

**STRATEGIES FOR SOLVING ENGLISH COMMUNICATION
PROBLEMS OF THAILAND STUDENTS IN UNISSULA**

A FINAL PROJECT

Submitted as a partial fulfillment of the requirement for the Bachelor Degree

(*Sarjana Pendidikan*) in English Education



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2023

APPROVAL

**STRATEGIES FOR SOLVING ENGLISH COMMUNICATION
PROBLEMS OF THAILAND STUDENTS IN UNISSULA**

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VALIDATION

A Sarjana Pendidikan Final Project

STRATEGIES FOR SOLVING ENGLISH COMMUNICATION PROBLEMS OF THAILAND STUDENTS IN UNISSULA

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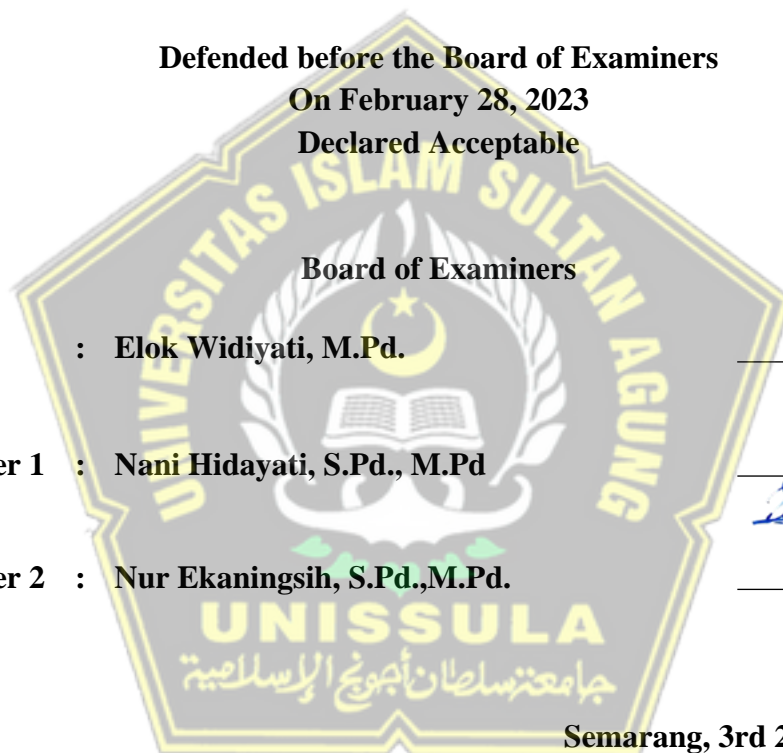
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MOTTO

"In order to succeed, we must first believe that we can."

-- Nikos Kazantzakis



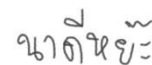
To my dear parents and sisters and brothers for their love, prayers and patient support for my success.

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ABSTRACT

Leeadam, N. (2023). *Strategies for solving English communication problems of Thailand students in UNISSULA*. A Final Project. English Education Study Program. Languages and Communication Science Faculty, Sultan Agung Islamic University. Advisors: Elok Widiyati, S.Pd., M.Pd.

This study aimed to investigate Strategies for solving English communication problems of Thailand students in UNISSULA. The participants in this study were 7 Thai students in UNISSULA. This method adopts a quantitative research design. The respondents were selected through purposive sampling to fill in the questionnaire. After data collection, the SPSS program was used to analyze the data. Then, mean scores and standard deviation (SD) were used to present the results. The findings indicate that the strategies most used by students are discontinuous interaction strategies ($M = 3.14$, $SD = 0.54$), followed by strategies for understanding the message ($M = 3.03$, $SD = 0.67$), and continuous interaction strategies ($M = 2.40$, $SD = 0.33$). In terms of the strategy, the results indicate that the most frequently used strategies by participants were consulting a dictionary, book, or another type of document to translate unfamiliar words ($M = 3.57$, $SD = 0.79$), followed by trying to catch the interlocutor's main point to get the main message ($M = 3.43$, $SD = 0.53$), and thinking in Thai before speaking ($M = 3.29$, $SD = 1.25$).

Keywords: Communication, Communication Strategies, Thai students.



INTISARI

Leeadam, N. (2023). *Strategi Penyelesaian Problem Komunikasi Bahasa Inggris Mahasiswa Thailand Di UNISSULA*. Skripsi. Pendidikan Bahasa Inggris. Universitas Islam Sultan Agung. Elok Widiyati, S.Pd., M.Pd. sebagai dosen pembimbing.

Penelitian ini bertujuan untuk menyelidiki Strategi Penyelesaian Problem Komunikasi Bahasa Inggris Mahasiswa Thailand Di UNISSULA. Partisipan dalam penelitian ini adalah 7 mahasiswa Thailand di UNISSULA. Metode ini mengadopsi desain penelitian kuantitatif. Responden dipilih melalui purposive sampling untuk mengisi kuesioner. Setelah pengumpulan data, program SPSS digunakan untuk menganalisis data. Kemudian, skor rata-rata dan standar deviasi (SD) digunakan untuk menyajikan hasil. Temuan menunjukkan bahwa strategi yang paling banyak digunakan oleh siswa adalah strategi interaksi terputus-putus ($M = 3,14$, $SD = 0,54$), diikuti oleh strategi memahami pesan ($M = 3,03$, $SD = 0,67$), dan strategi interaksi berkelanjutan ($M = 2,40$, $SD = 0,33$). Dalam hal strategi, hasil menunjukkan bahwa strategi yang paling sering digunakan oleh peserta adalah melihat kamus, buku, atau jenis dokumen lain untuk menerjemahkan kata-kata asing ($M = 3,57$, $SD = 0,79$), diikuti dengan mencoba menangkap kata-kata lawan bicara, poin utama untuk mendapatkan pesan utama ($M = 3,43$, $SD = 0,53$), dan berpikir dalam bahasa Thailand sebelum berbicara ($M = 3,29$, $SD = 1,25$).

