

The Relationship of Second Language Communication Problems with Oral Language Communication Strategies

Mohd Helmi Pangat*

The National University of Malaysia

Abstract

This study intended to investigate the effects of communication problems faced by non-native speakers to utilise Oral Communication Strategy (SKBL) while speaking in a second language (Malay). The research instrument consisted of a written test (questionnaire) and oral test (storytelling and dialogue) administered to collect essential data. The study method is a union of quantitative and qualitative. A sum of 130 respondents, including five Chinese students in 16 Chinese National Primary Schools (SRJKC) in Hulu Langat district, were directly affected in this research. As a result of the analysis of transcribed sentence data, it was found that 986 sentences were delivered through storytelling instruments (443 sentences) and dialogues (543 sentences). During the hearing, a total of 525 cases of Oral Language Communication Strategy (SKBL) were used. The application of SPSS through the Cramer V test revealed that Chinese students' communication problems with the Oral Language Communication Strategy (SKBL) were interpreted as firmly based on the Cramer V value = 0.364. The conclusions note that second language communication problems faced by non-native speakers have inspired the use of the Oral Language Communication Strategy (SKBL).

Keywords: *communication problems, communication strategies, second language, Malay language*

1. Introduction

One student's struggle in delivering the message to others was due to the lack of second language lexicon and led them to handle various communication strategies. The practice of communication strategies in mastering a second language is a linguistic process that all second language learner has to go through. Besides, communication strategies are also deemed to be one of the second language learning processes that present some of the verbal errors made by second language learners. It existed as a consequence of trying to convey spontaneous meaning even though their knowledge of the second language is still incomplete. The management of communication strategies is an indispensable portion of the process of learning a language that is not always comprehensive or perfect.

To resolve the problem in spoken Malay, the non-native speakers exert an alternative method, which uses expressed language communication strategy. This study was administered to discover the extent of the impact of the strategy of communication problems in oral Malay verbalisation. According to [5], the phenomenon of employing communication strategies is something that second language learners produce under particular circumstances. For instance, students have difficulty expressing their meaning because they are running out of sources to deliver. Nevertheless, the goal of this study was to explore the communication Malay problems encountered by non-native speakers, which can be overcome through the use of communication strategies.

1.1. Literature Review

According to [18], learning and understanding and mastering a second language are not simple. Out of all second language learners, at the end of second language learning, only

5% of the students can master the language perfectly as native speakers of the second language. Meanwhile, the majority of other second language learners are still at a point in their second language competence, which is along the continuum of the intermediate language system.

According to [2], the challenges of globalisation of Malaysians need to be complemented by a strong basis of education and training and a broad range of primary skills including the ability to communicate and master the language. Subsequently, the non-native speakers have to learn the Malay language, primarily oral communication. The initial step that can be taken to achieve that goal is to accept the fact that making mistakes is an inevitable part of the second language learning process, especially in the early stages of learning. Therefore, communication problems should be addressed through the use of oral language communication strategies. These strategies are more temporary and will diminish as non-native speakers have mastered the second language. Thus, the application of communication strategies empowers the speaker to pursue the conversation by shortening his/her communication on a topic in the presence of a lexical problem in the target language [20].

In this investigation, communication strategies point to the speech of Chinese students emerging from the approach used by students to communicate with their peers. The method is one of the communicative components to assist one's spoken language ability.

1.2. Problem Statement

Second language learning among non-native speakers of the language will often face many obstacles, especially communication problems. Therefore, to reduce stress, speakers will adopt alternative methods that they feel are appropriate. The most common methods are using communication strategies (message negligence, cooperation appeal, circumlocution, code-switching, topic avoidance, overgeneralization, approximation, and new word formation). However, each communication strategy used depends on the communication problems encountered by the speaker.

To master the second language more efficiently, especially in the aspect of spoken word, one must identify the flaws that need to be improved. A non-native speaker who can recognise vulnerabilities will choose, adopt and implement the best techniques that are compatible with his or her attitude, motivation and environment. In the context of this study, the communication problems encountered by the speakers with the communication strategies are closely related. If there is no harmony or continuity with each other, then the goal of mastering the skills in a language will fail.

