to R2's question, then R3 took his turn after R1 finished speaking. There was no overlap or interruption, indicating that participants were accurately following the transition relevance place (TRP). This appropriate turn-taking maintained a smooth interaction and ensured continuity of conversation.

Table 7. The existence of a turn-taking strategy in the form of taking over

Speaker	Sasak	Indonesia	English
R2	Berembe kabar side pade jak?	Bagaimana kabar kalian semua?	How are you guys?
R1	Masih kuliah aku jak	Saya masih kuliah.	I am still studying in college.
R3	Biase ite jak begewaeen te lek bangket.	Biasa, saya bekerja di sawah.	Usually, I work in the rice fields.

These data demonstrate a regular pattern of taking over. R1 responds to R2's question as the relevant partner, then R3 takes his turn after R1 finishes speaking. The turnaround occurs quickly, with minimal pauses and no overlap or interruption. This pattern reflects the participants' ability to accurately recognise transition relevance places (TRPs), ensuring effective interaction coordination and a smooth conversational flow.

These three pieces of data show that taking over is used consistently to maintain conversational continuity. Each speaker can recognise when their turn is over and when it's appropriate to enter, ensuring the interaction remains structured and coherent.

This finding is consistent with Sari et al., (2021) which explains that taking over occurs after the previous speaker reaches the transition relevance place (TRP). The data show that turn changes occur right at the end of an utterance with a very short pause, so that the conversation flows smoothly. The mechanisms that emerge include self-selection, in which participants spontaneously take turns, and direct selection through questions that guide the other speaker's response. Each taking over also remains connected to the previous utterance, thus maintaining topic continuity. This shows that taking over not only transfers turns but also helps maintain conversational cohesion. The limitations of this study lie in the limited data and the context, which only encompasses informal interactions. The analysis focuses solely on verbal aspects, omitting nonverbal elements. Sasak dialect variations are also not distinguished. Theoretically, these findings reinforce the principle in Conversation Analysis regarding systematic and contextual turn management. Practically, these results emphasise the importance of timely and relevant responses in maintaining smooth interactions.

Interruption

An interruption occurs when a speaker takes over a speaking turn because the previous speaker is deemed to have spoken enough, so the next speaker takes over and speaks again. At the beginning and end of the current conversation, another speaker or listener can interrupt anyone (the speaker). Interruptions occur when a speaker thinks another person has finished speaking or when a speaker wants to speak at a specific point in the ongoing conversation (Chairunnisa, 2019). Speaking without waiting for one's turn is called interrupting. Typically, the end of a sentence is considered a sign that the current speaker's turn has ended. Taking a turn while the current speaker is still speaking can be described as this. He believes that the current speaker's speech is sufficient (Jufadri, 2018).

Table 8. The existence of a turn-taking strategy in the form of interruption

Speaker	Sasak	Indonesia	English
R1	Aok mangkak bedede lalok bale—	Ya rumahmu beda banget se —	Yes, your house is very different, s—
R2	Aran jak laek me ndek wah dateng.	Kamu udah lama gak dateng.	You haven't come for a long time, right.

This data indicates an interruption when R3 enters before R1 finishes speaking. The interruption occurs without waiting for the transition relevance place (TRP), but remains relevant because it clarifies the part being discussed.

Table 9. The existence of a turn-taking strategy in the form of interruption

Speaker	Sasak	Indonesia	English
R2	Biase, arak arak doang porok lek—	Biasa, ada aja kerjaan di—	As usual, there's always work at—
R3	Ado, bos mako jak lasing.	Bos tembak mah bebas	The tobacco boss can do whatever he wants

An interruption occurs when R3 interrupts R2's utterance before the information is completed. This interruption appears to confirm the topic of the work being discussed. R3 predicts the direction of R2's utterance and then takes his turn to clarify the reference. This pattern suggests that interruptions are used to ensure shared understanding and maintain continuity in the conversation.