Kata Kunci: Komunikasi, Strategi Komunikasi, Mahasiswa Thailand.



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CHAPTER 1

INTRODUCTION

This chapter presents the introduction and contains the following section: the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1. Background of Study

English is an international language and a valuable tool for talking freely with people all around the world. English is a language that is used to disseminate and exchange information and expertise in a variety of industries. As a result, in order to grow the country in all aspects and to keep pace with other countries throughout the world, it is critical to maximize the capability of the country's population to communicate in English. Thailand has traditionally emphasized the importance of English proficiency. English language courses have been taught at various levels for a long time, as can be observed from the national education management, so that the nation's population may communicate with the international community in English via hearing, speaking, reading, and writing.

The ultimate goal of learning a foreign language is to be able to communicate effectively in it (Harmer, 2007). Currently, communicative language teaching (CLT) is a theoretical approach to learning management that focuses on motivating students to acquire knowledge and language abilities, including the ability to communicate. The learning process and the process of employing the pupils' cognitive capacities are fundamental to the instruction. Starting with the development of listening skills and working up to the ability to speak. To learn new terms sentences that communicate Students practice language use through a variety of communication activities in order to attain communication goals. Encourage students to participate in and interact with learning activities by encouraging them to be active learners. The instructor serves as a learning champion by including proper use of information technology, such

as role-playing, simulations, learning through project problem-solving tasks, online exercises, and language-learning tools (Facilitator). Lectures and knowledge transmission should be minimized. It motivates students to participate in learning activities and promotes a conducive learning atmosphere (Richards, 2006; Harmer, 2007). Motivation for learning is essential for developing and promoting student learning.

Canale and Swain (1980) identify four fundamental components in a language's ability to communicate. The first, Grammatical competence refers to a person's understanding of language principles such as pronunciation, vocabulary, and sentence structure. The second, Sociolinguistic competence is the capacity to select suitable language for different persons and situations based on social conventions, such as formal or informal language. The third, Discourse Competence is the ability to link language structures and meanings in a way that makes sense, for as through arranging words to convey meaning. The order of words in sentences is right, and they may be transmitted in a way that is understandable. The fourth, Strategic Competence is the capacity to communicate effectively using a variety of strategies. Both the use of spoken language and body languages, such as facial expressions and gestures, as well as the ability to deal with problems or resolve communicative situations when lacking language knowledge, such as when unable to remember words will use gestures to explain or will use familiar terms to explain unknown words.

Communication strategies are ways and procedures for effective communication. When the speaker is confronted with tough communication conditions due to a lack of language knowledge and skills. It aids the speaker in resolving communication issues. Improve the conversation's flow and eliminate communication breakdowns (Bialystok, 1990; Dornyei, 1995). As a result, teaching communication methods to language learners is critical and beneficial. Because it is a tool for assisting in the development of communication abilities. This allows students to deal with communication issues and communicate successfully (Dornyei, 1995; Nakatani, 2006). Learners can avoid communication failure by employing suitable communication tactics. Both spoken language and body language make communication flow easily by employing several approaches. As a result, students should be taught how to use suitable

communication tactics and how to use them effectively. It aids in the development of speaking abilities and the compensation of language knowledge gaps. Allow the conversation to go on until the communication goal is met.

From the past to the present, most students Thailand studying English as a second language have had difficulty communicating in English, owing to the fact that most students Thailand are raised to learn writing or spelling first, followed by forming sentences and speaking out. Because most Thailand people believe that speech is an advanced science in learning, it is not uncommon to find that they can memorize the alphabet yet cannot or will not speak or read English.

The environment, both at work and at home, that does not encourage the use of English is a big issue in speaking and communicating in English. In most cases, they only use English in critical occasions. The key factor is that Thailand individuals cannot communicate fluently in English in everyday situations, and some of them are unable to communicate both at work and at home, resulting in stuttering issues. This could be attributed to a variety of factors, such as the fact that Thailand people do not live in an environment where basic English is limited. Thailand people are really not particularly assertive and they do not often understand why it is important to communicate in English.

From the recognition of the problem and the necessity to increase Thailand students' capacity to communicate in English at UNISSULA, As a result, the researcher decided to strategies for solving English communication problems of students Thailand in UNISSULA. Its goal is to motivate students Thailand to learn and practice English communication strategies that may be used in a variety of circumstances. Assist students in improving their English listening and speaking skills. This is because effective pupils' listening and speaking abilities are developed via the use of appropriate communication tactics. It is vital to rely on fundamental facts on learners in order to build an effective curriculum. It is crucial information for the construction of a course curriculum that is appropriate for the demands of the students. As a result, the researcher performs a study on students' the use of student communication tactics in order to gather data for use in assessing issues. The findings of the student analysis will aid in the

improvement and development of teaching and learning management that is more responsive to the demands of the students.

1.2. Reasons for Choosing the Topic

In addition to adapting to different cultures and environments. Many students Thailand studying abroad have problems with communication. This is an important problem that students Thailand studying abroad have to face. Students Thailand in UNISSULA and researcher also have difficulty communicating in English. In which students Thailand have always helped and talked about strategies solving communication problems. For this reason, the researcher chooses to research this topic “Strategies for solving English communication problems of students Thailand in UNISSULA”

1.3. Statements of the Problem

Based on research background, the writer proposes some problems as follows:

“What are the strategies for solving English communication problems of students Thailand in UNISSULA?”

