



## THE USE OF TURN-TAKING STRATEGY BETWEEN INTROVERTED AND EXTROVERTED STUDENTS IN ENGLISH AS FOREIGN LANGUAGE (EFL)

<sup>1</sup>Eva Nur Ainy, <sup>2</sup>Linda Mayasari, <sup>3</sup>Ro'ifah, <sup>4</sup>Sofi Yuniarti

*Universitas Muhammadiyah Surabaya*

*Corresponding email: [evanurainy2000@gmail.com](mailto:evanurainy2000@gmail.com)*

### KEYWORDS

Turn-taking  
Extroverted  
Introverted  
Speaking

### ABSTRACT

Language is the main aspect of education. Improving English as a foreign language (EFL) learners' speaking skills is a crucial communication requirement. In speaking skills, aspects of speech such as pronunciation, intonation, tone, stress, and fluency are highly emphasized. Furthermore, mental processes such as understanding, reasoning, adapting, turn-taking, and responding also play an essential role in speech. Turn-taking is a hugely important thing in conversation, especially in discussion. To take a turn in conversation is a big deal. Personality should consider factors in learning a second language. Extroverts and introverts have different learning styles, which will affect their speaking English learning. This research aimed to seek the used turn-taking pattern and strategies between student extroverts and introverts. This research was conducted using a qualitative-descriptive approach design to the comprehensive summarization of specific events experienced by individuals or small peer groups. The subjects of this research were students in the English Education Department of Universitas Muhammadiyah Surabaya for the 2021 final examination. As a result, Extroverted students are more comfortable and eager to take the lead in initiating conversations and introverts are more comfortable in the role of responders. While introverts and extroverts utilize similar strategies for turn-taking, their implementation differs; introverts may employ structured pauses and thoughtful contributions, whereas extroverts often engage in dynamic and spontaneous exchanges to ensure active conversation participation.

### APA 7<sup>th</sup> Citation:

Ainy, E.N., Mayasari, L., Rofiah, Yuniarti, S. (2023). The Use of Turn-Taking between Introverted and Extroverted Students in English as Foreign Language. *Wacana: Jurnal Penelitian Bahasa, Sastra dan Pengajaran*, 21 (2), 77-91

DOI: <https://doi.org/10.33369/jwacana.28102>

### INTRODUCTION

Language and education are two closely related things. Language is the central aspect of education. Language creates a human mind to concepts of the world (Orellana et al., 2012). The framework of knowledge about the world in the form of concepts in a person is increased by their master language. Therefore, improving English as a foreign language (EFL) learners' speaking skills is crucial because it is becoming more vital as an international language of communication. Speaking reflects various things, such as the level of understanding and the ability to express thoughts and feelings. The ability to speak can be essential for informal activities or conversations. Speaking skills are the skills of pronouncing articulation sounds or saying words to tell, express opinion, state, and convey information, ideas, and feelings to others with confidence (Fong Peng, 2016). Speaking skills include aspects of speech such as pronunciation, intonation, tone, stress, and fluency. Furthermore, mental processes such as understanding, reasoning,

adapting, turn-taking, and responding also play an essential role in speech (Zainaba Omar et al., 2021).

Turn-taking can be called a condition in which a speaker tries to take turns speaking to reveal the contents of the speech. Turn-taking is a term for how orderly the speaker takes place. Furthermore, turn-taking is essential for EFL to participate effectively in social communications. If an EFL cannot take turns during interactions, they may interrupt the other person speaking or not actively listen (Tyas & Pratama, 2022). Turn-taking involves three key components: the speaker, the listener, and the transition relevance point (TRP). The TRP is the point in a speaker's utterance where a transition to the next speaker can occur without causing confusion or disruption in the conversation (Sinclair & Coulthand, 1976).

Personality includes behavior and tendencies organized in a hierarchy based on their level of specificity (Eysenck, 2004). Two fundamental dimensions of personality, introvert, and extrovert, express generally prefer slightly different ways of learning a new language. During a conversation, introverts tend to listen to the other person and are more comfortable considering the exact meaning of words before speaking. For an introvert, crowds are a major stressor so tend to prefer a more solitary learning situation or learning with individual discussion methods. When learning a second language, introverts will get used to listening to the respective meanings of a new word, and seeing how the different grammatical rules in a language will rearrange the order of words and phrases.

