

BIBLIOGRAPHY

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Adviser: Filmore Y. Awas, MDevCom

ABSTRACT

The study was conducted to determine the communication problems among BSDC sophomore students in Benguet State University.

Specifically, the study aimed to determine the communications activities participated in by the respondents with their classmates, schoolmates and teachers if the subject that they dwell on is concerning to course related and non-course related matters

It also aimed to determine the languages used by the respondents when they are writing and speaking to their classmates, schoolmates and teachers, to determine how ease or difficult did the students find the identified activities and the study aimed to determine the common strategies applied by the respondents in order to cope up with the recognized difficulties.

The findings of the study showed that there were some activities done by the respondents with their classmates and schoolmates which they did not do with their teachers. The subject matter, whether course related or non-course related also

affected the activities done by the respondents. Under course related topics, all identified activities were participated in by the respondents while under non-course related topics, there were those that they did not participated in.

The study also found out that there was no difference on the language used by the respondents when talking to their classmates, schoolmates and teachers whether their subject is course related or non-course related. When it comes to writing, there was no difference on the language used by the respondents when writing to their classmates, and schoolmates. Results also show that there was a difference on the language used by the respondents when the subject is course related and non-course related.

As for how easy or difficult did the respondents rated the identified activities, results present that the respondents did not find so much difficulty on the communication activities which were identified. The respondents found most of the activities as moderate. Findings show that there were only few among the activities that where rated difficult.

Generally, there is no difference on the performance of the students coming from urban or rural areas based on the degree of difficulty on most of the communication activities that were identified. Difficulty was noted only in writing essays, class reporting, speech class exercises, library research/internet research works.

Based on the findings, it is recommended that teachers should continue carrying out communication-related activities in their class for the continuous development of the students' communication skills. Likewise, students should continue improving their communication skills. Also, students facing similar difficulties may consider the coping communication strategies done by the respondents as noted in the study.

INTRODUCTION

Rationale

We communicate with many people in a variety of situations daily. We listen to professors, employers, co-workers, family members, friends, and many other each hour. As Seiler and Beall (2007) noted, whatever your cultural background, learning style or geographic location, you will find that your communication proficiency can mean greater academic success, better relationship, a better job, and a better satisfaction in your life.

Communication is at the core of our humanness. How we communicate with each other shapes our lives and our world. We all rely on our communicative skills as we confront events that challenge our flexibility, integrity, expressiveness, and critical thinking skills. Gamble and Gamble (2005) further noted that making effort to become more effective in interacting with persons from diverse backgrounds and by working at developing relationships based on mutual respect and a sense of ethical fairness will increase our chances of leading more fulfilling personal and professional lives.

Our progress depends on our learning to understand ourselves and others. To this end, we need to interact with each other to develop new ideas and solve some problems. We need to participate in the exchange of information and ideas that we believe is important to our well-being.

In this sense, communication is vital to the learning process. Establishing a strong system of communication in the classroom means identifying types of communication problems and working to minimize their effects on a student's education. Working to integrate students with different communication problems into the general classroom will benefit them in the long-term (Webb, 2011).



Development Communication students, like other common students in universities, encounter four major activities while in school. These are speaking, listening, writing, and reading.

Now most of the students do better in reading and writing than in listening and speaking. They can read and write, but they can hardly communicate. They can hardly express themselves with their own words. On the other hand, there are also students who do better in speaking and listening than in reading and writing.

Development Communication sophomore students in Benguet State University will be future Development Communication practitioners. They will be facing a lot of people and will be doing various tasks related to their profession. Their training in school will serve as their strong foundation and will shape them on how they will be facing their profession in the future.

Given this scenario, the need to determine the communication problems that these students experience, as early as while they are at that stage of their education, is of importance.

Much of the research on the communication problems in work settings has focused on listening, speaking, writing and reading. In this study, it will only bring out the common problems that these students encounter when listening, speaking, writing, and reading and the communication strategies that these students did in order to cope up with the communication difficulties that they experienced.



Statement of the Problem

1. What is the socio-demographic profile of the respondents?
2. What are the communication activities encountered by Development Communication sophomore students in Benguet State University?
3. What are the languages used in communicating with their classmates and teachers?
4. How easy or difficult do the respondents find the activities under speaking, listening, writing and reading.
5. What are the communication strategies that you do in order to cope up with the communication difficulties that you experience?

Objectives of the Study

Generally, the study aimed to determine the communication difficulties among sophomore students of BS Development Communication in Benguet State University.

Specifically, it aimed to:

1. Determine the socio-demographic profile of the respondents;
- determine the communication activities encountered by the respondents;
2. determine the languages used by the respondents when writing and speaking to their classmates, schoolmates and teachers;
3. determine the degree of ease or difficulty encountered by the respondents in executing speaking, listening, writing and reading activities; and
4. determine the communication strategies that the respondents did in order to cope up with the communication difficulties they encountered.