1.4. Objectives of Study

Based on the research question, the objectives of the research are:

“ To find out the strategies for solving English communication problems of students Thailand in UNISSULA”

1.5. Limitation of Study

The researcher limited the study to describe Strategies for solving English communication problems of 7 students Thailand studying in UNISSULA 2022/2023.

1.6. Significance of Study

This research has significance pedagogically and practically.

- a) Pedagogical Significance
 - a The results of this research are expected to provide ideas for developing and solving the problem of English communication. This gives the learner an idea of strategies for solving English communication problems.

b) The research hopes to provide teachers with a reference for how to use the teaching method to get an idea of strategies for solving English communication problems.

b) Practical significance

The results of this research can provide teachers with information on teaching to English communication. The teacher can help students achieve the goals they hope for in part, this involves the difficulty of confronting students ' about English communication. So, when the teacher knows how students have problems about English communication, they can solve this problem because they are the key to change complications to fluency.

a) The results of this research can help students understand their weaknesses and increase the strategies for solving English communication problems.

b) The research hopefully can be additional manual to researchers in strategies for solving English communication problems.

1.7. Definition of Key Terms

Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. (Richards; Schmidt, 2009).

1.8. Organization of Study

Chapter I contains an introduction with the following section: the background of the study, the reasons for choosing the topic, the statements of the problem, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

Chapter II Review of related literature: the communication, the definition of communication, the types of communication, the communication process, the communication strategy, the definition of communication strategy, the effective communication strategies, and the review of the previous studies.

Chapter III Research Method that consists of the research design, the research subject, the data collection technique, the content validity and reliability of the instrument, the data analysis, and the research procedures.

Chapter IV Results and Discussion presents the Results, The Result of this study includes the Collected Data Information the Result of the Respondent's Responses.

Chapter V Presents the Conclusion and the Suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents informs the theoretical review and some relevant researchers which is related to the topic of this study. Contains the following section: the communication, the definition of communication, the types of communication, the communication process, the communication strategy, the communication strategy, the effective communication strategies, and the review of the previous studies.

2.1. Communication

This sub-chapter discusses the definition of communication, the types of communication, and the communication process.

2.1.1. Definition of Communication

People spend 75% of each day engaging in some form communication as part of their everyday life (Tubb & Moss, 2003). The main purpose of communication is to successfully convey the intended message to the listener (Somsai & Intarapraser, 2011). People also use symbols to send and receive meaningful messages. Just as people use verbal and non-verbal signs. People can share information, thoughts, and feelings through words or written words. Their behavior and body language will add meaning to these messages. Communication is the sending and receiving of information, and can be one-on-one or between groups of people and can face each other or through communication devices. Communication requires a sender to convey an idea or to encode a message so that this message is sent to the recipient, and finally, the recipient must decode or interpret the message.

Communication in terms of sharing "causing sharing interaction between people to exchange meanings." Furthermore, communication is the ability to share information with others as well as understand what information and feelings are transmitted to the recipient (Pruksanubal, 2006). Communication is an important factor in human life at all ages. No one can live without communication. Every career must have communication in the workplace. Doing business, especially in

human society, is constantly changing and evolving. Communication is an important factor in the development of personal and social progress. Social development in terms of morality, ethics, science, technology, etc., including the science of communication must be continually developed. Communication is a tool to improve the quality of human life and advances in various fields.

2.1.2. Types of Communication

Communication is the process of exchanging and exchanging ideas, views, opinions or information with people in the form of messages, symbols, signs and opinions. It is very difficult to imagine a world without interaction. A common method of interaction is called communication. There are four main types of communication used to deliver the final message to the recipient (Aarti, 2013).

A. Verbal communication

Sounds, words, language, and speech are all examples of verbal communication. Speaking is an efficient mode of communication that allows us to express our emotions through words (Nayab, 2014). Verbal communication is a quick and simple method. The most effective method of sending and receiving messages.

B. Non-verbal communication

Sending and receiving non-verbal messages constitutes the process of non-verbal communication. Non-verbal cues that are frequently used include facial expressions, eye contact, body gestures, touching, waving, and finger-pointing (Nayab, 2014).

C. Written communication

Direct written communication types include traditional pen and paper letters and documents. Printed electronic documents, emails, SMS text chats, and anything else conveyed through written symbols, such as language. Communication formats that primarily use written communication include manuals, brochures, contracts, memos, press releases, formal business proposals, etc. The effectiveness of written communication depends on style of writing, grammar, vocabulary, and clarity (James, 2014).

D. Visual communication

Visual communication is the use of visuals to convey information so that the audience may quickly understand the message. Examples of such images include photographs, signs, maps, symbols, color posters, and banners (Aarti, 2013).

Communication is a process that defines and conveys meaning in an effort to create mutual understanding. Verbal communication is the use of language to transfer information through speech. Nonverbal communication is the use of body language, gestures, and facial expressions to convey information. Written communication involves writing, typing, or typing symbols such as letters and numbers to convey information. Visual communication is the use of photographs, art, drawings, sketches, charts and graphs to convey information.

