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## COMMUNICATION STRATEGIES IN CONVERSATION USED BY INTROVERT STUDENTS AT POLITEKNIK LP3I MEDAN

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### ABSTRACT

This study deals with the language communication strategies in conversation used by extrovert and introvert students at Politeknik LP3i Medan. It uses qualitative research design with a single case study to gain an understanding on this study. It is conducted descriptively. This study aims to find out the types of communication strategies in conversation used by introvert students of Politeknik LP3i Medan. The subjects were 10 persons of introvert and of Politeknik LP3I Medan. The use of instruments in this study were observation ,interview and documentation. The observation were the types of communication strategies in conversation used by extrovert and introvert students of Politeknik LP3i Medan. The interview was used to in depth the data. The theories of Celce-Murcia was used in this study. The data were analyzed by Spradley (1979) analysis. The result of the study there were three reason of communication strategy were used by students of Politeknik LP3I Medan. They are providing opportunities for practice strategy, proving list of needed vocabulary and remind forgotten words strategy.

**Keywords:** *Communication Strategies, the Reason Why the Introvert Students Used Communication Strategies in the Way They Do*

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### 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 its plays a major role in the human activities . 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 using of English in the classroom has been conducted by the students of Politeknik LP3i Medan many years ago. The students of Politeknik Lp3i Medan used communication strategies caused by the limitation of their vocabularies to express their meaning in English Studies have found that communication strategies, unconsciously used in the first language, do not automatically transfer to the second language. Introvert are less socially active than extroverts. Their lack of social involvement should not be inteprented as shyness or depression; they simply need less stimulation than extraverts (Bidron, 2011). Extraversion is connected with positive emotions, surgency and the tendency to seek out stimulation and the company of others. From the theory above the researcher found that the introvert student has a good social with her friends, the researcher found on their conversation (Bidron, 2011) as the following:

Ext.St : Do you see sir Danny?

Int. St : No, why?

Ext. St : I want to memorize English Journal.

Int. St : Oh

Ext St : Have you finished your English Journal?

Int. St : No, still many.

Ext. St : *Wayooo*, we exam next week.

Int. St : **what do you say?**

Ext St : exam next week

Int. St : Oh my god, as you know if we don't finish English Journal, we will not join for exam, right?

Ext. St : Yes,

Int. St : Actually, I am two more

Ext St : **Tumor?**

Int. St : **Hahahahahaha, two again loh, sir Danny says, later later later, he is so busy. He always go outside for meeting. I stay here until night, because sir Danny says he will go back in the afternoon. So I can memorize my journal.**

Ext : **Hmmm, ok I join with you.**

From the data above, we know that the introvert student talks much in conversation than extrovert student. The introvert student also gives information to extrovert student when her lecturer will come back to campus. Then, from the conversation introvert student uses communication strategy, namely interactinal strategy in asking for repetition, she says “what do you say?”, it means that the introvert student asking for repetition of information about examination. The extrovert student also used interactional strategy in asking for clarification. She said “tumor?”, the extrovert thinks it is one of illness, but introvert means he has not finished yet two more pages of her journal. From conversation, the extrivert student also uses indirect strategy in use fillers “*hmm*”, she means she needs time to think to join with her in waiting for her lecturer. From the data above, it opposites with the theory Biedron, it means that the researcher found a new phenomenon or new insight from this study. From the phenomena and data above, the researcher is interested to conduct the research about Communication Strategies in Conversation Used by Extrovert and Introvert Students of Politeknik LP3i Medan. This research, the researcher wants to investigate the reason of communication strategies in conversation used by introvert students at Politeknik LP3I Medan.

## **LITERATURE REVIEW**

### **The Reason of Communication Strategy**

Communication strategy as "a systematic attempt by the learner to express or decode meaning in the target language, situations where the appropriate systematic target rules have not been formed" (Tarone, Cohen and Dumas, 1976). The learner can resort to certain strategies that was divided into six reason as follow (Murcias, Zolta dan Thurrel, 1995).