Importance of the Study

This study will be helpful for the respondents in discovering some ways to do better when it comes to speaking, listening, writing and reading. It will help them to overcome those areas where they find difficulties in executing it.

If popularized, the study can serve as a basis for the Department of Development Communication to implement programs or activities in assisting BS Development Communication sophomore students improve their communication skills specifically in executing speaking, listening, writing and reading activities.

Scope and Limitation of the Study

The study focused on identifying problems on the communication activities done by the respondents whether with their teachers, classmates or schoolmates specifically on speaking, listening, reading, and writing.



REVIEW OF LITERATURE

Interpersonal Communication

Communication is the interdependent process of sending, receiving and understanding messages. This definition implies that the components of the communication process cannot be examined separately. Rather, with the relationship that exists between the sender and the receiver as well as the environment of the communication event must be viewed as a whole (Goodnight and Dunn 2003).

Interpersonal communication occurs when a limited number of people usually two interact by using verbal and nonverbal messages to generate meaning for the purpose of sharing information, achieving goal, or maintaining a relationship (Engelberg and Wynn 2008).

Our ability to communicate effectively in personal relationships influences our psychological and physical health, our personal identity and happiness, our social and moral development, our ability to cope up with stress and misfortune and the quality and meaning of our life (Baxter and Montgomery, 1996)

The Communication Process

Generally speaking, the verbal communication process includes sending, receiving and providing a feedback.

An online article in local1510.org titled Interpersonal Communication talks about the three verbal communication processes. These are as follows.



The speaker says what they want to say to the receiver by selecting words that will best convey their meaning and by using a variety of gestures, facial expressions, or other personal mannerisms that will help transmit that message.

The listener "receives" the message through a series of "filters." These filters may include their past experiences, their perception of the speaker, their emotional involvement with the message, their understanding of the message's content, and their level of attention. In a sense, as the speaker speaks the listener translates the message into their own words, creating their own version of what they think the speaker has just said. Unless both the sender and the receiver have identical past experiences, effective communication may be difficult.

Without clear and concise communication skills misunderstandings can frequently occur. Communication is influenced by the way people feel about a subject, a task or a person. Each of us must realize that our feelings and emotions play a significant role in effective communication. Truly, effective communication cannot be a one-sided monologue. To persuade, inform, or change the listener, both the sender and the receiver must be actively involved.

Communication is continuous and reciprocal. Both persons mutually and continuously send and receive messages. When people communicate they must also offer "feedback about the message. To give feedback is to respond to the message or the speaker in such a way that the speaker knows that the message has been heard and understood.



Communication is not complete until the message has been understood. Feedback can include asking questions, nodding the head in affirmation or in a negative manner, or a verbal reply.

Factors that Hinder the Communication Process

A number of barriers interfere with effective communication. These factors do not influence messages as much as they prevent communication from occurring.

According to the College of DuPage (1998), some factors that hinder the communication process include prejudice, closed words, snap judgments, and ranking.

Prejudice, pre-judging, prevents communication from happening when a person assumes something will be true before it actually happens. There are always exceptions. Prejudice, then, is unfair. It is unfair to you in that it may keep you from communicating with or from getting to know others. It is unfair to other people in that they may be judged and treated wrongly. Another problem with it is that people guilty of it may make it into a self-fulfilling prophecy. They may allow prejudice to taint the message to fulfill their beliefs. They would have to repeat the same procedure with the same conditions and time both performances to prove the point. Barring such proof, they assume their biased opinions to be true.

Closed words are those like "all," "none," "everyone," and "never." They are exclusionary. They eliminate other possibilities. They inhibit communication when used as part of generalizations as in "They never get the patient here on time," or "All of the people on that shift are lazy," or "They're always rough with the clients." Not only would it be rare for statements like this to be true, but they prevent communication by evoking



defensive responses from the subjects of each of them. Few people would not be defensive if told that they "always act unprofessional."

Snap judgments, or premature closings, result when people make decisions based on first impressions or based on limited information (jumping to conclusions). Some people make snap judgments based on appearance or based on their first experience working with someone. They then extrapolate that behavior and judge the entire person (College of DuPage, 1998).

Ranking refers to a person's position or status. It is a barrier to communication when it prevents a person of one rank from talking openly to a person of another rank. It is very common. One form that is frequently seen is when people of lower rank are reluctant to report problems to people of higher rank. However, it is also seen in the awkward conversations people at the top of an organization have with those at the bottom of an organization. In this case the conversation may turn to the weather or other harmless topics, with little or no real communication about the organization ever taking place. Here the high ranking people are often just as uncomfortable as those of lower ranks (College of DuPage, 1998).

