

CONVERSATION ANALYSIS IN AN INTERPERSONAL COMMUNICATION (Case Study of Conversation Analysis Between Trainer And Trainee In BBPPKS Yogyakarta)

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Abstract

This study tries to describe the communication patterns between trainer and trainee in BBPPKS Yogyakarta as well as the things that influence communication gap between two parties. It aims to analyse how often the communication occurs, what communication attitudes are involved, how the quality and the relevance of communication between both parties, activity of delivering and receiving message from communicator to communicant. The result of this study showed that there are internal and external factors that influence the communication gap between trainer and trainee. The internal factors include the difference of perception, anxiety and unwillingness in communication, and feeling comfort in the safe zone. In opposite, the external factors include custom or personal habit and credibility of speaking opponent.

Keyword: conversation, communication, trainer, trainee

INTRODUCTION

Balai Besar Pendidikan dan Pelatihan kesejahteraan sosial Yogyakarta is an institution that organize some education and training program. In the training program, there are interactions between trainee and trainer (widyaiswara). However, a problem in communication might occur as the result of misunderstanding between two people having conversation. Even if the conversation is simple, the result caused from this misunderstanding might not be so that simple. Since the communicator is not able to understand the character of opponents she/ he is speaking to, any difference of perception may be occur that resulted to a problem. There are many aspects are available in an interpersonal communication, such as understanding of custom, individual character, and someone's interest about something. Sometimes, people who tend to speak spontaneously may see these aspects as something excessive; however, it will have different result when it is used in a more formal situation. *“sometimes i don't understand what the trainer said, but I stayed silent because I feel embarrassed.” (interview with one of trainee of PKH at BBPPKS Yogyakarta, 25 Agustus 2015).”*

The relationship between trainer and trainee should be harmonious since both parties are actively involved in communication. In this case, however, the situation is different. It is assumed that the trainer has no intention in knowing more about his trainee. Moreover, it is not something important for the trainee as well, if their boss does not properly recognize them. *“I only say what I have to say to him, we have different status, he is the trainer, and I am the trainee” (interview with another trainee)*

The second staff interviewed by the reseracher gave similar statement with the previous one, even though the second staff is still have little intention to make conversation. In this case, gender may be the factor that is involved. Since the second respondant have same gender as the trainer, so it is comfortable for them to speak.

From interview results provided above, it can be said that there is a communication gap between trainer and trainee. Based on a research concerning communication pattern among workers, “communication gap is a barrier in communicating as resulted from several factors” (Loreno: 2013)

Communication gap might occur when what is about to say is not correctly, completely communicated to the receiver. It is the biggest barrier in achieving the goal of an organization. As communication gap occurs, it means that the target and the goal have been defined by the top manager (trainer) are communicated well to the workers (trainee) in all level of organization. Even if it has been communicated, the point is not properly understood by the workers. This

misunderstanding may be caused by misconception in communication, realistic purpose, improper language, and so on.

What make this present research different from previous researches is that the researcher use *Conversation Analysis* (CA) in analyzing the conversation in communication of an organization. Conversation Analysis is a method to observe and analyze a conversation in term of conversation arrangement, action and interaction occur in a conversation (Little John: 2011). Unlike many previous reseraches that focusing their objectives to the result of conversation or the influence of conversation to the effectivity of communication between trainer-trainee, this current research focuses on the process of conversation that occur between trainer and trainee. It analyze how people involved in conversation form a pattern of communication behaviour.

According to Paul Grace, the first thing to consider in making logic, understandable conversation is cooperative principle. It requires people involved in conversation to give proper contribution during the conversation (Little John, 2011: 195). In this case, there are four cooperative principles available in a conversation, namely quantity maxim – the amount of not excessive words; quality maxim – the truth of what is said; relevancy maxim – the relevancy or the relation of what is said; manner maxim – the behavior should be performed during conversation; clear, focus to only one point, and not ambiguous to the opponent. It is needed to confirm first whether or not there are excessive words in a conversation between trainer and trainee, whether or not what is said is true without overacting it, whether or not the focus of conversation is only to one point, and whether or not both parties clearly speak to each other to avoid misunderstanding.

In this case, the communication aspect that will be analyzed is when trainer and trainee perform as both communicator and communicant, specifically in relation with quantity maxim, quality maxim, relevancy maxim, and manner maxim.

