



The Role of Face to Face Interaction in Indicating Personality

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Abstract The aim of this research is to know deeply about the important thing of communication. Their impact has been broadly studied within interactions between humans as well as in the field of human-computer interaction. The emergence of many new information and communication technologies, face-to-face interaction is still widespread and popular. A greater emphasis is put on face-to-face communication which provides greater interaction compared to mass communication. This research included into qualitative research. The results show that communication between students and parents is less than 1 hour and vary often misunderstandings between them. The rejection of the positive aspect of the communication by the students, such as having relaxed communication and having great interest for communication from the parents also leads to the same conclusion. Having some fear in communication with the parents is equally perceived by the different categories of students.

Keywords: Communication; Face to Face Interaction; Personality; Perception; Behavior

Abstrak Tujuan dari penelitian ini adalah untuk mengetahui secara mendalam tentang pentingnya komunikasi. Dampak dari penelitian ini adalah tidak ada interaksi yang terbaik antara manusia di dunia ini dibandingkan dengan interaksi manusia dengan computer. Munculnya banyak informasi baru dan teknologi, interaksi tatap muka masih tersebar luas dan terkenal. Tekanan yang sangat luar biasa memposisikan bahwa komunikasi tatap muka menyediakan interaksi yang lebih berpengaruh dibandingkan dengan komunikasi massa. Penelitian ini adalah penelitian kualitatif. Hasil dari penelitian menunjukkan bahwa komunikasi antara siswa dan keluarganya lebih dari satu jam dan bervariasi kesalahpahaman antara mereka. Penolakan aspek komunikasi positif oleh mahasiswa, seperti komunikasi yang santai dan memiliki ketertarikan komunikasi dari keluarga mereka juga mengarah ke pengambilan kesimpulan yang sama. Memiliki ketakutan dan kekhawatiran dalam berkomunikasi dengan keluarganya dimiliki oleh sebagian besar mahasiswa.

Kata Kunci: Komunikasi; Tatap Muka; Kepribadian; Persepsi; Tingkah Laku

INTRODUCTION

Communication is crucial to people's well-being. "To communicate is to be human" is a cliché for communication students. Humans, like other organisms, cannot survive without interacting with their environment. Getting information from outside is crucial to one's existence and growth. Society is a sum of relationships which are formed with the aid of communication. Our relationships at home, work, and play affect our state of well-being.

One communication phenomenon of great interest, and subject to much debate, in both popular and academic literature is the association between Internet use and psychosocial health (e.g., depression and loneliness). Research from a variety of disciplines, including communication, reflects a growing concern with compulsive Internet use and its potential ill effects (Caplan, 2003; Karemaker, 2003; Perry, 2010; Rug, 2017).

Intergroup interactions lead people to develop feelings and opinions about the relationships they have with both other teams and individual members of those teams. These feelings and opinions, which are called intergroup attitude, arise from people's interpretations of a variety of information, prior experiences and prejudices. Intergroup attitudes are comprised of affective and cognitive dimensions (Aberson, 2015). People classify themselves and each other into groups to form ideas and understandings about how to behave towards each other. Research reveals that individuals show favoritism towards people who they place within their own group (Bell, 2014); Harwood, 2010). This process of making distinctions between one's own group and the "other" group is an important element in actual intergroup interaction.

In other case, communication has close relation with the social environments. Other scholars (Wellman & Hall, 1985) classified social support into different dimensions, such as emotion support, instrumental support, information support, affection support, positive interaction and social companionship, etc. Though different classifications in this area exist, most of scholars agreed that social support basically functions to provide tangible support, information support, emotional support, and companionship.

Every human being has different ways in communicating. From their everyday interactions they know that people's perception and behavior is mediated by their personality. Their impact has been broadly studied within interactions between humans as well as in the field of human-computer interaction. Their personality affects the perception and actual behavior. An extroverted person is more outgoing, talkative, active, confident, and companionable. In contrast a more introverted person is reserved, and concentrated. Studies from face-to-face contexts show, for example, that extroverts and introverts use

different kinds of information while judging another person under time pressure. Extroverts feel more control over their interactions; judge them as more intimate and less conflict-laden. They feel more confident after their interactions and also judge their interaction partners as higher in self-esteem than introverts did. People high in social anxiety construe other reactions towards them more negatively than persons low in social anxiety. These examples show how the personality shapes the perception of our interactions.

