

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Communication was a way of conveying the intended meaning from one to another. In communication, people were 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 needed a competence to communicate each other. This competence included the competencies in delivering thought or feeling, the use of gesture and eyes.

The communication can be smooth and well turning if the speaker had a good understanding of the context and situation in which they communicated 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 had the possibility to give the misunderstanding between speaker and interlocutor if the speaker used incorrect expression. Furthermore, when a speaker talked to other, speaker should give relevant response and still gave the attention to the situation in order the conversation can go well (Muthmainnah & Sutopo, 2016, p. 38). Because of 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 proposed the ability to communicate in the language and it comprises four

dimensions, they are grammatical, sociolinguistic competence, discourse competence, and strategic competence.

Dornyei (1995, p. 56) stated that people can communicate effectively with limited words by using some ways, for example, they used their hands, imitate the sound or movement of things, mix the language, create a new word in short and so on. Those ways indicated 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 attempted 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 were 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 learners with the linguistic resources limitation want to communicate and deliver messages; in truth, he or she used the communication strategy that was activated automatically or not.

The use of English in the classroom had 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. The communication strategies helped the students not to stagnant in conversation. As Selinker's (1972) views, "Strategies of The Use of Communication Strategies in Oral Communicative Situations in Second Language Communication" were the ways in which foreign/second

language learners deal with the difficulties they encounter during the course of their speaking performances in target language when their linguistic resources are inadequate. Communication strategies were attempts to bridge the gap between the linguistic knowledge of the second-language learner and the linguistic knowledge of his or her interlocutor in real communication situations. Studies have found that communication strategies, unconsciously used in the first language, do not automatically transfer to the second language. Actually, communication strategies need to be explicitly taught for students to improve their accuracy and fluency (Dörnyei, 1995).

Biedron (2011) stated that introvert were less socially active than extroverts. Their lack of social involvement should not be interpreted as shyness or depression; they simply need less stimulation than extraverts. Biedron (2011) argued that extraversion was 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, 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 goback in the afternoon. So I can memorize my journal.

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

From the data above, we knew that the introvert student talked much in conversation than extrovert student. The introvert student also gave information to extrovert student when her lecturer will come back to campus. Then from the conversation introvert student used communication strategy, namely interactional strategy in asking for repetition, she says “what do you say?”, it means that the introvert student was asking for repetition of information about examination. The extrovert student also used interactional strategy in asking for clarification. She said “tumor?”, the extrovert thought it was one of illness, but introvert meant he has not finished yet two more pages of her Journal. From conversation, the extrovert student also used indirect strategy in use fillers “*hmm*”, she meant she needed time to think to join with her in waiting for her lecturer. From the data above, it opposed with the theory Biedron (2011), it meant that the researcher found a new phenomenon or new insight from this study. There were some previous studies that found by researcher. The previous studies had connection with her study, as the following:

Zafarghandi, Salehi and Sabet (2016) that found heir study has clearly shown that extrovert teachers show superiority over introverts in their overall instructional immediacy performance. In this study, it has also been made clear that teachers with extrovert personalities make more use of verbal. Immediacy in and out of the classroom context than what Introverts do. Similarly, different researches have shown that verbal behaviors were indeed influenced by extrovert personality. The other findings of the study concerning with the relation between

gender and instructional immediacy, show that there were no significant differences in using verbal immediacy between male and female teachers, irrespective of lecturers' status (Gendered social interaction is guided by status, positions people occupy, and roles, the manner associated with a status). In addition, the results of this study show that gender cannot be considered as a leading factor in anticipating how much non-verbal communication and instructional immediacy male and female teachers would use. Their study has contribution with this study, the researcher has known how introvert and extrovert teachers' performance in teaching, the researcher also know how to analyze the data of introvert and extrovert teachers in their teaching performance. The result of this study, it's clear that there's difference between introvert and extrovert teachers' teaching performance and the researcher of this study is curious how introvert and extrovert students' in their communication.

Tabrizi and Hosseini 2016) in their study, it was demonstrated that experimental groups outperformed control groups while the experimental extrovert EFL learners were significantly better at writing tasks than the experimental introvert ones. Therefore, by studying the difference between extroverts and introverts and their probable effect on language skills like writing, teachers can predict what kinds of activities and tasks students will enjoy, what sort of teaching methods they require and what their learning styles are. Therefore it can be concluded that using tasks for teaching writing to extrovert students is a useful approach but it does not mean that using these tasks for instructing writing to extroverts is not useful. Thus, it is felt that this study has made some important contributions towards a better understanding of the extroversion-introversion

personality variable and its relationship to some learning outcomes (i.e., performance on writing tasks).

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. The researcher intend to investigate the types, manner and reason of communication strategies in conversation used by extrovert and introvert students at Politeknik LP3I Medan.

1.2 The Problems of the Study

Based on the background of the study, the problems were formulated as the following.

1. What the types of communication strategies in conversation were used by extrovert and introvert students of Politeknik LP3i Medan?
2. How the manners of communication strategies in conversation were implemented by extrovert and introvert students of Politeknik LP3i Medan?
3. Why did extrovert and introvert students of politeknik LP3i Medan use communication strategies in the way they did?

1.3 The Objectives of the Study

The objectives of study can be described as follows:

1. To find out the types of communication strategies used sed by extrovert andintrovert students of Politeknik LP3i Medan
2. To describe the manner of communication strategies used by extrovert andintrovert students of Politeknik LP3i Medan

3. To explain the reason why the extrovert and introvert students of politeknik LP3i Medan use communication strategies in the way they do.

1.4 The Scope of the Study

This study focused on the discussion of the types, the manner, and the reasons of communication strategy which occurred among the extrovert and introvert students at Politeknik Lp3i Medan. The subjects of this study were Business Administration students in the second grade or fourth semester Politeknik LP3I Medan. There were 20 extrovert students and 12 introvert students that chosen in this study.

1.5 The Significance of the Study

The findings of the study were expected to be useful and relevant theoretically and practically. Theoretically, the findings of the study will be useful for developing of the theory of communication strategy. This research findings will be also useful for improving the knowledge to add the horizons in communication strategy issues.

Practically, the result of the study was useful as a reference for the university students who are interested in studying communication strategy. This research findings will be also useful for the next researchers who are interested in conducting any further studies in communication strategy.