According to the College of DuPage, there are also other communication barriers which are generally found in the three areas of the communication process. These are as follows:

Sending messages. As speakers, the messages we send, whether verbal or written, seem perfectly understandable. From our own point of view, our messages are very clear and concise. To the listener, however, the words may be confusing or unclear, our tone of voice may be misleading, or our body language may not accurately convey the meaning or



the importance of the message. Messages should be formed based on the listener's level of understanding. Think through the message and try to predict how it will be received. The responsibility of determining whether effective communication has occurred lies with the sender. To make certain that the message was understood, the speaker should get some type of feedback from the listener. As previously stated, this feedback could include a nod of the head, a restating of the message by the listener or some other response.

Receiving a message. It is believed by many that the biggest single communication problem is the lack of ability to effectively listen. Most people seem to assume that what they understood to be the message is what the speaker intended. Frequently the two are not the same. A word or a facial expression can change the meaning of a message. Likewise, a previous experience by the listener can interpret a conversation differently from what was intended. Another common problem arises when the listener starts planning a response to what is being said instead of actively listening. As a result, the listener does not hear the entire message. As the sender, asking for feedback from the listener is the best way to insure that the intended meaning of your idea or message was clear.

An online article in local1510.org titled Communication Barriers says that other communication barriers depend on one's personality. A person may be a mover, opposer, follower or a bystander.

Mover. A mover is the one person in the work group who will usually initiate whatever action is needed. The mover will also try to determine where you are heading and will suggest and develop ideas for how to get there. Movers are usually called "natural leaders." A mover's value on the job is obvious. Having good ideas and the



energy to back them up is a most useful and constructive trait. Movers, in general, enjoy power and enjoy being in charge; however, they also have a strong need for approval and for others to agree with them. They are also frequently un-accepting of other people's ideas. Mover does generally see their own ideas as the only and best way of accomplishing a task or settling an issue.

Opposers. The opposer generally pushes against whatever is being discussed or considered. The opposer creates a challenge by blocking the direction or intended destination of any idea. Opposers get their attention and sense of importance by taking a contrary position. In a group, opposers can serve a useful purpose. Foremen and other leaders can use an opposer to test ideas or scrutinize plans. By redirecting the opposer's negative viewpoint, their ideas may be used to stimulate further thought or discussion which could result in improving the original suggestion.

Follower. The follower is the person in the group who generally "goes along." Followers will support someone or someone else's idea, however, they most likely will not initiate ideas of their own. Followers are not uncreative but may have a greater need to play it safe, to keep a lower profile, or to wait until they see the general opinion of the group as a whole before they take a stand. Followers are very good implementers once they commit themselves to an idea. Followers have their own level of power in any group. By being supportive, the follower empowers others to take whatever action is necessary.

Bystander. The bystander is quite different from the follower. While the follower agrees with ideas and viewpoints that they personally relate to, the bystander stays out of direct action altogether. The bystander makes no alliances with any of the other three



personality types. Bystanders observe and keep opinions to themselves. This may create a level of uneasiness on the job because no one really knows what the bystander is thinking

How to Improve Communication Skills

According to an online article in www.ehow.com, there are some ways on how to improve communication skills.

Good communication skills are a necessity in your personal and business life. Some people are naturally good communicators. For everyone else, communication is a skill that must be nurtured. With a little time and effort, no one will ever know you weren't born with the gift of gab. Follow these steps to improve your communication skills.

Think before you speak. Plan your presentations and other addresses to groups whenever possible, especially in business. Even if you don't know everything you want to say, you should have a general idea. In more private conversations, take the time to be clear about the points you want to make before talking. Always be honest in your communication.

Be an active listener. Listening is often more important than speaking. To improve your communication skills, pay attention to what others are saying without getting distracted.

Make good eye contact. Shifty eyes make you seem less than trustworthy in business and personal life. If you are looking everywhere but in the eyes of your audience, it will arouse suspicion. This doesn't mean you should initiate a staring contest. Just make sure to put your audience at ease by holding the gaze at times.



Take it slow. Don't slur your words together or mumble. Enunciate. If you speak too fast, then you'll lose your audience. Use words only if you are sure of their meaning. Make yourself easily understood.

Use appropriate volume and tone. Of course, you should speak louder when addressing a group than you would in private conversations. Reflect emotion in your voice. A monotone approach is never appropriate in any setting.

Practice. It's the best way to improve your communication skills. The more you do it, the easier it will get.



METHODOLOGY



Locale and Time of Study

The study was conducted at Benguet State University, La Trinidad, Benguet, from March 2011 (Figure 1).

BSU is located at Benguet Province in Cordillera Administrative Region (CAR), specifically at La Trinidad valley, the strawberry capital of the country, about 1300 meters above sea level. La Trinidad is 256 kilometers north of Manila and three kilometers north of Baguio City.

The university has eight colleges offering 16 degree programs of which BS Development Communication is one among the degrees offered.

Benguet State University was the chosen locale of the study since it is the only State University that is offering Development communication as a degree in Benguet.

Respondents of the Study

The respondents were chosen through total enumeration. During the implementation some of the respondents were absent. Consequently there were 55 respondents in the study. They were enrolled second semester of the academic year 2010-2011.