Although some research groups consider the impact of personality traits on human computer-interaction, they concentrate on the incorporation of personality traits in artificial entities. They are interested in whether the user actually recognizes the implementation of a personality, correctly classifies this implementations into categories of personality traits, and whether they behaviorally react in the same way towards the “artificial entity personality” like they would towards a human with a certain personality. Whether people generally react towards computers and artificial entities like they would do towards humans has been studied extensively. The results from the ‘Computers Are Social Actors’ studies by (Chris, 2016; Drago, 2013; Kevereski, Iliev, Commons, & License, 2017; Okdie, Guadagno, Bernieri, Geers, & Mclarney-vesotski, 2011) provide broad evidence that people react to media like they would to real persons or places. In their book “The Media Equation” (Okdie et al., 2011) report numerous studies (involving usually computers) which prove this assumption to be correct.

Based on above explanation, the writer wanted to conduct research on Students at Muhammadiyah University of South Tapanuli, in English Education Program sixth semester in their communication in PKM’s (*Program Kreativitas Mahasiswa*) team. The researcher wanted to know that the students’ face to face interaction in their team and their family, it can indicated their personality.

METHOD

The research question was inspired by the tendencies of the modern living related to the changes of the individuals, social groups and societal behavior. Also current development of the media and technical and technological processes influence specific ways of communication among individuals, groups and institutions. The most visible way of identification of the possible changes in the communication between individuals is inquiring the communication, especially so called “face to face” communication among the students and their team in their private life. Because of that, the research question is: What is the status of “face to face” communication among the students with their teams.

The researcher used descriptive qualitative in getting the data. The instruments of data collection are observation, interview and questionnaire. The subject of the research is the identification of characteristics of the communication among the students and teams based on the perception of the students. For that purpose in selecting the random sample of the research, it is structured from 6 students. The students, for the purpose of comparing of their answers, were stratified according to the following characteristics: their relation with their parents; sex (male, female); achievements in learning (excellent, very good, good, satisfactory); level of education of students' parents- the highest of one of the parents (secondary school diploma, bachelor and scientific diploma- Master/ PhD or equivalent); place of living of the children (Village or City).

By using questionnaire the researcher asked them for their experience and perceptions about the "face to face" communication among the students and teams in their group. The questionnaire for the students is with one closed question and consists of 15 categories which describe the possible communication. In this step researcher is used statistically in analyzing the data. Then put in percentage. In interview section, the researcher interviewed the students and their perception about their friends. In observation, it used observation sheet. It conducted when the students discuss with their teams.

RESULT AND DISCUSSION

By selection of one category (Strongly disagree; Disagree; partly agree; Agree and Fully Agree) for every given statement, the students were asked to present their perception about the communication in the frame of their families in relation child- parent. Four of the statements were given in a positive sense, and the rest were given in a negative sense. According to calculation of the frequency, average and standard deviation from the answers of every given statement, we can see that *the overall calculation* shows that:

- a. Pondered values of averages show that for the sample of the research, the higher values (4.527) have the statement: *The most common topic of the conversation with my parents is my progress in learning, My daily communication with my parents is less than one hour (4.493) and The misunderstandings in the communication with my parents are very common (4.327).*
- b. The lowest pondered values of averages (1.565) is about the statement *All the time I'm in contact with my parents, than The communication with my parents is relaxed (1.638) and My parents show great interest for communication with me (2.015)*

- c. The values of standard deviation for every statement is in range of (0.850- 1.587). The lowest value has the statement: *I feel that the communication "face to face" with myparents doesn't exist anymore* (0.850), *The most common topic of the conversation with myparents is my progress in learning* (0.923) and *My daily communication with my parents is less than 1 our* (0.949).
- d. The highest values of standard deviation (1.587) has the statements *At least 3 days per week I have "Face to face" contact with my parents* and *Whenever I have a chance, I avoid"face to face" conversation* (1.322)