2.1.3. Communication Process

The communication process is comprised of several components, including the sender-receiver, message, channel, noise, feedback, and setting. Senders and receivers attempt to communicate a message via a channel such as e-mail, the telephone, a bulletin board, a media advertisement, a memo, or an annual report, and then receive feedback, which can be defined as the receiver's response to the sender. These messages may be disrupted by noise or interference that occurs between the sender and the receiver (Tubb & Moss, 2003). Communication is also influenced by the environment; for example, communication may change when the environment changes (Hybels & Weaver II, 2007). A formal setting is most appropriate for a formal presentation. The factors that cause the communication process are as follows:

1. Sender-receiver. People engage in communication because they need to share information, ideas, and feelings. Communication occurs on several levels, including interpersonal communication, small group communication, and public communication, and between a variety of senders and receivers (Gamble & Gamble, 1996).

2. Message refers to a meaningful story or things that may be in the form of information, knowledge, thoughts, needs, emotions, etc., which are transmitted from the messenger to the receiver and expressed through any language or

symbols that can create mutual perception, such as spoken text written text songs sung, pictures drawn, stories read, meaningful gestures, etc. The message includes symbols that people use to represent ideas, feelings, gestures, body language, pitch, and touch (Pearson & Nelson, 1997).

3. Media or channel is the route through which a conveyed message moves from the sender or source to the receiver (Hybels & Weaver II, 2007). The messenger must rely on the medium or channel to carry the message to the receiver.

4. Feedback. Another component of the communication process is feedback. During communication, feedback can be considered the response to both the verbal and non- verbal messages that receiver sends back to the sender or source (Gamble & Gamble, 1996; Seiler & Beall, 2002). Feedback provides speakers with either positive or negative feedback regarding their language ability.

5. Noise. Noise is any interference that distorts the message or information transmitted to the receiver (Tubb & Moss, 2003).

6. The setting or environment affects both the nature and quality of communication. For example, a private conversation is easier to conduct in a quiet and comfortable place than it is in a public, noisy, or uncomfortable setting (Seiler & Beall, 2002).

As previously mentioned, communication is crucial as it is the way in which people send and receive messages. The communication process is composed of various elements: sender-receiver, messages, channels, noise, feedback, and setting. Communication can take place in many forms, which include gestures, facial expressions, signs, vocalizations, speech, and forms of writing. People can share information, ideas, and feelings with spoken and written words as well as and body language.

2.2. Communication Strategy

This sup-chapter discusses the definition of the communication strategy, and the effective communication strategies.

2.2.1. Definition of Communication Strategy

Dornyei and Scott (1997) note that communication strategies are “potentially intentional attempts to cope with any language-related problems of which the speaker is aware during the course of communication”. Communication strategies are therefore systematic techniques that speakers use to express meaning when faced with difficulties and to deal with language-related problems that the speaker is aware of during communication.

According to Littlemore (2003), communication strategies are “the steps taken by language learners to enhance the effectiveness of their communication”. There are two principal categories of communication strategies which are compensation strategies and interactional strategies. Littlemore defined compensation strategies based on Faerch and Kasper (1983) and Poulisse (1993) as “the attempts that language learners make to compensate for gaps in their knowledge of the target language”. Moreover, Smith (2003) defined communication strategies as “discourse management tools and devices of conversation maintenance employed to avoid communication breakdown”. Communication strategies are steps that language learners use to improve communication efficiency and are techniques used to maintain conversations to avoid communication failures.

Although the aforementioned definitions of communication strategies are different in detail, the definitions converge on three similar features, namely problematic, consciousness, and intentionality (Bialystok, 1990). Problematic is the idea that strategies are used only when a speaker perceives that there is a problem that may interrupt communication. Consciousness is one characteristic identified in definitions of communication strategies. Speakers are aware when they employ communication strategies in their communication process. They select various communication strategies to interpret and convey a meaningful and comprehensive message. Intentionality is the last criterion in defining communication strategies. It refers to the learner’s control over a repertoire of strategies so that particular ones may be selected from the range of options and deliberately applied to achieve certain effects. Bialystok (1990) mentioned that “this aspect of the definition is conveyed by the assumption that the speaker has control over the strategy that is selected and that the selection is responsive to the

perceived problem”. However, it can be seen that the most basic and prevalent feature cited in the definitions of communication strategies is problemat�icity. Most definitions suggest that when speakers face problems in their communication, they use communication strategies to solve and overcome difficulties.

The definition of communication strategies in this study, hence, focused on “problemat�icity”. Communication strategies refer to techniques employed by the students to overcome foreign language communication problems by using verbal or non-verbal devices based on their own ability or appeals for their interlocutors in order to keep his communication going. The problems may be due to their linguistic deficiency or a lack of content knowledge on certain topics. Thus, communication strategies are used by the students when communication problems occur.

2.2.2. Effective Communication Strategies

Somsai and Intaraprasert (2011) propose the development of strategies to solve the communication problems related to this study. These strategies have been identified and classified into two main categories: (a) strategies for conveying a message from the sender to the receiver and (b) strategies for understanding the message. Communication strategies can be used to fill in the gaps between the linguistic and sociolinguistic knowledge of a foreign language speaker and the sender-receiver in communication circumstances.

Strategies for conveying message are used to effectively send the intended message from the sender to the receiver. In an effort to get the message across, senders may or may not stick to the same topic of conversation. The sender may make more than one attempt before the intended message can be successfully conveyed. This category has been divided into two subcategories based on the continuation of the interaction as the sender attempts to convey a message to the receiver. The two subcategories are: (a) continuous interaction for conveying a message to the interlocutor and (b) discontinuous interaction for conveying a message to the interlocutor (Somsai and Intaraprasert, 2011).

