Communication Strategies Among Universiti Malaysia Sabah Students

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ABSTRACT

University Malaysia Sabah (UMS) student are currently facing a new phase of education where teaching and learning sessions are done through online learning. This situation requires students to use their communication abilities optimally to understand and master the knowledge learned. However, there is a problem that could arise from this situation such as a miscommunication can happen during communicating with one another. This study investigates the type of communication strategies (CS) often used by university students, explore how language proficiency affect the used of communication strategies in oral communication using second language and discover what communication problems university students often face. An online survey was distributed among 30 University Malaysia Sabah (UMS) students and an interview was conducted with six other UMS students which consist of three TESL students and three non-TESL students. The result show that, UMS students used circumlocution, self-correction, filler/hesitation, approximation/generalization in a very high rate. The students faced problem such as inability to communicate properly when they are emotionally unstable and having the tendency to have different perception with group members. Meanwhile, the language proficiency has a direct affect towards the used of communication strategies in oral communication such as high language proficiency student is less hesitant in their communication. From this result we conclude that communication strategy has direct impact towards student communication and very important for student in order to communicate effectively and help in the learning process. The strategies help them to overcome their communication problem and enhance the clarity and meaning delivery in the communication.

Keywords: communication strategies, university students, communication problems

1.0 INTRODUCTION

In real life, people use language to communicate with others. People often use the same language when communicating with each other so that they can understand and get the meaning of the message. This is called communication. Communication problems arise when the messages sent are different from the messages received. Traditionally, language teaching in schools has been aimed at developing language competence. Teachers tend to teach grammar and semantics and do little to help students practice and improve their English communication. This may be one reason why some learners are good at English, but they can't use spoken English.

In the past many years, the main goal of foreign language teaching was to focus on the four skills (writing, reading, listening and speaking), but in recent years, the emphasis has increasingly been on oral communication, which includes listening and speaking skills. Mastering the listening and speaking ability of a foreign language enables us to have what is called spoken communication.

The main purpose of English teaching is to enable learners to have effective oral communication. People all over the world learn foreign languages in order to be able to communicate effectively. English has been used as a means of international communication for decades. The strategies that English as a Second Language (ESL) learners use to overcome the barriers that arise in their oral communication are known as communicative strategies (CSs).

Some people use these strategies when they have trouble expressing ideas in their second language (L2). This happens when the speaker is unable to use appropriate words or phrases. These difficulties may be related to their lack of communication skills. Speakers use some CSs to eliminate difficulties in expressing their thoughts or ideas. They use CSs to overcome the problems and difficulties they may face in communicating the intended idea or expression. Therefore, it is very necessary to study students' communicative strategies. This study discusses the communicative strategies of UMS students. We surveyed 30 students from UMS, asking them about their communication strategies and analyzing and discussing them.

1.1 RESEARCH OBJECTIVE

In order to study the communication strategies of students in Malaysia, we prepared 3 main objectives as our guidance, which are:
1. To investigate the type of communication strategies (CS) often used by university students.
2. To explore how language proficiency affects the use of communication strategies in oral communication using L2.
3. To find out what communication problems university students often do.

2.0 LITERATURE REVIEW

Communication strategy is a famous topic that has been studied by many language researchers from early years until now. Based on Kongsom (2016) article, communication strategy (CS) is a device or strategy used by a second language speaker in speaking and helps in solving communication problems in using a second language. In this article based on several previous research that have been done there are two theoretical approaches of communication strategy which are interactional and psycholinguistic approaches. In an interactional approach communication strategy is a tool that learners use in communicating with one another and to improve their meaning negotiation and communication transmission.

This approach divides communication strategies into five categories which are paraphrase, borrowing, appeal of assistance, mime and avoidance (Tarone, 1980 cited in "kongsom 2016"). Meanwhile, communication strategies from psycholinguistic approaches are an individual plan strategy to fix communication problems and reach a communicative goal. It was an individual mental response to a communication difficulty instead of a joint response by two speakers. In this approach communication strategies are divided into two major types which are reduction strategies

which is a strategy to avoid problems in communication and the other type is achievement strategy which is a strategy to solve the problem in communication by enhancing the learner's communication skills (Faerch & Kasper, 1983 cited by Kongsom 2016). From this review it was concluded that communication strategy is a device to facilitate the negotiation of meaning in conversation and does not act only as a solution for communication problems.