The respondents were chosen since they are at the stage of adjustment from high school to college and they will be future development communicators and they have to be helped in overcoming difficulties that they face in this stage of their academic life.

[Figure 1 here](#)





Data Collection



A survey questionnaire was floated to gather the socio-demographic profile of the respondents and the communication problems they encountered. The respondents were guided by the researcher in answering the questionnaire.

Data Gathered

The study included gathering of the socio-demographic profile of the respondents.

It gathered the common problems encountered by the respondents when speaking, listening, writing and reading.

It also gathered some strategies that the respondents did to cope up with such situation.

Data Analysis

The data gathered were consolidated and were analyzed using frequency, percentage and descriptive analysis.

RESULTS AND DISCUSSION



Socio-demographic Profile
of the Respondents

Table 1 shows the socio-demographic profile of the respondents in terms of sex, age and tribal affiliation.

Majority of the respondents were of the ages 17-18 (78.18%). Forty-six (83.63%) of the respondents were female and nine (16.37%) were male. Most of the respondents were Kankanaey (54.55%) and Ibaloi (23.64%).

Table 1. Socio-demographic profile of the respondents

CHARACTERISTICS	SCHOOL LOCATION		TOTAL	
	RURAL N=36	URBAN N=19	NUMBER (N=55)	PERCENTAGE (%)
Age				
17-18	31	12	43	78.18%
19-20	5	6	11	20%
21-22	-	-	-	-
23-24	-	1	1	1.82%
TOTAL	36	19	55	100
Sex				
Male	5	4	9	16.37%
Female	31	15	46	83.63%
TOTAL	36	19	55	100
Tribal Affiliation				
Kankanaey	24	6	30	54.55%
Ibaloi	9	4	13	23.64%
Ilocano	1	2	3	5.45%
Bisaya	-	1	1	1.82%
Kalanguya	-	1	1	1.82%
Pangasinense	-	2	2	3.63%
Maranao	-	1	1	1.82%
Tagalog	-	2	2	3.63%
Kalinga	1	-	1	1.82%
Kankaney-Ibaloi	1	-	1	1.82%
TOTAL	36	19	55	100%

Communication Activities Participated in
by the Respondents Regarding



Course-Related Matters

Table 2 shows the communication activities participated in by the respondents whether with their classmates, schoolmates and teachers when their subject matter is course related.

Classmates. Results show that great majority of the respondents (92.72%) involved themselves in group discussion and composing text messages with their classmates. Conversation came next where 90.90% of the respondents involved themselves in this activity. Meanwhile, the activity where there is least number of respondents involved is blogging with 52.72%.

The result clearly indicates that group discussion and composing text messages for their classmates is commonly practiced in terms of the communication activities done by the respondents with their classmates when the subject matters is course-related.

Schoolmates. Results show that majority of the respondents (85.35%) participated in having conversations with their schoolmates. Group discussion came next where 45.45% of the respondents were involved.

Teachers. Results show that majority of the respondents (80%) participated in having conversation with their teachers. Also, 80% of the respondents involved themselves in recitation and taking exams/ quizzes with their teachers. Lecture came next where 78.18% of the respondents participated in this activity. Internet chatting is the activity where there was least of the respondents (12.72%) involved.

Table 2. Communication activities participated in by the respondents with their classmates, schoolmates and teachers regarding course-related matters



ACTIVITIES	N=55					
	CLASSMATES		SCHOOLMATES		TEACHERS	
	No.	%	No.	%	No.	%
Group Discussion	51	92.72	25	45.45	20	36.36
Lecture	44	80.00	8	14.44	43	78.18
Conversation	50	90.90	47	85.35	44	80.00
Class reporting	48	87.27	4	7.27	40	72.72
Meeting	46	83.63	22	40.00	23	41.81
Recitation	37	67.27	2	3.63	44	80.00
Speech class exercises	39	70.90	5	9.09	37	67.27
Library research work/ internet research	47	85.35	15	27.27	15	27.27
Reading handouts or other teacher prepared material	48	87.27	4	7.27	25	45.45
Essay writing/ writing letter	40	72.72	6	10.90	31	56.36
Taking down notes during discussion	41	74.55	1	1.81	30	54.54
Internet research	47	85.35	19	34.54	8	14.54
Internet chatting	46	83.63	27	49.09	7	12.72
Taking exams/quizzes	41	74.55	4	7.27	44	80.00
Composing text messages	51	92.72	33	60.00	12	21.81
Composing e-mails	43	78.18	24	43.63	25	45.45
Blogging	29	52.72	18	32.72	20	36.36

*Multiple responses

Communication Activities Participated in
by the Respondents when their Subject



Matter is Non-course Related

Table 3 shows the communication activities participated in by the respondents whether with their classmates, schoolmates and teachers where their subject matter is non- course related.

Classmates. Results show that great majority of the respondents (92.72%) participated in having conversation with their classmate. Composing text messages came next where 90.90% of the respondents were involved. The activity where there was least number of respondents involved was essay writing.