These findings suggest that interruptions occur when speakers assume the information being conveyed has been sufficiently understood, leading them to take their turn before the utterance is complete without waiting for the sentence to end. In the context of guest conversations, interruptions generally occur as a form of clarification and confirmation that remains on-topic, thus not disrupting the interaction. This is in line with (Chairunnisa, 2019) which states that the interruption occurs at a moment that is perceived as appropriate by the speaker, and (Jufadri, 2018) which emphasises that turn-taking is based on the assumption that information is sufficient. Theoretically, these results reinforce the view in Conversation Analysis that interruptions can function cooperatively in maintaining conversational continuity and cohesion. Practically, these findings are relevant to developing communication skills, particularly in understanding the appropriate timing for taking turns. However, this research is still limited by a relatively small amount of data, a uniform interaction context, and has not yet examined in depth non-verbal aspects such as intonation, pauses, and gestures that could potentially influence the interpretation of interruptions.

Overlap

Overlap occurs when a second speaker begins speaking before the first speaker has completed their turn, usually because they predict that their turn is almost over. In this situation, both participants can speak simultaneously cooperatively without disrupting the

flow of the interaction. Overlap reflects the listener's ability to recognise relevant transition points in the conversation (Abdullah, 2016). Although often considered the same, overlap is different from interruption. Overlap is collaborative and occurs near the end of a turn, while interruption occurs when the listener intentionally takes a turn before the speaker has reached the completion point, thus indicating competition in the conversation (Abdullah, 2016).

Tabel 10. The existence of a turn-taking strategy in the form of overlap

Speaker	Sasak	Indonesia	English
R2	Aneh ampok rombok nasik —	Ayok ditambah nasi —	Come on plus rice— —
R3	— Aok, kenyang wah	— Ya, sudah kenyang	— Yes, I'm full

Overlap occurs when R2 begins speaking before R1 has finished. This overlap is visible from the "—" at the beginning of R2's utterance. In conversation analysis, overlap occurs due to predicting the end of a turn or a desire to respond quickly. This phenomenon is common in spontaneous interactions and does not always disrupt smooth communication.

Table 11. The existence of a turn-taking strategy in the form of overlap

Speaker	Sasak	Indonesia	English
R2	Arak ku gawek lemak aru lek—	Ada yang mau saya kerjakan besok di—	There's something I want to do tomorrow at —
R3	— Ape yak me gawek nok	—Apa yang akan kamu kerjakan?	—What will you do?

This data indicates an overlap when R3 enters almost simultaneously with the end of R2's utterance. The overlap is visible from the "—" sign, which indicates that R2's utterance is not yet fully completed. This overlap serves as a quick response to request clarification on the plan under discussion. This pattern indicates that participants process utterances in real time and maintain continuity of interaction despite the overlap. being discussed. These findings indicate that the overlap in the observed Sasak language conversations was cooperative and occurred near the end of the turn. This pattern suggests that participants were able to accurately anticipate the structure of the utterance, allowing them to respond without waiting for a full pause.

Holding the Floor

The speaker explains the utterances and strategies used to maintain turn-taking while holding the floor. In the course of interaction, this refers to the speaker's efforts to ensure the continuity of speech, keeping the flow of communication uninterrupted. Holding the floor occurs when a speaker attempts to maintain their turn but encounters difficulties in spontaneously planning their next utterance. This situation often leads the speaker to pause briefly, restructure a sentence, or use discourse markers to maintain the flow of the conversation while reorganising the ideas to be conveyed. This situation demonstrates that language production in conversation is dynamic and requires coordination between cognitive processes and social interaction. Thus, holding the floor is not only related to the act of speaking but also reflects the speaker's ability to effectively manage turns in ongoing communication (Chairunnisa, 2019).

Refair

Repair occurs when participants correct problems in an utterance, such as errors, ambiguities, or ambiguities in meaning. This mechanism can arise because the speaker recognises their own error or because the interlocutor asks for clarification on an utterance that is not understood. In practice, repair can occur through self-initiated repair or other-initiated repair, which is then completed by one of the participants in the interaction. Repair reflects the

participants' efforts to maintain a common understanding and ensure information is conveyed accurately. Although seemingly simple, repair plays a crucial role in maintaining a smooth conversation. Repair differs from ordinary repetition because it functions directly to correct any misunderstandings, so that the interaction remains harmonious, efficient, and free from misunderstandings. (Floyd, 2021).