The diversity of language practices employed by the country's multiracial citizens do not indicate the level of mastery of all language skills, particularly verbal skills. A race only displays excellent proficiency in their native language. The opposite is applicable for other languages, especially the second or third languages. In this regard, non-native speakers' competence in the second language is essential to transfer an idea or skill from the source language to the target language.

1.3. Objectives of the Study

In general, this study proposes to identify the communication problems with the use of spoken language communication strategy (SKBL) in the verbalisation of oral language. Specifically, the objectives of this study are to:

1. Identify the types of communication strategies.
2. Study the frequency of communication strategies used in verbal communication.
3. Analyse the impact of communication problems on the use of communication strategies.

2. Methodology

The design of this study uses qualitative and quantitative combination methods. The use of combined methods is usually done to supplement the content of the research and to solve the shortcomings of an approach, either quantitative or qualitative [14]. The number of Chinese Year 5 students at SRJKC in Hulu Langat district is 4,088, of which 3,385 are in urban schools and 703 are in rural schools. Given the large population, sampling methods are used to obtain information about a community from several individuals who are members of the society [12]. The strata sampling method was applied to select 130 study respondents consisting of 5 Chinese students in 16 SRJKCs located in Hulu Langat district, Selangor. Their selection in line with the Malay language lexical mastery obtained from learning in the classroom with the teachers of the Malay language. The schools are registered under the Ministry of Education Malaysia. The instrument used to get the data is a set of questionnaires divided into two sections namely section A related to the respondents' demographics. Part B relates to communication problems faced by non-native speakers of Malay when speaking informally with friends. According to [4], questionnaire instruments are capable of producing reliable and consistent items if adequately prepared. Therefore, items that used to appreciate the extent to which the communication problems faced by non-native speakers of Malay affects the use of communication strategies in oral verbalisation. Next, for the oral test, the researcher utilised a single picture. Respondents were asked to construct several simple and compound sentences verbally and spontaneously based on images of the beachfront picnic. Respondents' voice for building sentences was recorded through a visual recorder. Subsequently, the recorded data were analysed through the transcription process to identify the types of oral language communication strategies used and their frequency. Next, to ascertain whether there is a significant or unrelated effect of communication problems on the kinds of communication strategies used, the researchers used Statistical Package for the Social Science software or SPSS version 20.0. Analysis of the data of this study used Cramer V test.

3. Research Theory

The theoretical model of this study is an altered version of the monitor theory model [6]. Monitor theory is extensively employed in the realms of education and student.

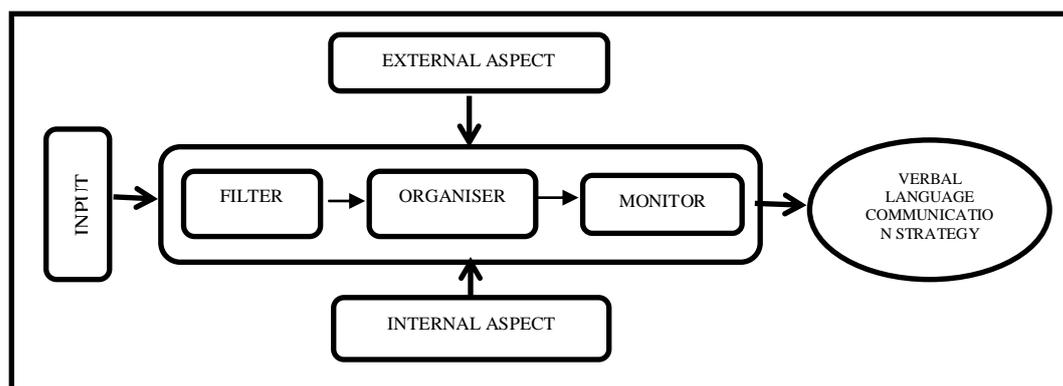


Figure 1. Theoretical Model of the Study (Adapted from the Monitor Theory Model)