It is very interesting to analyze the calculation of the results according to ***the sex of the children***. Based on frequency, average and calculation of standard deviation of the answers of every given statement given by the males and females children, it can be seen that

- a. Pondered values of averages shows that for the males in the sample of the research, the higher values (4.465) has the statements *The most common topic of the conversation with my parents is my progress in learning* and *My daily communication with my parents is less than 1 hour* and *The most common communication with my parents is by using different media* (4.124).
- b. The lowest pondered values of averages for males (1.678) is about the statement *All the time I'm in contact with my parents*, *The communication with my parents is relaxed* (1.704) and *My parents show great interest for communication with me* (1.747). Pondered values of averages shows that for the females, the higher values (4.738) have the statements *The misunderstandings in the communication with my parents are very common*, *The most common topic of the conversation with my parents is my progress in learning* (4.584) and *My daily communication with my parents is less than 1 hour* (4.518). The lowest pondered values of averages for females (1.460) is about the statement *All the time I'm in contact with my parents* and *The communication with my parents is relaxed* (1.576).
- c. The values of the standard deviation of the answers of the males for every statement is in range of (0.899 – 1.575). The lowest value (0.899) has the statement *I have certain fear of "face to face" communication* and (0.963) for the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*. The highest values of standard deviation of males answers (1.587) has the statements *At least 3 days per week I have "Face to face" contact with my parents* and *I am upset whenever I should have "face to face" communication* (1.298)
- d. The values of the standard deviation of the answers of the females for every statement is in range of (0.668 - 1.589). The lowest value (0.668) has the statement *I feel that the*

communication "face to face" with my parents doesn't exist anymore, The most common topic of the conversation with my parents is my progress in learning (0.776), My daily communication with my parents is less than 1 hour (0.786), One "face to face" meeting with my parents doesn't last longer than 5 minutes (0.803) and The misunderstandings in the communication with my parents are very common (0.804). The highest values of standard deviation of females answers (1.589) has the statements *At least 3 days per week I have "Face to face" contact with my parents* and *Whenever I have a chance, I avoid "face to face" conversation* (1.393).

The next calculated the opinions of the children *according to attendance of the school level*. Based on the same methodology, in the Table 3 we compare the differences and similarities among the perception of primary, secondary and university children. The results show that:

- a. Pondered values of averages shows that for the Primary school children in the sample of the research, the higher values (4.541) have the statements *My daily communication with my parents is less than 1 hour* and *The most common topic of the conversation with my parents is my progress in learning* (4.489) and *The misunderstandings in the communication with my parents are very common* (4.456).
- b. The lowest pondered values of averages for Primary school children (1.537) is about the statement *All the time I'm in contact with my parents* and *The communication with my parents is relaxed* (1.578).
- c. Pondered values of averages shows that for the Secondary school children, the higher values (4.644) have the statements *The most common topic of the conversation with my parents is my progress in learning*, *My daily communication with my parents is less than 1 hour* (4.476) and *The misunderstandings in the communication with my parents are very common* (4.435).
- d. The lowest pondered values of averages for Secondary school children (1.315) is about the statement *All the time I'm in contact with my parents* and *The communication with my parents is relaxed* (1.594).
- e. Pondered values of averages show that for the University children, the higher values (4.463) have the statements *My daily communication with my parents is less than 1 hour*, *The most common topic of the conversation with my parents is my progress in learning* (4.413) and *Whenever I have a chance, I avoid "face to face" conversation* (4.066).

- f. The lowest pondered values of averages for University children (1.757) is about the statement *The communication with my parents is relaxed* and *All the time I'm in contact with my parents* (1.923).
- g. The values of the standard deviation of the answers of the Primary school children for every statement is in range of (0.833 - 1.534). The lowest value (0.833) has the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*, (0.897) for the statement *My daily communication with my parents is less than 1 hour* and (0.963) for the statement *The most common communication "face to face" I have with my friends*.

The highest values of standard deviation of Primary school children answers (1.534) have the statements *At least 3 days per week I have "Face to face" contact with my parents, I am upset whenever I should have "face to face" communication* (1.381) and (1.364) for the statement *Whenever I have a chance, I avoid "face to face" conversation*.

