

AN ANALYSIS OF EFL STUDENTS' COMMUNICATION STRATEGIES IN CLASSROOM CONTEXT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 22, 2023 Revised: April 25, 2022 Accepted: May 19, 2023 Published: December 30, 2023</p> <p>Keywords: Communication Strategies EFL Students' Descriptive Qualitative</p>	<p>This study aims to find out the types of communication strategies used by EFL students when learning English in the 12th grade English Cross Interest class at SMAN 5 Bantaeng. This study used descriptive qualitative method, data were collected through observation and interviews conducted with 4 students. Data came from three sources: namely audio recordings of naturally occurring classroom interactions; interviews with students and observation notes taken in the classroom. Data from the interaction transcripts were examined using Dorney & Scott's (1997) taxonomy of communication strategies. The results of this study show that there are five types of communication strategies that most often appear when students communicate with their interlocutors as well as towards their teachers during learning activities, namely; Message Abandonment, Non-Linguistic Means, Filler, Appeal For Help and Asking For Clarification. The students used L1 because the students found it difficult to understand L2. This is due to the fact that students lack knowledge of English. Students experience these types of communication strategies due to thinking time, anxiety, lack of focus, nervousness, doubt, lack of knowledge, lack of vocabulary, grammatical errors and self-confidence.</p> <p style="text-align: center;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right; margin-top: 10px;">  </div>
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INTRODUCTION

Communication refers to everything that humans use to convey messages. When people communicate in spoken form, they almost always use language. Language is defined as an arbitrary set of vowel, written, or gestural symbols. People should learn about languages so that they can communicate with others more effectively. English is the most significant language in the world. As a result, English is a language that all countries throughout the

world must learn. The goal is for the younger generation to be able to communicate in English, both passively and actively (Permana et al., 2019).

Communication is a way of delivering messages from the messenger (speaker/writer) to the recipient (listener/reader) Some students may have better communication skills, but some students may not. Learning how to be better that refers to something other than a communicator is important for all of us. Every human uses English as their primary language of communication. English has grown in importance in Indonesia, where it is taught as a topic to students from school through university. English is the best language to utilize as a worldwide language in the era of "globalism" we currently live in.

Mursyid (2021) said it was agreed that a foreign language process might involve many aspects, such as a communication strategy. Because of the importance of communication strategies in psycholinguistics, second language, and foreign language acquisition, several research groups are interested in investigating how they work. Communication strategies are one of the best solutions to avoiding communication breakdowns in conversations. English as a foreign language (EFL) should use communication strategies to avoid confusing meanings. Furthermore, communication strategies can bridge the communication gap between students with high and low proficiency. Significantly, this communication strategy can help students get english practice to make it easier to learn english.

Many countries in the world learn English as a foreign language (FL). Indonesia is one of the countries that uses EFL (English as a Foreign Language). Second language acquisition involves students using a language other than their native tongue. The process of learning a second language, however, takes time. English as a second language is not the same as English as a foreign language. In this context, English is taught in schools for a specific age range. There is a process that occurs between the switch from this first language to the second language. Interlanguage is the term used to describe this phenomenon.

Learning English as a foreign language becomes difficult for students due to a lack of exposure in their oral production. This phenomenon is common when teaching English in schools, universities, and private English lessons. The phenomenon occurred in the classroom during a student-teacher interaction in English. Teachers need to develop English communication strategies for EFL students. Most Indonesian students are not fluent in English or lack confidence in their ability to communicate in it. This results in limited time for oral practice in class and a lack of speaking opportunities outside of class.

According to Rastegar & Gohari (2016), communication strategies must be used to facilitate teaching for teachers to EFL students. Communication strategies help students stay involved in the conversation and give them more input. Benefits of communication strategies is that they teach students the flexibility they need to deal with the unexpected. Students can increase their control over language use and become more responsible for what they say and how they say it. Communication strategies entail language learning techniques that are

explicitly targeted at providing the recipient with useful information. To communicate well and in accordance with the purpose of communication, this strategic competence is very necessary.

The researcher at SMA Negeri 5 Bantaeng has studied how students' communication strategies affect their ability to express themselves in English. The researcher used Dorney and Scott's (1997) theory as the framework for this study as it is the most specific theory.