According to Monitor theory in Figure 1, oral tests were conducted with inputs (single picture and dialogue) shown to Chinese students. They will look at it closely, pause, and think of appropriate vocabulary to build sentences spoken in Malay. Chinese student monitors (low, medium and high) will automatically operate as soon as verbal sentences are spoken. Chinese student filters do not fully accept all of heard or seen inputs. Filter movement can be up or down. This situation is influenced by two main factors namely the

external aspect (support for parents, teachers and peers) and internal aspects (shame, fear, and challenging to remember Malay vocabulary). Chinese students with high environmental support and low self-esteem are not afraid to make second language mistakes that will lower their filter. Thus, the input obtained will be output with more acceptable to them, while students with less external support will form the mind or mental barriers to prevent the entry block inputs, Malay. Moreover, students' internal and external aspects can change the use of communication strategies. The Chinese student's filtering system works to determine the parts of the sentence that deserve attention. Efforts hindered when a student has comprehended Malay efficiently. Accordingly, Chinese students should think about the affective filter capabilities of each order so that they will always be positive with the development of their Malay language acquisition.

The inputs processed by the filter will be output. The organiser then processes the input. The language acquisition or LAD tool found in the organiser works gradually to form a new language system without being memorised. Organisers work consciously. Chinese students using the organiser will publish new phrases or verses. The function of the organiser can be illustrated in three aspects of verbal behaviour, namely through a series of transitional arrangements. Secondly, the relation of words in sentences or phrases used before the B2 structure is obtained. The third aspect is illustrated by the frequent mistakes made and the prevalence of B2 students getting a new language structure.

A monitor is a language-processing tool that operates consciously. Chinese students who answered orally or in writing meant that they were using their monitors. There are three main requirements to function monitor properly, which is sufficient time, the speakers should be the focus of the system of Malay, and speakers need to know the rules of the language system. The levels of Chinese student monitors are different from each other, which is that primary students usually own low or free level monitors. Monitor student is still studying the structure Malay steadily. They prefer to avoid knowing the language. Typically, these students do not like to correct their language error. They use the Malay language based on what is considered proper and correction of the word depending on the language system obtained.

The goal that students when communicating with an interlocutor or individual is the delivery of a message. To accomplish this goal, Chinese students will use a variety of communication strategies (message negligence, collaborative appeal, description, code-switching, topic avoidance, overgeneralization, approximation, and new word formation) to continue their speech. According to the monitor theory of this study, several external and internal aspects have influenced the use of Chinese student communication strategies. Communication problems indirectly affect the use of communication strategies that have been set in achieving the objectives of this study. Next, the researcher analysed these data from the communication strategies used and categorised as verbal communication strategies.

4. Results and Analysis

The researcher implements several instruments (questionnaires, single images, and dialogues) to obtain the actual findings of the study. Students are required to tell a single picture, engage in conversation in specific situations (between customers and restaurant waiters) and answer ten items related to a second language communication problem in a Likert scale questionnaire. The storytelling and dialogue methods were used to identify the types of oral language communication strategies (SKBL) and frequency of those communication strategies and surveys to identify issues that led them to use appropriate communication strategies.

4.1. Communication Strategy Analysis

Based on the data analysis of this study, eight types of oral language communication (SKBL) strategies were used by the respondents through verbal stimulation in storytelling and dialogue activities. The types of spoken language communication are message negligence, cooperation appeal, circumlocution, code-switching, topic avoidance, overgeneralization, approximation, and new word-formation. The frequency of use of each communication strategy is different.

Table 1. Types and Frequencies of Oral Language Communication Strategies (SKBL)

No.	Overall	SKBL Frequency	%
1.	Message negligence	296	57
2.	Cooperation appeal	68	13
3.	Circumlocution	48	9
4.	Code-Switching	42	8
5.	Topics Avoidance	32	6
6.	Overgeneralization	20	4
7.	Approximation	12	2
8.	New word creation	7	1
	Total	525	100

According to Table 1, the total number of SKBL used by students is 525 cases. Of these, message negligence was the top 296 cases or 57% and was the most widely used communication strategy in verbal communication. Subsequently, the cooperation appeal was 68 cases (13%), a circumlocution of 48 cases (9%), code-switching of 42 cases (8%). The results of the speech data analysis revealed an interesting finding in this study that the influence of native language (Mandarin) was found to play no significant role. Topic avoidance of 32 cases (6%), overgeneralization of 20% (4%), an approximation of 12 cases (2%) and the least commonly used communication strategy in verbal fluency was the creation of new words. Respondents used only 7 cases or 1%.