### **The Reason for Communication Strategies**

Researchers agreed that the strategic competence that speakers develop in their firstlanguage could be freely transferable to their second language use. This meant that most adultlanguage learners already have a repertoire of communicative strategies that they use in L1, regardless of their level of L2 proficiency. Kellerman (1991), for example, affirmed that ifthe cognitive processes are familiar from the L1, there was no point in teaching thesestrategies, and concluded “there is no justification for providing’ training in compensatorystrategies in the classroom. Teach the learners more language and let the

strategies look after themselves". Hungarian researcher Dornyei (1995), at present professor of psycholinguistics at the University of Nottingham, not only suggested that communication strategies needed to be taught. The following is the reason for using communication strategy:

1. Raising learner awareness about the nature and communicative potential of communication strategies by making learners conscious of strategies already in their mind, and making them realize how these strategies actually work.
2. Encouraging students to be willing to take risks and use communicative strategies or making them use these strategies in actual conversation.
3. Providing L2 models of the use of certain communication strategies through demonstrations, listening materials and videos. By viewing these material students will come to know about the actual use of CSs in communication.
4. Highlighting cross-cultural differences in communication strategy use because in some languages particular communication strategies may be seen as indications of bad style.
5. Communication strategies can be taught to them by providing list of needed vocabulary. For example list of use of fillers, list of use of all purpose words etc.
6. Providing opportunities for practice in strategy use is necessary because communication strategies can only fulfill their function as immediate first aid devices if their use has reached an automatic stage.

## **METHODOLOGY**

A method in qualitative research refers to the researcher's plan of how proceed [5]. A method of this study is qualitative. The data were the utterances consisting communication strategy extrovert and introvert students at Politeknik LP3I Medan. The source of data were taken ten introvert students. The instruments of this study were observation, interview and documentation. The data were collected by observation, interview, and making documentations. The observation were conducted to ensure that the participants use communication strategies in conversation. The interview was applied by giving some questions that related to communication strategies in their conversation. While the document gathering was done by using camera, to give a visual and comprehensive explanation about the site and environment of the study was conducted.

## **RESULT AND DISCUSSION**

The result of this study was introvert students used communication strategies in the conversation. There are three reason of communication strategy used by students. it is not

related related to theory. Dornyei (1995), at present professor of psycholinguistics at the University of Nottingham, not only suggested that communication strategies needed to be taught.

The following is the reason for using communication strategy: raising learner awareness, encouraging students, providing L2 models, highlighting cross-cultural differences, providing list of needed vocabulary and providing opportunities for practice. Based on the theory there were six reasons of communication style. But after analysis the data, the researcher just found three reasons of communication strategies in this study. Two reasons of communication strategies based on the theory and one reason of communication strategies as a new finding in this study. It meant that it was not line with the theory. So the total of the reason for communication strategy in this study, there were three reasons of communication strategy of students of Politeknik LP3I Medan. They were providing opportunities for practice, providing list of needed vocabulary and remind forgotten words.

Based on the analysis the researcher found raising learner awareness 0 % of introvert students, encouraging students 0 % of introvert students, providing L2 models had 0 % of introvert students, Highlighting cross-cultural differences models had 0 % of introvert students, Providing Opportunities For Practice Strategy had 11.1 % of introvert students, Providing List of Needed Vocabulary Strategy had 33 % of introvert students, Remind Forgotten Words Strategy 22.2 % of introvert students.

Meanwhile, raising learner awareness was not found because researcher did not find the learners conscious of strategies already in their mind, and making them realize how these strategies actually work. Encouraging students was not found because students did not take risks and use communicative strategies or making them use these strategies in actual conversation. Providing L2 models was not found because the students did not use demonstrations, listening materials and videos. By viewing these material students will come to know about the actual use of CSs in communication. Highlighting cross-cultural differences was not found because the students did not use communication strategies may be seen as indications of bad style.

Based on the data above, we know that the dominant using reason of communication strategy was remind forgotten words strategy.

### **1. Providing Opportunities for Practice**

After the researcher did the interview about this reason. The Most of the students of Politeknik LP3I Medan answered that communication strategy can help them in

communication. Communication strategy had important role in their communication strategy. By using communication strategy the students got opportunity to practice or speak in front of their friend although communication strategy was not good on the conversation. The researcher asked the students about communication strategy that that used, it can help them in speaking or no. Then, the most of students of LP3I Medan answered communication strategy help them to be able to continue their conversation.

In this strategy, the researcher just found two students using this strategy. They were S23 (ext. Male) and S23 (int. Female). The researcher did not find introvert male and extrovert female students in this strategy. So in this strategy there was not dominant in using this strategy.