Table 12. The existence of a turn-taking strategy in the form of repair

Speaker	Sasak	Indonesia	English
R2	Ape onkat me, Kupa onkat me baruk?	Kamu bilang kopi tadi?	There's something I want to do tomorrow at —
R1	Aok.	Iya.	—What will you do?
R2	Kupa ape the?	Kopi apa the?	
R1	Kupa nendek the jak.	Kopi jangan teh	

Repair occurred when R2 asked for clarification on the word "kupa", which he considered unclear. This is another-initiated self-repair. R2 initiated the repair by asking "Ape onkat me, kupa onkat me baruk?" and then reinforced it with "Kupa ape the?" to narrow the meaning. R1 then provided the answer "Kupa nendek the jak" as a form of repair and clarification. This pattern shows that repair is used to ensure clarity of reference and maintain shared understanding in the conversation.

These findings indicate that the repair mechanism in conversation occurs in a structured manner through an other-initiated self-repair pattern that focuses on addressing referential ambiguity. The participant initiates the repair by clarifying whether the referent is "coffee" or "tea," and the original speaker responds by directly confirming the intended meaning. This pattern demonstrates that repair occurs precisely at the point of a breakdown in understanding and is promptly resolved without delaying the flow of the interaction. Despite the potential for ambiguity, the participant manages the situation efficiently, ensuring the conversation continues to flow smoothly and remains coordinated. These results are in line with Floyd, (2021) which confirms that repair functions as a primary mechanism for maintaining clarity of meaning and shared understanding in interactions. Theoretically, this finding reinforces the view that repair is systematic and oriented toward achieving intersubjectivity. In practice, the appropriate use of repair helps avoid misunderstandings, increases information accuracy, and maintains the efficiency and continuity of conversation.

Yielding the Floor

Yielding the floor occurs when the first speaker passes the floor to the next speaker, allowing the other speaker to continue the conversation. This process marks a shift in the interaction's role, where the speaker consciously ends their speech, creating an opportunity for the other participant to speak. In this context, turn-taking is not simply a transfer of speech but reflects an organised mechanism for managing the flow of conversation to maintain order. Speakers typically provide a signal or an end-of-speech marker to indicate that their turn has ended, allowing the other participant to take over appropriately. This process aims to ensure an equal distribution of speaking opportunities, allowing each participant to actively participate in the verbal interaction. (Huda, 2017).

Turn Allocation

Turn allocation refers to the mechanisms in conversation that determine who speaks next through systematic interactional practices. Recent studies in Conversation Analysis show that turn allocation occurs through two main patterns: current speaker selects next and self-

selection, which is guided by the recognition of transition-relevant places as potential turn-changing points. Recent research emphasises that participants use multimodal cues, such as intonation, pauses, gaze direction, and gestures, to precisely coordinate turn-taking in real-life interactions. (Holler & Kendrick, 2015). These findings suggest that turn allocation is not only linguistic but also involves complex social coordination to maintain order, prevent turn-taking conflicts, and ensure that conversation remains coherent and efficient.

Table 13. The existence of a turn-taking strategy in the form of turn allocation

Speaker	Sasak	Indonesia	English
R2	Bau ke milu aku lemak aru jok kebon?	Boleh saya ikut besok ke kebun?	Can I come with you to the garden tomorrow?
R3	Milu bae.	Ikut aja.	Just go along.

In this data, R1 directly selects the next speaker through a question. This pattern demonstrates that the current speaker selects the next mechanism, in which R2 responds immediately upon reaching the transition relevance place (TRP). The changeover occurs without a long pause, maintaining a smooth interaction.

These findings indicate that turn allocation in conversation is directed, with the current speaker selecting the next mechanism. The first speaker explicitly allocates a turn through a question, allowing the next speaker to respond immediately after reaching the transition relevance place (TRP). This pattern shows that turn changes occur with very short pauses and without overlap, so that the flow of interaction remains smooth and coordinated. These results are in line with Holler & Kendrick, (2015). which confirms that turn allocation is regulated through linguistic and interactional cues that enable timely responses. Theoretically, these findings reinforce the Conversation Analysis framework, which holds that turn distribution is systematic and contextual. In practice, clear turn allocation helps prevent turn-taking conflicts and maintain efficiency and cohesion in conversations.