Continuous interaction strategies

1. Using familiar words, phrases, or sentences to reduce the level of confusion and make it easier to understand the message.
2. Using circumlocution to describe the target objective of an action.
3. Using non-verbal expressions such as miming, gestures, and facial expressions to make a verbal message easier to comprehend.
4. Referring to objects or materials by using other words that are similar to the target word.
5. Drawing a picture to clarify the message.
6. Spelling or writing out the intended words, phrases, or sentences to clarify the message.

Continuous interaction strategies for conveying a message to the interlocutor are used to solve communication problems in which the sender transmits the intended message to the receiver without an intermission or a pause (Somsai & Intaraprasert, 2011). Strategies under this subcategory are used to manage communications. The sender of the message shows that he/she is trying send the desired message to the interlocutor without stopping or stopping by using one of the strategies or set of strategies under this subsection to achieve the communication objective.

Discontinuous interaction strategies

1. Speaking more slowly in order to gain time to think.
2. Consulting a dictionary, book, or another type of document to translate unfamiliar words.
3. Appealing for assistance from other people around.
4. Thinking in Thai before speaking

Discontinuous interaction strategies are used to convey a message to the interlocutor when the sender failed to successfully transmit the message to the receiver. Some senders have reported using these strategies as an alternative to continuous interaction strategies. The sender briefly discontinues interaction with the receiver in order to find an alternative way to convey the intended message (Somsai & Intaraprasert, 2011). To use the strategy in this subsection. The sender

often stops interacting with the interlocutor for a while to successfully convey the desired message to the interlocutor.

Strategies for understanding the message

1. Trying to catch the interlocutor's main point to get the main message.
2. Asking the interlocutor for repetition in order to confirm the message.
3. Asking the interlocutor to slow down to get the gist of the message or main point.
4. Appealing for assistance from other people to clarify the interlocutor's message.
5. Asking the interlocutor to simplify their language or use short and simple words.

Strategies for understanding the message are reported as being employed to attempt to understand the sender's message. These strategies could be employed either while the message was being transmitted or after the message had been transmitted (Somsai & Intaraprasert, 2011). Strategies under this category are those that report trying to understand the message of the interlocutor. These strategies can be used while the message is being sent or after the message has been sent.

Additionally, Jung (2010) proposes a strategy to solve communication problems by emphasizing intelligibility – aspects such as pronunciation, stress, intonation, vowel and consonant sounds as well as comprehensibility – with a particular emphasis on all aspects of culture, grammar, and socio-linguistics. Non-native speakers need to develop their listening and speaking skills, as well as increase their awareness of and respect for the social norms of different cultures and in different situations, in order to achieve successful intelligibility and comprehensibility (Jung, 2010). Therefore, non-native speakers should familiarize themselves with the various types of English and the related cultural aspects to avoid miscommunication with people from other cultures (Jung, 2010). Strategies for solving communication problems should focus on clarity in all aspects. Learners need to develop skills and respect the social norms of different cultures to achieve success in understanding each other.

2.3. Review of the Previous Studies

There are three previous study in this research that related to the topic. The first previous study done by Chuanchaisit and Prapphal (2009). Their research was entitled “A study of English communication strategies of Thai university students”. This study 3 aims to obtain empirical data on the types of communication strategies that low-ability students select which may affect their oral communication abilities. Three hundred Thai university students participated in the initial part of this study, 100 of whom were randomly selected to complete the Strategies Used in Speaking Task Inventory, which was developed to elicit responses related to their use of communication strategies. In addition, content analysis was employed to confirm the quantitative analysis. It was found that low-ability students tended to employ riskavoidance techniques, especially timegaining strategies, and needed assistance in developing risk-taking techniques such as social-affective, fluency-oriented, helpseeking, and circumlocution strategies.

The second previous research is entitled “The Use of Communication Strategies by Thai Students Liaising with International Students”. The writers are Tachaiyaphum and Saengsri (2019). The purpose of this study is to identify the types of communication strategies (CSs) used by Thai undergraduate students. The subjects were five Thai students representing as Thai buddies in the International Affairs in the second semester of the academic year 2016, at King Mongkut’s University of Technology Thonburi. A video recording was used as an observation instrument to record interactions between the participants and foreign students in natural social settings. Based on the taxonomy of CSs, adapted from Dornyei and Scott (1997), the data were transcribed and analyzed to find the frequency of CSs used and successful CSs in overcoming the communication difficulties. The findings reveal that each participant employed different CSs. The three most frequently used CSs were Use of Fillers, Self- Repetition, and Mime. Also nine CSs were identified as successful CSs in overcoming the communication difficulties.

The last previous research is entitled is “Problems-solving Strategies in English Communication of Thai Students in a Social Innovation Camp 2019”. The writers are Pojchanaphong and Munpanya (2019). This research aims to find

out English communication problems of Thai students who participated in the Learning Express program 2019 at Rajamangla University of Technology Lanna Chiang Mai, and the strategies they used in communicating with their foreign peers in English. The students were selected by the program committee using an English proficiency test as part of the selection process. The research was conducted by using a 5 Likert Scale questionnaire adapted in relation to the communication problem-solving strategy concept. The questionnaires were distributed to the students and then collected for analysis. There were also open-ended question items for them to express their opinions together with interviews with four selected students for in-depth details. It was found that the problems that the Thai students encountered most were limited vocabularies, incomprehensible pronunciation, or accent and the lack of proper English grammar respectively. For the strategies, the students reported using body language or facial expression the most, followed by asking friends with better English for help, and using fillers to allow them to think before speaking. The researchers noticed that a broader range of vocabulary was vital for these students, and non-verbal communication helped fulfill their limited words. It is suggested that a preparation course for the program next year emphasize strengthening students' vocabulary and their pronunciations.