4.1.1. Message negligence

In [20] states that the message negligence communication strategy used by a student who started talking about the concept but was unable to continue and start a new sentence. The statistical findings show that this strategy is more widely used in verbal fluency than other approaches. For example, the use of this strategy can be seen in a speech by subject 22 found to be unable to carry out his speech well. The use of such an approach can only help the subject to see something, the view of the beach. However, the subject does not dominate Malay adjective word to describe a particular atmosphere on the waterfront. Although the oral pronunciation of the sentence was not possible, at least the abstraction of the message helped the subject to form a complete sentence, one containing a subject and one predicate.

4.1.2. Cooperation appeal

Subsequently, non-native speakers used a total of 68 cases (13%) of cooperation appeals. The strategy is made when a person is asking what kind of question, who, how much, or how to ask an interlocutor. This strategy occurs when speakers openly ask for help or ask anybody about something. For example, the speaker (S95) who holds the restaurant waiter's character can question the customer well. He uses the word "what" to get a customer's order, which is a beverage. However, the question cannot be answered by clients to the waiter in Malay entirely. Customers have to expect others to help. The strategy can be seen when customers answer restaurant waiter questions in Mandarin. Also, his gestures trying to get something from his friend can be seen.

4.1.3. Circumlocution

In [20] states that circumlocution is an advanced process of words in which students describe features or elements of objects or actions rather than using appropriate target language structures. Analysis of the study found that subjects used a 9% circumlocution to explain a vocabulary they did not know. This strategy requires long-winded utterances to allow speakers to find the right words to convey the true meaning of the expressions. Based on conversations conducted by subject 87 and subject 88 at the food restaurant, there is a use of circumlocution strategies. Subject 88 was found to describe the vocabulary of the type of drink requested, 'tea'. Only here, the subject uses this strategy to explain in detail the type of tea drink requested, namely pulled tea (*teh tarik*). Before that, the repetition occurred three times to convince the requested beverage. In [1] proposes that second language speakers explain that "now it is raining, he *ahh*. At this tree, he waits for the rain to stop". It means to seek shade under the tree.

4.1.4. Code-switching

This strategy reveals non-native speakers are trying to assimilate the vocabularies of mother tongue (Mandarin) language in the oral verbalisation of the target language as a substitute of the unknown Malay language vocabulary. The strategy refers to the expression of the first language in the target language. For example, "tartil for "caterpillar" [20]. The findings suggest that this strategy appears to be less commonly used in verbal communication than other approaches. The impact of Chinese was less used in verbalisation Malay. Instead, the speakers tried to develop the role of Malay language through practice communication strategies. Based on the number of utterances of 325, by the subject 94 is found not knowing Malay phrase related to "build a sandcastle." Therefore, the issue undertook this strategy to incorporate Mandarin vocabulary into Malay words. Even though the application of Mandarin vocabulary is contrary to the Malay system, but what is important is its use has eased the message delivery by being clearly understood by the listener.

4.1.5. Topic avoidance

This strategy happens when students need to attempt not to talk about concepts for unknown language items or structures [20]. A second language learner who lacks the vocabulary will stop his speech while the message he has to deliver has not yet been answered. If you see at pictures related to a beachside picnic, there are many verbs that B2 speakers can use to construct verbal and spontaneous sentences. Speakers can build sentences using Mandarin. However, the opposite situation occurs when subjects use the Malay language. Therefore, the use of these strategies is something inevitable or an option for speakers (S112) which suffers from a lack of lexical Malay particularly related picnics. The researcher sees the subject as silent as to avoid continuing his or her utterance.

4.1.6. Overgeneralization

According to [16], she proposed that overgeneralization is a strategy that proves the conclusions that students can deduce about second language systems are inaccurate or too broad. Based on the oral remarks of the respondents (S74), it was found that the subject had used the communication strategy (Overgeneralization) through the word 'doing' before the verb. The proper phrase is to 'enjoy' food. It may be that the subject thinks the words 'doing' and 'enjoy' are the same.

4.1.7. Approximation

In connection with this strategy, speakers were found to use less accurate vocabulary but to have a coherent meaning between the word and the intended word. In the actual

situation, the speaker is unable to convey the meaning of the speech correctly but rather communicates using a lexical meaning. For example, “pipe” for “waterpipe” [20]. The word ‘*suratkhbau*’ used in the 134th verse is one example of how the subject (S35) used a strategy of approximation. The proper lexicon is ‘newspaper’. However, both vocabularies have the same meaning. The use of such a strategy does not interfere with the smoothness of the subject’s speech in spontaneously developing the target language sentence. Instead, these strategies have bettered the speaker to speak with confidence.