Meanwhile, extroverts talking to others and sharing social experiences uplift and motivate. Extroverts are better than introverts because extroverts talk more and want to be directly involved in social activities (Muhabat & Shahbaz, 2014). For extroverts, large friendships are joyful for discuss or like to ask questions in learning. Besides, the extrovert learning style tends to be interaction style learning. When learning second language, extrovert will good in practicing speaking skills. Extroverts perform well in classrooms, because there is constant encouragement to practice speaking with peers. Pattern of discussion that can be used to analyze types of turn-taking conversation. Ideas can be used as a basic theory to analyze the structure of communication. This exchange consists of three parts of the exchange, questions, answers, and comments. Each of these parts is named move. Movement is defined as initiation (I) from the speaker, response (R) from the listener, Feedback (F) namely the speaker's comments on the listener's answers, the three movements are abbreviated as IRF (Sinclair & Coulthand, 1976). Moreover, turn taking according to Jacob L Mey (2001), turn is a shift in the direction of the speaking flow which is characteristic of normal conversation. There are three kinds of turn taking strategies, those are taking the turn, holding the turn, and yielding the turn.

Taking the floor occur when the current speaker bring topic to be discussed to speak then get response from the listener or other speaker to give a comment or answer is called taking the floor. There are four kinds of taking floor. First, starting up is when the speaker starts to beginning conversation, hesitant or clean start. A hesitant start is when a person is not well prepared to start a conversation. And, a clean start is when someone is ready to start a conversation. Second, taking over is when the listener or the other speaker takes a turn from the current speaker to respond to the previous speaker.

Third, Interruption is talking without waiting for TRP. The listener or the other speaker take turn to speak while the current speaker has not finished his speaking yet. Fourth, overlap is when the next speaker predicts that the current speaker will soon give the next speaker a turn to speak, so he takes over the turn to speak then both talk in a time together.

Holding the turn occur when the speaker cannot control the conversation and continues to talk, while planning what he wants to say at the same time. There are four kinds of holding the floor. First, filled pauses is indicates the current speaker is trying to think about what going to say in a short time or to prepare for what is going to be said later. However, the current speaker is not intending to give up on his turn and say unmeaning word such as uhh, emmm, eeoh, ummm, and etc. Second, Silent pauses is occurring momentarily or briefly when the speaker is speaking, marked by short pauses and long pauses. Third, lexical repetition is when the current speaker is repetition of a sequence of one or more words immediately are to make conversation still going to avoid taking over by the partner because he wants to talk. Fourth, new start is when the current speaker runs out of words or confused and cannot use his ideas to continue his turn. Moreover, the speaker has to start a new sentence from the beginning instead of alternating.

Yielding the floor occur when the current speaker has completed his speech and give turn to the next speaker because he wants to know the respond from the listener. There are three kinds of yielding the floor. First, Prompting is when the speaker expects a response from the interlocutor by using encouraging actions in the form of questions, offers, invite, greeting and requests, etc. Second, Appealing is when the current speaker gives a firm signal to the listener or the next speaker to give some kind of feedback to what he has conveyed such as question tag, all right, okay, nice, and etc. Third, giving up is when the speaker has realized that has nothing more to say or wants to say. It could also be because the speaker is unable to share the information that is in his mind.

There are previous studies used by researcher as the primary references in this study. The first research was “A Comparative Study Between Extrovert and Introvert Students On Speaking Performance At State Senior High School 4 Pekanbaru” by Yolla Gustriani. This research used quantitative and no-experimental to find out significant different between the extrovert and the introvert students on their speaking performance. In addition, the research about speaking performs focused on speaking aspect such as pronunciation, ideas, grammar, and fluent. The result was extroverts outperformed than introverts because one of the characteristics of extroverts is outgoing in communication. Second, “Extrovert-Introvert Students and Their English-Speaking Performance” by Putri Septianah, Endang Susilawati, Iwan Supardi. This research aimed to investigate how high the correlation of Extrovert-Introvert personality towards speaking performance. The sample of this research was 20 students of Speaking for Academic class which consists of 20 females and 5 males in the class. The measurement of personality and speaking performance were determined by using Mark Parkinson Personality Questionnaire (MSQ) and Monroe’s motivated persuasive rubric score. Introvert student might have the same or even the better speaking performance from

extrovert students. It all depends on some influenced factor in learning such as motivation, confidence and etc.

Compared to those previous studies, this research is significant as it sheds light on the dynamic interplay between personality traits and language learning outcomes. It will analyze turn-taking in a conversation between a student with an extrovert and introverted personality and focus on the turn-taking pattern and strategies. This research is necessary because it analyzes the used turn-taking pattern and strategies between extrovert and introvert personalities as an English for Learner (EFL).