Schoolmates. Results show that most of the respondents (90.90%) participated in having conversation with their schoolmates. Group discussion came next where 78.18% of the respondents were involved. The activity where there was least number of respondents involved was lecture.

Lecture refers to seminars or conferences which is non-course related and where the respondent goes with a schoolmate.

Teachers. Results show that most of the respondents (50.90%) participated in having conversation with their teachers. Lecture came next where there were seven of the respondents who involved themselves in this activity. The activities where there was least number of respondents involved were group discussion, internet chatting and composing text messages.

Tables 2 and 3 prove that there were some activities done by the respondents with their classmates and schoolmates which they did not do with their teachers. The subject matter, whether course related or non-course related, also affected the activities done by

Table 3. Communication activities participated in by the respondents with their classmates, schoolmates where their subject matter is non-course related



ACTIVITIES	N=55					
	CLASSMATES		SCHOOLMATES		TEACHERS	
	No.	%	No.	%	No.	%
Group Discussion	49	89.09	43	78.18	2	3.63
Lecture	41	74.54	16	29.09	7	12.72
Conversation	51	92.72	50	90.90	28	50.90
Class reporting	39	70.90	-	-	-	-
Meeting	45	81.81	38	69.09	-	-
Recitation	35	63.63	-	-	-	-
Speech class exercises	32	58.18	-	-	-	-
Library research work/ internet research	46	83.63	24	43.63	-	-
Reading handouts or other teacher prepared material	42	76.36	24	43.63	6	10.90
Essay writing	28	50.90	-	-	-	-
Taking down notes during discussion	35	63.63	-	-	-	-
Internet research	47	85.45	29	52.72	4	7.27
Internet chatting	42	76.36	35	63.63	2	3.63
Taking exams/quizzes	32	58.18	-	-	-	-
Composing text messages	50	90.90	38	69.09	2	3.63
Composing e-mails	38	69.09	30	54.54	4	7.27
Blogging	35	63.63	21	38.18	3	5.45

the respondents. Under course related topics, all identified activities were participated in by the respondents while under non-course related topics; there were those that they did not participated in.

Languages Used by the Respondents
in Communicating with Classmates,



Schoolmates and Teachers

Table 4 shows the languages spoken by the BSDC sophomore students in Benguet State University.

Among the identified languages, all of the respondents speak in English and Tagalog. Eighty two percent of the respondents also speak Ilocano while 67.27% of the respondents speak in Kankanaey. Least of the respondents speak Ibaloi, Kalinga, Kalanguya, Ibanag, and Itawas.

Table 4. Languages spoken by the BSDC sophomore students

LANGUAGES SPOKEN	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
English	55	100
Filipino	55	100
Iloko	48	82.27
Kankanaey	37	67.27
Kalanguya	1	1.82
Ibaloi	7	12.72
Kalinga	1	1.82
Ibanag	1	1.82
Itiwas	1	1.82

*Multiple Responses

Languages Used by the Respondents in Communicating with their Classmates,



Schoolmates and Teachers when
Speaking about Course
Related Topics

The respondents ranked each identified language through putting the appropriate number in the box. They ranked the first three languages that they used when speaking with their classmates schoolmates and teachers. One as the first language they used in communicating, two as the second language they used in communication and three as third language they used in communicating.

Table 5 shows the languages used by the respondents in communicating with their classmates, schoolmates and teachers when they are talking about course related topics.

Classmates. Results show that when the respondents were communicating with their classmates, the language they used most was Ilocano. Filipino came next and English followed.

Table 5. Languages used by the respondents in communicating with their classmates, schoolmates and teachers when they are writing and speaking about course related topics

ACTIVITY	ENGLISH	FILIPINO	ILOCANO	KANKANAHEY	IBALOI
SPEAKING					
Teachers	2	1	3	-	-
Schoolmates	1.5	1.5	1	-	-
Classmates	1.5	1.5	1	-	-
WRITING					
Teachers	1	2	3	-	-
Schoolmates	1.5	1	1.5	-	-
Classmates	1.5	1	1.5	-	-



Schoolmates. Results show that when the respondents were communicating with their classmates, they ranked Ilocano as the first language that they speak followed by Filipino. English was ranked last.

Teachers. Results show that when the respondents were communicating with their teachers, they used Filipino as their first language. English came next. Ilocano was ranked last.

Languages Used by the Respondents in Communicating with their Classmates, Schoolmates and Teachers when Writing about Course Related Topics

Classmates. Results show that when the respondents were writing to their classmates, they used Filipino as their first language. English came next and Ilocano was ranked last.

Schoolmates. Results show that when the respondents were writing to their schoolmates, they used Filipino first. Ilocano came next and Ilocano landed last.

Teachers. Results show that when they were writing to their teachers, they used English first followed by Filipino then Ilocano.

