



The Realization of Communication Strategies Used by Extrovert and Introvert Students in Conversation

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Article Info

Article History:
Accepted 14 February
2018
Approved 09 April
2018
Published 20 June
2018

Keywords:
Communication
Strategy, Extrovert
and Introvert Students,
Conversation

Abstract

This research aimed to analyse and explain the realization of communication strategies by extrovert and introvert students in conversation. The subject was the fourth semester students in Walisongo State Islamic University. This research employed the descriptive qualitative. I used questionnaire to determine the students' personality. Recording is needed to obtain the data then followed by transcribing and analyzing the data. The result reveals that extrovert students realized four kinds of communication strategies and do introvert. The similarities were found in the percentage rating of realization which stalling or time-gaining strategies was most used in the conversation. Students tended to use this strategy to maintain the conversation. The next similarity was the way of their realization of communication strategies. They also used those strategies for the same purpose and function. For the differences between extrovert and introvert students, it was found that frequency of the realization was different. The extrovert students tended to more dominant in all strategies than introvert. It showed that extrovert students often used achievement strategies, stalling or time-gaining strategies, and self-monitoring strategies than introvert. In interactional strategies, the introvert tended to use interactional strategies more often than extrovert.

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p-ISSN 2087-0108
e-ISSN 2502-4566

INTRODUCTION

Communication is a way of conveying the intended meaning from one to another. In communication, people are supposed to be able to communicate each other and know how the language works as well as possible. It is a primary form of human interaction and it plays a major role in the human activities (Faridi & Safitri, 2017, p. 279). It needs a competence to communicate each other. This competence includes the competencies in delivering thought or feeling, the use of gesture and eyes.

The communication can be smooth and well turning if the speaker has a good understanding of the context and situation in which they communicate each other. It is in line with Khusnita & Rukmini's (2016, p. 75) research in which the speaker faced the difficulty in using correct expression to be used in the given situation. This situation has the possibility to give the misunderstanding between speaker and interlocutor if the speaker used incorrect expression. Furthermore, when a speaker talks to other, speaker should give relevant response and still give the attention to the situation in order the conversation can go well (Muthmainnah & Sutopo, 2016, p. 38). Because, the speaker has to know the situation first to use the correct expression to convey the intended goal of conversation. Based on Canale and Swain's (in Celce-Murcia, 2007, p. 44) who adapted Hymes' theory of communicative competence. In this case, they propose the ability to communicate in the language and it comprises four dimensions, they are grammatical, sociolinguistic competence, discourse competence, and strategic competence.

According to Dornyei (1995, p. 56), people can communicate effectively with limited words by using some ways, for example, they use their hands, imitate the sound or movement of things, mix the language, create a new word in short and so on. Those ways indicate the intention from the learner to convey the information. This competence explained how to keep the conversation stay on the topic and make the learner avoids the stagnant conversation and compensates the conversation.

The communication strategies attempt to relate to the linguistic knowledge of the second-language learner and the linguistic knowledge of his or her interlocutor in real communication situations. Communication strategies also employed to indicate linguistic deficiency and/or lack of content knowledge. It could be like message abandonment and avoidance may be used where the gap is perceived as unbridgeable. When the learner with the linguistic resources limitation wants to communicate and delivered messages; in truth, he or she used the communication strategies that is activated automatically or not. According to Celce-Murcia (2007, p. 50) that highlighted in Celce-Murcia et al. (1995, pp. 26-29), the learner can resort to certain strategies that was divided into five aspects as follow:

