

Exploring EFL Students Communication Strategies Online and Offline EFL Learning

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Abstract

This study aims to identify students' ability to use communication strategies in online and offline learning through the interaction between students and teacher at SMA Muhammadiyah 1 Unismuh Makassar. The researcher applied a descriptive qualitative research method to identify the results of students' ability in communication strategy. The population of this research is students of SMA Muhammadiyah 1 Unismuh Makassar. The data collected by distributing questionnaire and taking of video record, and transcribing them during the learning process specifically for qualitative data. From this result of the data, in online communication strategies that students use more Appeal for Help, with the highest of 85.55%. In offline learning communication strategy of students uses the Code-Switching strategy. For online learning students' communication strategies teacher is more likely to provide direction and assistance to students' causes students are less able to understand. In offline learning students more likely to use languages in interacting, which uses Indonesian and English in the same time.

Keywords: Communication Strategies, Online-Offline Learning



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INTRODUCTION

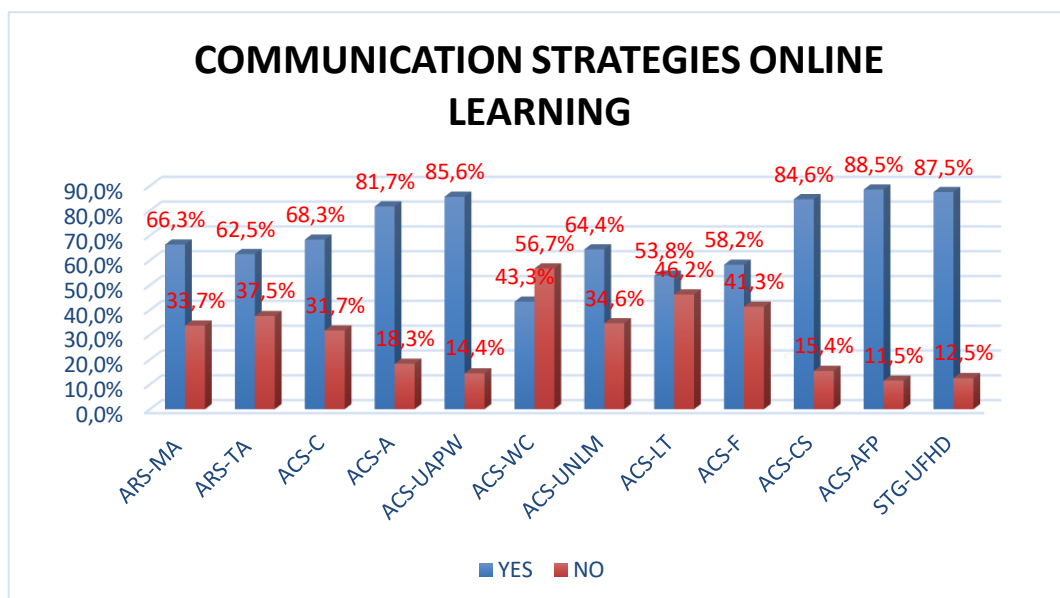
English has been used massively by people around the globe and it has become the dominant language in many sectors such as E-commerce, education, politics, social and many others. EFL learners nowadays are expected to become proficient in several areas of the target language, such as pronunciation, grammar, vocabulary, and other language skills. Avoid critical and bombastic sentences. Several studies have explored the driving factors of EFL learners' success in learning English. These driving factors include external factors such as family, community, media, and education (cite) and individual factors such as personal motivation, confidence, participation rate, perception, peer socio-emotional support, and communicative competence (cite). The five capacities of discourse competence contained in their framework—cohesion, coherence, generic structure, and conversational structure—were intended to guide the curriculum design of communication language instruction. Several academics have characterized the communicative technique as a crucial tool for ESL or EFL learners to overcome potential oral production challenges. Similarly, Dornyei (2002) thought that communication tactics gave students confidence and encouraged them to continue speaking in the target language during oral interactions some researchers create and suggest new taxonomies of communication techniques. The taxonomies presented by different scholars differ because, according to Bialystok (1990), the main distinctions in the taxonomies put forward in the literature are not in the strategies' actual content, but rather in their nomenclature and underlying concepts (Dornyei, 1995).

RESEARCH METHODS

The method used in this research was descriptive qualitative. This research is more concerned with how and why things occur. In this case, the researcher made observations first got the results of the transcription that have be carried out, then distributed questionnaires to respondents in terms that included future descriptive For this research took an observation in the school because observation in research is matter of paying attention to an object using all the senses to obtain data. Observation is the direct observe by sight, smell, hearing, touch and taste. The organization is used in observational, test, video, or audio recording instruction. The first analysis of Communication strategies in online learning took the data by distributed questionnaires, after which the researcher conducted an assessment using CSs by Dornyei Taxonomy; after conducting an assessment, the researcher classified the data and tabulated the data using Microsoft Excel and explained what researcher found it The last research question details communication strategies and willingness to communicate in online and offline learning learners and teacher. For this data was analyzed using the techniques of Miles and Huberman data analysis. The population in this research is SMA Muhammadiyah 1 Universitas Muhammadiyah Makassar. The population of this research is 104 students who was divided into 3 (three) classes. From tenth grade until twelve grade

RESEARCH RESULTS AND DISCUSSION

The research results of findings were collected through data distributed by the researcher, that are by distributing questionnaires about students' communication strategies towards teachers in student learning interactions in online learning, of which there were approximately 104 students who filled out questionnaires from grade 10, grade 11 and grade 12.



The data of questionnaire results Communication Strategies in online learning

Based on the figure results above 104 of whom obtained the highest position in the ability of Communication Strategies in Appeal for Help at 88.5%, it is explained that students have turned to conversation partners for help, either directly or indirectly. In contrast, only a few students from the existing population have the power in word coinage, which results in the lowest position of 43.3% in the ability of communication strategies word coinage. This can be explained by the fact that students are able to create a non-existing L2 word based on a

supposed rule. For the results found by the researcher, not all 12 categories that exist in communication strategies are contained in the findings. In this case, the researcher's findings on communication strategies in offline learning indicate that code-switching is the most dominant category for interactions between students and the teacher during offline learning, and students are more inclined to blend Indonesian and English

Discussion

Communication strategies employed within the students-teacher interaction in online learning It can be explained that based on the results of the data found that students' ability to interact with teacher when learning is taking place is to use the Appeal for help communication strategies is also related to the findings Latuheru (2022) in his research on Teacher and Student Communication Strategies in the Online Learning Process. Online Learning Process Teacher assistance to students in online English learning is very influential in interaction so that students are effortlessly confident when students can speak even though they still need help from the teacher, which shows the highest data from the results of the discovery data and becomes a description according to Dornyei (2002). Communication strategies employed within the students-teacher interaction in Offline learning. It can be explained that results of the findings of researcher who found several types of communication strategies proposed by Dornyei, (2002), the strategies found by researcher in the recorded of learning between students and teacher are message abandonment, topic avoidance, appeal for help, use of fillers or hesitation devices and code-switching. Based on the results of the transcripts that have been made by researcher.

CONCLUSION

In learning English for online student communication strategies, teachers are more likely to provide direction and assistance to students because students are less able to understand the material that has been delivered and also in interacting. For communication strategies in offline, students are more likely to use two languages in interacting, which uses Indonesian and English in the same time because students still need also to understand the explanation of the material provided as well as the interaction and questions asked by the teacher

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