In Malaysia communication strategies have been known and used by the students since tertiary level of education. Raed Latif, Nur Ilianis and Mohd Jafre Zain (2013) have investigated the type of communication strategy used by Malaysian ESL tertiary level. The researchers divide the communication strategy into three different types of strategies which are direct, indirect and interactional strategies. The examples of direct strategies are mime, mumbling, omission, retrieval and code-switching. Use of fillers, feigning understanding, self- repetition, and verbal strategy are the examples of indirect strategies. In interactional strategy the example is asking for clarification, asking for confirmation, direct and indirect appeal for help, guessing, and response such as repair, reject, repeat, confirm and rephrase.

The findings show that for direct strategy Malaysian ESL students at tertiary level prefer the retrieval strategy the most and the omission strategy the least while for indirect strategy they use the filler strategy frequently and less use the verbal strategy. For the interactional strategy the guessing strategy is less preferred while the repair strategy is the most preferred by the students. All these data show that Malaysian ESL students at tertiary level have difficulty in vocabulary and prefer the interactional strategy in solving communication problems. In the meantime, using communication strategy gives many significant benefits for the student's communication skills. For example, based on the study done by Lin in 2013 at the University in Taiwan about the effectiveness of communication strategy she found that students are able to learn communication strategy thoroughly and it helps them to speak fluently and smoothly in English language. In the study the researcher observed that the students are able to convey the meaning and expressions they intended to deliver in the speech. Other than that, by learning communication strategies the students are able to speak in English language better in a conversation and it helps save their time in learning the second language. Using this communication strategy, the students are able to face and solve their linguistic problem and improve their linguistic ability.

Park and Uhm (2014) state the major factors that influence the choice of communication strategy is the language proficiency. However, in this study the researchers are more focus in investigating the effect of learner's proficiency and interactional movement on the choice and use of communication strategy. The result show that low proficiency learners are tend to use more communication strategy than high proficiency learner. The high proficiency learner prefers using the reduction strategy and both proficiency group have equal usage percentage for negotiation and self-correction strategy. Meanwhile for interactional movement the researcher focuses in the role in interaction, proficiency gap and collaborative relation of interlocutors. They found that this factor affects the choice of communication strategy in varied ways and is unpredictable.

In addition, there are other researchers that study the factors that affect the choice of communication strategy. In the research about the influence of proficiency level on the use and choice of first and second language communication strategies used by Iraqi EFL students the researchers have conducted two task to collect the data for the findings. The task is interactive task which is conversation activity and speaking task which is storytelling. The findings of this study show that the proficiency level of students have direct impact towards the use and choice of communication strategy by students. Low proficient students use more communication strategy compared to high proficient students and they also use first and second language-based strategy in

different way. High proficient student prefers using second language communication strategies while low proficient student use both first and second language communication strategies. The difference might be influenced by elements such as linguistic knowledge and difficulty in communication (Raed Latif, Mohamad Jafre Zainol, & Mohammed Najim, 2019).

Communication strategies	Explanations
Message abandonment	Leaving a message unfinished because of linguistic difficulties.
Topic avoidance	Avoiding topic areas or concepts which pose linguistic difficulties.
Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys).
Approximation	Using an alternative term which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sail boat).
Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing).
Word-coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)
Use of non-linguistic means	Mime, gestures, facial expressions
Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to L2
Foreign zing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)
Code switching	Using a L1 word with L1 pronunciation
Appeal for help	Turning to the conversation partner for help directly or indirectly
Use of fillers/Hesitation	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see…)
Self-correction	This refers to attempts to correct oneself by trying to restructure the utterance to reach the optimal meaning. E.g. The car was broke… broken.