The previous research in this study, the similarity of this study and the previous studies, is an in-depth study of strategies for solving English communication problems. Also, the subject of this study wanted to be similar to find out the problem of English communication that affects the lives of Thai students abroad. Then, the difference was that the sample respondents were Thai students in UNISSULA. The difference in this research is the method and the focus of the problem and strategies. However, the researcher trying to investigate the factors that affect students' English communication. On topics and objects different from the previous studies above.

CHAPTER III

RESEARCH METHODOLOGY

This method of study consists of the research method that consists the research design, the research subject, the data collection technique, the validity and reliability of the instrument, the data analysis, and the research procedures.

3.1. Research Design

The purpose of this research was to find out strategies for solving English communication problems of students Thailand in UNISSULA. The researcher used a Quantitative design to conduct this research because it is related to the research questions. Quantitative research is a formal, objective, rigorous method that uses a deductive method and a strategy to create and refine knowledge into a systematic solution. The term "quantitative" refers to the quantity or amount of information collected during the study and in quantitative or numerical form, i.e. in statistical support often use software such as Excel, Access, SPSS, Python, SAS, JMP, R or Stata (White & Millar, 2014). In quantitative research, a variable is a factor that can be controlled or changed in an experiment [Wong, 2014]. It deals with quantifying and analyzing variables in order to get results. It is strictly positivistic, objective, scientific, and experimental. In quantitative research researchers decide what to study, asks specific and narrow questions, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased and objective manner.

3.2. Research Subject

The subject of this study were 7 Thailand students studying in UNISSULA 2022/2023. In this research, the researcher selected Thai students in UNISSULA. Which Thai students including the researcher choose to study in Indonesia to study and practice English communication in order to use in their daily life and work in the future. The researcher wanted to demonstrate the problems and strategies for solving English communication problems of Thai students in UNISSULA.

3.3. Data Collection Technique

The instrument used to collect data in this study was a questionnaire. The questions focus on strategies used to solve problems to check for strategies used to solve these problems of Thai students in UNISSULA. The description of this tool is used as follows:

A questionnaire was a research tool that consists of a series of questions to collect information from respondents. The questionnaire can be regarded as a written interview and can be done face-to-face over the phone, computer, or by post (McLeod, 2018). Questionnaires are a cheap, fast, and efficient way to get a lot of information from a large sample. The instrument used to collect data in this study was a questionnaire develop by the researcher. Researcher used a closed-ended question form with questions on each topic about strategies for solving English communication problems. The researcher filled out a questionnaire in a Google form. The closed-ended questionnaire consists of two parts. Part 1 aims to collect basic information about the participants. Part 2 were 6 questions in Continuous interaction strategies, 4 questions in Discontinuous interaction strategies, and 5 questions in Strategies for understanding the message. The participants choose to rate their strategies they use to overcome these problems by choosing one of four items on a Likert scale – always, usually, sometimes, and never. Ask the project advisor to review the questionnaire to determine if it is suitable for use in this study.

Specifically, the questionnaire was about strategies for solving English communication problems among Thai students in UNISSULA.

3.4 . Content Validity and Reliability of the Instrument

Content validity can be defined as the ability of a selected item to reflect structure variables in a measure (Newman & Lim & Pineda, 2013). This type of validity indicates the degree to which the instrument's entry adequately displays content domains. It also answers the question of how much of the sample selected in the instrument or tool list is a comprehensive snippet of content. This type of accuracy provides basic evidence of the structural validity of the instrument. It can also provide information about the representation and clarity of the item and help improve the instrument through achieving feedback from the Expert Panel (Polit

& Beck, 2006). If the instrument lacks content accuracy. It will be impossible to build reliability of the instrument. Therefore, this research used the content validity for the accuracy and reliability of the instrument. The instrument was reviewed and corrected according to the two lecturers as the validators to keep the content validity and appropriateness.

Reliability refers to the degree to which the results obtained by a measurement and procedure can be replicated. Though reliability importantly contributes to the validity of a questionnaire, it is however not a sufficient condition for the validity of a questionnaire (Wong & Ong & Kuek, 2012). Lack of reliability may arise from divergence between observers or instruments of measurement such as a questionnaire or instability of the attribute being measured which will invariably affect the validity of such questionnaire. There are three aspects of reliability, namely: Equivalence, stability and internal consistency. It is important to understand the distinction between these three aspects as it will guide the researcher on the proper assessment of reliability of a research tool such as questionnaire.

3.5. Data Analysis

Quantitative research is a form of research in which researcher decide what to study. It uses questions that are specific and topic-specific. Collect numerical data, or counts using tools that are direct from the population or sample and analyze the data using statistical methods. However, data collection may include observations, interviews, records, etc. In this research, the researcher used a questionnaire to find information on Thai students about strategies for solving English communication problems.

3.6. Research Procedures

In this study, the researcher choosed a part Thai student in UNISSULA as participants in this research. To collect the data, the researcher used quantitative on research and questionnaire. In conducting the research, the procedures that are used in conducting this research are (1) determining the population and sample of the research, (2) conducting observation (3) distributing the questionnaire, (4) analyzing the data, (5) drawing findings and conclusions from the data.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter reports the data analysis procedure and the results of the data analysis. The data were analyzed quantitative using SPSS software version 19. The results presented in this chapter were collected from 7 respondents who were UNISSULA to answer to the research question “What are the strategies for solving English communication problems of students Thailand in UNISSULA?”