Tables 5 and 6 prove that there was no difference on the language used by the respondents when talking to their classmates, schoolmates and teachers whether their subject is course related or non-course related. When it comes to writing, there was no difference on the language used by the respondents when writing to their classmates, and schoolmates. Results also show that there was a difference on the language used by the respondents when the subject is course related and non-course related.



Table 6. Languages used by the respondents in communicating with their classmates, schoolmates and teachers when they are speaking and talking about non-course related topics

ACTIVITY	ENGLISH	FILIPINO	ILOCANO	KANKANAHEY	IBALOI
SPEAKING					
Teachers	1.5	1	1.5	-	-
Schoolmates	1.5	1.5	5	-	-
Classmates	1.5	1.5	1	-	-
WRITING					
Teachers	2	1	3	-	-
Schoolmates	1.5	1	1.5	-	-
Classmates	1.5	1	1.5	-	-

Languages Used by the Respondents in Communicating with their Classmates, Schoolmates and Teachers when Speaking about Non-Course Related Topics

Classmates. Table 6 shows that when the respondents were speaking with their classmates, the first language they used was Ilocano followed by Filipino then English came last.

Schoolmates. Results show that when the respondents were speaking with their schoolmates, the first language that they used was Ilocano. Filipino came next. Ilocano was the least used.

Teachers. Results show that when the respondents were speaking with their teachers, the first language they used was Filipino. English came next and then Ilocano.



Languages Used by the Respondents in Communicating with their Classmates, Schoolmates and Teachers when Writing about Non-Course Related Topics

Classmates. Results show that when the respondents were writing their classmates, the first language they used was Filipino. English came next and Ilocano ranked last.

Schoolmates. Results show that when the respondents were writing their schoolmates, the first language they used was Filipino. English and Ilocano were second and last, respectively.

Teachers. Results show that when the respondents were writing their teachers, the first language they used was Filipino followed by English and Ilocano was last. \

Degree of Ease/Difficulty in the Communication Activities Encountered by the Respondents

Table 7 presents the degree of ease/difficulty in the communication activities done by BSDC sophomore students. The communication activities were group discussion, lecture, conversation, class reporting, recitation, speech class exercises, Library research work/ internet research, reading hand-outs, essay writing, taking exams/quizzes, composing text messages, internet chatting, composing e-mails and blogging. In the end, students from rural and urban areas were compared with regards on how they found they identified activities. The respondents rated each activity through



putting on a check mark on the boxes provided. Each box was labeled one until five. One as very easy, two as easy, three as moderate, four as difficult and five as very difficult.

Table 7. Degree of ease/difficulty in communication activities among urban and rural BSDC sophomore students

ACTIVITIES	RATING		RATING	
	RURAL N=21	DESCRIPTION	URBAN N=34	DESCRIPTION
Group discussion	2.01	easy	3.23	moderate
Lecture	2.76	moderate	2.84	moderate
Conversation	1.97	easy	2.05	easy
Class reporting	3.25	moderate	3.21	moderate
Recitation	2.90	moderate	2.70	moderate
Speech class exercises	3.05	moderate	3.23	moderate
Library research work/Internet research work	3.03	moderate	3.03	moderate
Reading handouts	2.61	moderate	2.76	moderate
Essay writing	3.03	moderate	3.00	moderate
Taking exams/quizzes	2.44	easy	2.62	moderate
Composing text messages	2.35	easy	2.38	easy
Internet chatting	2.04	easy	2.01	easy
Composing e-mails	2.04	easy	2.20	easy
Blogging	2.31	easy	2.27	easy

Legend:
 1.00-1.99- very easy
 2.00-2.99- easy
 3.00-3.99- moderate
 4.00-4.99- difficult
 5.00-5.99- very difficult



Group discussion. There were four skills under group discussion. These were expressing their ideas, understanding the ideas of others, paying attention to others, and volunteering their ideas. Twenty-four of the respondents rated understanding the ideas of others easy as well as paying attention to others (20 of the respondents) On the other hand, there were twenty-three of the respondents who rated expressing their ideas as moderate as well as volunteering their ideas (26 of the respondents).

In general, the respondents rated group discussion as moderate.

Lecture. There were four skills under lecture. These were understanding the lecturer, listening attentively, and ignoring speech mannerisms of the lecturer. Thirty of the respondents rated understanding the lecturer very easy while there were 27 respondents who rated listening to the lecturer attentively as moderate. On the other hand there were 21 of the respondents who rated ignoring speech mannerisms of the lecturer as difficult.

In general, there was similar number of respondents who rated this activity as easy and moderate. *Conversation.* There were two skills under conversation. These were expressing their ideas and understanding the ideas of others. Twenty-five of the respondents rated expressing their ideas very easy. On the other hand, 34 of the respondents rated understanding the ideas of others easy.

In general, the respondents rated conversation easy.