Self-repetition	The learner repeats a word or a string of words immediately after they have been said. E.g. he was very happy because he didn't ca (re) he didn't care for him when he fell
Slip and immediate insertion	Learners insert a word unintentionally -a slip of the tongue. Learners also insert words to complete the intended meaning. E.g. Nasi (tr: I forgot)… skin scan e: r (15 sec) qiyas (tr: measure) (6 sec) e: r ((unintel 3 sec)) em temperature degree?
Language alteration	This refers to the use of a word or a phrase from LI to represent in the target language item. This category may be divided into sub-categories according to the reasons

Table 1.0: Communication Strategies in English as a Second Language (ESL) Context

This table of Communication Strategies types was retrieved from the journal titled "Communication Strategies in English as a Second Language (ESL) Context" by Lida Ayuni Putri from The University of Malaysia. The Communication strategies type in this table will be used for the Google Form Questions and also for the interviews analysis.

3.0 METHODOLOGY

The methodology used in this research was quantitative research. According to Creswell (2009), survey design is a quantitative research technique in which researchers can distribute a questionnaire to a set of participants who form the study's sample. This survey method is adopted from a previous research conducted by Raed Latif Ugla , Mohamad Jafre Zainol Abidin, Nur Ilianis binti Adnan (2012). The questionnaire has been formed on a Likert scale and a linear format. A Likert scale implies that an attitude's intensity is linear, i.e., on a scale from strongly agree to strongly disagree, and that attitudes can be quantified. Participants' responses for each method in this questionnaire were collected using a five-point Likert type scale with the following weights (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=Strongly agree). There were 2 sections in this form, data collected from section 1 will be answering the first purpose, and meanwhile the second section will be answering the third objective of the study. For each part, the respondents were asked 14 questions. In addition, we had conducted interviews to gather data for the second aim. The interview will be conducted with two groups of students: non-TESL students and TESL students. In this interview there will be two tasks. The first section is the interaction task, meanwhile the second one will be the story-telling task. This interview method is adopted from a previous research conducted by Raed Latif Ugla , Mohamad Jafre Zainol Abidin , Mohammed Najim Abdullah (2018).

3.1 SAMPLE

For the questionnaire, it consists of 30 non-TESL students from UMS. They were between the ages of 20 and 24. Those students were randomly chosen, as long as their major was not in the English field and also based on their availability at a specific time. In the interview, the students
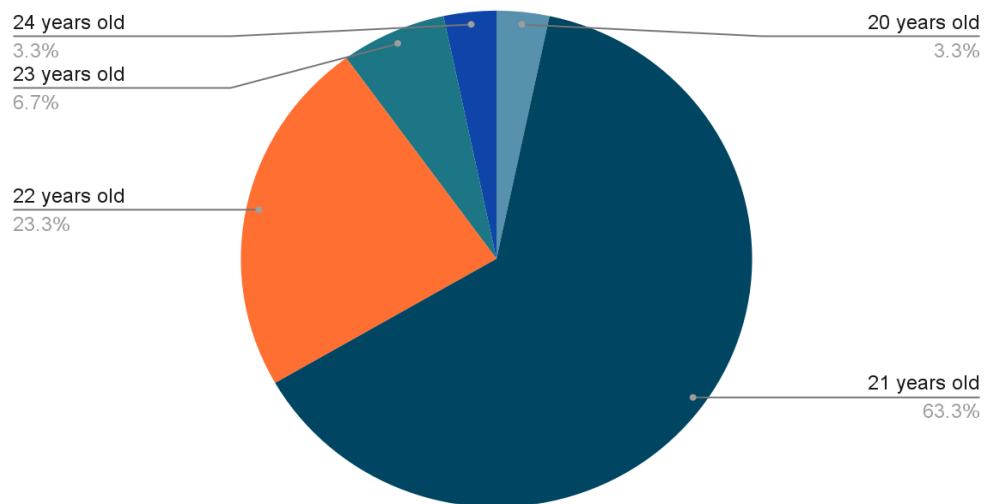
were assigned into 2 groups which were non-TESL students and TESL students. Each group consists of three students and they were asked questions from 2 sections. For the first task, they were exposed with simple questions. Meanwhile, the second task was done in a story-telling forms.