Closing

Closing refers to the final stage in a conversation when participants systematically end the interaction. Within the framework of Conversation Analysis, closing does not occur abruptly, but rather through a structured series of steps, such as a pre-closing (e.g., "Okay," or "Okay") that signals readiness to end, followed by a closing action such as a greeting or farewell. Recent research shows that participants use linguistic and prosodic cues to subtly coordinate closings to avoid appearing abrupt or disrupting the social relationship (Robinson, 2020). Thus, closing serves to maintain politeness, manage interpersonal relationships, and ensure that interactions end coherently and efficiently.

Table 14. The existence of a turn-taking strategy in the form of closing

Speaker	Sasak	Indonesia	English
R1	Aok aneh, yak pamit juluk ne.	Iya sudah, aku pamit dulu.	Okay, I'll take my leave now.
R2	Aok, onyak-onyak	Iya, hati-hati.	Yes, be careful.

In this data, R3 explicitly states his intention to end the interaction by saying, "I'll take my leave now," as a closing signal. R2 responds with affirmation and a prayer for safety. This pattern demonstrates a brief closing, but still fulfils the elements of politeness and orderly interaction.

These findings indicate that the closings in the observed conversations were brief, structured, and maintained politeness. Closings did not occur abruptly, but were preceded by signals such as "pamit juluk" (goodbye, I'm sorry), indicating readiness to end the interaction, followed by an accepting response from the other participant. This pattern demonstrates that participants were able to clearly coordinate the end of the conversation without appearing

abrupt. These results align with Robinson, (2020) which emphasises that closing is a gradual process that uses linguistic cues to maintain social relationships. Theoretically, this finding reinforces the Conversation Analysis framework that conversational closing is systematic and organised. Practically, a coordinated closing reflects pragmatic competence in ending interactions politely and efficiently.

DISCUSSION

The findings of this study indicate that turn-taking is the most dominant mechanism in informal Sasak conversations, with a frequency of 10 out of 14 identified data. This dominance comprises four subcategories: starting up, taking over, interruption, and overlap, each reflecting how participants actively manage turn-taking in everyday interactions. This pattern indicates that informal Sasak conversations are participatory and dynamic, in which each speaker takes the initiative to enter the conversation without waiting for an explicit turn to be assigned. This is in line with the view of Sacks et al., (1974) who emphasised that the turn-taking system is organised even though it occurs spontaneously and contextually. In other words, the high frequency of turn-taking is not an indication of chaotic interactions, but rather reflects the communicative competence of Sasak speakers in managing conversations efficiently and responsively. This pattern also illustrates that social norms in the Sasak-speaking community encourage active involvement and prompt responses as valued forms of participation in informal interactions.

One important finding in this study is that interruption and overlap do not function competitively, but rather cooperatively. The data show that interruptions occur when speakers assume the information has been understood, so they take turns to clarify or confirm the topic under discussion. Similarly, overlap occurs near the end of the first speaker's turn, reflecting participants' ability to anticipate relevant transition points (TRPs) in real time. This finding aligns with (2016), who distinguishes overlap as a collaborative phenomenon from competitive interruptions, and with Tsuraya, who suggests that overlap functions as a strategy to maintain interaction continuity. In the Sasak cultural context, this pattern is likely influenced by the social proximity between participants and informal communication norms that are more relaxed regarding turn-taking. Thus, the interruption and overlap phenomena in this data should not be interpreted as violations of conversational rules, but rather as markers of high engagement and interactional competence among Sasak speakers.

The holding-the-floor mechanism in this study is fully captured by the repair strategy, which appears twice in the data. These findings indicate that Sasak speakers maintain their turn-taking, especially when there is potential ambiguity or unclear meaning that needs to be resolved before the turn is passed to the conversation partner. The repair pattern found is other-initiated self-repair, in which the conversation partner initiates the repair with a clarifying question, and the native speaker responds with appropriate confirmation. This process occurs quickly and does not disrupt the overall flow of the conversation, indicating that participants are highly sensitive to the need for information clarity in interactions. These results are consistent with the findings of Floyd, (2021) who asserted that repair is a primary mechanism for maintaining clarity of meaning and shared understanding. Theoretically, these findings reinforce the Conversation Analysis view that repair is not simply linguistic correction but an interactional practice oriented toward achieving intersubjectivity, namely, a condition in which all participants in a conversation share an understanding of the meaning being communicated.

