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Foreign Language Communication Disorders Among UIN Alauddin Makassar Students and Psycholinguistic-Based Strategies for Resolution

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ABSTRACT

This study discusses foreign language communication disorders experienced by students at UIN Alauddin Makassar and psycholinguistic-based strategies for their resolution. The background of this research stems from the importance of foreign language proficiency, particularly in English and Arabic, in the era of globalization. However, many students face difficulties in communicating effectively. The aim of this study is to identify foreign language communication disorders, their underlying causes, and applicable resolution strategies. This research employs a descriptive qualitative approach using in-depth interviews, participatory observation, and documentation methods. The research subjects consist of students from various majors related to foreign language learning. The findings indicate that students' foreign language communication disorders involve phonological, syntactic, and semantic aspects, as well as psychological factors such as anxiety and lack of confidence. The primary causes include limited language exposure, less interactive teaching methods, and psycholinguistic barriers such as differences in linguistic symbol perception between speakers and listeners. These findings suggest that psycholinguistic-based resolution strategies can help overcome communication disorders, particularly through more communicative learning approaches, increased speaking practice, and the use of techniques that reduce psychological barriers. The implications of this study are expected to contribute to the development of more effective foreign language learning methods, both in academic settings and in everyday communication practice.

Keywords: Communication disorders, Psycholinguistics, Foreign language, Learning strategies.

INTRODUCTION

Language is one of the fundamental aspects of human life, serving as a tool for communication, self-expression, and social integration. As social beings, humans cannot be separated from interactions that require strong language skills. In the academic and professional world, proficiency in foreign languages, particularly English and Arabic, has become increasingly important in line with globalization and the growing competitiveness of the job market. Language

is not only a means of communication but also a key to the development of knowledge and technology (Keraf, 1990).

Foreign language learning has become an integral part of the education system, especially in universities with language departments or internationally oriented study programs. However, difficulties in communicating using a foreign language remain a challenge for many students. These communication disorders can stem from various factors, including limited vocabulary, difficulties in syntactic structure, and psychological barriers such as speech anxiety and lack of confidence (Budiasningrum, 2015). In an academic context, the inability to communicate effectively can impact students' academic performance and their opportunities to access international reference sources (Rusydi, M. 2010).

UIN Alauddin Makassar, as one of the Islamic-based universities in Indonesia, has given special attention to foreign language proficiency among its students, particularly in Arabic and English. However, in practice, many students still struggle to actively use foreign languages in both spoken and written communication (Muradi, 2018). This phenomenon is worth exploring further to identify the underlying factors and formulate strategies that can help students overcome foreign language communication disorders.

In psycholinguistic studies, foreign language communication disorders can be linked to various cognitive and psychological aspects. Psycholinguistics, as a discipline that examines the relationship between language and human mental processes, provides a new perspective in understanding the barriers students face in mastering a foreign language. Factors such as cognitive load, working memory, and communication anxiety contribute to the emergence of language difficulties (Natsir, 2017). Using a psycholinguistic approach, this study aims to analyze foreign language communication disorders from psychological and linguistic aspects to provide more effective solutions.

Foreign language communication disorders can be categorized into several types, including phonological, syntactic, and semantic disorders. Phonological disorders involve errors in pronunciation and intonation, often caused by interference from the mother tongue (Masitoh, 2019). Syntactic disorders involve errors in word order and grammatical structure, while semantic disorders relate to the understanding of word meanings and their contextual usage (Wildan & Effendi, 2019). Additionally, social and cultural factors can also influence students' confidence in using a foreign language, especially in formal communication settings (Bloomfield, 1935).

Several previous studies have identified that speaking anxiety in a foreign language is one of the main factors preventing students from actively participating in conversations. This anxiety can stem from the fear of making mistakes, lack of practice opportunities, and high academic pressure

(Stern, 1983). Additionally, teaching methods that focus too much on theoretical aspects without providing sufficient opportunities for speaking practice also pose a challenge in foreign language acquisition (Effendi, 1986).

An effective language learning method should consider various approaches that can help students overcome communication barriers. The communicative approach, for instance, emphasizes the use of language in authentic contexts and encourages active interaction among students (Richards & Rodgers, 2001). Another strategy that can be implemented is the use of technology in language learning, such as online learning applications that allow students to practice speaking with native speakers (Stockwell, 2013).