Points scored
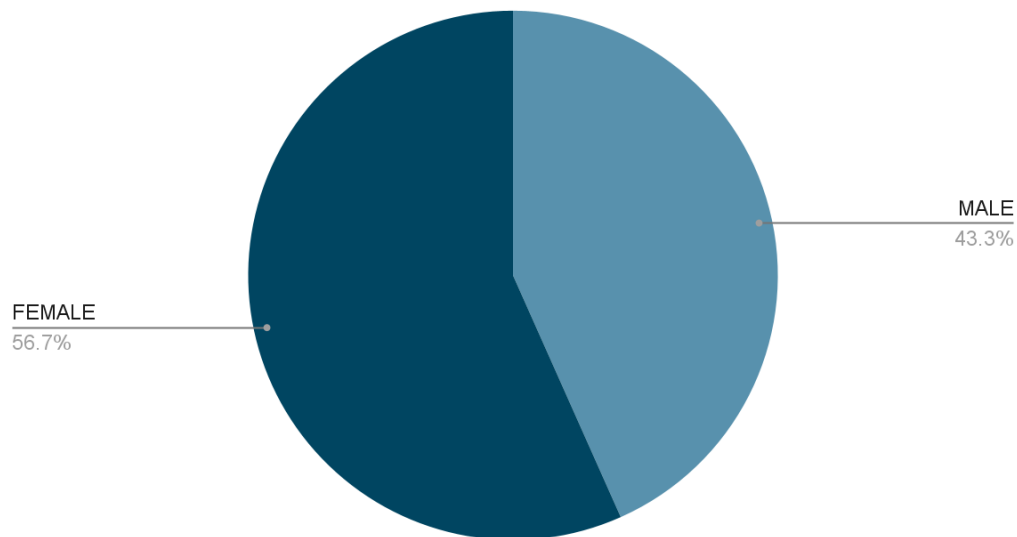
(PIE CHART 1: GENDER)

Points scored

(PIE CHART 2: AGE)

4.2 RESEARCH INSTRUMENT

4.2.1 Questionnaire

The first instrument used for this research is the questionnaire of Communication Strategies which include the types of Communication Strategies and also the internal and external problems faced in Communication Strategies. This questionnaire is made in Google Form and it will be sent to 30 respondents that only consist of non-English Major students to check on their knowledge of Communication Strategies and also problems that they are facing.

4.2.2 Interview

The second instrument used for this research was the interactive interview which is a conversation activity and also speaking task which will require storytelling. The interview will either be recorded using Google Meet or using WhatsApp voice. All of the participants will be asked to do some interactive activities in order to collect the data on their communication strategies. The participants involved in this interview were UMS students that are taking a Major in English and also students that didn't take English as their Major course. This interview will determine how students with and without English proficiency will be able to utilize the Communication Strategy.

4.3 DATA ANALYSIS

4.3.1 Questionnaire

For the first data collection which is the Google Form, there are two sections of questionnaire, the first section is the Communication Strategy questionnaire that include 14 questions related to the usage of Communication Strategies. The first section data will be decoded by using the 5-point Likert Scale (Strongly Disagree, Disagree, Neutral Agree, Strongly Agree) to determine the participants view of the Communication Strategies type. The table below shows the Likert Scale data measurement. The full data of this questionnaire is attached on appendix

1. Do you tend to leave a message unfinished due to linguistic difficulties? (While communicating)					
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total
6	8	7	8	1	80

Calculations:

Likert scale (points)	Respondents	(Points x Respondents)	Total
Strongly Agree (5)	1	5 x 1	5
Agree (4)	8	4 x 8	32

Neutral (3)	7	3 x 7	21
Disagree (2)	8	2 x 8	16
Strongly Disagree (1)	6	1 x 6	6
		Total	80

For the decoding process, we will sum up the total response of the answer which is 80 as shown above and we will divide the total answer with the total of participants (30). Then we will acquire a mean of 2.67 which means slightly disagree. This calculation was adapted from the article "5-Point Likert Scale: The Key to Easily Understanding Your Audience" by Ombea (n.d).