RESEARCH METHOD

This study looked into the methods students use to communicate with their interlocutors, using two meetings from each student as data samples. Researchers adhered to study standards and used descriptive qualitative research. Dorney and Scott's (1997) theory was used to interpret the communication strategies used by students. This study examined the English learning process of four students in a twelfth grade cross-interest class at SMAN 5 Bantaeng. Research instruments are used to collect data from real situations in speaking classes, such as observation sheets and voice recordings, and semi-structured interviews, which involve asking questions and receiving answers. Observation is used to collect data by being involved in the learning process, observing student attitudes and behavior, observing teacher challenges, and observing strategies used by students when learning English. Interviews are conducted using open-ended questions.

RESULT AND DISCUSSION

Result

The findings of this research could be explained by seeing the following descriptions

a. Direct Strategies

Speakers use two of four categories of communication strategies in student learning processes in classroom contexts.

1. Message Abandonment

Students use the Message Abandonment strategy to avoid language difficulties when they cannot remember a word or expression. This strategy is used in the part of the question that is not correctly expressed, such as when student 1 and student 3 stop talking due to lack of reasons for his answer.

2. Non Linguistics Means

In this study, students 2 and 3 used the Non Linguistics Means strategy during class conversations, this strategy include when students smiled and was confused, and when they were appointed by the teacher, they felt nervous to answer and embarrassed.

b. Indirect Strategies

In this study, students mostly used fillers in their communication to gain time to think about the next action and to melt the atmosphere. The use of fillers was found to be effective, with students mostly using "ah, err, uum" to fill the pauses in the conversation. This suggests that fillers are a useful tool for overcoming nervousness and gaining time.

c. Interactional Strategies

Interactional Strategies involve reciprocal cooperation between speakers to convey meaning, with two of three categories being Appeal for Help and Asking for Clarification. Research has found that students use these strategies in class, with examples found in conversations during the learning process.

1. Appeal For Help

Students often use strategies to seek help from those around them, such as their friends or teacher, when they are unsure of or have forgotten a few words. This is especially effective when having a conversation and unable to locate a relevant resource. Additionally, students may make indirect requests for assistance when interacting or making presentations during class activities. Research has found that students use this strategy in class, with examples of strategies found in conversations during the learning process.

2. Asking For Clarification

Students seek help from listeners via conversation, with the speaker unable to convey the message due to limited knowledge. In extract 5, student 1 asked the teacher for clarification, while student 3 and 4 used "sorry" as an expression of asking for clarification again to emphasize their intentions and feel doubtful.

DISCUSSION

The data transcription was then analyzed according to the types of strategies described by Dorney and Scott (1997). There are three categories of communication strategies, namely; Direct Strategy, Indirect Strategy, and Interactional Strategy. Then these three categories of strategies have their respective sub-categories. Direct strategies consist of; Message Abandonment, Circumlocution, Approximation and Non Linguistic means, the second is indirect strategies consist of; Fillers and the third strategy is Interactional strategies consist of; Appeal For Help, Asking for clarification and Meaning Negotiation. This data analysis includes verbal and non-verbal strategies. The data is then analyzed in a sentence by sentence manner. For convenience, students were coded with Student 1 (S1), Student 2 with initials (S2), student 3 with initials (S3) and student 4 with initials (S4).

This study discusses the communication strategies used by students at SMAN 5 Bantaeng when learning English. Communication strategies play an important role in target language learning because they can be used to solve communication issues. This research also asks why students experience these strategies, such as thinking time, avoiding nervousness, avoiding doubts, overcoming lexical deficiencies, avoiding knowledge gaps, justification, emphasizing

the intended meaning, and overcoming communication strategies. Furthermore, they use communication strategies because of thinking time, avoiding nervousness, avoiding doubts, overcoming the lexical deficiencies of the target language, avoiding knowledge gaps, justification, emphasizing the intended meaning, overcoming communication strategies

CONCLUSION

Based on the findings and discussion, the researcher concludes that, the types of communication strategies used by EFL students' in learning English in the twelfth grade cross-interest English class at SMAN 5 Bantaeng. The data was analyzed based on the types of strategies proposed by Dornyei & Scott (1997) and five strategies emerged: message abandonment, non-linguistic means, fillers, and finally asking for clarification. This study focuses on the interpretation of the findings derived from data collected by the researcher during the interaction of the teaching and learning processes. Communication strategies play an important role in target language learning because they can be used to solve communication issues. The most common role played by students in the classroom is the way they communicate with interlocutors.

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