



Applying Language Communication Strategies to Enhance Thai Students' Writing Skills in the Tourism Program

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Received 28 November 2023; Accepted 28 December 2023; Available online 28 December 2023

Abstract: Communication strategies have been used in learning languages useful for second language learners. The objective was to explore how language communication strategies enhance students in writing skills. There were 39 students in the tourism program, and research instruments deployed two tools, namely, pre- and post-tests and language communication strategies questionnaires, to collect the data. The results showed that all language communication strategies for the five types were used by students, and the mean scores did not show significant differences in each type. The result supported the improvement of students in writing and yielded a significant difference in mean scores between the pre-test and post-test.

Keywords: Language communication strategies, thai students, writing skills, tourism program

1. Introduction

Writing is also a requirement for successful communication. As a writer, it is important to express ideas and show messages to clarify thought and emotion (Cer, 2019). Logically, when students need to describe their ideas, they must know a genre for their writing. This means that students could be suitable for purposes that are successful in writing. It is noted that the students could learn writing processes to improve their writing abilities.

The factors considered in learning should help students get an excellent job in the future, and it might be language communication strategies in practicing writing, such as lessons (Asrifan et al., 2020). Phetthong et al. (2021) state that the students in the tourism program study a writing course as they can write business letters, reports, and messages for customers. With the existence of communication in writing skills, the students should practice composition in the class activities, they could take practicing related to tourism topics to their full potential (Ávila-Cabrera & Rodríguez-Arancón, 2021). Learning writing skills in the classroom, specifically writing lists, instructions, notes, and applications, is important (Arafah, 2019). It makes the learning process impactful and more interesting for students.

Language communication strategies refer to the acquisition of a second language, which refers to the process of learning and acquisition by non-native speakers (Kalisa, 2019). These strategies could help students who use English as a second language to successfully improve their learning abilities (John et al., 2021) and learning strategies also promote students' acquisition to achieve learning language abilities, and they can learn alongside a long-life journey (Iamudom & Tangkiengsirisin, 2020).

These are good language students who have been aware of their learning preferences, and they can experiment with a range of language communication strategies to focus on the one that works best for them. Given the essential learning of writing skills in tourism organizations, research is required to explore the strategies that students, especially those who use English as a second language, use to develop their writing skills. This objectives study is to recognize how students employ language communication strategies to enhance their writing skills? and how the students' mean scores between the pre-test and post-test differ using language communication strategies.?

2. Literature Review

Strategy defines a method, plan, or strategy to be successful in achieving communicative goals. As well as learning strategies. Learners should be chosen strategies so that they mesh with and support each other, and they then fit the requirements these use of the language task, the goals of learners, and the learning styles (Lestari & Wahyudin, 2020; Hardan, 2013; Oxford, 1992). The learners must draw on knowledge that is appropriate strategically method that uses in the context to develop their meaning and they can interface with learning environments (White, 2008).

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According Chamot (2014), language learning strategies have been divided into two large divisions: direct and indirect. This taxonomy emerged from research to offer alternatives to the emphasis given on cognitive and metacognitive strategies and the neglect of socio-affective strategies.

Direct strategy refers to how students handle targeted language learning, including the involvement of mental processes about the language learned. An indirect strategy involves learning as a whole and more generally (Hapsari, 2019).

Memory strategy has been focused on helping students remember what they have learned. This means that the students are using learning strategies to recall words, sentences, and/or another knowledge when they are needed to use them (Hardan, 2013). Moreover, these strategies can be linked with the students' mental processes, as they need to apply their knowledge to their performance and are reviewed before acting.

Cognitive strategy defines ways to assist language learners in acquiring language skills by organizing and integrating information (Dole et al., 2014). The students analyze information by giving reasons, and they then output their knowledge by practicing performances.

Metacognitive strategy offers students will plan and organization to learning process that moves to evaluation, and this strategy supports students using processes occurring for second language learning tasks (Anderson, 2002). Mahdavi (2014) asserts that metacognitive strategy refers to "thinking about thinking," or the ability to know what students know, what they do not know, and how to regulate as well as control such thinking. The use of metacognitive tools helps students produce critical reflections and evaluate their thinking, which can lead to specific changes in the way they learn (Rianto, 2021; Anderson, 2002; Sheorey & Mokhtari, 2001).

Affective strategy refers to emotions and feelings that employ learning a second language. The feeling of strangeness can be evoked by the foreign language, but in some cases, students may have negative feelings about their learning for distinct reasons. These language learners are conscious of these emotional problems. Therefore, language learners might try to create positive effects on learning (Hismanoglu, 2000). Students who have a negative affective state will have difficulty in learning, but the students employ affective strategies that enable learners to maintain and improve beliefs, positive attitudes emotions, and motivation in learning (Damanik, 2022).

Social strategy means that students interact with peers through tasks, and they are asked questions to understand the tasks. This is an opportunity for students to practice as much as possible (Hardan, 2013). Sukying (2021) argues that the students use of social strategy deals with seeking help or input from others, and they also have interactions and get feedback from others, as well as understanding the L2 culture.

3. Methodology

The collecting of data used a single group as an experimental intervention: 39 students and eight weeks of intervention, and they are studying at a government university in a part of southern Thailand that is near border Malaysia. Based on the collected data, the researcher conducted research using tools that consisted of a pre-test, post-test, and language communication strategies questionnaire. The research tools were verified by three experts. The results of the pre-test and post-test were analyzed by Parie sample T-tests and a hypothesis test, and writing tests were related to and evaluated by an essay. The writing criteria consisted of content, reader awareness, styles, and machines based on Hyland (2019). The questionnaire was collected at the end of the intervention in this study, and it consisted of twenty items per strategy. It was adapted from Setiyadi (2016), and language learning strategies were analyzed by average and standard deviations.