As for the second section, it will be divided into two parts which are internal and external factors. The decoding process is similar to the first section but the decoding of average data will be slightly different due to the part divided. There are 7 questions for internal factors and also 7 for external factors. The Table below will explain the decoding for section 2

1. The reason why I miscommunicate with someone is because of my lack of knowledge about the topic of the conversation.					
Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total
1	10	4	7	8	101

The decoding process will be the same as the first section in which the total response (101) will be divided by the total participants (30) and resulted with the average score of 3.37 which is slightly agreed. However, for the average score decoding, the total of average score of each question (19.07) will be divided by the total of questions for the part (7) and will acquire a mean result of 2.71. This calculation was adapted from the article "5-Point Likert Scale: The Key To Easily Understanding Your Audience" by Ombea (n.d).

4.3.2: Interview

Communication strategies	Explanations
Message abandonment	leaving a message unfinished because of linguistic difficulties
Topic avoidance	avoiding topic areas or concepts which pose linguistic difficulties
Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys)
Approximation	Using an alternative term which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sail boat)
Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing)
Word-coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)
Use of non-linguistic means	Mime, gestures, facial expressions
Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to L2
Foreign zing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)
Code switching	Using a L1 word with L1 pronunciation
Appeal for help	Turning to the conversation partner for help directly or indirectly
Use of fillers/Hesitation	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see…)
Self-correction	This refers to attempts to correct oneself by trying to restructure the utterance to reach the optimal meaning. E.g. the car was broke… broken.
Self-repetition	The learner repeats a word or a string of words immediately after they have been said. E.g. he was very happy because he didn't ca (re) he didn't care for him when he fell
Slip and immediate insertion	Learners insert a word unintentionally -a slip of the tongue. Learners also insert words to complete the intended meaning. E.g. Nasi (tr: I forgot)… skin scan e: r (15 sec) qiyas (tr: measure) (6 sec) e: r ((unintel 3 sec)) em temperature degree?

Language alteration	This refers to the use of a word or a phrase from LI to represent in the target language item. This category may be divided into sub-categories according to the reasons

Table 2.0: Interview Communication Strategy Model

Table above consists of 17 types of Communication Strategies; this table was used for the interactive interview that consists of English Major Students and also non-English Major students. We did this to test their proficiency in English Language and to see how their level of proficiency will affect the use of Communication Strategies. This table was also utilized as a spreadsheet for us to detect what kind of Communication Strategies they use and also for data collection on these two types of students. The data was decoded according to the results and used for this research findings. There is a Google drive link about the full analysis on this interview is attached on appendix.

5.0 RESULT & DISCUSSION

5.1 Types of communication strategies (CS) often used by UMS students

The questionnaire was administered to a sample of 30 non- TESL students from University Malaysia Sabah. As mentioned before, the questionnaire consists of two sections which are type of communication strategies and communication problems. Descriptive statistical analysis of their responses to the survey item are shown in this section which addressed or investigated the type of communication strategies (CS) often used by university students because the question was related to the type of communication strategies. The participants ranged between 20-24 years old.

Table 5.1.1: shows the type of communication strategies that university students typically use on a daily basis.

Question No.	Type of Communication Strategies	Score	Average score
1	Message abandonment	2.67	80
2	Topic Avoidance	2.43	73
3	Circumlocution	3.83	115
4	Approximation	3.73	112
5	Use of all-purpose words	3.13	94
6	Word-coinage	3.33	100
7	Use of non-linguistic means	4	120
8	Literal translation	3.2	96

9	Foreign zing	3.57	107
10	Code switching	3.3	99
11	Appeal for help	3.26	98
12	Use of fillers	4	106
13	Self-correction	3.93	118
14	Self-repetition	3.6	108

Based on the table 5.1.1, question (7), question (12) has the highest average score which is 4 points. As mentioned before, the numerical value for the "agree" sentiment level is 4. This is closely followed by question (13) with the average score of 3.93. The other type of communication strategies have similar scores that ranged between 3.1 - 3.8 points. However, the lowest average score is 2.43 points which is question (2) and followed by question (1) that is scored at 2.67. The numerical value for "disagree" is sentiment level between 0-2.9

Among different types of CSs strategies, Malaysian university students used word-coinage, appeal for help, code switching, literal translation, use of all-purpose words, and foreignizing moderately. On the other hand, they used circumlocution, self-correction, filler/hesitation, approximation/generalization in a very high rate and because of that, these type of communication strategies can help them to fix or find another way to convey a message. We assume that UMS students have a poor vocabulary or low level of language proficiency. Thus students with low vocabulary can use Approximation and circumlocution to use an alternative term which expresses the meaning of the unknown words.