Class reporting. There were four skills under this activity. These were preparing the report, answering queries, preparing visual aids or handouts, presenting the report and answering queries. Twenty-four of the respondents rated preparing the report moderate while there were 21 of the respondents who rated preparing visual aids or handouts as



moderate. Twenty-nine of the respondents also rated presenting the report as moderate and 27 of the respondents rated answering queries as moderate.

In general, the respondents rated class reporting as moderate.

Recitation. There two skills under recitation. These were understanding the questions and expressing their ideas. Twenty-seven of the respondents rated understanding the questions moderate while 26 of the respondents rated expressing their ideas moderate.

In general, the respondents rated recitation as moderate.

Speech class exercises. There were five skills under Speech class exercises. These were preparing/practicing for non-verbal cues (gestures, facial expressions), practicing for voice modulation, memorizing their piece and delivering their message. Twenty-seven of the respondents rated preparing/practicing for non-verbal cues (gestures, facial expressions) moderate. Twenty of the respondents rated practicing for voice modulation moderate as well as memorizing their piece (24 of the respondents). There were 23 of the respondents who rated delivering their message moderate.

In general, the respondents rated speech class exercises moderate.

Library research work/ internet research. There were five skills under this activity. These were choosing appropriate information, understanding the material, finding for the right material and digesting information from the different materials. Thirty of the respondents rated choosing appropriate information moderate while 31 of the respondents rated understanding the material moderate. Twenty-nine of the respondents also rated finding for the right material moderate and 25 of the respondents rated digesting the information from the different materials moderate.



In general, the respondents rated library research work/internet research moderate.

Reading handouts. There were two skills under this activity. These were understanding the material and relating the handout or other material to the lesson. Twenty-eight of the respondents rated understanding the material moderate as well as relating the handout or the material to the lesson where there were 30 of the respondents who rated it moderate.

In general, the respondents rated reading handouts moderate.

Essay writing. There were three skills under this activity. These were determining what to write, organizing their ideas, and expressing their ideas. Twenty-one of the respondents rated determining what to write moderate while 30 of the respondents rated organizing their ideas moderate and 22 of the respondents also rated expressing their ideas moderate.

In general, the respondents rated essay writing moderate.

Taking exams/quizzes. There were three skills under this activity. These were following the instructions given, understanding the question, and writing down all important information. Twenty-seven of the respondents rated following the instructions given easy while 25 of the respondents rated understanding the question moderate and 27 of the respondents also rated writing down all important and needed information moderate.

In general, the respondents rated this activity moderate.

Composing text messages. There were two skills under composing text messages. These were understanding the shortcuts of others and expressing their ideas. Eighteen of



the respondents rated understanding the shortcuts of others easy while 22 of the respondents rated expressing their ideas easy.

In general, the respondents rated composing text messages easy.

Internet chatting. There were two skills under internet chatting. These were expressing their ideas and understanding the ideas of others. Twenty-two of the respondents rated expressing their ideas very easy while 22 of the respondents rated understanding the ideas of others easy.

In general, the respondents rate internet chatting easy.

Composing e-mails. There were two skills under this activity. These were understanding the messages sent to them and expressing their ideas. Nineteen of the respondents rated expressing their ideas very easy while 27 of the respondents rated understanding the messages sent to them easy.

In general, the respondents rated composing e-mail easy.

Blogging. There were three skills under blogging. These were expressing their ideas, understanding the other blogs, and packaging and lay outing their blog site. The same number of respondents which is 15 rated expressing their ideas very easy and moderate. Twenty of the respondents rated understanding the other blogs moderate and 23 of the respondents also rated packaging and lay outing their blog moderate.

In general, the respondents rated blogging moderate. However, there were eight respondents who did not respond in this part of the survey questionnaires.

Based on the findings, the respondents did not find so much difficulty on the communication activities which were identified. The respondents find most of the



activities as moderate. Findings show that there were only few among the activities that where rated difficult.

Results also show that there were two activities where students from rural areas and students from urban areas have different result on how easy or how difficult did they find the identified activities.

In group discussion, findings present those respondents who came from rural areas rated this activity as easy while students from urban areas rated this activity as moderate. Aside from these activities, the rest of the activities were rated similar.

Same results show that in taking exams/quizzes, respondents from rural areas rated this activity as easy while respondents who came from urban areas rated this activity as moderate.

The findings contradict the study of Barcinasand Mccracken(1989) that there is a difference on the performance of students coming from the rural and urban areas. Students from the rural areas tend to be more homogenous. They came to the urban to accomplish their educational aspirations. Their performances are minor compared to the performance of students coming from the urban since they are adjusting while learning.

Common Communication Strategies Done by Respondents in Order to Cope up with the Identified Difficulties

Tables 8 to 20 present the common communication strategies done by the respondents in order to cope up with the identified communication difficulties they experienced.

Expressing their ideas. There were four strategies identified under this skill. These were speaking clearly to express ideas, looking at the listener directly, having the right



pace when talking, having the attention of the listeners, and going directly to the point when expressing an idea.