1. Achievement strategies. It used by the speaker when they faced the difficulty in linguistic problem and speaker used the available language to create a new word or describe the object to deliver their intended goal in communication. The strategies are included in this part are: circumlocution, approximation, all-purpose words, non-linguistic means, restructuring, word-coinage, literal translation from L1, foreignizing, code-switching to L1 or L3, and retrieval.
2. Stalling or time-gaining strategies. Those strategies are used by the speaker to stall the time and give more times to the speaker to continue the utterance. The strategies are fillers, self-repetition, and other-repetition.
3. Self-monitoring strategies as the are used by the speaker to correct their own mistake in conversation. It is used by the student in order to ensure appropriate or desired goal. It is consisted of self-repair, other-repair, and self-rephrasing.
4. Interacting strategies. Interacting strategies also has the function to showed the attention between speaker and listener through asking confirmation if the listener could not understand or follow the conversation. By using those strategies, the utterance could be more clear and listener could follow and involve in conversation well. There are many strategies included in this interacting

strategies namely, direct appeal for help, indirect appeal for help, repetition request, clarification request, confirmation request, expression of non-understanding verbally or non-verbally, respon: repetition, respon: rephrasing: repetition, respon: expansion, respon: confirmation, respon: rejection, comprehension check (such as whether the interlocutor can follow you and whether what you said was correct or grammatical)

5. Social strategies. The speaker used this strategy seek out native speaker for practicing with and actively looking for opportunities to use the target language.

Those strategies are applied in conversation based on the learner goals. Some studies conducted by the researchers such as Spromberg (2011); Uglu, et al. (2012); and Thu & Thu (2016) to investigate the specific types of communication strategies are used by the speakers in delivering their intended meaning. Another study also done by Santos, et al. (2016) who focused on fillers realization in daily interaction.

Furthermore, there are some kinds of personality. Based on personality traits, Eysenck (Larsen & Buss, 2008, p. 73) developed extraversion and introversion which have the influence in conversation. Extroverts tend to require having people around them to talk and introverts tend to spend more time alone and seen as aloof and distant. Based on that basic principle, I focus on the extrovert and introvert personality that influence in students' conversation. Because, extroverts and introverts are potentially important factors in second language acquisition (Brown, 2007). Extroverts tend to have a wide circle of friends and will put a lot of energy into that friendship whereas introverts tend to be quiet, peaceful and deliberate and not attracted to social interactions. Dewaele and Furnham (1999, p. 527) argued which extraversion scores have a correlation with linguistic variables extracted from complex verbal tasks (i.e., conversation). Extraversion has significant different with the introversion in oral performance both in the use of L1 and L2. According to Dewaele (2004, p. 6), the study showed that extraversion also tended to use colloquial words freely whereas

introversion tended to avoid them. Valmari (2014, p. 67) indicates the communication strategies were used by extroverts and introverts have the differences in realizing gesture or mime strategy. Another study also conducted by Ahmadian & Yadegari (2009, pp. 19-20). This study revealed that extrovert learners showed the tendency in using 'interactional strategies' more than introvert learners to solve their communication problems.

In educational area, it was found that the conversation itself is influenced by students' personality; extrovert and introvert. Many classroom teachers believe that in second or foreign language learning, extroverts are more successful than introverts, particularly in their communicative ability. Here, I conduct the research at fourth semester students at English department of Walisongo State Islamic University. This research is conducted to get the rich data which relate to communication strategies and extrovert/introvert students. This research explains more about realization of communication strategies that are realized by extrovert and introvert students.

METHODS

This research employed the qualitative method. The data collection process is in form of spoken and then the data are analyzed and interpreted. The unit of analysis is the utterances of six conversations of extrovert and introvert students in fourth semester in Walisongo State Islamic University. This research by its characteristics sets the researcher as the data collector, data analyst, and data reporter. As the data collector, the researcher collects the data of students' conversation at English Department Walisongo State Islamic University. As the data analyst, the researcher analyses the transcribe of students' conversation and their realization of communication strategies. As the data reporter, the researcher reports the result of the study based on data and result of analysis. For the research, I used questionnaire to determine the students' personality.