The researcher question was **“does communication help in your speaking?”** The following was one of the student’s answer **“yes, because by using communication strategy what we want to talk about will be remembered then using communication strategy we can think again”**. From the student’s answer above, it meant that communication strategy had important role in the conversation. By using communication strategy, the student had opportunity to continue their speaking in the conversation. Then there was also a student’s answer that communication strategy can help him to use appropriate word in the conversation. It meant that the student want to speak perfectly or use good word or grammar in his conversation. So the communication strategy also helped him to create good English in his conversation. This reason came from S23 and S32. The following was the student’s answer **“yes, it does, when I use communication strategy I can choose the right words to say”**. The point of his statement is **“the right words to say”**. Of course, for his statement the student wanted to speak English well and carefully in using English in his conversation.

## **2. Providing List of Needed Vocabulary**

In the conversation, we know that we should have many vocabularies to make the conversation well. The problem of the students in English conversation were lack of vocabularies. It could be a case of them to make good conversation. The reason of students used communication strategy was to be able to provide list needed vocabulary in the conversation. By using this communication strategy, the students can prepare more vocabulary in the conversation.

In this strategy, the researcher found three students doing this strategy. They were S28 (ext. Male), S26 (ext. Female) and S14 (ext. Male). In this strategy, the researcher did not

find introvert students using this strategy. The dominant using this strategy based on the personality were extrovert students and based on the gender were extrovert female students.

This answer came from S28 After interviewing the student, the data came from S28. This was researcher's question **"does communication strategy teach you to provide more vocabulary?"** after the researcher asked about it, the student answered **"yes, because communication strategy helped me to find out more about new vocabulary"**.

Based on the student's answer we know that communication strategy can help them to find out more vocabulary in the conversation. The data also came from S26. She said that **"yes, it can teach me to provide more vocabulary"**. S26 believed that communication strategy can help her to provide more vocabulary. So by using communication strategy, she can find many more vocabulary in her speaking. Then, the reason of communication strategy also made the student to learn more and increase their vocabulary. It came from S14 that communication strategy will make her to learn more, she realized that vocabulary was so important in the conversation, so she wanted to increase vocabulary to make her easy to speak English. She said **"and I will learn more to increase vocabulary"**. From the data above we can conclude that the reason for communication strategy was communication strategies can be taught to them by providing list of needed vocabulary.

### **3. Remind Forgotten Words**

After interviewing the students, researcher found a new insight from this study. It meant researcher found new phenomenon from field. This reason was not there in the theory but the reason of the students of Politeknik LP3I Medan dominantly the students used communication strategy because that was an opportunity on them to remind their forgotten words in the conversation. The students of Politeknik LP3I Medan used communication strategy with the reason that can make them easy to remind some missing words in their conversation. This reason of communication strategy came from S32 (intro. Female), S28 (ext. Male), S23 (ext. Male) and S21 (int. Female). The researcher did not find introvert male students and extrovert female students in this strategy. The dominant using this strategy were extrovert male students.

To get the data, the researcher asked a question **"why do you use communication strategy on your speaking?"** then S32 answered **"because by using communication strategy I can while remembering"**.

As we knew, many kinds of communication strategy did in the conversation that can be used by speakers. S32 used the communication strategy for her thinking about missing

words that lost in the conversation. So communication strategy could help the student to make their conversation ran well.

Next, S28 answered **“because I use communication strategy to compose words in order to remember the words that I have forgotten”**He also used communication strategy to remind forgotten words in the conversation. The reason of him used communication strategy also refresh his utterance. By using communication strategy can make him time to remind the missing words on his mind.

Then, S23 answered **“I always use communication strategy when I speak to remember search for words that I want to say and lack of vocabulary”**his reason for communication strategy was same with previous student, it can be used to remind forgotten words in the conversation. From his answer, it occurred because he was lack of vocabulary in English, so he used communication strategy to remind forgotten words.

And the last S21 said **“because it is not master of the topic, trying to remember or find the words spoken and lacking in vocabulary”**from her answer we knew that the student did not master the material, so it can make her confused to speak. Then, she used communication strategy to remind what were they talking about. When she used communication strategy, her interlocutor automatically wanted to wait for her next sentence.

## CONCLUSION

The reason of communication strategies occurred in every conversation that was done by introvert students. The students used this strategy according to the function of the strategy. The strategy helped the introvert students in the conversation. Although, the students just used three reason of communication strategy to make the conversation smoothly.

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