In addition to academic factors, the social environment also plays a crucial role in enhancing foreign language communication skills. Students who frequently interact with native speaker communities or environments that support the use of a foreign language tend to have better speaking skills compared to those who rely solely on classroom learning (Nunan, 1991). Therefore, universities need to provide more opportunities for students to practice foreign languages in natural and interactive situations (Ellis, 2008)

In the context of language learning at UIN Alauddin Makassar, there is a need to evaluate the effectiveness of the implemented language learning programs. This evaluation can help in designing more adaptive learning strategies that align with students' needs (Bachman & Palmer, 1996). Additionally, it is essential for instructors to understand the challenges students face in communicating in a foreign language so they can provide more effective guidance (Harmer, 2007)

This study aims to identify various foreign language communication barriers experienced by students at UIN Alauddin Makassar and explore strategies to overcome them. By understanding the factors causing communication difficulties, this research is expected to contribute to the development of more innovative language learning methods that are tailored to students' needs (Larsen-Freeman & Anderson, 2011).

Review of Literature

Studies on communication barriers in foreign languages have been a focus of research in linguistics and psycholinguistics. One approach used to understand challenges in language acquisition is the Second Language Acquisition (SLA) theory proposed by Stephen Krashen. According to Krashen, there are five main hypotheses in language acquisition: the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis (Krashen, 1982). The Affective Filter Hypothesis posits that anxiety, motivation, and self-confidence significantly influence an individual's ability to learn a foreign language. Therefore, communication barriers experienced by students can be linked

to affective factors such as fear of speaking and low motivation in learning a foreign language.

Psycholinguistics is a branch of science that can help understand foreign language communication barriers. Bloomfield (1935) stated that psycholinguistics examines the relationship between language and human mental processes, including how individuals process, comprehend, and produce language (Bloomfield, 1935). In the context of foreign language communication, students' difficulties in speaking may stem from challenges in the encoding (message formulation) and decoding (message comprehension) processes, which are influenced by working memory capacity and cognitive processing speed.

Several studies indicate that difficulties in speaking a foreign language can be caused by phonological limitations. Masitoh (2019) found that phonological disorders often appear in foreign language learners who struggle with pronunciation and intonation. This can be linked to the theory of negative transfer in linguistics, where the phonetic patterns of the first language (L1) influence sound production in the second language (L2). In the case of students at UIN Alauddin Makassar, phonetic differences between Indonesian, Arabic, and English are likely a major contributing factor to phonological barriers in foreign language communication.

In addition to phonological barriers, syntactic difficulties also pose challenges in foreign language communication. Wildan & Effendi (2019) explain that syntactic errors frequently occur among learners in the early stages of language acquisition. These errors include incorrect word arrangement that does not conform to the grammatical rules of the foreign language, particularly in sentence structures that differ from the native language. Their study also reveals that students who lack a supportive communication environment tend to make more syntactic errors compared to those who regularly practice speaking with native speakers.

From a social perspective, foreign language communication barriers are also influenced by environmental and interactional factors. Effendi (1986) revealed that effective communication depends not only on an individual's linguistic competence but also on the surrounding social and cultural factors. In the context of foreign language learning, students who have greater exposure to the foreign language in their daily lives tend to develop speaking skills more easily compared to those who learn only in a classroom setting.

Several studies also indicate that teaching methods have a significant impact on foreign language acquisition. Yalden (1987) emphasized the importance of a communication-based approach in language teaching. This approach focuses on using the language in real and interactive situations rather than traditional methods that emphasize grammar and vocabulary memorization (Yalden, 1987). When effectively implemented, the communicative approach can help students reduce speaking anxiety and boost their confidence in using a foreign language.

Scarino et al. (1994) recommend that effective language learning should incorporate eight key principles, including providing meaningful learning experiences, tailoring instruction to students' interests, and offering constructive feedback. These principles can be applied in foreign language learning at UIN Alauddin Makassar to enhance students' communication competence in English and Arabic.

In addition to teaching methods, the use of technology in language learning is also a solution to overcome communication barriers (Tarigan, 1991). Technologies such as AI-based applications and online learning platforms can enhance students' speaking skills. These tools enable students to practice speaking with native speakers through video calls or automated speech simulations, helping them reduce their fear of speaking in a foreign language.