## **METHODS**

### **Research Design**

Considering the goal, this research was conducted using a qualitative-descriptive approach design used by both of based on the theory of Sinclair & Coulthand (1976) and Jacob L Mey (2001). The respondents of the study were a student of class A for the third semester class in Academic Year 2022/2023 of Universitas Muhammadiyah Surabaya of 2021 on final examination in the Speaking for Discussion course. The respondent in this research was selected based on purposive sampling, non-randomly selected

### **Instruments**

The instruments in this research were questionnaire, class observation, and audio transcription. In this research, questionnaire form that contains 19 questions to measure the students' personalities (extrovert and introvert) adopted by Carl Jung. Furthermore, the researcher recorded whole of the discussion and analyzes the data concerning conversation between peer to peer under final examination by using symbol of Gail Jefferson (2004).

### **Data Analysis Procedures**

The data described and explained comprehensively based on the theory of Sinclair & Coulthand (1976) and Jacob L Mey (2001). The data analyzed procedure used method as proposed by Miles and Huberman. The data that the researcher obtained while in classroom observation was quite a lot, so the researcher have to reducing data to focusing on the important things, looking for strategies and patterns. After the data is reduced irreverent data, the next step is to display the data by separated EFL into two groups, extroverted and introverted personalities. Drawing conclusions is the result of research that answers the focus of research based on the results of data analysis.

## **FINDINGS**

Based on the comprehensive analysis of the transcription data conversations, the result table presents a comprehensive overview of the turn-taking strategies used by students. The table showcases the frequency and distribution of various strategies observed throughout the conversations, providing valuable insights into the dynamics of communication.

**Table 1** *Turn-taking strategies used by students*

| Strategies Type    | Extrovert | Introvert |
|--------------------|-----------|-----------|
| Starting up        | +++       | +++       |
| Taking Over        | +++       | +++       |
| Interruption       | +++       | +         |
| Overlap            | +++       | ++        |
| Filler Pauses      | +++       | +++       |
| Silent Pauses      | ++        | +++       |
| Lexical Repetition | +         | +         |
| New Start          | 0         | 0         |
| Prompting          | ++        | +         |
| Appealing          | ++        | +++       |
| Giving Up          | 0         | ++        |

Description :

- 0 (=none);
- + (=available);
- ++ (several);
- +++ (many)

### **Taking the Floor**

Taking the floor occurs when someone brings the topic to be discussed to speak. In other words, there must be only one speaker who speaks then another one waits for the turn.

#### **a. Starting Up**

According to Jacob (2001), there are two possibilities during the conversation in the discussion, the first one is the student beginning the topic for discussion with a hesitant or clear start. A hesitant start happens if the student is not having good preparation to talk, so the first response is mostly quite awkward. On the other hand, a clear start happens by confident sounds with their answer because they are well-prepared. The following are the interactions small peer groups:

- (1) L : who will be the next president?
- (2) S 1.2 : °I choose Mr. Ganjar° because from in citizen side↑ in social media side they have MANY supporters but Indonesia citizen eee they have eee complicated things ee because <they are from the biggest party redflag party Indonesian>. Indonesia aa PDIP is eee redflag party↓ Just that (.)
- (3) S 5.2 : So↑ they have]
- (4) S 1.2 : [aaa in the (0.3) if you- if I look at the characteristic of the candi::date I think-- I prefer that because they have eee the work as best work for today↓ eee Wait↓ I am so sorry↓ oka::y ((give a sign to another to talk))
- (5) S 5.2 : I hold on with Nabila's statement (0.1) I agree with Nabila's opinion (0.1) I like for Mr. Ganjar↓ because he is open-minded and he is really humble in future (0.2) The central java is LOVE him in many

- ways (0.1) He is like commander not at all↓ and beside his humble personalities↓ he also active in technology↓ he keep on all the time(0.3) He quite "advance" in technology because Mr.Ganjar active in social media-- so beside his job↓ with controlling >any programs in central java as governor< he also protects his citizenship through social media(.)
- (6) S 2.2 : [eee I]  
 (7) S 4.2 : [I think] Aida first  
 (8) S 2.2 : Actually↑ all that I must be explain right here↓ I think its nice to be next president is Mr. Ganjar (0.2) Actually↑ maybe some of people think that maybe is like eee because Mr. Ganjar from PDIP (.)
- (9) S 5.2 : Yes its strong party  
 (10) S 2.2 : and PDI and the head of PDI is Megawati and some people think maybe Megawati >was control< so Mr Ganjar-- so like that as- as they think they before as the same think when Jokowi as president right now↓ I think there is strong character that Mr. Ganjar has more than Jokowi ha:s
- (11) S 5.2 : //Like what?  
 (12) S 2.2 : Like social (0.1) I mean they like to visit place like make action eeee like that and they eee and they speak↓