The use of non-linguistic means such as mime, body language and facial expression are important strategy which keeps the conversation open when there is difficulty during communication task. Other than that, UMS students tend to used fillers strategy to create a time to think and recollect his/her taught during a conversation. While message abandonment and topic avoidance are used in low rate by Universities students. It is believed that Universities students tend to understand the topic or don't have linguistic disabilities since they can use other CSs to cope or continue the conversation. Based on a previous research by Mohammad Jafre (2012), Malaysian ESL students used mime strategy at low rate, which means that those students do not use their hands, facial expression, gestures and body movements during oral communication in the target language. While, in this research, the use of non-linguistic means is the most highest use or common communication strategies used by University Malaysia Sabah students

5.2 Communication problems UMS students often faced.

The second section of the questionnaire was related to the second research objective which is 'To find out what communication problems university students often do'. This section consists of 2 factors which are external and internal that affect university student's communication or the way they interact with each other. The table below shows the result of the second section or part of the Questionnaire.

Table 5.2.1: Internal factors that affect communication among university students

INTERNAL

Question No.	Question	Score	Average
1.	The reason why I miscommunicate with someone is because of my lack of knowledge about the topic of the conversation.	101	3.37
2.	It frightens me when I don't understand what the teacher or the person im talking to in second language.	93	3.1
3.	I start to panic when I don't gave a good response or answer to my teacher or friends in L2.	100	3.33
4.	I can't communicate properly when I'm stress or emotional unstable.	104	3.47
5.	I tend to have a difference perception and viewpoint during discussion with my group members.	104	3.47
6.	My expectation and prejudices about what is the person is saying tend to create assumption before actually knowing the meaning.	90	3.0
14.	My lack of language proficiency is the reason why people don't understand my explanation in L2.	85	2.83

Table 2: Internal Factor

Based on table 5.2.1, it depicts an overview of the score and average of every question regarding the communication problem that the students often do. From the table above, we can conclude that both question 4 and question 5 have the highest and similar average score which is 3.47. While question 6 has a neutral score, which is sentiment to level 3 and the lowest score is 2.83. Thus, from this table we can conclude that, there are two main internal problems that are faced by students which are they could not communicate properly when they are emotionally unstable and also have the tendency to have different perceptions with group members.

EXTERNAL

The following table shows the question that is related to external problems faced in Communication strategies along with the score and average score.

Table 5.2.2: External factors that affect communication among university students

Question No.	Question (External)	Score	Average
1.	I find it hard to focus while hearing someone explaining.	80	2.67
2.	I'm sure that my audience give their attention to me while speaking	98	3.27
3.	I can fully deliver a message without any engagement problem (e.g linguistics, grammar)	96	3.2
4.	I can fully deliver my messages without doing any language shift.	90	3
5.	I find it hard to explain things to people due to cultural differences.	99	3.3
6.	Sometimes I can't state my main objective of an explanation.	96	3.2
7.	It's hard for me to communicate due to physical disabilities (e.g, hearing, speaking).	60	2

Based on the table 5.2.2, both of the question 2 and 5 has the most average score which is (3.27) for question 2 which shows that most of them didn't have any problem on gaining attention of their audience and (3.3) for question 5 which conclude that some of them are facing hardships due to cultural differences. Meanwhile, question 1 and 7 have the lowest average score which is (2.67) for question 1 and (2) for question 7. This shows that most of the participants didn't face any problem related to physical disabilities and they didn't have the problem to lose focus on someone's explanation. As for question 4, the score is neutral which (3) is and it shows that they might face a problem related to phonology sometimes. Overall, the mean score for external problems is 2.95 (mildly disagree) and this concludes that they are not dealing with too much external problem on utilizing the Communication Strategies.