4.1. Strategies for solving English communication problems of students

Thailand in UNISSULA

This part presents the results of strategies for solving English communication problems of students Thailand in UNISSULA. The respondents were asked to rate the score based on the most strategies. Opinions were rated using a four-point Likert scale. The data collected from this part were analyzed and the mean scores were defined in the following ranges.

Table 4.1.1. *Interpretation of mean score of level*

Scale	Mean Score Range	Mean Range	Level
4	3.26 – 4.00	Always	Very high
3	2.51 - 3.25	Usually	High
2	1.76 - 2.50	Sometimes	Low
1	1.00 – 1.75	Never	Very low

Table 4.1.2. *Strategies for solving English communication problems of students Thailand in UNISSULA (n=7)*

Communication Strategies	Mean	S.D	Level
Continuous interaction strategies	2.40	0.33	Low
Discontinuous interaction strategies	3.14	0.54	High
Strategies for understanding the message	3.03	0.67	High
Total	2.85	0.51	High

The mean scores and standard division of communication strategies shown in table 4.1.2. were high level ($M = 2.85$, $SD = 0.51$), The highest scores of communication strategies were discontinuous interaction strategies ($M = 3.14$, $SD = 0.54$), followed by strategies for understanding the message ($M = 3.03$, $SD = 0.67$), and continuous interaction strategies ($M = 2.40$, $SD = 0.33$). From this data, it is concluded that Thai students studying in UNISSULA use discontinuous interaction strategies and strategies for understanding the message were a high level, and use continuous interaction strategies was a low level.

Table 4.1.3. *Continuous interaction strategies (n=7)*

Continuous interaction strategies	Mean	S.D	Level
Using familiar words, phrases, or sentences to reduce the level of confusion and make it easier to understand the message.	3.00	0.81	High
Using circumlocution to describe the target objective of an action.	1.86	1.07	Low
Using non-verbal expressions such as miming, gestures, and facial expressions to make a verbal message easier to comprehend	3.29	0.76	Very high
Referring to objects or materials by using other words that are similar to the target word.	2.00	0.58	Low
Drawing a picture to clarify the message.	2.14	0.69	Low
Spelling or writing out the intended words, phrases, or sentences to clarify the message.	2.14	1.07	Low
Total	2.40	0.33	Low

The mean scores and standard division of continuous interaction strategies shown in table 4.1.3. were low level ($M = 2.40$, $SD = 0.33$). The highest scores of continuous interaction strategies were “Using non-verbal expressions such as miming, gestures, and facial expressions to make a verbal message easier to comprehend” ($M = 3.29$, $SD = 0.76$), followed by “Using familiar words, phrases, or sentences to reduce the level of confusion and make it easier to understand the message” ($M = 3.00$, $SD = 0.81$), “Spelling or writing out the intended words,

phrases, or sentences to clarify the message” (M = 2.14, SD = 1.07), “Drawing a picture to clarify the message” (M = 2.14, SD = 0.69), “Referring to objects or materials by using other words that are similar to the target word” (M = 2.00, SD = 0.58), and “Using circumlocution to describe the target objective of an action” (M = 1.86, SD = 1.07).

Table 4.1.4. *Discontinuous interaction strategies (n=7)*

Discontinuous interaction strategies	Mean	S.D	Level
Speaking more slowly in order to gain time to think.	3.14	0.90	High
Consulting a dictionary, book, or another type of document to translate unfamiliar words.	3.57	0.79	Very high
Appealing for assistance from other people around.	2.57	0.79	High
Thinking in Thai before speaking.	3.29	1.25	Very high
Total	3.14	0.54	High

The mean scores and standard division of discontinuous interaction strategies shown in table 4.1.4. were high level (M =3.14, SD = 0.54). The highest scores of discontinuous interaction strategies were “Consulting a dictionary, book, or another type of document to translate unfamiliar words” (M =3.57, SD = 0.79), followed by “Thinking in Thai before speaking” (M = 3.29, SD = 1.25), “Speaking more slowly in order to gain time to think” (M = 3.14, SD = 0.90), and “Appealing for assistance from other people around” (M = 2.57, SD = 0.79).

Table 4.1.5. *Strategies for understanding the message (n=7)*

Strategies for understanding the message	Mean	S.D	Level
Trying to catch the interlocutor’s main point to get the main message.	3.43	0.53	Very high
Asking the interlocutor for repetition in order to confirm the message.	2.71	0.95	High
Asking the interlocutor to slow down to get the gist of the message or main point.	3.29	0.95	Very high

Appealing for assistance from other people to clarify the interlocutor's message.	2.57	0.79	High
Asking the interlocutor to simplify their language or use short and simple words.	3.14	0.90	High
Total	3.03	0.67	High

The mean scores and standard deviation of strategies for understanding the message shown in table 4.1.5. were high level (M =3.03, SD = 0.67). The highest scores of strategies for understanding the message were “Trying to catch the interlocutor's main point to get the main message” (M =3.43, SD = 0.53), followed by “Asking the interlocutor to slow down to get the gist of the message or main point” (M = 3.29, SD = 0.95), “Asking the interlocutor to simplify their language or use short and simple words” (M = 3.14, SD = 0.90), “Asking the interlocutor for repetition in order to confirm the message” (M = 2.71, SD = 0.95), and “Appealing for assistance from other people to clarify the interlocutor's message” (M = 2.57, SD = 0.79).