Several student's responses were seen to answer the initiation question from the lecture, the pattern seen is thus I R R R I R I F I R I R . The lecture was not the center of initiation type. The lecture just gives a topic first, then all students feel free to discuss the topic. In general, this small peer discussion is a forum to discuss for kinds of students' personalities for the same purpose, they have an individual motivation to get the best score in their final examination. In this transcript, S 1.2, S 2.2, S 3.2, and S 4.2 have an introverted personality. Meanwhile, S 5.2 has an extroverted personality. The ability to take the Initiative to talk seems from S 5.2, it appears in take another topic from the previous speaker. The ability to take feedback to talk seems from S 2.2, it appears in conclude all of the previous speakers.

As explained above occurred between extrovert and introvert personalities, used a starting up to take the floor in the peer discussion. The student with an extrovert personality (S 5.2) mostly starts conversation confidently with a clean start because directly says the word without hesitation (line 3, 5, 9, and 11) . Students with extroverts may also be more comfortable with taking risks in conversation and improvising on the spot, which can lead to more fluent and confident communication. Meanwhile, even not necessarily true that students with introverted personalities mostly use fillers when they first talk, student with an Introvert personality (S 1.2 ) and (S 2.2) starts a conversation with a hesitant start because trying to talk by giving a filler "aaa" (line 4) and "eee" (line 6) before conveying their idea in order to give themselves time to gather their thoughts or to avoid awkward silences.

## b. Taking Over

Based on Jacob (2001) , individuals with communication difficulties may be able to improve their skills to respond to the listener after the current speaker says. It can be continued to discussion or end discussion. The following are the interactions small peer groups:

- (1) L : Okay↓ start from you  
(2) S 1.1 : Yes:: because- because  
with the:: LAST election from 2019, he's a- he's a one of  
the:: most (0.5) elect to election in the (0.3) Demokrat  
party. He will be the president because he is eee  
charismatic and now- °AND NOW° he is a eeee he is aaa  
defence minister in Republic Indoensia↓  
(3) S 2.1 : I-I disagree with Fauzan↓ In my mind↑ who will be the next  
president Indonesia is Mr. Ganjar. Because- because as I know  
>Mr.Ganjar is good people and caring of people< especially  
poor people (0.1) In addition↓ (hhh) (sst) Mr. Ganjar likes  
to help poor people. He's like he pay-pay for- even he willing  
pay the poor people for education↓ °That's all°  
(4) S 5.1 : I agree with Jashinta's opinion because eee I-I choose Mr.  
Ganjar for:: candidate of presidential because- YES Mr.Ganjar  
is care for eeee people and care about (0.5) education in  
Indonesia  
(5) S 4.1 : I think:: Mr. Sandiaga Uno because I saw in-according to the  
internet of delegation (0.3) Mr. Sandiaga Uno is (0.4) is a  
number two after Jokowi (.) But why I don't choose Jokowi↑  
because many people don::t many people need Jokowi (0.2) to::  
be president again (0.1) And↑ I also worry about Mr. Ganjar  
because Mr.Ganjar now many people like him↓ °I think°  
(6) S 5.1 : //Based on my research in social media  
social eee many people is (0.2) choose Mr.Ganjar to be the  
next president because he care about the education in  
Indonesia↓  
(7) S 4.1 : [choose] [the next]  
(8) S 2.1 : //and also in my opinion (hhh) Mr.Ganjar is so famous  
people and we need- we need the perfect president like Mr.  
Ganjar-- >As you know that< know that ↑Mr. Ganjar is so much  
caring of people and also FUN because as I know Mr.Jokowi  
(hhh) is not really good caring of people (.) °like that°

The pattern seen in the representative above is I R I R I F R I with a chosen by lecture a question. In this transcript, S 1.1, S 2.1, and S 5.1 have extroverted personalities. Meanwhile, S 4.1 has an introverted personality. The initiative comes to the lecturer to start the discussion by choosing one of the participants (line 1), S 2.1 taking over with another point from the previous speaker even in the first strengthens the argument from the previous speaker (line 3), S 4.1 and S 2.1 taking over with another point in own opinion without respond anything from the previous speaker (line 5 and line 8). Moreover, the ability to take feedback comes from S 5.1 since she/he has knowledge about the mistake of the statement's previous speaker (line 6). Besides, S 1.1 just comes to respond from the previous speaker (line 2). S 4.1 may not take the initiative in a discussion because of a lack of knowledge about the topic being discussed. When students feel that they don't know enough about a subject.