Despite having the lowest frequency in the data, the yielding-the-floor strategy, which includes turn allocation and closing, plays a crucial role in maintaining the order and coherence of the conversation. The turn allocation mechanism found shows that a current speaker selects the next pattern, in which the active speaker explicitly determines who speaks next through a direct question, so that turn transfer occurs without long pauses or conflict. Meanwhile, the closing strategy found is brief but still meets politeness norms, marked by a closing signal in the form of a farewell statement, responded to with an affirmation and a prayer for safety. This finding is consistent with Robinson, (2020), who emphasized that closing a conversation is a gradual process that uses linguistic markers to maintain social relationships. The low frequency of floor yielding in this data can be understood as a consequence of participants' high initiative in taking turns independently, so that an explicit turn-giving mechanism is rarely needed and reflects the characteristics of informal conversations that rely more on implicit coordination based on social context.

Overall, the findings of this study provide a significant empirical contribution to the development of Conversation Analysis, particularly in the domain of regional languages in Indonesia. This study demonstrates that the turn-taking system in informal Sasak conversations is organised, contextual, and efficient, in line with the universal principles of Conversation Analysis proposed by (Sacks et al., 1974). However, this study also reveals a unique cultural dimension, where the social norms of the Sasak community, such as the proximity between participants and the context of informal visits, also shape the turn-taking strategies used. This supports (Floyd, 2021) argument that the universal framework of Conversation Analysis needs to be complemented by local insights to account for interactional variations that cannot always be accommodated by overly generalised approaches. In practice, an understanding of effective startup mechanisms, responsive takeover patterns, and the cooperative functions of interruption and overlap can be integrated into authentic, discourse-based conversation teaching materials. Furthermore, this research contributes to the documentation and preservation efforts for the Sasak language by providing a systematic description of the communication practices of its speakers in real-world contexts, which is an important foothold amid the pressures of globalisation and language shift faced by regional languages in Indonesia.

CONCLUSION

The conclusion of this study confirms that the turn-taking system in Sasak conversation operates in an organised, adaptive, and context-based manner based on real-life interactions. Data analysis shows that participants consistently employ three main mechanisms: taking the turn, holding the floor, and yielding the floor, with the distribution indicating that taking the turn is the dominant indicator of high active participation. The starting-up strategy not only serves as a conversation starter but also as a topic-steering device that immediately triggers a response from the conversation partner. The taking-over strategy occurs precisely at the transition relevance place (TRP) with a very short pause, thus maintaining the continuity and stability of the interaction flow. Furthermore, the interruption and overlap phenomena in the data do not indicate a competitive pattern, but rather cooperative practices that support clarification, confirmation, and accelerated responses. These findings indicate that participants are highly sensitive to conversational structure and can accurately coordinate turn-taking. In the holding-the-floor dimension, the repair mechanism emerges as a key strategy for maintaining clarity of meaning and preventing potential miscommunication

through structured and responsive repair. Meanwhile, in yielding the floor, turn allocation and closing strategies show that the distribution and ending of turns are carried out systematically through clear linguistic cues, so that the interaction remains coherent and efficient, and norms of politeness are maintained.

Theoretically, the results of this study strengthen the Conversation Analysis framework, which positions turn-taking as a system with stable basic rules yet flexible in its application. These findings also confirm that turn-taking management is determined not only by linguistic structure but also by precise temporal coordination, semantic relevance, and participants' orientation toward the communication goal. The practical implications of this research are evident in the development of communication competencies, particularly in educational and social interaction contexts, where the ability to initiate conversations, manage turn-taking transitions, and end interactions appropriately is essential. Furthermore, these findings can be utilised in cross-cultural communication training and interactional discourse analysis. However, this study is still limited by the limited data size and relatively homogeneous context, so it does not fully represent the wide variety of Sasak language practices. The analysis also does not accommodate multimodal dimensions such as intonation, facial expression, and gaze direction, which have been shown to play a role in turn-taking coordination. Therefore, future research needs to expand data coverage both quantitatively and qualitatively, involve more diverse interaction contexts, and integrate multimodal approaches and more precise recording technologies to produce a more comprehensive, in-depth analysis grounded in strong empirical evidence.

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