4.2. Discussions

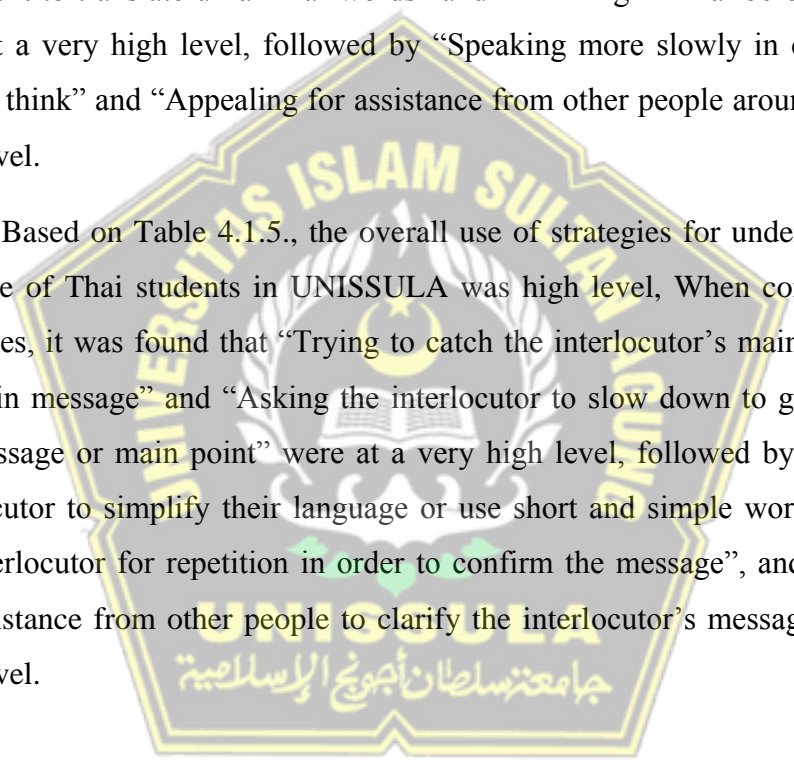
The information from the data analysis via the use of a questionnaire has been reported. The questions are 6 questions in continuous interaction strategies, 4 questions in discontinuous interaction strategies, and 5 questions in strategies for understanding the message. The research results showed that the overall use of English communication strategies of Thai students in UNISSULA was high level. When considering 3 strategies, it is a continuous interaction strategies, discontinuous interaction strategies, and strategies for understanding the message. Based on Table 4.1.2., it was found that the use of discontinuous interaction strategies and strategies for understanding the message were found to be high level and that the use of continuous interaction strategies was low level.

Based on Table 4.1.3., the overall use of continuous interaction strategies of Thai students in UNISSULA was low level, When considering the strategies, it was found that “Using non-verbal expressions such as miming, gestures, and facial expressions to make a verbal message easier to comprehend” was at a very high level, followed by “Using familiar words, phrases, or sentences to reduce the

level of confusion and make it easier to understand the message” was at a very high level, and “Spelling or writing out the intended words, phrases, or sentences to clarify the message”, “Drawing a picture to clarify the message”, “Referring to objects or materials by using other words that are similar to the target word”, and “Using circumlocution to describe the target objective of an action” were at a low level.

Based on Table 4.1.4., the overall use of discontinuous interaction strategies of Thai students in UNISSULA was high level, When considering the strategies, it was found that “Consulting a dictionary, book, or another type of document to translate unfamiliar words” and “Thinking in Thai before speaking” were at a very high level, followed by “Speaking more slowly in order to gain time to think” and “Appealing for assistance from other people around” were at a high level.

Based on Table 4.1.5., the overall use of strategies for understanding the message of Thai students in UNISSULA was high level, When considering the strategies, it was found that “Trying to catch the interlocutor’s main point to get the main message” and “Asking the interlocutor to slow down to get the gist of the message or main point” were at a very high level, followed by “Asking the interlocutor to simplify their language or use short and simple words”, “Asking the interlocutor for repetition in order to confirm the message”, and “Appealing for assistance from other people to clarify the interlocutor’s message” were at a high level.



CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter talks about the Conclusion and the Suggestion related to the topic of this study. The topic is about Strategies for solving English communication problems of students Thailand in UNISSULA.

5.1. Conclusion

The result of the study about Strategies for solving English communication problems of students Thailand in UNISSULA, could be concluded from the research question in the first chapter “What are the strategies for solving English communication problems of students Thailand in UNISSULA?”

From the analysis of closed-ended questionnaires. The researcher concluded that the overall use of English communication strategies of Thai students in UNISSULA was at a high level. The strategies most used by students are discontinuous interaction strategies(22%), followed by strategies for understanding the message(21%) and continuous interaction strategies(17%). The top three communication strategies which were the most frequently used strategies by participants were consulting a dictionary, book, or another type of document to translate unfamiliar words(25%), followed by trying to catch the interlocutor's main point to get the main message(24%), and the third was thinking in Thai before speaking(23%). The last three strategies that participants used the lowest were drawing a picture to clarify the message(15%), followed by referring to objects or materials by using other words that are similar to the target word(14%) and finally, using circumlocution to describe the target objective of an action(13%).

5.2. Suggestion

The following recommendations are made in relation to research instruments and areas for further research.

In this study, students were asked to complete a closed-ended questionnaire on communication strategies without being asked for additional opinions on the use of English communication strategies in their communication.

Other methods such as questionnaires or interviews should be used to elicit background information about the students such as their attitude towards English, the background to their English study, their use of communication strategies, their opinions regarding the use of communication strategies as well as the effectiveness of using communication strategies in their daily conversation. This information can shed more light on their actual use of communication strategies.



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