In the process of trainer-trainee communication, both parties have to perform not only as a communicator who produces the message, but also as a communicant who receives the message.

In this research, the researcher uses the theory of Message Design Logic defined by Barbara O’Keefe (1988) in analyzing the message production performed by a communicator. According to this theory, there are three components used by communicator in producing message based on the level of individual cognitive complexity. They are expressive logic, conventional logic, and rhetoric logic.

Moreover, in analyzing message reception performed by a communicant, the researcher uses Audience Reception Theory or Reception Theory by Stuart Hall (1980) in which there are three types of communicant in term of message reception; domination, negotiation, and opposition.

Based on the background stated above, then the general problem of this research is what patterns and situation are available in the conversation between trainer and trainee in BBPPKS Yogyakarta? Specifically, the research problems of this study are 1) what are the content of trainer-trainee conversation?, 2) what is the relevancy of it with the training materials?, 3) what manner are performed by trainer and trainee during conversation?, 4) how is the quality of conversation between trainer-trainee?, 5) how often does the trainer-trainee conversation occur?, 6) how do the trainer and trainee perform as communicator who deliver the message?, and 7) how do the trainer and trainee perform as communicant who receive the message?

The general objective of this research is to describe the patterns and situation that are available in conversation between trainer and trainee in BBPPKS Yogyakarta. Furthermore, the more specific objectives of this research are to describe the content of trainer-trainee conversation, to describe the relevancy of it with the works, to describe and analyze the manner performed by trainer and trainee during conversation, to analyze the quality of conversation between trainer-trainee, to describe how often the trainer-trainee conversation occurs, to analyze the trainer and

trainee's performance as communicator who deliver the message, and to analyze the trainer and trainee's performance as communicant who receive the message.

LITERATURE REVIEW

Based on a research concerning communication pattern among workers, “communication gap is a barrier in communicating as resulted from several factors” (Loreno: 2013). Communication gap might occur when what is about to say is not correctly, completely communicated to the receiver. It is the biggest barrier in achieving the goal of an organization. In an organization, communication gap means that the target and the goal have been defined by the management (trainer) are not well-communicated to the trainee. Even if it has been communicated, the point is not properly understood by the workers. This misunderstanding may be caused by misconception of communication, realistic purpose, improper language, and so on.

In a research, Alexander Ashwort (2005) stated that communication gap between communicator and communicant can be reduced by applying two-ways active communication between communicator and communicant.

In this research, the researcher used conversation analysis (CA) to observe and describe the process of communication between trainer and trainee in BBPPKS Yogyakarta. In this case, conversation is defined as a success or a social achievement since it requires the speaker to accomplish some certain matters that are cooperatively done during the conversation (Little John, 2011: 194). Conversation analysis tried to determine in detail what achievements have been achieved by analysing several conversation transcripts. Moreover, it also examines closely any manner performed in conversation as well as actions done by speakers in their communication. Simply, this study tried to answer **how the communicator proposes a question, how the communicant gives an answer, how to decide who to speak and how the facial expression is shown**. It is to know how all those things above are done in uttered languages and what devices or interactions used by speakers to perform actions. Conversation analysis does not discuss the individual differences or someone's mental process in its analysis, but it focuses its discussion to what happen in uttered languages, texts, or conversations.

The most popular and significant aspect in conversation analysis is concerning the conversational coherence in which a conversation should be relevant and meaningful (Robert T. Craig, 1983)

Paul Grice explained that there are several general assumptions that must be available in any conversation in order to make it coherence, logic, and understandable. One of them is cooperative principle. This principle requires speakers to give proper contribution in current conversation. The term cooperative does not merely mean a physically symbolized agreement, but it refers to the speaker's willingness to give appropriate contribution that in line with the goal of the conversation. For instance, if someone is asking you a question, then you have to answer or respond to it. Otherwise, you are considered being impolite and inappropriate person.

According to Grace, cooperation in a conversation can be accomplished through these four rules: a) Relevancy maxim. It refers to the substantial topic or content of a conversation. Someone is said break the rule of relevancy maxim when the speaker talks about something that literally unrelated to or out of the context of what is talking about. b) Manner maxim. It refers to the manner or attitude performed while speaking. c) Quantity maxim. It refers to the amount of words used in a conversation. It is better that the amount is not excessive. d) Quality maxim. It refers to the truth of the utterances said by speaker. Any single words uttered in a conversation must be a truth.

