THE RELATIONSHIP BETWEEN ORAL COMMUNICATION STRATEGY USE WITH LANGUAGE MOTIVATION AND LANGUAGE ANXIETY AMONG YEMENI POSTGRADUATES IN MALAYSIA

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Abstrak

Kajian empirikal yang meneliti penggunaan strategi komunikasi lisan (OCSs) dalam kalangan pelajar pascasiswazah amat terbatas. Selain itu, kajian yang melihat hubungan antara penggunaan OCS dengan motivasi berbahasa dan kebimbangan berbahasa juga masih kurang dijalankan. Kajian ini bertujuan untuk mengenal pasti penggunaan OCS dalam kalangan pelajar pascasiswazah dari Yaman yang sedang mengikuti pengajian di Malaysia bagi menentukan sama ada terdapat hubungan antara penggunaan OCS dengan motivasi berbahasa dan kebimbangan berbahasa. Di samping itu, kajian ini mengenalpasti sama ada terdapat perbezaan dalam penggunaan OCS berdasarkan angkubah demografi. Sebanyak lapan hipotesis telah dikemukakan bagi menguji hubungan ini. Taksonomi yang digunakan dalam kajian ini melibatkan 21 OCS yang dipilih daripada taksonomi OCS yang lepas oleh Tarone (1977), Faerch dan Kasper (1983b), dan Dornyei dan Scott (1995a, 1995b). Walau bagaimanapun, terdapat 11 OCS yang tidak diwakili oleh sebarang item dalam inventori OCS yang digunakan. Sehubungan itu, pengkaji telah menjana 12 item strategi komunikasi lisan untuk menampung kelompangan dalam inventori tersebut. Proses kesahan dan kebolehpercayaan dijalankan terhadap 12 item strategi komunikasi lisan. Berdasarkan kaedah persampelan secara rawak, seramai 171 orang responden dipilih. Responden ini mengambil bahagian dalam soal selidik berbentuk kuantitatif yang merentas bahagian yang dijalankan dalam laman sesawang. Hasil kajian ini menunjukkan strategi pengulangan, pembetulan kendiri, penjelasan, penerangan berbelit, penggantian makna, pengesahan, dan pengolahan semula ayat secara kendiri adalah merupakan strategi komunikasi lisan yang sangat kerap digunakan oleh pelajar pascasiswazah Yaman di Malaysia. Dapatan kajian juga menunjukkan terdapat hubungan positif yang lemah antara OCS yang digunakan dengan motivasi berbahasa, dan sebaliknya terdapat hubungan yang kukuh antara OCS dengan kebimbangan berbahasa. Dapatan kajian juga menunjukkan terdapat perbezaan yang ketara dalam penggunaan OCS di kalangan pelajar pascasiswazah berdasarkan faktor jantina, tempoh menetap di Malaysia, dan persepsi sendiri terhadap penguasaan lisan bahasa Inggeris. Tidak terdapat perbezaan berdasarkan faktor umur, tahap pengajian dan bidang pengajian mereka. Kurangnya menguasai kemahiran komunikasi, tiadanya bermotivasi dan kebimbangan berbahasa merupakan penyebab utama penggunaan OCS dalam kalangan pelajar pascasiswazah dari Yaman. Kajian ini menyumbang kepada peningkatan kesedaran dan pengetahuan guru bahasa Inggeris dan pereka bentuk kurikulum mengenai keperluan meningkatkan penggunaan OCS, mengurangkan kebimbangan berbahasa dan meningkatkan tahap motivasi berbahasa dalam kalangan pelajar.

Kata kunci: Strategi komunikasi lisan, Motivasi berbahasa, Kebimbangan berbahasa, Kemahiran bahasa.

Abstract

Empirical research on the use of Oral Communication Strategies (OCSs) among postgraduates is limited. Additionally, studies of the relationships between the OCS use with language motivation and language anxiety are still lacking. This research aims at identifying the OCSs used most by Yemeni postgraduates in Malaysia, and determining whether there are relationships between their OCS use with language motivation and language anxiety. Furthermore, it also aims at examining whether there are differences in the OCS use based on their demographic variables. Eight (8) hypotheses were developed to test the relationships. The taxonomy of this study included 21 OCSs which were selected from past OCS taxonomies by Tarone (1977), Faerch and Kasper (1983b), and Dornyei and Scott (1995a, 1995b). However, 11 OCSs were not represented by any item in the OCS inventory adopted by this study. Therefore, 12 items were developed by the researcher to compensate for this deficiency. The 12 items underwent the required process of evaluating the items' validity and reliability. Based on a simple random sampling, 171 participants responded to a quantitative cross-sectional web-based survey. Results demonstrated that asking for repetition, self-repair, asking for clarification, circumlocution, meaning replacement, asking for confirmation, and self-rephrasing were the most frequently used OCSs employed by Yemeni postgraduates in Malaysia. The findings also showed a positively but weak relationship between the OCS use and language motivation, and a positively strong one with language anxiety. The results also revealed that the sample significantly differed in their OCS use based on gender, length of stay in Malaysia and self-perceived English oral proficiency. However, no differences were found in the sample's OCS use based on age, level of study and academic field. The most prevalent causes leading to these findings were Yemeni postgraduates' insufficient communicative competence, amotivation and language anxiety. This study contributes to increasing the awareness and knowledge of the English teachers and curriculum designers of the importance of enhancing Yemeni students' OCS use, reducing their language anxiety, and increasing their motivation.

Keywords: Oral communication strategies, Language motivation, Language anxiety, Language proficiency.

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CHAPTER ONE

INTRODUCTION

1.1 Overview of the Study

While communicating orally, non-native speakers of the target language (TL) commonly encounter situations in which they fail to express an exact term or face language difficulties that hinder them from conveying their intended meanings to their interlocutors (Ellis, 1984; Bongaerts & Poulisse, 198; Bialystok, 1983; Faerch & Kasper 1983; Tarone, 1981). Therefore, in order to handle these linguistic constraints and reach a mutual understanding with their interlocutors, the non-native speakers usually attempt to bridge such communication gaps by means of paraphrasing their idea, using body language, asking their interlocutors to help provide the lacked terms, describing the function of the characteristics of the terms they would like to covey to their interlocutors, and others (Faerch & Kasper 1983; Tarone, 1981). The tools that enable the non-native speakers to cope with their oral communication breakdown, and contribute to conveying their messages to others, are called *oral communication strategies* (OCSs) (Faerch & Kasper 1983; Tarone, 1981).

The phenomenon of utilizing the OCS use becomes outstandingly obvious with the non-native speakers (Ellis, 1984; Bongaerts & Poulisse, 1989). This is attributed to the fact that the non-native speakers usually lack the adequate linguistic and communicative competence in the target language compared to the native speakers (Canale, 1983; Ellis, 1984; Bongaerts & Poulisse, 1989). Meanwhile, it is argued that there are relationships between the OCS use, language motivation, and language anxiety (Majd, 2014; Huang, 2010; Lugo, 2000; Tiono & Sylvia, 2004).

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