4.1.8. New word creation

The employment of this strategy concerns all ages, from preschool to adult. Word formation is one of the ways in which the term specific knowledge is defined. For example, “airball” becomes a “balloon” [20]. Based on the findings of the statistics, this strategy is less practised by non-native speakers in its Malay oral verbalisation. Only about 7% of total consumption. It may be that the ability of the speaker is still low in creating a new vocabulary that can mean something to replace the actual word in the target language. In this expression, the subject (S26) is found to be creative by creating a new vocabulary, ‘*ogak*’. That word does not exist in the Malay grammar system. The action was taken to replace the unknown vocabulary, the ‘*ombak*’ (wave) Both words are found to have semantic or phonological similarities. Before the subject uttered the word, it was found that the speaker was still hesitant to say the appropriate word. Therefore, the use of such strategies is perceived to end well. In addition, the use of such a strategy is because the speakers were desperate because the real word was not remembered or not in their knowledge.

The use of eight kinds of verbalisation oral communication strategies in Malay by non-native speakers of languages spoken communication strategy proved (SKBL) has played an essential role in the communication process of students. The method is a temporary facility for a speaker who is not yet fluent in a second language. They had been able to master the Malay language fully, the dependency of these strategies will dwindle.

4.2. Communication Problems Analysis

This study used a questionnaire containing ten items of various questions covering the external and internal aspects of students. The goal is to see the extent of communication problems encountered by non-native speakers of the communication strategies used in Malay oral verbalisation. Respondents were asked to select appropriate scores and were not allowed to discuss with other students. It is to avoid any error that may occur when all respondents answer a written question. Subsequently, all questionnaires were analysed using Cramer V tests to determine whether the test had a significant relationship with the use of various communication strategies.

Table 2. Items of Communication Problems Chinese Students of Malay Language

Items Amount	Items	STS		TS		TP		S		SS	
		N	%	N	%	N	%	N	%	N	%
E 1	I feel ashamed to speak in Malay.	15	11.5	27	20.8	12	9.2	51	39.2	25	19.2
E 2	I suffer from a lack of vocabulary in Malay.	25	19.2	30	23.1	8	6.2	23	17.7	44	33.8
E 3	I do not understand the teacher’s instructions were delivered in Malay.	13	10	25	19.2	5	3.8	70	53.8	17	13.1
E 4	I find it challenging to say the words of Malay.	7	5.4	24	18.5	3	2.3	55	42.3	41	31.5
	I find it challenging to	17	13	14	10.8	6	4.6	33	25.4	60	46.

E 5	convey the message in Malay.										2
E 6	I was afraid to make mistakes when speaking Malay.	25	19.2	35	27	7	5.4	42	32.3	21	16.1
E 7	I do not understand the conversation partner in the Malay language.	32	24.6	39	30	12	9.2	17	13.1	30	23.1
E 8	I always ask for the help of friends to say the words in the Malay language.	35	26.9	43	33.1	10	7.7	19	14.6	23	17.7
E 9	I always use short sentences when talking with teachers and friends.	22	16.9	17	13.1	9	6.9	48	36.9	34	26.2
E 10	I find it difficult to remember the words of the Malay language, which is required when talking to someone.	11	8.5	37	28.5	13	10	46	35.4	23	17.6

Analysis of the questionnaires showed that non-native speakers of Malay faced many communication problems while speaking the language. However, the negative phenomenon is something students in the second language cannot avoid.

The first item shows as much as 39.2% non-native speakers consisting of Chinese students feel embarrassed when speaking Malay. Embarrassment is caused by speakers making mistakes in speech. It may happen if the vocabulary does not fit the context of discourse in a discussion or conversation with friends. Hence, the subject is laughed at by the friends as a result of the failure to deliver the message. As a result of time constraints, speakers prefer the easy and fast way of using communication strategies (message negligence). The approach does not use a large number of target language vocabulary. Speakers need only speak a few essential vocabularies to bring a message that is easily understood by their peers.