### **c. Interruption**

In this discussion, interruption is a violation because the student is not waiting for the TRP and just interferes with the current speaker. The student frequently talks over one another at the same time and not listening first. This situation brings much formalities. It is either one of them stops their sentence or both continue to talk at the same time. The following are the interactions small peer groups:

- (1) S 3.1 : In my opinion↓ =I think Puan Maharani will be the next president of

- Indonesia because she is the daughter of Megawati and in the PDIP Perjuangan (.) So I think she has the shortcut way to] <be a president>
- (2) S 4.1 : //bu::t many people don't like
- (3) S 3.1 : °YA YA° I think many people don't like that↓ °but° aaa there are many cheating method in election so MAYBE they will take over from the inside of the eee election itself(.) So there is practice eeee the election in Indonesia actually predictable because PDIP part always win
- (4) S 2.1 : I disagree with because as I know that Ms. Puan that Ms. Megawati she has been to be a president before so I know how she WORK-- it does mean not worth for our country↓
- (5) S 3.1 : Yes it is not work it↓ but who kowns↑ she °WILL BE° She °MIGHT BE° because she has her mother↑ she have the party↑
- (6) S 4.1 : she has like the power?
- (7) S 3.1 : Yes↑ more power than--]
- (8) S 1.1 : //I think Prabowo is the strongest candidate in the next election because he seen eee election for three times-- He's a what we can say-- ee aa good experience for to the next president (.)
- (9) S 2.1 : I disagree with you↑ because as I know that Mr.Prabowo eee - maybe prefer is more like to Prabowo partner-- Maybe Prabowo is okay but I don't -- I dislike with Prabowo partner because I know the Prabowo is perfect but the partner is not good for him (.)

The pattern seen in the representative above is I F R F R I R I R. In this transcript, S 1.1 and S 2.1 have extroverted personalities. Meanwhile, S 3.1 and 4.1 have introverted personalities. This pattern can continue as long as both individuals are actively engaged in the communication and willing to take turns initiating, providing feedback, and responding to one another. Interruption is common from both students with extroverted and introverted personalities. S 4.1 may interrupt to contribute their ideas and disagreement because of different perspective from the current speaker but likely to feel uncomfortable or anxious about interrupting *"bu::t many people..."* (line 2). It seems from the first word *"but"* shows doubt to say. S 1.1 may interrupt to assert their dominance or control over the conversation for giving the initiation point with the previous speaker and feel more comfortable and confident in speaking up *"I think Prabowo is the strongest candidate....."* (line 8).

#### d. Overlapping

According to Jacob (2001), stated that overlapping is when two speakers speak at the same time. Cook (1989), the next speaker pauses his utterance due to they do not know what to. This often occurs in natural conversation. The following are the interactions small peer groups:

- (1). L : According to you your opinion↓ who? Who will be the next president?
- (2). S 2.4 : Yeah↑ I think aaa who will be: cho::ose as a president 2024 is aaa Prabowo and Sandiaga Uno(.) =
- (3). S 3.4 : [I hope]
- (4). S 4.4 : [I think I hope the president not be (0.3) PDI party
- (5). S 2.4 : so its from Gerindra↓
- (6). S 4.4 : Yes

The pattern seen in the representative above is I R R R F R. In this transcript, S 2.4 and S 4.4 have extroverted personalities. Meanwhile, S 3.4 has introverted



personalities. S 3.4 may overlap to signal own ideas to response and feel uncomfortable or anxious about overlapping so he/she stopped the statement to let other say *"I hope"* (line 3). However, S 4.4 may overlap to respond and show enthusiasm or excitement about a topic so she/he may feel more comfortable and confident in speaking up *"I hope the president....."* (line 4).

### **Holding the floor**

Holding the floor is when someone carries on the discussion to speak. In other words, this strategy occurs when the speaker doesn't know what will he talking about.