The questionnaire is used according to Eysenck Personality Inventory (EPI) that consist of 57 items test. Those items test are divided into

three scores. The first score is lie score to measure social desirable of person that consist of 9 test items. The second is E score to measure how much of an extrovert person is, it consisted of 24 test items. The last is N score to measure how neurotic person is, it consisted of 24 test items. For the current research, the questionnaire is adapted and modified based on the purpose of research. The result of this adaptation and modification make the questionnaire become 40 test items. This questionnaire also modified through likert scale to ensure answer. In addition, the content of questionnaire is modified based on the characteristic of extrovert and introvert personality.

There are some procedures for collecting the data. Firstly, I conducting questionnaire test to determine the extrovert and introvert students. Then, recording is needed to obtain the data. The students are grouped which consist of three until four students in each group. The task is given to record their own conversation freely without any written script. The conversation was around 7-10 minutes' length. This study has limitation in taking the conversation in the classroom since we live in Indonesia, of which English is used as that foreign language. It makes the way is very difficult to find conversation naturally, that why I used the students' conversation that is recorded by themselves for getting the data. The audio-recording are transcribed to be classified which having the strategy to the object of the study. The areas are classified to indicate the types of communication strategies which realized by students in conversation, it becomes the substantial data to be analyzed then.

In procedures of analyzing data, the utterances which are produced by the students are classified according to types of communication strategies and extrovert/introvert students. Then I codified the utterances to make it easy to understand. The calculation is needed to determine the frequency used of communication strategies, it helped me to analyse the similarities and differences between extrovert students in term of frequency used. The next stage includes the explanation of the part of communication strategies in the way they occur in the students' conversation. This part serves the description and explanation of the analysis of how the

communication strategies occur in extrovert and introvert students' conversation. Then, the researcher interprets the data analysis. The interpretation based on the information that obtained from the realization of communication strategies in extrovert and introvert students' conversation. The last stage is inferencing, the conclusion of the result is delivered after interpreting the data, this inferencing based on the discussion of the finding.

This research used triangulation to make sure the accuracy and credibility, based on Creswell (2012, p. 259) ensuring the data can be done by providing another evidence of data that will corroborate those evidence from difference individual, types of data, or methods of data collection in description and themes in qualitative research. I use investigator triangulation to ensure the interpreted data by consulting to the expert's judgment of the interpreted data. It aims to avoid the bias and minimize the subjectivity of researcher's interpretation.

RESULTS AND DISCUSSIONS

The result revealed that extrovert and introvert students realized communication strategies in the conversation. The types of communication strategies as proposed by Celce-murcia (2007, p. 50) were: (1) Achievement strategies, (2) Stalling or time-gaining strategies, (3) Self-monitoring strategies, (4) Interacting strategies and (5) social strategies. All types were realized by extrovert and introvert students, except social strategies that did not exist in any conversation. Both of students with different personality in extrovert and introvert realized the strategies to maintain the conversation and attempted in following the conversation. Many strategies were realized by extrovert and introvert students to be included in the conversation and made the conversation flow smoothly.

The achievement strategy was used by the students when they faced the difficulty in linguistic problem and students used the available language to create a new word or describe the object to deliver their intended goal in communication. In accordance to Celce-

Murcia (2007, p. 50) that highlighted in Celce-Murcia, et al (1995, p. 27) stated that achievement strategies involve manipulating available language to reach a communicative goal and this may entail compensating for linguistic deficiencies. In line with these strategies, the students in fourth semester on Walisongo Islamic State University realized the strategies when they gave the difficulty in realizing their intended message.

Non-linguistic was the one of strategy that was included in achievement strategies. Both extrovert and introvert students realized this strategy three times in the conversation. For example, the used of gesture that was included in non-linguistic means. the students used gesture like hugging something. The strategy used by students when she could not deliver the intended message, so she gave a clue to the interlocutor by delivering a sign and gesturing something to show the intended message. In line number 112, S15 used gesture to help S13 in finding the correct word which would delivered. This gesture was used by the S15 because she confused the point of S13's gesture, so, she imitated the gesture as the strategy that could help her in solve the non-understanding. Then, the restructuring strategies were realized by the student by leaving the utterance unfinished because of linguistic problems or lack of vocabulary, but the students still continue the utterance. In this case, the students realized restructuring strategies eight time or 1,49% in their conversation. In the restructuring strategies, the students faced the problem for continuing the utterance. They confused to use the correct word in the next utterance. It made the students end the utterance and delivered unfinished sentence, but instead, they would like to continue the utterance by conveying another sentence that still in line with previous utterance.