The underpinning theory used to analyze and describe the message production in this research is message design logic (Barbara O'Keefe, 1988). The main principle of Message Design Logic is that different person has different way of thinking about communication. Those differences will influence how the message is produced so that the goal of communication is achieved. Thus,

message design logic provides “rational purposive analysis” of communicator understanding concerning the connections and the means of communication to produce variation of messages. It can be seen from the delivered message communicated in a complex situation (O’Keefe, 1988). Concerning to this matter, there are three types of communicator in term of producing message based on the level of individual cognitive complexity, namely Expressive Logic, Conventional Logic, and Rhetoric Logic. Expressive logic sees communication as a means of self-expression to communicate its feelings and thoughts. Therefore, the produced message is more open and reactive since it has the feeling of self-centered rather than person-centered. Conventional Logic perceives communication as a role play that is acted out by following certain rules. Communication is seen more as a means of self-expression which is submissive to the certain rules and norms. The submission includes the rights and duties of all parties involved in the process of communication. Generally, the message being delivered is in well mannered, properly communicated and is appropriate since the rules are already understood. Last but not least, rhetorical Logic sees communication as a way to change the communication rules through the process of negotiation. In this case, the message is designed to be flexible, thoughtful, and person-centered because persuasion and politeness are the main objectives to be achieved.

Stuart Hall (1980) used encoding and decoding communication model in his research. There are plenty of researches had been conducted concerning the idea of public community as a social group. From those researches, studies focusing on public community showed how they perceive the message from their own perception. The most important concept as the first revealing of audience reception theory is encoding and decoding. Encoding refers to the process of producing message within relevant codes, while decoding refers to the process of using the codes to give meaning to the message.

Encoding and decoding is not always has symmetric structure of meaning. Symmetric degree (whether or not the communication exchange is symmetric) depends on the equivalence of the relation built by both message deliver and receiver (code deliver and code receiver). Stuart Hall stated that there are three types of audiences (communicants) in receiving messages (Baron & Davis, 2003: 270). Dominant position is when audiences receive the message from the communicator fully, meaningfully as the way the communicator intended, so the audiences are in the domination position. In this case, a perfect communication exchange is taking place. Negotiated position occurs when communicants fairly understand what is said by the communicator, but it slightly has different meaning. In this position, audiences make personal interpretation on what is received. In this type of reception, furthermore, it includes two elements; they are adaptive element and opposition element. That is why this reception process is called as negotiation. The last one, alternative or opposition perception, refers to the situation in which the audiences definitely reject the messages delivered by communicator since they assume that the certain messages are not appropriate with the value and understanding they believe.

METHOD

This research employs the trainees of Balai Besar Pendidikan dan Pelatihan Kesejahteraan Sosial Yogyakarta as the research subject. It is conducted in Campus I Purwomartani Kalasan Sleman and campus II that is located in Jl. Veteran No 8 Yogyakarta. This research is a case study research. Creswell (2007: 73-74) defined that case study is one of qualitative approaches in which the researcher observes one or more cases in a certain period of time through in-depth, detailed yet various data collection techniques (observation, interview, audiovisual record, documentation, and report). Moreover, the cases or the case-based themes are thoroughly described.

Techniques of collecting the data used in this research are in-depth interview and direct observation, while technique of validating the data that is used is respondent validation. Creswell in Kuswarno (2008: 65) explained that respondent validation technique allows the

researcher to check the statements from the informants or the respondents of the research. Furthermore, in analyzing the data, the researcher used flow chart of interactive model proposed by Miles and Huberman (1992: 1-2). This process includes three phases of activities: data reduction, data display, and verification.

RESULTS AND DISCUSSION

Formal and informal communication in BBPPKS Yogyakarta

The communication occurs between trainer and trainee consists of two types, formal and informal. Formal communications are used during learning activity in the class. Informal communications used after the class. It could be used either inside or outside the class.

Broadly speaking, there are some aspects related to formal communication. Those aspects are: talking about training material matters and officially conducted in a formal setting. Then the aspects related to informal communication are talking randomly either related or not related with training materials, are conducted in a more flexible, relaxed situation, and can be carried out indoor or outdoor.