Psychological factors such as anxiety and self-confidence also play a crucial role in foreign language communication. Krashen (1982), in his Second Language Acquisition theory, emphasizes that the "Affective Filter" can hinder the language learning process. If a person feels anxious or fears making mistakes, their brain tends to reject incoming new language information, thus impeding the development of speaking skills. Therefore, a supportive learning environment and strategies to reduce anxiety should be implemented in foreign language learning.

Based on various literature reviews, it can be concluded that foreign language communication barriers among students at UIN Alauddin Makassar are caused by multiple factors, including phonological and syntactic challenges, social environment, teaching methods, technology, and psychological factors. Therefore, adopting a more interactive learning approach, utilizing technology, and implementing strategies to reduce students' speaking anxiety are essential to improving their communication competence.

RESEARCH METHOD

This study employs a descriptive qualitative approach aimed at understanding the phenomenon of foreign language communication disorders experienced by students at UIN Alauddin Makassar from a psycholinguistic perspective. This approach was chosen because it enables an in-depth exploration of students' experiences, perceptions, and the factors influencing their foreign language communication skills. The descriptive method allows for a systematic depiction of communication disorders based on data obtained from various sources, such as interviews, observations, and documentation (Sugiyono, 2012).

This study was conducted at UIN Alauddin Makassar, focusing on students from the Department of English Education, the Department of Arabic Education, the Department of English Language and Literature, and the Department of Arabic Language and Literature. The participants consisted of 40 students selected through purposive sampling, based on specific

criteria namely, students who experience difficulties in communicating in a foreign language in both academic and social contexts. This technique was employed to ensure that the participants had relevant experiences related to the research topic (L.J Moleong, 2022).

The data in this study were collected using three main techniques: in-depth interviews, participatory observation, and documentation (Creswell, 2014). The in-depth interviews were conducted in a semi-structured format, where students were asked open-ended questions regarding the communication difficulties they experienced, the underlying causes, and the strategies they had attempted to overcome these challenges. This approach allowed researchers to explore individual experiences in greater depth and gain a more comprehensive understanding. Additionally, participatory observation was carried out during classroom learning sessions, group discussions, and student interactions in foreign languages. The purpose of this observation was to identify forms of communication disorders, including phonological issues (pronunciation), syntactic issues (sentence structure), semantic issues (meaning comprehension), and psychological factors such as speaking anxiety.

In addition to interviews and observations, this study also employed documentation as a data collection method. The collected documents included lecture notes, written assignments, as well as audio and video recordings of students' interactions in a foreign language. The analysis of these documents helped identify recurring patterns of errors in foreign language communication and provided more objective data to complement the findings from interviews and observations.

Data analysis in this study was conducted using the model proposed by (Miles & Huberman, 1994), which consists of three main stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was carried out by selecting relevant data from interviews, observations, and documentation while eliminating information unrelated to the research focus. Data presentation was done by summarizing the findings in a descriptive narrative, allowing the researcher to identify key patterns related to foreign language communication disorders experienced by students. Conclusion drawing and verification were conducted by comparing results from various data collection techniques to ensure the validity and consistency of the findings.

To enhance data validity, this study employs methodological triangulation, source triangulation, and time triangulation. Methodological triangulation is conducted by comparing findings from interviews, observations, and documentation to obtain a more comprehensive understanding. Source triangulation involves students from various language departments at UIN Alauddin Makassar to examine similarities and differences in their experiences with foreign

language communication. Meanwhile, time triangulation is applied by collecting data over different periods to observe the consistency of communication disorders experienced by students over time.

This study also adheres to ethical principles in qualitative research. Before data collection, students were provided with informed consent to ensure that they understood the purpose of the study and voluntarily agreed to participate. Additionally, the study guarantees data confidentiality by not disclosing the identities of the students in the final report. This measure aims to protect participants' privacy and ensure that they feel comfortable sharing their experiences regarding difficulties in foreign language communication.

However, this study has several limitations that need to be considered. First, the scope of the study is limited to students at UIN Alauddin Makassar, meaning the findings may not be generalizable to other universities. Second, this research focuses only on communication disorders in English and Arabic, while students learning other foreign languages may face different challenges. Third, data analysis in qualitative research tends to be subjective, although triangulation has been applied to enhance the validity of the findings. Nevertheless, this study is expected to provide deeper insights into the factors contributing to foreign language communication disorders among students and offer recommendations for educational institutions to improve foreign language teaching methods that are more effective and tailored to students' needs.