The values of the standard deviation of the answers of the Secondary school children for every statement is in range of (0.731 - 1.729). The lowest value (0.731) has the statement *I am upset whenever I should have "face to face" communication* and (0.774) for the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*. The highest values of standard deviation of Secondary school children answers (1.729) have the statements *At least 3 days per week I have "Face to face" contact with my parents* and *Whenever I have a chance, I avoid "face to face" conversation* (1.248).

One of the aspects of findings about the face to face communication in the frame of the families was the comparison of the opinions of children *according their place of living*. Using the same methodology in calculation, we have compared the opinions of children who live in villages and those who live in cities. The results show that:

- a. Pondered values of averages shows that for the children who lives in villages in the sample of the research, the higher values (4.112) has the statements *The most common topic of the conversation with my parents is my progress in learning* and *My daily communication with my parents is less than 1 hour* (3.853). The lowest pondered values of averages for children who lives in villages (1.583) is about the statement *At least 3 days per week I have "Face to face" contact with my parents*, *All the time I'm in contact with my parents* (2.429) and *The communication with my parents is relaxed* (2.449).
- b. Pondered values of averages shows that for the children who lives in cities, the higher

- values (4.878) has the statements *The misunderstandings in the communication with my parents are very common*, *My daily communication with my parents is less than 1 hour* (4.851) and *The most common topic of the conversation with my parents is my progress in learning* (4.759).
- c. The lowest pondered values of averages for children who lives in cities (1.081) is about the statement *All the time I'm in contact with my parents* and *The communication with my parents is relaxed* (1.183). The values of the standard deviation of the answers of the children who lives in villages for every statement is in range of (0.948 - 1.429). The lowest value (0.948) has the statement *One "face to face" meeting with my parents doesn't last longer than 5 minutes* and 1.084) for the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*. The highest values of standard deviation of children who lives in villages answers (1.429) has the statements *I am upset whenever I should have "face to face" communication* and *The most common communication with my parents is by using different media* (1.378)
- d. The values of the standard deviation of the answers of the children who lives in cities for every statement is in range of (0.401- 1.693). The lowest value (0.401) has the statement *All the time I'm in contact with my parents*, *My daily communication with my parents is less than 1 hour* (0.484), *The misunderstandings in the communication with my parents are very common*. (0.549). The highest values of standard deviation of children who lives in cities answers (1.693) has the statements *At least 3 days per week I have "Face to face" contact with my parents* and *The most common communication "face to face" I have with my friends* (1.158).

The overall calculation of data and the following analyses shows that the communication between parents and students can be described as "compulsory obligation". This means that according to the students, the dominated reason for communication among them is students' progress in learning. It can be seen that the daily communication between students and parents is less than 1 hour. If stressed on students misunderstandings in that communication are very common, they can suppose that there are possible problems in communication.

This supposition can be confirmed also with the knowledge they learned by their terms answers, which is connected with the rest part of the question. By negation or giving very low confirmation of the existence of the positive given statements, *All the time I'm in contact with my parents*, *The communication with my parents is relaxed* and *My parents*

show great interest for communication with me, the students opens a lot of questions which can thematic for the researchers and educators. It the direction of confirmation of the negative perception of the communication between students and parents in the families is the cohesion of the students in their answers about statements in this question.

It is very interesting to discuss the results from the research by different angle of perspective. For that purpose the results will be discussed according to the sex of the children, attendance of the school level, their achievement in learning, levels of education of their parents and their place of living. The comparison of the results about the answers of females and males shows that there are no big differences. Instead that, for the females the most acceptable statement is *The misunderstandings in the communication with my parents are very common*, the perceptions of other statements, are similar. There are also some differences in the negative perception of the statements. The females has high level of un-acceptance of the statements *All the time I`m in contact with my parents* and *The communication with my parents is relaxed than males*.