Furthermore, the second item recorded a Strongly Agree (SS) score of 33.8% of the total respondents. The selection of these scores gives the impression that non-native speakers of communication problems due to the lack of Malay vocabulary. Therefore, the speaker will use the message negligence strategy. This strategy helps the speaker to convey a message using a small amount of vocabulary but retains the message to send to the interlocutor. The speaker uses only short sentences in his speech. If the speaker wisely chooses the appropriate vocabulary, then the process of receiving and sending the message runs effortlessly even if it takes more time.

The third item proves on the interpretation that non-native speakers admit they do not understand most of the teacher's instructions are delivered in Malay. When carefully researched, the second and third items are related to each other. A student who is fluent in a second language vocabulary will find it easy to understand the message or instruction of the teacher delivered in the second language. The opposite situation is applicable if they suffer from a lack of second language vocabulary. Teachers' instructions usually do not use much vocabulary but have deep meaning and are not understood by non-native speakers. Therefore, speakers accept code-switching strategies to make their messages easy to understand. The use of such an approach is to facilitate the understanding of each high-level vocabulary by the low-monitored students. Educators can present cooperation at the request of the speakers and do not have to stress by speaking the instruction in Mandarin.

Next, the speakers find it challenging to pronounce a word to be delivered in Malay. These findings are based on item 4. Agree Score (S) accounting for 42.3% of the overall score. This problem arises because non-native speakers are more comfortable using Mandarin. As a result, they rarely practised the Malay language with good pronunciation. In [13] through his research findings, recognise non-Malay students often have problems or difficulty pronouncing the letter. For example, “d”, “l”, “r” and “t”. Also, consonant pronouns join at the beginning and end of words such as “a”, “au”, “oi” and the consonants of “kh”, “sy” and “th” are very low in qualities. Also, students also failed to distinguish the vowel sounds of “a”, “e”, “o”, “i”, “u” and “e”. The mispronunciation of a word can mean something different from the original definition. In [3] study found that 60% of respondents said they would be laughed at by friends when their pronunciation was incorrect. As a result, respondents are afraid to make a mistake and then are reluctant to speak in Malay. Among the best solutions are, the speakers can get guidance from peers, teachers and parents to improve the terms of the vocabulary Malay incorrect phonetic through joint appeal strategy. Looking at Table 1, speakers used this strategy by 13% throughout the oral test.

The fifth item experienced Strongly Agree (SS) score, i.e. 46.2% which leads to the interpretation that non-native speakers of Malay find it challenging to convey the message to the target people when using a second language. The difficulty is related to the arrangement of the vocabulary in the sentence or sentence structure. There are no two languages that possess the same grammar system as each other. When a sentence structure is constructed with incorrect vocabulary, the meaning of a sentence is also affected. Mistakes in terms of sentence structure, pronunciation, vocabulary or whatever aspects of the second language are common and inevitable. Speakers can speak using shorter simple sentences, simple with and lesser vocabulary. The situation prompted the speaker to use the negligence message in his speech.

According to [15], students who are social, passionate and friendly are in need of interaction with the second language environment as a powerful way of reinforcing their second language. However, the opposite situation occurs, if they are emotionally disturbed during the second language learning process and they often avoid any activity that involves the use of the language they are learning (Horwitz & Young, 1991). Item 6 of the questionnaire showed speakers are afraid to make mistakes when using Malay. Statistics show that 32.3% of speakers choose the Agree (S) score that works as valid evidence. Therefore, speakers decide to avoid the topics and stop talking. Next, speakers change to new topics.

Based on item 7, most non-native speakers can fully understand the conversation by friends in Malay. The findings were based on the Disagree (TS) score, which received 30% of supports from the respondents. Understanding in this context is related to common expressions but does not apply to sentences using long sentences and high vocabulary levels. A student who does not understand the second language often needs help from peers to use complicated words. However, data analysis showed 33.1% of the subjects chose Disagree score (SS), which denies the meaning of item 8. The results confirmed that respondents do not ask for the help of friends related issues in expressing Malay vocabulary. The use of Mandarin as the medium of instruction in schools is not enough for native speakers to communicate and there is an urgent need for them to use Malay and indirectly result to less ask for help a friend.