RESULTS AND DISCUSSION

Based on the research findings obtained from in-depth interviews, participatory observations, and documentation, it was found that students at UIN Alauddin Makassar face various forms of foreign language communication disorders, particularly in English and Arabic. These disorders are categorized into phonological, syntactic, and semantic difficulties, as well as psychological factors that hinder their fluency in communication. Additionally, social factors and teaching methods also play a role in shaping students' communication patterns in foreign languages.

1. Phonological Disorders

Observational findings indicate that phonological disorders are one of the primary obstacles in students' foreign language communication. Mispronunciation errors frequently occur due to first language interference, particularly differences between the phonemes of Indonesian, Arabic, and English. For instance, some students struggle to pronounce the /θ/ sound in English, often substituting it with /t/ or /s/ (e.g., "think" becomes "tink" or "sink") (Masitoh, 2019). In Arabic, pronunciation difficulties arise with distinct letters such as ح (ḥ) and ع (ʿain), which are often pronounced in a way that resembles Indonesian phonetics.

2. Syntactic Disorders

Findings from interviews reveal that students frequently experience syntactic errors when constructing sentences in a foreign language. These errors include the incorrect use of verbs, word order influenced by Indonesian sentence structure, and improper word choices. For example, in English, students often produce grammatically incorrect sentences, such as "He yesterday go to market" instead of "He went to the market yesterday" (Wildan & Effendi, 2019). In Arabic, errors commonly occur in the use of fi'il (verbs) and dhamir (pronouns), which do not conform to Arabic grammatical rules.

3. Semantic Disorders

Analysis of students' written documents indicates that semantic disorders also pose challenges in foreign language communication. These errors are related to the incorrect use of words in inappropriate contexts or with inaccurate meanings. For instance, in English, students often use words with similar meanings but in unsuitable contexts, such as using big for all types of large sizes, whereas in academic contexts, large or significant would be more appropriate (Yalden, 1987). In Arabic, errors frequently occur in the selection of mufradat (vocabulary), making sentences difficult for native speakers to understand.

4. Psychological Factors in Foreign Language Communication

In addition to linguistic errors, this study also found that psychological factors, such as speaking anxiety and lack of confidence, are major barriers to students' foreign language communication. Several students admitted feeling afraid of making mistakes while speaking, leading them to remain silent or revert to their native language in academic discussions (Effendi, 1986). This phenomenon aligns with Krashen's (1982) Affective Filter Hypothesis, which suggests that high anxiety in language learning can hinder the acquisition process of a foreign language (Krashen, 1982).

5. Social Factors and Learning Environment

Findings from interviews and observations indicate that students who have a supportive social environment for using foreign languages, such as joining English debate communities or Arabic language study groups, tend to be more confident and possess better communication skills. In contrast, students who rely solely on classroom learning experience more communication barriers (Tarigan, 1991).

Based on these findings, it can be concluded that communication difficulties in foreign languages among UIN Alauddin Makassar students are not solely caused by linguistic factors but are also influenced by psychological aspects and their learning environment. Therefore, to overcome these barriers, more interactive and real-world communication-based learning strategies are needed.

1. Strategies to Overcome Phonological Disorders

To address pronunciation errors, a comparative phonetics and phonology approach can be applied in foreign language learning. Students should be given more listening and imitation exercises using native speaker pronunciation through digital media, such as technology-based learning applications or the shadowing method (directly mimicking native speakers' speech) (Scarino, 1994).

2. Strategies to Overcome Syntactic and Semantic Disorders

Syntactic errors can be reduced by implementing the Communicative Language Teaching (CLT) approach, which emphasizes speaking practice in real-life contexts. Additionally, students should engage more in writing workshops or peer-review writing activities, allowing them to receive direct feedback from peers and lecturers regarding errors in sentence structure and vocabulary usage. (Sudjana & Kusuma, 2008).

3. Psychological Approaches to Boost Confidence

Psychological factors, such as speaking anxiety, can be reduced through the affective teaching method, where lecturers create a supportive classroom environment that does not judge students' mistakes while speaking (Kasiram, 2008). Additionally, role-playing or foreign language-based drama techniques can be implemented to help students become more accustomed to speaking in a relaxed and enjoyable setting.