Between the two factors, we can conclude that internal factors have more effect on student's communications. Internal factor has a closed relation with the student's personality or trait. According to Tarone (1977 cited by Kongsom 2016), personality has a very close relation with the choice of communication strategies. Being emotionally unstable can be a problem during conversation. This is because we can't really focus that well. For example, anger actually affects the way your brain processes information and this will make you less logical and tend to reject explanations and solutions from others. Other than that, students that tend to have different

perceptions and viewpoints can influence the way the sender and receiver perceive information. So senders and receivers may have different reactions to the same information.

Most of our participants disagree that having a low level of language proficiency is one of the problems that lead to miscommunication. We believe that university students in UMS are capable of using multiple languages, primarily their first language. Thus, they can use these types of CS strategies which are language switch and code switching that allow them to use a word or a phrase from LI to represent in the target language.

External factor has a lower score than the internal factor because we assume that the surroundings of UMS students does not affect their communication skills. However, some students do believe cultural differences are one of the external factors that can create miscommunications. This is because different people from different backgrounds will relay messages in different ways, with varied nonverbal cues. Interpretations of messages will be different as well. For example, "crossing your fingers" may mean "hoping for good luck" in America; however, it is an obscene gesture in Vietnam.

5.3 To explore how language proficiency affect the used of communication strategies in oral communication using L2

After we conducted the interview between the TESL and non-TESL students, we found that there is a difference of Communication Strategies utilized among them. The table below shows the Communication Strategies used.

NON-TESL STUDENT

Table 5.3.1: The type of communication strategies used by non-TESL students

CSs	Frequency	Total words used	Percentage of each CS 100%	Ranking
Use of fillers/hesitation	214	2169	9.89	1
Language switch	44	"	2.03	2
Self-repetition	29	"	1.34	3
Foreignizing	18	"	0.82	4
Self-correction	11	"	0.51	5
Approximation	10	"	0.45	6
Circumlocution	8	"	0.37	7
Appeal for help	3	"	0.14	8
Message abandonment	1	"	0.05	9
Topic avoidance	1	"	0.05	9

Word coinage	1	"	0.05	9

Based on table 5.3.1, it is shown that there are 3 most used Communication Strategies among the non-TESl students which is use of filler/hesitation with the score of (9.86), language switch (2.03) and self-repetition with the average score of (1.34). Meanwhile, the less used Communication Strategies among them are the message abandonment and topic avoidance with the same score of (0.05). From these findings, we can conclude that the non-TESL students rarely use the message abandonment and topic avoidance strategies and used fillers instead so that they can take some time to generate their idea for an interaction or explanation.

Non-TESL students used "Use of filler" more frequently. Fillers are phrases, words or empty words such as "you know," "actually," "well," "it is a good question," "um," and "uh." Learners use these words to gain time and think about the target word during the oral communication. Although there were 214 instances of "use of fillers strategy making it the highest frequency or use of Communication strategy," low proficient students used very restricted types of fillers such as "uh" and "um." For example"

Example 1 (Interactional task)

Student 1 (non-tesl): I think uhh we will stay at home for a long time studying online uhhh and our movement is limited…

As it is seen in example 1, student 5 might not be able to remember the target word so he used fillers (um, uh, um) to gain time to remember the intended word or to arrange his ideas. Low proficient students also used "approximation strategy" more frequently. This strategy enables the leaners to use an alternative lexical term in situation they lack the target words
Another type of CS that is frequently used is "Language switch". There are 44 instances where our respondents switch their language from L2 to L1. This refers to the use of a word or a phrase from LI to represent in the target language item. This category may be divided into subcategories according to the reasons.

Example 2 (storytelling task)

Student 2 (non-tesl): I not very uhhh berapa sedar lah. Sop uhhh jadi after that uhhhh I feel tenang lah uhhh feel relieved becauses that my id is not missing and it uhhh actually was with my mother uhhh with my mom yeah.

Other than that, self-repetition ranked 3rd for frequently use CS among Non-Tesl student. there were only 29 instances of using "self-repetition strategy." Using this strategy enables a speaker to repeat what he just said to be sure that his message is conveyed correctly to the interlocutor. For example: (Interactional task)

Student 3 (non-tesl):   So, So the continuation of that story was that currently (ah) I'm not sure which agency it is, but. The one of the government agencies are doing an investigation regarding this incident and the cloud in silver lining for. For for that kid was that Xioami Malaysia sponsored the that kid (ah) Redmi Note 10/5 G. Which is (ah) way better phone compared to the YES phone he got. Ok, that that's all, yeah.