#### **a. Filler pauses**

Filler pause is a form such as "ahh" "emm" "aaa" used by a speaker trying to think about what is going to say. They serve to hold the floor or maintain a turn and signal that something is about to be said. The following are the interactions small peer groups:

- (1) L : Who will be the next president?
- (2) S 1.3 : In my opinion *eee* in the next *eee* I think Prabowo because *eee* Prabowo *eeee* have a lot of support in public↑
- (3) S 2.3 : //I disagree because Ganjar *eee* ((give a signal not to talk anymore))
- (4) S 1.3 : =But↑ *ee* I think *ee* Prabowo have *ee* lot of have *eee* know:ledge about politics an::d then *eee* he have ha:ve a lot of support in public↓
- (5) S 2.3 : But Ganjar ha:ve a: lo:t of *what it is* sou::nd great (0.7) Ganjar promise with people
- (6) S 1.3 : Just promise *eee* not *ee* not a guaran:tee↓
- (7) S 1.3 : [because]
- (8) S 2.3 : he said]
- (9) S 1.3 : what?↑
- (10) S 2.3: In-in this pa:per↓ or <the news show>he said promise↑
- (11) S 1.3: promise about what?↑
- (12) S 2.3: about -- *it is whats that*
- (13) S 1.3: //I thin::k in politic *eee* guarantee promise about-about *eee* politic is abo::ut *eee* (0.3) imaging

The pattern seen in the representative above is I R I I R F R R I R I R R. In this transcript, S.1.3 has an introvert personality and S.2.3 has an extrovert personality. S 1.3 frequently use more filler words when feeling unsure or anxious in conversation. It appears when S 1.3 giving a response from the lecture *"In my opinion eee in the next eee I think....."* (line 2). Filler can help S 1.3 feel more comfortable and confident in expressing their ideas, as it allows them to process their thoughts before speaking. S 1.3 also giving a initiative using a much filler *"=But↑ ee I think ee Prabowo have ee lot of have eee...."* (line 4) because of feel a sense of nervousness or hesitation. The use of fillers can. Meanwhile, S 2.3 may be more likely to speak quickly and assertively, and may use these filler words as a way to keep the conversation moving. S 2.3 may use fewer filler words overall, as she/he may be more confident and comfortable in giving response or initiative. However, when they do use filler words, they may use them more intentionally or creatively *"But Ganjar ha:ve a: lo:t of what it is sou::nd great...."* (line 5).

### b. Silent pauses

Silent pauses are made when the speaker is thinking while speaking or tend to happen if the topic discussion is more difficult. Taylor (2020), showed Goldman-Eisler research results that stated that there are long and short pauses. The following are the interactions small peer groups:

- (1) S 1.2 : I have opinion because nowday is social media- social media era so each suppor:ter fro:m the elected sha::re or made vide::o about the:ir eeee kindness. From that video (0.2) we can get summa:ry if Mr. Ganjar will get more supporter tha:n others
- (2) S 5.2 : Oh, but we see in social media just appearance (0.3) We're not know which one is true which one is wrong but basically () you I personally () <Mr. Ganjar> Why? Because Mr. Prabowo never show his kindness on public but >no bodies know what happened< he did the bad or good things- Additionally, I think Mr.Prabowo didn't have any experience in (0.7) in:: <doing public> like (0.3) leading- leading something even in the ministry, Governor, and etc.
- (3) S 3.2 : But as we know is dedicate for <SOEHARTO> =
- (4) S 2.2 : =Student?
- (5) S 5.2 : [yeah]
- (6) S 3.2 : [Student]

The pattern seen in the representative above is I F I R R R. . In this transcript, S.1.2 has an introvert personality and S 5.2 has an extrovert personality. S 1.2 using pauses as a sign of thoughtfulness or consideration, as introverted students, S 1.2 may be taking 2 second to ensure they are conveying their ideas accurately. S 1.2 take time to process information and formulate their thoughts before speaking, which can lead to a slower pace of conversation so almost nothing silent pauses found in the statement *“From that video (0.2) we can get.....”* (line 1). Meanwhile, S 5.2 giving a feedback for the statement of the pervious speaker. S 5.2 take the turn in a conversation even not entirely sure what they will say. S 5.2 tend to process information by speaking out loud and thinking as they go, rather than taking time to formulate their thoughts before speaking so silent pauses found many times in one change to speak, 3 and 7 seconds *“.....media just appearance (0.3) We're not.....” “.....didn't have any experience in (0.7) in::.....”* (line 2). ).

### c. Lexical repetition

Lexical repetition, or the use of the same word or phrase multiple times in a conversation, can occur in both introverted and extroverted students. In this discussion analysis, lexical repetition is possible that someone sometimes repeat their word or sentences to hide his hesitation Rajabi & Salami (2016). Hesitations occurred between production linguistic unit of an utterance was unravel. It because an impromptu discussion has to deliver without any preparation. The following are the interactions small peer groups:

- (1) S 2.2 : >That the point I want to talk< about be:ca:use (0.3) sometimes people just choose people who they know without know the work.
- (2) S 3.2 : I think that the politics work↓
- (3) S 5.2 : Yeah I agree Yeah I agree hmm totally agre:ee ↑ with Syahroni, It's just a politic work politics-POLITIC is about how we build (0.4) personal branding on social media nowdays