The next kind of communication strategies was stalling or time gaining strategies. In delivering the intended message, it could not be denied that students would faced the difficulty in following the conversation. It could be caused by linguistic problem or linguistic breakdown. In solving these problem, students used stalling or time-gaining strategy. This strategy was used by the students to stall the time and give more times

to the speaker to continue the utterance. There were three types of realizing stalling or time-gaining strategies. According to Celce-Murcia (2007, p. 50) that highlighted in Celce-Murcia, et al (1995, p. 28), the types were (1) fillers, hesitation devices and gambits, (2) self-repetition and (3) other-repetition. Accordingly, both extrovert and introvert students in fourth semester of Walisongo Islamic State University realized these stalling or time-gaining strategies in their conversation. They used these strategies to take more time and help them to think the next utterance when they faced the difficulty in delivering the intended word or message.

Self-repetition was the most frequent strategy realized by students and it was categorized in stalling or time-gaining strategies. This strategy was realized ninety-one times by extrovert students and fifty-four times by introvert students. This strategy was realized to gain the time and give the more chance to the speaker to decide or determine the appropriate word. In conversation 1, line number 53, S2 repeated the same word "*even*" two times. She paused the utterance after saying '*even*' in the first time and then repeat the same word to continue the utterance. This realization occurred because S2 faced the difficulty and she need more time to think the right word to continue the conversation.

Self-monitoring strategies as the strategy used by the speaker to correct their own mistake in conversation. It is used by the student in order to ensure appropriate or desired goal. In accordance to Celce-Murcia, et al (1995, p. 27) stated that self-monitoring strategies involve correcting or changing something in one's own speech to further ensure that it gets through. In line with these strategies, the students in fourth semester on Walisongo Islamic State University realized the strategies when the mistaken was exist in their own speech. They used the self-monitoring strategies in some ways. Based on Celce-Murcia, et al (1995, p. 28), there were three types in self-monitoring strategies. According to the data analysis, there were two strategies that were realized by student. It was self-repair and other-repair. In realizing self-repair, the student realized it eighteen times in the conversation. The student corrected their own mistake in the conversation. Self-repair was used to avoid

misunderstanding between speaker and interlocutor. This strategy also helped the extrovert to make clear the conversation in due to the confused statement. It means, the student could monitor and control their own utterance in the conversation. In this case, the conversation could flow smoothly according to the speaker desired. It also happened in other-repair in which the interlocutor gave the correction to the speaker. The function of this strategy to made the conversation could follow by the interlocutor and speaker also.

Self-repair is one of the strategies that is categorized on self monitoring strategies. Self-repair showed the cooperative effort from speaker to make the conversation flow smoothly. This strategy has the function to reduce misunderstanding between speaker and listener. This strategy realized by extrovert and introvert students eighteen time in conversation. The example of self-repair realization was taken from conversation 1 line 134. S1 said "And also I don't get anything in fourth semester... *I just fun.. I just feel fun==*" In this example, S1 repair her own utterance because of missing the word. The intended goal of S1 to say "*I just feel fun*", but he forget word *feel* in the middle of utterance. To make it clear, she repaired the utterance to deliver her intended utterance.