Most subjects chose the Agree (S) score for item 9, of which composed of 48 respondents or 36.9% supported this item. The selection of these scores shows that they use short sentences when speaking in a second language. The use of short verses does not require much vocabulary. What matters is that a message or information can be conveyed perfectly to the target audience. Therefore, speakers prefer to use the message negligence strategy because it reduces the use of vocabulary in sentences. The respondent's actions did not reduce or affect the meaning of the message to be delivered.

Based on item 10, the Agree (S) score received the most support, 35.4%. Almost 46 subjects are having trouble remembering Malay vocabulary when needed while chatting with friends, parents or neighbours. The issue arises due to the attitude of refusal to speak Malay in the daily activities of speakers. When a skill is not practiced for a prolonged time, the speakers will forget the vocabulary of the language. It led them to adopt various communication strategies, such as proximity. That strategy has featured in common vocabulary in Mandarin and Malay, especially in terms of phonetics, tone and intonation.

The results of statistical surveys and questionnaires show that communication problems such as shyness, lack of Malay vocabulary, could not understand the teacher's instructions, experiences difficulties in expressing vocabularies of second language, fear of making language mistake, do not understand the conversation partners in the Malay language, the use of short verse and the subject finds it difficult to memorise second-language vocabulary when conversing with friends has encouraged non-native speakers to use various oral language communication (SKBL) strategies as an alternative to continuing verbal communication to convey messages to the interlocutor by using a second language. The findings of this study are further reinforced by the results of Green (1995), who suggests although a person is smarter, he or she still needs communication strategies. However, they are less likely to use native language-based approach; instead, they use the target language more exclusively.

The results of data analysis through SPSS found a significant relationship between Chinese students' communication problems with the use of communication strategies in Malay speech as a second language. The connection is interpreted to be very strong based on a Cramer value of $V = 0.364$. The researcher believes communication problems that the Chinese students face play an essential role in the use of various types of communication strategies during a conversation in Malay.

Based on the data analysis of this study, there were eight types of oral language communication strategies (SKBLs) being studied in-depth through verbal stimulation in storytelling and dialogue activities. The types of spoken language communication strategies involved are message negligence, collaborative appeal, circumlocution, code-switching, topic avoidance, overgeneralization, approximation, and new word-formation. The frequency of use of communication strategies varies. Questionnaire data analysis found that communication problems (embarrassment, lack of vocabulary, lack of understanding of teacher instructions, difficulty in expressing vocabulary, difficulty in conveying the messages, fear of making a mistake in conversation, fail to understand friend's conversation, frequently asking friends for help, often using short sentences, and difficult to memorise vocabulary) have directly influenced the use of communication strategies. The findings of this study showed a significant relationship between second language communication problems with the use of oral communication strategies in spoken Malay.

5. Discussion

The results show that non-native speakers who have difficulty communicating in Malay have used a variety of communication strategies as a solution to their language. In addition to the second language proficiency level, the frequency of different communication strategies is also influenced by the profile of the speakers themselves. Skehan (1989) hypothesised in his study that each student actually achieved the results of second language learning in the formal environment in different ways. Should the nature of the student be inclined towards taking risks, then more likely, he/ she to master a second language in a natural situation through his interaction with the native language speaker. If this method of learning is forced on profiled students, the second language learning outcome will likely be less effective. The strategy of message negligence that many speakers execute reflects that their dominance of Malay vocabulary is still low.

Therefore, educators in the school need to be informed of these issues and then think of ways that suit the student's situation and carry it out responsibly.

Language teachers can practice the theory of behaviour during the teaching and learning process in and out of the classroom. This theory emphasises the concepts of basic training and repetition in learning a language, especially the ability to speak a second language. Students can learn Malay through copying, imitating, practising regularly, and the results formed the habit of new writing. The more creative way is through the preparation of teaching materials appropriate to the students' second language mastery. They should be allowed to select, organise and control teaching tools. It is necessary so that it is working with students' instinct to use electronic media such as television, video, karaoke can help non-native speakers to master Malay through the means of speaking effectively. They can hear ways of expressing vocabulary, phrases, sentences in dialogue or acting. The various communication strategies used can test the mind and stimulate student creativity.

