DIFFERENCES OF COMMUNICATION STRATEGIES USED BY EXTROVERT STUDENTS AND INTROVERT STUDENTS IN ENGLISH SPEAKING

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Abstract: The objectives of this research is to find out which communication strategies are frequently used by extrovert students and introvert students. The design of this research used taxonomic analysis which is adopted from Dorney's taxonomy of communication strategy. One class, XI science 1 which consisted of 36 students, was taken as the sample of the research. The result shows that there are 16 students who were classified into extrovert group, 14 students were introvert, and 6 students were mediocre group. Meanwhile, it was found that there are 138 CSs used by extrovert and introvert students. The extrovert students used 52 CSs or as many as 37% from the total of percentage. Besides, introvert students used 86 CSs or as many as 63%. Moreover, extrovert students tended to use appeal for help frequently. On the other hand, introvert students mostly used time gaining strategies. Since Indonesian students may not understand how to use CSs in English speaking activity; the researcher suggests that the teachers teach about CSs by providing them L2 models of CSs.

Keywords: *communication strategy, extrovert, introvert, taxonomic analysis*

PERBEDAN-PERBEDAAN STRATEGI KOMUNIKASI YANG DIGUNAKAN OLEH SISWA-SISWA EKSTROVERT DAN SISWA-SISWA INTROVERT DALAM BERBICARA BAHASA INGGRIS

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Abstract: Tujuan dari peneltian ini adalah untuk mengetahui strategi komunikasi yang sering digunakan oleh siswa-siswa ekstrovert dan siswa introvert. Desain penelitian yang digunakan adalah analisa taksonomi yang diambil dari taksonomi strategi komunikasi yang dikemukakan oleh Dorney. Satu kelas, kelas XI IPA 1 yang terdiri dar 36 siswa, digunakan sebagai sampel dari penelitian ini. Hasil penelitian menunjukan bahwa 16 orang siswa diklasifikasikan dalam grup ekstrovert, 14 orang siswa grup introvert, dan 6 orang grup mediokre. Sementara itu, hasil ini menunjukan bahwa ada 138 straegi komunikasi yang digunakan oleh siswa-siswa ekstrovert dan introvert. Siswa extrovert menggunakan 52 strategi komunikasi atau sebanyak 37% dari total persentase. Sedangkan, siswa introvert menggunakan 86 strategi komunikasi atau sebanyak 63%. Selain itu, para siswa ekstrovert cenderung sering memohon bantuan sebagai strategi komunikasi mereka. Disisi lain, siswa introvert sering menggunakan strategi menunggu untuk berfikir dalam percakapan. Karena para siswa di Indonesia belum mengetahui bagaimana cara menggunakan strategi komunikasi dalam berbicara bahasa Inggris, peneliti menyarankan agar seorang guru mengajarkan tentang strategi komunikasi dengan memberikan contoh yang diambil dari bahasa kedua.

Kata Kunci: *analisa taksonomi, ekstrovert, introvert, strategi komunikasi,*

INTRODUCTION

The main purpose of learning foreign language is to use it in communication both in oral or written form. However, different students may have different achievement especially in speaking. Some researchers have dealt with the assumption that different factors in language learning tend to produce different outcomes of language achievement. Yufrizal (2008) noted that there are some factors affecting second language learning namely motivation and attitudes, anxiety, age differences, and personality factors. Furthermore, he stated that personality factors consist of extroversion and introversion, risk taking, and field independence. However, among these factors, this study focused on extroversion and introversion.

Communication strategy seems to be an interesting topic to discuss because it is important for people to overcome some problems that may appear in communication. In addition, most students in senior high school still have difficulties to use English for communication. For examples, students may get difficulties to distinguish the sound of words in English, they lack of vocabulary, and so on. Thus, they need communication strategy to overcome these problems. Corder (1983) defines communication strategy as a systematic technique employed by a speaker to express his meaning when faced with some difficulty. Meanwhile, Tarone (1983) defines communication strategy as a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared. Therefore,

this study has been developed in order to get deeper information about communication strategy.