Interacting strategies are the strategies used by extrovert and introvert students to keep the conversation flow smoothly. Interacting strategies also has the function to showed the attention between speaker and listener through asking confirmation if the listener could not understand or follow the conversation. By using those strategies, the utterance could be more clear and listener could follow and involve in conversation well. In accordance to Celce-Murcia, et al (1995, p. 27), it stated that interacting strategies highlighted cooperative aspect of strategy use. The students in fourth semester on Walisongo Islamic State University realized the strategies when the mistaken was exist in their own speech. They used the interacting strategies in some ways. Based on Celce-Murcia, et al (1995, p. 28), there were ten types in interacting strategies. According to the data analysis, there were seven strategies that

realized by extrovert student and ten strategies were realized by introvert students.

In realizing interacting strategies, the students realized clarification request to show their intention to the speaker. By asking the clarification of unclear statement, the listener could understand and follow the conversation well. This strategy was realized four times by extrovert students and twice by introvert students. In conversation 2, line number 30, S5 requested the clarification by asking "*Milagross?*". The question is given to clarify the meaning of unfamiliar word because the word *Milagross* still uncommon for S5. The realization of this strategy make the conversation to be run well because the interlocutor can understand what the speaker means by asking clarification about something unclear yet.

The similarities were found in the percentage rating of realization which stalling or time-gaining strategies was most used in the conversation. The realization of stalling or time-gaining strategies was given as the first position by extrovert and introvert students in their conversation. Those strategies gave more alternative to the students in solving their problem in linguistic breakdown. Stalling or time-gaining strategies is a simple strategy that was easy to realize in conversation. The second position was taken by achievement strategies. Both extrovert and introvert students realized those strategies in their conversation and positioned. The next position was taken by interacting strategies. Then, it followed by self-monitoring strategies in the fourth position which is both extrovert and introvert students almost have the same rating percentage in using those strategies. The last was the realization of social strategies. There was not found realization of social strategies between extrovert and introvert conversation, so the similarity also happened in this strategy.

The next similarity was the way of their realization of communication strategies. Both of extrovert and introvert students was similar in realizing those communication strategies. They also used those strategies for the same purpose and function.

According to Hemmatnezhad, et al (as cited in Odmivari, et al, 2016, p. 91) assume that

extroverts are mainly characterized as sociable, active, risk taking, impulsive, expressive, and enjoy participating in groups; whereas, introverts tend to be quiet, introspective and reserved except to intimate friends. It indicated that extrovert student have more participation in conversation than introvert students. While the introvert students were described as the silent people and tended to be quit in speaking activities. According to the research findings of realization of communication strategies at fourth semester students in Walisongo State Islamic University 2016/2017, the student tended to used more strategies than introvert students. It could be seen based on the frequency of realization of achievement strategies, stalling or time-gaining strategies, and self-monitoring strategies. In the other hand, the difference also was found in interactional strategies. The introvert students showed the tendency to use interactional strategy more inclined than student. Although introvert students tended to used interactional strategies than extroverts, the total percentage of realizing communication strategies still dominated by students. It means, the students showed their existence during the conversation.

CONCLUSION

The realization of communication strategies occurred in every conversation that were done by extrovert and introvert students. They realized those strategy according to the function of the strategy itself. Those strategies could help the extrovert and introvert students in following the conversation. Although all communication strategies did not realize by the extrovert and introvert students, but by doing some of the communication strategies they could create the conversation well.

The similarities between extrovert and introvert students in realizing communication strategies was found in percentage rating and the ways of their realization of those strategies. For the first position in percentage rating was occupied by stalling or time-gaining strategies. The second position was taken by achievement strategies and then it was followed by interacting strategies in the third position. The fourth

position was taken by self-monitoring strategies. The last is the realization of social strategies, there was not realization found in extrovert and introvert conversation. The similarities also happen in this strategy.

The differences between extrovert and introvert students in realizing communication strategies was found on the frequency of realization communication strategies. Although there were no significant differences between the realization of communication strategies used by extrovert students and introvert students. I found the differences in terms of frequency of those strategies was realized. Although there were some strategies have same frequency between extrovert and introvert students, the differences are taken from the difference frequency.

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