- (4) S 4.2 : So **I think-I think** its like something challenge-challenge  
for us be a voters in 2024  
(5) S 5.2 : //yeah

The pattern seen in the representative above is I R F R R. . In this transcript, S.2.2, S 3.2, and S 4.2 have an introvert personality and S 5.2 has an extrovert personality. S 5.2 say the same word in three times and the emphasize the last repetition word “.....It's just a politic work politics- POLITIC is about how we build....” (line 3). Meanwhile, S 4.2 using the repeated word as a way to think of what they want to say next or to signal to the listener that they are unsure about their choice of words “***So I think-I think its like something challenge-challenge for.....***” (line 4).

#### **Yielding the floor**

Yielding the floor is the strategic from the speaker to get the answer from other because the speaker wants to know the respond from interlocutor. However, the interlocutor may reject a person who has the floor and request him. Yielding the floor was divided into three categories: Prompting, appealing, and giving up.

#### **Prompting**

Prompting is a well systematic strategy that uses the speaker to get right respond. In this discussion, the student needs to invite, greet, offer, question, request, and apologize. The speaker can encourage peer in the discussion as students react or respond to a prompt and then interact with one another based on those responses. The following are the interactions small peer groups:

#### **Extrovert**

- (1) S 5.2 : Does anybody here support  
Prabowo?  
(2) S 3.2 : I am  
(3) S 5.2 : Why? Explain please  
(4) S 3.2 : Be:cause he: ha:ve he has  
repu::tation and then↑ also  
when Jokowi with Jokowi he  
cho:ose Prabowo to be ministry of defe:nce an:d Prabowo push  
himself that he be the next pre:sident with do all °his fault°  
and even↑ Jokowi say that Prabowo can be can- be the next  
candidate to be the next president (0.5) In another way↑Prabowo  
has party itself↓ Gerindra and it >could be more perfect< for his-  
him and his partner↓ Sandiaga Uno-- Sandiaga uno he is always  
humble to citizen (0.3) and also he is also pro:blem solver↓

The pattern seen in the representative above is I R I R. S 5.2 ask questions that encourage the other person to share their opinion “***Does anybody here support Prabowo?***” “***Why? Explain please***” (line 1 and 3).

#### **Introvert**

- (1) S 2.2 : //Actually guys↑ why do you not talk about Anies Baswedan?  
(2) S 3.2 : Not↓ I am [not  
(3) S 5.2 : [I even ne:ver think about that person↓  
(4) S 1.2 : Yeah yeah yeah but↑ I think he has a >good personality to  
but<↑ his popularity is not too - he has a littl:e or sma:ll  
reputation

The pattern seen in the representative above is I R R R. S 2.2 offering thoughtful comment provoking comments about the topic at hand to engage the other person in a conversation “.....*why do you not talk about Anies Baswedan?*” (line 1).

### Appealing

The current speaker may appeal to the speaker or the next speaker to give some kind of feedback such as all right, you know, nice, and etc. Appealing refers to intention if the speaker to make sure of some sort of response. The following are the interactions small peer groups:

#### Extrovert

- (1) S 3.2 : But I thi::nk there are some  
>difference style of lead from civil  
or military<  
(2) S 5.2 : Yah what's that?  
(3) S 3.2 : leadership in military have a high discipline, firm, and  
eeee hard

The pattern seen in the representative above is R I R. S 5.2 use their energy and enthusiasm to appeal to others “*Yah what's that?*” (line 2). Initiative indicates that the student is eager to hear more about the topic being discussed and is actively engaged in the conversation. S 5.2 signaling to the speaker that she/he is interested in what they have to say and is open to learning more.

#### Introvert

- (1) S 1.2 : [and who do you think else  
because-because PDIP just ha:ve  
one person: °to be candidate I think who have° a good reputable↓  
isn't it?  
(2) S 4.2 : Yeah yeah I think so

The pattern seen in the representative above is I R. S 1.2 asked for agreement from the other student by the word “*Isn't it?* (line 1) ” at the end of his sentence to make other student directly take the turn. As the listener, student 4 immediately give him a response “*Yeah*” (line 2) twice to show his agreement of his sentence.