Some previous researchers have developed some researchs related to CSs (see e.g. Bialystok, 1990; Dornyei, 1995; Wei, 2011). However, none of the previous researchers developed CSs research related to the personality of people especially extroversion and introversion. It was interesting to find out the CSs of extrovert students and introvert students since they have different ability in speaking. The extrovert people performed better in speaking than introvert people. Furnham (1990) stated that extroverts are more impulsive and take more risks with speech than introverts. Introverts are more careful with speech and more focused more on form: vocabulary, grammar and pronunciation. Furthermore, Dewaele and Furnham (1999) analyzed 30 researchers' study and the result shows that extroverts have been found to be generally more fluent than introverts in both the L1 and L2. They are more accurate in their L2, which reinforced the view that fluency and accuracy are separate dimensions in second language proficiency.

Previous researchers have defined extrovert and introvert personality. According to Jung (1923), if the energy tends to run outward, then the individual can be characterized as an extrovert. If the energy runs inward, the individual is characterized as an introvert. Moreover, Crow and Crow (1958) state that extrovert people are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with others, and good at adapting with their

surroundings. On the other hand, introvert people are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving, and love to read.

Since extroversion and introversion have different characteristic, the researcher assumed that they have different choice of CSs. Moreover, Tarone (1977) stated that personality has a very close relation with the choice of communication strategies. Thus, it may be assumed that they have different choice of CSs while they are speaking.

Those assumptions make the researcher interested in finding the result about which CSs are frequently used by introvert and introvert students. Thus, the researcher entitles the script "Differences of Communication Strategies Used by Extrovert Students and Introvert Students in English Speaking Activity at the Second Grade of SMAN 10 Bandar Lampung".

RESEARCH METHOD

This study used qualitative design which is taxonomic analysis adapted from Dorney's taxonomic of CSs. There are 12 communication strategies which are topic avoidance, message abandonment, circumlocution, approximation, use of all purpose word, word coinage, nonlinguistic signal, literal translation, foreignizing, code switching, appeal for help, and using fillers.

The population of this research is the second grade of SMAN 10 Bandar Lampung in 2012-2013 academic year. Since the researcher decided to use random sampling, the sample was taken from the students of XI science 1 which consists of 36 students.

The istruments of the research are questionnaire and conversation test. Questionnaire which consists of 28 items was used to classify the students into extrovert, extrovert, and mediocre group. The students who got 72 or more total score have been classified into extrovert group. Meanwhile, the students whose score were lower than 56 have been classified into introvert group. When their scores were 57 to 71, they were classified into mediocre. After being classified, they should make a spontaneous conversation based on the situation given by the researcher. The extrovert students had a partner from extrovert group. Meanwhile, introvert students had a partner from introvert group. It was used to find out CSs used by them.

The research has been held in three meetings. First meeting is used to distribute the questionnaire, the second and the third meeting is used to record the conversation of extrovert students and introvert students. Then, the data of CSs used by them in the conversation were then analyzed by using taxonomic analysis proposed by Dorney. It was done to find out which CSs frequently used by extrovert students and introvert students.

RESULTS AND DISCUSSION

Based on the result of the test, out of 36 students who have followed the test, 16 students were classified into introvert group, 14 students were classified into extrovert, and the other 6 were put into mediocre group. The introvert and extrovert group were analyzed further in the conversation test.

The researcher used two meetings to record the conversation. In the first meeting, the researcher used expression of love as a topic. Then, the researcher used expression of sadness in the second meeting. For each pair, the required times for conversation were 10 maximally. The extrovert students used 52 CSs and the introvert students used 86 CSs.

The strategy most frequently used by extrovert was appeal for help with the percentage of 23%. Meanwhile, introvert students only used it as many as 19%. Extrovert tended to use it because they have a personality which is not shy to ask help from others. When they lack of vocabulary, they will not shy to ask help from their interlocutors. For instance, *"I'm (pause) forget". "Apa?".* Further, introvert students tend to solve the communication problems by their own self without appealing help.