4. The Role of Social Environment in Enhancing Language Proficiency

Findings from this study confirm that students who have access to a supportive social environment for foreign language acquisition tend to develop better communication skills. Therefore, universities can facilitate more immersion programs, such as student exchange programs, international classes, or academic activities conducted in a foreign language, to enhance students' language proficiency (Arsyad, 2009).

CONCLUSION

Based on the findings of this study, it can be concluded that students at UIN Alauddin Makassar face various challenges in foreign language communication, categorized into phonological, syntactic, semantic, psychological, and social aspects. Phonological barriers arise due to first-language interference, leading to pronunciation errors in certain English and Arabic sounds. Syntactic challenges manifest in word arrangement and sentence structure errors influenced by students' native language patterns. Semantic difficulties occur in vocabulary selection that does not align with the context of use, resulting in miscommunication in both academic and social interactions.

Additionally, psychological factors, such as speaking anxiety and low self-confidence, significantly hinder foreign language communication. Many students fear making mistakes while speaking, preventing them from actively developing their speaking skills. Social and learning environment factors also play a role, as students with greater exposure to foreign languages whether through academic communities or digital media tend to have better communication skills compared to those who rely solely on classroom learning.

To address these challenges, this study emphasizes the need for a more interactive and real-world communication-based learning approach. Strategies such as phonetic methods to address pronunciation errors, the communicative language teaching (CLT) approach to enhance syntactic and semantic skills, and affective teaching techniques to reduce speaking anxiety have proven effective in improving students' foreign language communication skills. Furthermore, universities should provide more opportunities for students to interact with foreign languages in natural settings, such as immersion programs, language debates, student exchanges, and technology-based courses. With a more comprehensive strategy and institutional support, students can develop greater confidence and competence in using foreign languages in various academic and professional settings.

These research findings have several important implications for education, particularly in foreign language teaching at universities. First, foreign language curricula should be adjusted to focus more on active communication rather than solely on grammar theory mastery. Second, lecturers and instructors need to develop more communicative teaching strategies and support students in overcoming speaking anxiety, such as using role-playing techniques and real-life scenario-based interaction simulations. Third, universities are encouraged to expand support programs, such as intensive speaking classes, AI-based digital language practice platforms, and collaborations with international institutions to provide students with opportunities to practice with native speakers. By implementing more innovative policies and teaching methods, students are expected to develop their foreign language communication competencies more effectively, enhancing their competitiveness in academic and professional fields.

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This study is dedicated to all educators and researchers in the field of psycholinguistics and foreign language education who persistently strive to bridge the gap between linguistic theory and real-world communication challenges faced by learners in multilingual academic contexts.

ETHICAL STATEMENT

This study was conducted in accordance with the ethical research standards established by the Universitas Islam Negeri (UIN) Alauddin Makassar and adheres to the principles outlined in the Declaration of Helsinki. Prior to data collection, all participants were informed about the purpose, procedures, and voluntary nature of their participation in the study. Written or verbal informed consent was obtained from each participant, ensuring that they understood their rights, including the right to withdraw from the study at any time without penalty.

The confidentiality and anonymity of participants were rigorously maintained throughout the research process. Data were coded and stored securely, and no personally identifiable information was included in the analysis or publication. The study posed no risk of harm or coercion to participants. Ethical approval was granted by the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. The research upholds the principles of academic integrity, respects human dignity, and contributes responsibly to the advancement of knowledge in psycholinguistics and foreign language education.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- **Andi Nurbaethy:** Conceptualization, Methodology, Data Collection, Writing – Original Draft Preparation.
- **Abd. Muis Said:** Data Analysis, Validation, Supervision, Writing – Review & Editing.

Both authors collaborated in interpreting data, discussing findings, and refining the final version of the manuscript. They have read and approved the published version of this article.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article. They have no known financial, institutional, or personal relationships that could have influenced the conduct, interpretation, or reporting of the study. The research was carried out independently and solely for academic purposes, ensuring objectivity, transparency, and impartiality in all aspects of the research process and presentation.

DATA AVAILABILITY

All data generated or analyzed during this study are included in this published article or are available from the corresponding author upon reasonable request. In order to maintain participant confidentiality and institutional privacy, raw datasets containing identifiable information (such as interview recordings or field notes) are not publicly disclosed. However, anonymized data, coding schemes, and research instruments (e.g., interview guides and observation checklists) may be accessed upon request for academic and non-commercial purposes by contacting the corresponding author at andi.nurbaethy@uin-alauddin.ac.id.

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