#### a. Giving up

Giving up occur when the speaker has stopped speaking because of cannot continue what to say and is waiting for the other reaction of the listener to keep the discussion flowing and smoothly. The following are the interactions small peer groups:

#### Introvert

- (1) L : who will be the next  
president?  
(2) S 1.2 : °I choose Mr. Ganjar° because  
from in citizen side↑ in social media side they have MANY  
supporters but Indonesia citizen eee they have eee complicated  
things ee because <they are from the biggest party redflag party  
Indonesian>. Indonesia aa PDIP is eee redflag party↓ Just that (.)  
(3) S 5.2: So↑ they have]  
(4) S 1.2 : [aaa in the (0.3) if you if I look at the charac:teristic of the  
candi::date I think-- I prefer that because they have eee the work as  
best work for today↓ eee Wait↓ I am so sorry↓ oka::y ((quite for a  
long time))

The pattern seen in the representative above is I R R R. S 1.2 use a downward inflection and a pause after mentioning their preference, suggesting uncertainty or a lack of conviction in their statement “.....*eee Wait↓ I am so sorry↓ oka:::y*” (line 4). S 1.2 have lacked confidence in expressing their thoughts or may have been struggling to find the right words to convey their ideas.

## **DISCUSSION**

Extroverted students are more comfortable and eager to take the lead in initiating conversations or expressing their thoughts and ideas. Their outgoing nature and desire for external stimulation make them more likely to take the initiative in initiating conversations and driving the flow of communication. On the other hand, introverted students often prefer to process information internally before expressing their thoughts. This introspective nature can make introverts more comfortable in the role of responders, as they take their time to carefully consider their responses and provide well-thought-out insights. However, it is important to note that these tendencies are generalizations and individuals may exhibit varying degrees of introversion and extroversion. Additionally, communication styles can be influenced by factors such as context, topic, and personal experiences. Nevertheless, understanding these preferences can help create a more inclusive and supportive environment that values and accommodates different communication styles (Taylor, 2020)

The discussion on communication patterns between introverted and extroverted students provides insights into their distinct approaches and tendencies in various aspects of the conversation. Extroverted students commonly demonstrate proactive behavior, initiating discussions with clean starts and displaying initiative patterns. They may interrupt more frequently and engage in overlapping speech, reflecting their comfort in asserting themselves and taking an active role in conversations. Furthermore, extroverted students exhibit enthusiasm and engagement through the use of verbal cues and creative fillers, such as “additionally”, “how to say”, “what’s that”, and etc (Jiang et al., 2023)

On the other hand, introverted students often exhibit a more thoughtful and reflective communication style. They tend to start conversations with hesitant beginnings and lean towards response patterns, carefully considering their words before speaking (Worsley, 1975). Introverted students may be more hesitant to interrupt and prefer to wait their turn, demonstrating their respect for others' speaking opportunities. They commonly employ fillers, such as “aaa”, “eee,” and etc as a means to gather their thoughts and navigate uncertainties.

Both introverted and extroverted students benefit from utilizing silent pauses, allowing for reflection and facilitating effective communication (Worsley, 1975). However, lexical repetition appears to be less common across both personality types, with extroverted students using it for emphasis and conversational flow, while introverted students may unintentionally repeat words or phrases as they formulate their thoughts. In terms of appealing and giving up in conversations, introverted students tend to seek validation and acceptance of their opinions, while extroverted students are less prone to giving up due to their more assertive nature.

## CONCLUSIONS

The conclusion on communication patterns between introverted and extroverted students reveals valuable insights into their distinct approaches and tendencies in various aspects of the conversation. Sinclair's IRF framework, which focuses on initiative, response, and feedback, provides a lens to understand how students take turns and engage in dialogue. Jacob's turn-taking strategies, including starting the floor, yielding the floor, and holding the floor, shed light on the dynamics of conversation between introverted and extroverted students. While these two concepts may not be directly related, they both provide insight into how language is used in different contexts. Turn-taking strategies are important for regulating conversation in everyday interactions, while the IRF model is useful for understanding how language is used in educational settings.

Personality traits play a role in turn-taking strategies. For instance, individuals who score high on extraversion may be more likely to initiate turns and speak for longer periods of time, while those who score high on neuroticism may be more hesitant to speak up or may interrupt others more frequently (Joergensen et al., 2022). Communication style can influence how individuals initiate and respond to turns in conversation. For example, individuals who tend to be more assertive or dominant in their communication style may be more likely to interrupt others or take longer turns, while those who are more passive or deferential may be more likely to yield the floor or take shorter turns (Očovaj & Kuruzovic, 2019).

## ACKNOWLEDGMENTS

The researcher would like to give her gratitude to Linda Mayasari, S.Pd., M.Pd and Ro'ifah, S. Pd., M.Pd. The researcher is very grateful to have them as her advisors, and their endless guidance guides the researcher in finishing this article

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