Time gaining strategy by using fillers is mostly used by introvert students, with the percentage of 23%, while this strategy only gets 19% in extrovert group. The aim of this strategy is to gain time to think while trying to make the oral task run smoothly at

the same time, but in this strategy they have used hesitation device such as *mm* and *uh*. The subjects might forget words or utterances they actually knew, or they could not concentrate well. Since the personality of introvert does not like speaking, they cannot concentrate well during speaking activity. Thus, they need longer time to say something. It is due to the fact that their risk-avoiding personality makes them need to think longer in order to avoid mistakes. Therefore, time gaining is used to think an appropriate words, phrase, or even structures because they do not want make some mistakes in the conversation. The example of this strategy is the speaker said *"Ee.. I really love you because you are beautiful."*

Code switching has 20% of total percentage in introvert group. Meanwhile, it gets 19% in extrovert group. The example of code switching in the conversation is "*Bahasa Indonesia aja lah ya.. satu juta dua ratus lima puluh ribu.* Introvert students use it more frequently because subjects with introvert personality tend to avoid delivering difficult words or sentences owing to the shy feeling or worry of making mistakes. Thus it is switched the English words or sentences into their native language, which is Indonesian and since the interlocutors was Indonesians, she thought it would not be a problem to use Indonesian words.

The next strategy is literal translation with the total number 19% of the percentage in extrovert group. Meanwhile, introvert students use 12% of total percentage. The example of this strategy is the speaker said *"why you so sad"* for *"why are you so sad?"*The subjects try to translate the words literally into their native language which

is Bahasa. The extrovert students tend to use it more frequently because they do not worry of making mistakes. They do not care much whether or not it is appropriate with English structures. They just adopt structure of their native to make the interlocutors understand, since they think that their interlocutor is Indonesian.

Message abandonment is the next strategy mostly used by the subjects. The introvert students tend to use it more frequently with the percentage of 10%. Meanwhile, extroverts only use it as many as 1% from the total of percentage. The reason why introvert tend to use it frequently because they lack vocabulary, find difficulties in arranging the structure of their utterance, are confused to continue due to their nervousness, and are worried of making mistakes. Since this strategy belong to avoidance or reduction strategy, it is true that introvert tends to use it frequently.

Topic avoidance got the total of 1, as much as 2% for extrovert group. Besides, it got 1, as much as 1% for introvert group. The subjects in this strategy avoided telling the words or sentences which were difficult for them. Possibly, these subjects were afraid of making mistakes; thus, they preferred to avoid saying the words, sentences or concepts rather than to express them and just went on to the next words, sentences or concepts.

The total number of approximation used by introvert is 8 or equals 9%. For example, a subject said "*hand phone*" to refer to "blackberry". It might be that subjects find difficulties in retelling certain objects in the tasks due to their apprehension. In this

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example, the subject tried to overcome the difficulty of finding the term 'hand phone' by using "an alternative term to express the meaning of the target lexical item as closely as possible" (Dornyei, 1995, p. 56).

The next strategy used by extrovert students with the percentage of 4% was using nonlinguistic signals such as mime, gesture, facial expression, and sound imitation to help the subjects in expressing the meaning. Besides, the introvert students only used it as many as 1%. For example, a subject pointed out toward his friend's shoes. So, while they were speaking, they used mime or gesture to help them in expressing certain things.

The last strategy used by extrovert group is using all purpose words with the percentage of 4%, as many as 2. Meanwhile, introvert students use it as many as 4 (5%). For instance, the speaker said *"I find it here"*. The word *here* is too general to describe the place. It means that the speaker lack of specific word of an exact place.

The number of CSs used by both of groups has been calculated. The result shows that extrovert students tend to use appeal for help frequently with the percentage of 23% from the total number of CSs frequently used by their group. Meanwhile, the introvert students mostly use time gaining series with the percentage of 23% from the total number of CSs frequently used by their group.