Communication Gap in BBPPKS Yogyakarta

In identifying the situation and the type of communication occur between trainer and trainee, it is indicated that there is communication gap occurring between trainer and trainee communication in BBPPKS Yogyakarta. It is found that the distance exists between trainer and trainee is considered as influential factor that makes barrier within both parties communication.

It is also found that the factors influencing the existing of communication gap are categorized as internal factor and external factor. Internal factors here include the personality character, perception diversity, anxiety and have no willingness to communicate, and intention to always be in safety zone. On the other hand, the external factors include the local wisdom or custom and opponents' credibility.

Trainees have different character including shy, introvert, extrovert, and sociable. Perception diversities are such that extrovert, some are open and sociable affect the communication between the training participants and facilitators.

One of trainee's perception is that trainee was only allowed to communicate with the trainer inside the class so that the trainee was disinclined to communicate with the trainer outside the class. *“I only ask about training materials inside the class, during the training process, we are afraid of being disturbance for the trainer” (Nia, training PKH's trainee)*

Some trainees just attend the class, keep silent, don't give a comment or communicate with the trainer. *“In the class I only pay attention to the training materials given by the trainer, I seldom ask a question or give feedback, I afraid of making mistakes..” (Andi, training PKH's trainee)*

While external factors, such as habits of the Javanese, more *“pekewuh”* or embarrassment to those who are older is also one factor of the training participants rarely communicate with the facilitator.

Participants also think that the facilitator as a teacher is more senior and much experience in the field. Participants become reluctant when it has to interact directly.

Whereas Yogyakarta BBPPKS facilitator as trainers should be a mentor and counselor participants training during the training even when participants have entered the field. Facilitators may at any time be asked for opinions or advice when problems occur problems in the field.

The Quantity and Quality of Trainer-Trainee Communication

In term of quantity, the process of communication between trainer and trainee in BBPPKS Yogyakarta can be categorized into three levels. They are frequently communication, occasionally communication, and unintentionally communication.

Intensive/ frequently Communication

The communication between the trainee and the trainer occur at most inside the class. There often occur two way communications between them. In the class, they communicate and discuss about the training material. Two ways communication are well-conducted, especially when the trainee is very curious. The trainee asks questions and discuss with the trainer actively.

Occasionally Communication

The passive trainees only listen to what trainer said. They only commented if the trainer asks them.

Unintentionally Communication

Unintentionally communication usually performed by trainees that were taciturn and seldom communicate with others. Unintentionally communication could also performed by trainee ignore what the trainer said.

In other hand, in term of the quality, the communication process can be categorized as high quality communication and low quality communication. 1) Communication is considered as high quality communication if both communicator and communicant have a good interaction. For instance, both parties are aware of turn taking process that allows them to accordingly take their turns to speak, so both of them can be actively and intensively interacted during conversation. They also share the same role in communication process in which both of them are required to perform as a communicator and also a communicant. As well as trainee-trainer communication could be said as a high quality communication if there is feedback between two parties. There is a discussion and turn taking process. The trainee could express their opinion and the trainer could give an agreement or disagreement about that opinion. 2) As the opposite, communication is considered has low quality if in the process of communication, one person is more dominant than the others. It means that one person is dominating the conversation more as he or she always performs as communicator, while another person only passively being a communicant or listener without any intention to participate in the conversation. In some cases, the communicant is only listening to what is said without having full understanding concerning what messages are carried out by the communicator/ speaker.

Manner (Attitude in communication)

During the communication between trainer and trainee, manners or attitudes are things that constantly involved in this process. The analysis that had been done in this study indicates some attitudes performed by trainer and trainee while being a communicator as well as a communicant during their interaction. The result shows that the attitudes or manners that are performed during communication includes doing flexible gesture while talking (full-body straight or half-body straight), facial expression, stressed voice, and being aware of turn taking.

CONCLUSIONS

From the discussion above, the researcher could conclude that: 1) Communication between the trainee and the trainer occur at most in the class during the training process. It is related with the trainer-trainee's comfort in communicate during training process. 2) Communication between the trainee and the trainer during learning process in the class could be categorized as high quality communication. The trainee could freely ask questions and argue about something and the trainer responds it. 3) The trainer and the trainee talk about something related to training material, inside and outside the class. 4) According to the trainee as communicant, the trainers

are be considered have delivered the message well, reactive, and fair, according to the norms and regulations.

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