4. Results

Based on the data analysis conducted by the researcher, the results of the pre- and post-tests showed that before and after learning activities in the classroom, a questionnaire was collected at the end of the learning activity.

4.1 Language Communication Strategies

There were 39 students who responded to a questionnaire on language communication strategies after activity learning towards writing skills. It was conducted through strategies of memory, cognitive, metacognitive, affective, and social.

Based on Table 1, it was shown that the language communication strategies for a writing skill that were used had memory strategies in the highest mean scores that used previous knowledge to produce their writing production, as well as students had then practiced it were at $M = 3.48$, SD (Standard Deviation) = .78, respectively. Cognitive strategy showed that the use of this strategy was at $M = 3.58$, $SD = .70$, respectively. This result indicated that their writing tasks were always analyzed and critiqued before being written. Moreover, they were screened on the tasks with peers from comments and suggestions that were at $M = 3.46$, $SD = 1.04$. Metacognitive strategy showed that students used this strategy at the highest mean scores other than strategies. This strategy ensured that they always learned writing skills as they were centered. Because of this, the students evaluated their writing skills through peer review. Affective strategy showed that students had low anxiety at $M = 3.00$, $SD = 1.14$. However, when students did their tasks, they also were seriously feeling according to writing errors at $M = 2.92$, $SD = .89$, and $M = 2.84$, $SD = .67$. Social strategy offered students the chance to interact with peers because they always asked others to help with writing tasks at $M = 3.41$, $SD = 1.04$; they coped with others and shared their tasks with peers at $M = 3.19$, $SD = 1.94$; and $M = 3.17$, $SD = 1.94$.

Table 1. Results of language communication strategies in writing skill

Strategies	Sub-strategies	X	S.D
Memory	Creating mental and linkages in writing tasks	3.34	.96
	Using images in writing tasks	3.20	.86
	Reviewing well in writing tasks	3.34	.71
	Employing previous knowledge in writing tasks	3.48	.78
	Practicing in writing tasks	3.48	.78
Cognitive	Receiving feedback and revising in writing tasks	3.46	1.04
	Analyzing and logical reasons in writing tasks	3.58	.70
	Performing products of writing tasks	3.28	.97
Metacognitive	Centering own learning in writing tasks	3.53	.80
	Arranging, organizing, and planning of writing tasks	3.02	.60
	Learning evaluation of writing tasks	3.25	.90
Affective	Having positive learning in writing tasks	3.00	1.14
	Having positive feelings	2.84	.64
	Supporting engagement in writing skills	2.92	.89
Social	Asking questions with others	3.41	1.04
	Cooperating with others	3.17	.82
	Sharing and empathizing with others	3.19	1.94

4.2 Results of Criteria for Writing Skill

According to Table 2, it showed that the results of writing skills were significantly different between pre-test and post-test. For content, the pre-test results indicated that M = 1.88 and SD = 1.01, while post-test showed that M = 3.90 and SD = .87. This criterion showed that post-test scores were higher than pre-test scores. For reader awareness, the results showed that the pre-test results M = 1.80 and SD 1.12, while the post-test results showed that M = 4.04 and SD = 1.10. Therefore, the mean scores of this criterion were different significantly between pre-test and post-test. For styles in writing skill showed that the pre-test M = 1.35 and SD = 1.66 and the post-test demonstrated M = 3.00 and SD = .98. This criterion was different mean scores between pre-test and post-test. For mechanics showed that pre-test M = 1.12 and SD = .61 and post-test M = 2.84 and SD = .27. The result of this criterion indicated that the mean scores were significantly different in the pre-test and post-test scores.

Table 2. Results of criteria for writing skill

Criteria	Pretest		Posttest	
	Mean	SD	Mean	SD
Content	1.84	1.01	3.90	.87
Reader awareness	1.80	1.12	4.04	1.10
Styles	1.35	1.66	3.00	.98
Mechanics	1.12	.61	2.84	.27

5. Discussion

The findings showed that most students in this study rated all language communication strategies that could significantly improve their writing skills. This may be clarified by the fact that language communication strategies have been promoted for students in a tourism program to enhance their writing skills. This finding is consistent with Yusuf et al. (2019), which indicates that the use of language communication strategies succeeded in encouraging students to work harder on refining their writing skills, and this was reflected in the increase in their writing scores in the post-test, but the students did not improve their writing skills. Conversely, language communication strategies showed timely progress in five components of writing. These components are content, organization, vocabulary, grammar, and mechanics, and they are all equally important in producing a good piece of writing. The study supports Lestari et al. (2020), which indicates that language communication strategies support students studying English as a second language.

6. Conclusion

In conclusion, the findings of this study underscore the pivotal role of language communication strategies in significantly enhancing the writing skills of students, particularly those in a tourism program. The positive ratings given by most students to these strategies reflect a clear acknowledgment of their effectiveness in fostering improvement. Notably, the study distinguishes the impact of these strategies on various components of writing, including content, organization, vocabulary, grammar, and mechanics. These components, as identified, collectively contribute to the production of a

well-crafted piece of writing. The timely progress observed in these areas further substantiates the significance of employing language communication strategies. The study's findings echo the support for such strategies in the context of students studying English as a second language. In light of these results, it is evident that language communication strategies play a crucial role in facilitating holistic improvements in writing skills, offering valuable insights for educators and learners alike.

Acknowledgement

The authors would like to thank fellow authors and organizations whose intellectual property was utilized for this study.

Conflict of Interest

The authors declare no conflicts of interest.

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