In general, for all the given answers, the males are more coherent in their perceptions of the statements than females. For the males the higher cohesion is the answer of the statements *I have certain fear of "face to face" communication* and the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*, and for the females *I feel that the communication "face to face" with my parents doesn't exist anymore*, and the statement *The most common topic of the conversation with my parents is my progress in learning*. This shows that there are differences between both categories of the sample, and that all of the differences are expressed with the number of the given answers by the students. It is very interesting to analyze the answers of the students according to their attendance of the school level. It can be seen that there are no big differences of the answers of the primary, secondary and university students in most frequently choose statements. For all of them the statements *My daily communication with my parents is less than 1 hour* and *The most common topic of the conversation with my parents is my progress in learning* (4.489) have the similar answer. Only the university students as selected the statement *Whenever I have a chance, I avoid "face to face" conversation* as the third most elected by them.

Among the three categories of samples the lowest number of the answers have the statements *All the time I`m in contact with my parents* and *The communication with my parents is relaxed*. There are no big differences in the cohesion of the answers of responders. One of the biggest cohesion in all three categories of the sample is in the statement *I feel that the communication "face to face" with my parents doesn't exist anymore*. The results show that there

are no big differences among perceptions of the statements of primary, secondary and university students. For satisfaction of the researchers interest, we focused on the answers of the children grouped according their declared achievement in learning. The same categories have the high number of high values. Those categories, ordered with small variations, are: My daily communication with my parents is less than 1 hour, The most common topic of the conversation with my parents is my progress in learning and The misunderstandings in the communication with my parents are very common. It can be seen that the biggest dispersion in the answers has the satisfactory children, and that the results of the other samples are the similar. Related to the declared achievement of the students, it can be conclude that there are no essential differences among them in the perception of the communication in the families.

Calculation the results according to the levels of education of the parents of students bring us to conclusion that even the answers to the categories are similar, there are some differences. The highest level of education of parents brings the high number of the students answer to the statements. Also, the higher level of education of parents brings lowest number of answers by the statements with a dose of positivistic aspect of communication such as At least 3 days per week I have "Face to face" contact with my parents, All the time I'm in contact with my parents and The communication with my parents is relaxed. It can be seen that the students of the parents with secondary school diploma has the biggest cohesion in the statement *I have certain fear of "face to face" communication*, the students of the parents with Bachelor degree in the statement My daily communication with my parents is less than 1 hour, and for those with the parents with Scientific degree (master/PhD.) the statement Very often neither I nor my parents have time for communication among us. For all three categories of the sample the statement *At least 3 days per week I have "Face to face" contact with my parents is with the lowest confirmation*.

One of the aspects of calculation of the results according the place of living of students was also very interested for the researchers: children`s place of living. It can be recognized a lot of differences between the results of the answers given by the students from the village and students from the cities. First of all, the students from the cities are more coherent in the answers of all categories than the students from villages. Second, the students from the cities are much more convinced in the given statements, especially in those whose idea in "bad communication" between students and parents in their families. A larger number of students from the village are much more "reserved" in that sense. Only the statement the most common topic of the conversation with my parents is my progress in learning, from the both categories of students has received a large positive response. This shows that the

perception between parents and students given by students from the village is more constructive and cooperative than those given and presented by the students from the cities.

Results for the quality of face to face interaction show that in all three types of relationships, females reported higher quality of communication than did males. Though there is a considerable amount of research suggesting that females and males have different communication styles (see for instance Tannen 1990 and James 2003), the writer has been unsuccessful in finding an empirical theory as to why females would, on average, report higher quality of face to face communication. This statistic was also evident in Duck et al's (1991) research, though they provided no theoretical explanation for such findings. Having no empirical evidence to provide a theoretical explanation, it found that it may be beneficial to the study of communications if more in-depth research be conducted to identify why such quality of communication differences exist between the two separate genders.

CONCLUSION

As stressed above, the communication between students and parents can be described as "compulsory obligation". It can be seen through the results of the research. The results show that communication between students and parents is less than 1 hour and vary often misunderstandings between them. The rejection of the positive aspect of the communication by the students, such as having relaxed communication and having great interest for communication from the parents also leads to the same conclusion. Having some fear in communication with the parents is equally perceived by the different categories of students. The small differences among the different categories of students that the main topics of the discussion with the parent are connected with the learning of students, present the official and non-sensitive, non-emotional character of the communication between students and their team.

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