By seeing the result, it was found that there are three CSs which were not used by extrovert and introvert students. They are circumlocution, word coinage, and foreignaizing. Circumlocution is used to describe a certain object. The students might not use it in the conversation because the objects that they were talking have been known well by all speakers. So, it was not needed to use circumlocution anymore to give information about the object. Word coinage was the second strategy which was not used by the students. It is actually a strategy in which the speaker creates nonexistent L2 words based on a supposed rule. In this case, none of the speaker used it as their communication strategy. It might be that they did not know how to create a new word of English. They might think that it was better to switch the word into their native speaker rather than they made a new word of English. Foreignizing was the last strategy which was not used by the students. It is due to the fact that foreignizing encourages the speaker to adjust L1 word to L2 phonology. The students might not use it because they did not understand how to use foreignizing. They might think that it was better to directly use L1 word to L1 phonology rather than adjust L1 word to L2 phonology.

Moreover, the reason why they have different choice of CSs is due to the fact that they have different personality. It has been proven that personality can influence the choice of using CSs. it is in line with the theory of Tarone (1977) who suggests that personality has a very close relation with the choice of communication strategies. The Extrovert students tend to be risk taking, while introvert students tend to be risk avoiding and afraid of making mistakes in communication. Extrovert students use

compensatory strategies frequently. Meanwhile, introvert students mostly used time gaining strategy.

In addition, it was found that introvert students used more CSs than extrovert students. It is due to the fact that they have different way in doing the conversation. The researcher found that extrovert students tended to speak as well as they could without thinking about some mistakes that might be appeared in the conversation. Conversely, introvert tended to be more nervous in speaking because they have to make spontaneous conversation without any preparation. After giving the direction, the researcher should make them relax and wait for a moment. They were afraid of making mistake and they were hesitating too much. Indirectly, it influences the choice of communication strategy.

Moreover, introvert student used more CSs than extrovert students because of situation of use. Since the researcher used spontaneous conversation in order to make the situation as natural as possible, they may become hesitate too much because they had no preparation before. Ellis (1985) states that learners may use fewer strategies in a classroom environment than in a natural one. Recent studies indicate that the different situation might, to a certain degree, affect the learners's choice of CSs (see e.g. Rababah, 2002). Moreover, extrovert students have better speaking ability than introvert. They are more fluent and impulsive in speaking than the introvert students. Thus, they tended to use fewer CSs than introvert students. It is in line with the theory of Hyde (1982) who found that lower level students make more frequent use of CS

than more proficient ones because they encounter more problems in communication due to their more limited command of the target language.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion, the researcher concluded that there are 138 CSs used by extrovert students and introver students. The researcher finds 86 strategies have been used by introvert students. Meanwhile, extrovert students only used 52 CSs. It means that introvert students used more CSs than extrovert students. In addition, there are nine CSs used by both of groups. They are message abandonment, topic avoidance, approximation, use all of purpose words, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy. Meanwhile, extrovert students tended to use appeal for help frequently. On the other hand, introvert students mostly used time gaining strategy.

The researcher conludes that extrovert students tended to be more risk taking, confident, and focused on the task. Meanwhile, the introvert students tended to be more nervous and afraid of making mistakes. They could not concentrate well while they were speaking. Thus, introvert students used more CSs than extrovert students.

Based on the conclusions above, it is suggested that the teachers provide L2 models of the use of certain CSs because it is important for them to overcome their communication problem. Meanwhile, teacher can teach CSs directly by presenting

linguistic devices to verbalize them. Then, after being taught about CSs, teacher can provide opportunities for practice in strategy use while they are practicing for speaking.

Since this reseach has focused on analyzing CSs used by extrovert students and introver students, other research can analyze learning strategy of extroversion and introversion in four different skills, such as listening, speaking, reading, and writing. Furthermore, testing a questionnaire in a different way can be a good idea. For instance, the questionnaire is given to a student where the student is required to answer it based on his opinion toward his one particular friend. It may cause lower chance for them to fake their personality.

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