During teaching and learning in and out of the classroom, teachers can use verbal communication techniques such as reports, news, dialogue with peers, speeches, and students are encouraged to actively participate in any discussion and answer questions to discuss a topic. In the process, teachers need to assimilate intelligent use of communication strategies such as code-switching, circumlocution, the appeal of cooperation which can help the understanding of the students in Malay. If the practice of using communication strategies can be put into practice every day, Chinese students will master the vocabulary and can speak Malay fluently and quickly.

The next aspect is that teachers need to expose students to a second language environment. The process of second language learning is ideally done through formal or informal exposure. A student can appreciate second language learning through social contact with the native language community. Educators who play a crucial role needs to take the creative initiative in teaching and to learn to inspire students to learn the Malay language by using communication strategies. The use of communication strategies not only helps improve the non-native language competency of a non-native speaker but also enables teachers to identify the weaknesses of the speaker especially the use of vocabulary or specific terms in the speech.

According to Hansen (1989), at the school level, students are often exposed to peer pressure. Peer pressure is so powerful that it overcomes second language learning goals built by teachers, parents and students themselves. The negative influence of peers on second language learning will prevent students from trying to use the language because it contradicts the norms of peer groups in the mother tongue. Therefore, students will respond negatively to their peers that learning a second language is not essential. Thus, teachers need to be creative in developing elements of communication strategies to meet the students' need for a second language. Besides, teachers also need to foster a culture of appreciation for the importance of mastering a second language to become more successful learners.

According to [15], when a student is shy but has confidence in second language acquisition, this trait may still hinder him/her from attempting to use a second language. On the contrary, students who are social, jolly, and friendly who wants to involve in interaction with a second language environment, use that reason as an effective way of reinforcing their second language. Therefore, the use of oral communication strategies in Malay seen verbalisation can help students reduce errors in terms of pronunciation, sentence structure, intonation and others. In connection with these problems, parents should play an essential role in helping children improve their Malay language competency, especially in oral verbalisation through non-formal training and does not affect their emotions. Children spend time with family members at home longer than at school. Therefore, parents need to incorporate a second language communication strategy

with their children to reinforce second language learning as well as the benefits of formal education in school. Parents need to show that they value their mother tongue and second language as well as pay attention and appreciation for their children's language development except for academic [17]. Typically, the level of mastery of Malay-speaking parents both higher than their children. As such, they can use the methods of communication strategies to guide children in learning Malay. For example, Malay vocabulary with higher order can be translated into Mandarin and is easily understood by their children. In [11] through his paper, the "Malay in Nation Education" stated that non-Malay students do not speak Malay at home. Such communication patterns are not suitable for non-native speakers. In family situations, parents need to talk to their children regularly since they are young to improve their children's speaking ability. Students can enhance their vocabulary and learn the correct language and grammar structures. On the other hand, students from different backgrounds and environments that do not encourage interaction and communication with each other make their speaking activities limited.

Moreover, according to [3], students should always be encouraged to use communication strategies as chat, forums, discussion in Malay with their friends every day, so they are more fluent in terms of phonemes or words were spoken. At least they can use code-switching during a conversation to let their friends know a particular term or vocabulary. Although the number of native speakers of Malay language in SRJKC is limited, the non-native speaker students should take the opportunity to speak with them in high frequency during appropriate times. According to [7], integrative motivation should be instilled in students' minds so that they can master the second language in the long run. These recommendations aim to rectify the Chinese students' intention to learn Malay language, which is not solely for tests and exams but enhance the ability to speak. Also, second language speakers have the opportunity to establish close relationships with the language community.

6. Conclusion

The findings of the data analysis revealed that the practice of using communication strategies is closely related to the communication problems encountered by non-native speakers. Therefore, those involved need to deal wisely so that the issues of communication in Malay languages can be overcome by helping speakers to use communication strategies that can be beneficial, especially in strengthening second language proficiency, respectively. Appropriate steps should be taken by creative teachers to help students use appropriate communication strategies and to engage students with second language features. The process of mastering oral speech in Malay takes a long time. The use of oral language communication strategies should be viewed positively based on the communication problems faced. Of course, code-switching strategies should be avoided, but an approach that can have a significant impact should be practised to ensure smooth non-native speaker communication. Finally, teachers should play a key role in incorporating the use of oral language communication strategies (SKBL) in curriculum development, tailoring classroom content and classroom activities to the individual needs of students in maximising second language use.

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