TESL STUDENTS

Table 5.3.1: The type of communication strategies used by TESL students

CSs	Frequency	Total words used	Percentage of each CS 100%	Ranking
Use of fillers/hesitation	42	2169	9.89	1
Circumlocution	11	"	2.03	2
Approximation	4	"	1.34	3
Language switch	4	"	0.82	3
Self-repetition	3	"	0.51	4
Self-correction	2	"	0.45	5
Word coinage	1	"	0.37	6

The table above depicts the usage of Communication skills used by TESL students. The most common communication skills among the Teslian is the use of fillers which scores the highest, 5.86. Followed by the second highest, circumlocution with a total of 1.53. In addition to that, the third most often used are self-repetition and language switch which both contributed 0.56 on average. Meanwhile, the most uncommon communication skills that have been used by the TESL students is word coinage, which contributed 0.13, followed by self-correction with the average of 0.27 and approximation with the score of 0.41. Thus, we can conclude that there are three communication skills that are often used by TESL students which are use of fillers, circumlocution and self-repetition and language switch.

Even though TESL students used "use of fillers" the most in their conversation, however, the gap between Non-Tesl students and Tesl students is big. Only 42 instances where they used fillers. Again, the purpose of this particular CS is to gain time to think or recollect their talk until they know the targeted words.

Example 4: Interactional task

Student 1 (tesl): I think the most crucial case, that's umm going right now is of course the anxiety or depression umm. most student faced because of online class. Uh. Because some student can't cope with the new trend or the new norm.

TESL student use more circumlocution than Non-Tesl student. This refers to exemplifying, illustrating, or describing the properties of the target object or action. In its most basic form, circumlocution is using many words to describe something for which a concise and commonly known expression exist.

Example: Interactional task

Student 1 (tesl) : I think my favourite food is .. um western food fish and chips, chicken cop, something like that
Student 2 (tesl): I like the <mark>classic</mark>, laksa Sarawak
The word "classic" is ambiguous or roundabout, it holds many interpretations, but from this message. She was trying to talk about traditional foods.

Another difference between the Non-TESL student and TESL student is the language switch, self-repetition and self-correction. Even though TESL students did use a language switch, but there's only 4 instances compared to 44 instances from Non-TESLstudents. One of the reasons why TESL students did not used this type of CS is because of their language proficiency. According to a previous research entitled the influence of proficiency level on the use and choice of L1/L2 communication strategies used by Iraqi EFL students (2018), they are able to communicate or convey a message using L2 without any hesitation. They used "use of fillers" more frequently in their speaking because of their lack of linguistic knowledge. High proficient students depended more on their linguistic knowledge and they also tended more to use "use of fillers strategy." Low proficient students do not have enough exposure to the target language, so that they rely on their native language (Arabic) to carry on the intended messages. Their findings are quite similar to ours because both groups do use filler and for the non-TESL group they used their native language more often than their second language.

6.0 CONCLUSION

Communication strategies have a direct impact on communication and are a necessary component of second-language learning. Communication techniques in general assist to maintain the lines of communication open and secure greater input for students. Many elements influence the adoption of communication strategies, including the learner's degree of language competence, personality, and attitude toward a certain approach, as well as communication settings. These variables interact to influence how communication methods are used. Communication strategies help students to get their meanings across and ensure listener comprehension. It is believed that only when ESL learners realize the need to communicate and exchange information that more interactions will be generated. On the other hand, although it is good to reinforce the learners to use communication strategies, teachers should also notice that the learners shall not depend much on it to improve their speaking in target language.

APPENDIX
 Questionnaire: https://docs.google.com/forms/d/18KUUSWoq_Nqb0ueaBClHCmlzrsbl1XuKX-v1hdGxa3o/edit?usp=sharing
Interview Analysis:
https://drive.google.com/drive/folders/1DsKKBA0wBh3_47HAmyw6YSqooRhP4xlI?usp=sharing
G5 Presentation YouTube link: https://youtu.be/xX6j1KoOdhw

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