Results show that there were 30.90% of the respondents who did the strategy of speaking clearly to express their ideas. 14.54% of the respondents applied the strategy of looking at their listeners directly while there were 25.45% of the respondents who applied the strategy of making sure that they have the right pace when talking.

Moreover, 13 of the respondents made use of the strategy of applying gestures when emphasizing their point while 1.81% of the respondents applied the strategy of making sure that he/she have his/her listener's attention and 3.63% of the respondents who applied the strategy of directly to the point.

Table 8 supports that most of the respondents used speaking clearly to express their ideas as their strategy under this skill.

Understanding the ideas of others. There were five identified strategies under this skill. These were listening attentively, refraining from side conversation, putting aside distracting thoughts while listening, showing that he/she is listening by nodding or giving out verbal comments and asking questions about the subject matter.

Twenty-four of the respondents show that they are listening by nodding or giving out verbal comments as their strategy in this skill while 38.18% of the respondents applied listening attentively as their strategy in this skill.

Five (9.09%) applied the strategy of refraining from side conversation while 7.27% of the respondents made use of the strategy of putting aside distracting thoughts while listening. There was one (1.81%) of the respondents who applied the strategy of asking about the subject matter.



Table 8. Common communication strategies done by the respondents in order to cope up with their difficulties in expressing their ideas

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I speak clearly to express my ideas	17	30.90
I make sure that I have the right pace when talking	14	25.45
I use gestures when emphasizing my point	13	23.63
I look at my listener directly	8	14.54
I go directly to the point when expressing an idea	2	3.63
I make sure that they have my attention	1	1.81

Table 9. Common communication strategies done by the respondents in order to cope up with their difficulties in understanding the ideas of others

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I show that I am listening by nodding or giving out verbal comments	24	43.63%
I listen attentively	21	38.18%
I refrain from side conversation	5	9.09%
I put aside distracting thoughts while listening	4	7.27
I ask questions about the subject matter	1	1.81%



Conversation. Table 10 shows that there were five communication strategies that were identified under this skill. These were looking at the listener directly, using gestures to emphasize a point, having the right pace when speaking and speaking clearly when expressing ideas and listening more and talking less. Twelve (21.81%) of the respondent applied the strategy of looking at their listener directly while there were 30 (54.54%) of the respondents applied using gestures to emphasize a point and 12.72% of the respondents applied the strategy of having the right pace when speaking and 9.09% of the respondents made use of the strategy of speaking clearly when expressing ideas. There was one (1.81 %) among the respondents who applied the strategy of listening more and talking less.

Table 10 supports that most of the respondents used the strategy of looking at the speaker directly during conversation

Listening attentively. Table 11 shows that there were three strategies identified under this skill. These were looking at the speaker directly, putting aside distracting thoughts while listening, and refraining from side conversations.

Twenty-five (45.45%) of the respondents applied the strategy of looking at the speaker directly while 38.18% of the respondents made use of the strategy of putting aside distracting thoughts and 16.36% of the respondents did refraining from side conversations as their strategy in this activity.

Table 11 proves that most of the respondents applied putting aside distracting thoughts as their strategy under this skill.



Table 10. Common communication strategies done by the respondents in order to cope up with their difficulties in having conversation with others

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I use gestures when speaking to emphasize a point	30	54.54%
I look at my listener directly	12	21.81%
I make sure that I have the right pace when talking	7	12.72%
I speak clearly to express my point	5	9.09%
I listen more and talk less	1	1.81%

Table 11. Common communication strategies done by the respondents in order to cope up with their difficulties in listening attentively

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I look at the speaker directly	25	45.45%
I put aside distracting thoughts while listening	21	38.18%
I refrain from side conversations	9	16.36%

Ignoring speech mannerisms of the lecturer. Table 12 shows that there were two strategies identified under this skill. These were listening attentively and looking at the speaker directly. Twenty-nine (52.72%) of the respondents applied listening attentively



as their strategy while there were 47.27% of the respondents who made use of looking at the speaker directly as their strategy under this skill.

Table 12 proves that most of the respondents made use of looking at the speaker directly as their strategy in coping up the difficulties they encounter under this skill.

Answering queries. Table 13 shows that there were four strategies identified under this skill. These were using gestures when speaking to emphasize a point, understanding the question well, speaking clearly to emphasize a point and looking at the listener directly.

Nineteen (34.54 %) of the respondents applied the strategy of using gestures when speaking to emphasize a point while seven 12.72 % of the respondents made use of the strategy of understanding the question well and 18.18 % of the respondents made use of the strategy of speaking clearly to emphasize a point. There were 34.54 % of the respondents applied looking at speaker directly as their strategy under this skill.

Table 13 supports that most of the respondents applied the use of gestures when speaking to emphasize a point and looking at speaker directly as their strategy under this skill since there were the same number of respondents who did this strategy.

Table 12. Common communication strategies done by the respondents in order to cope up with their difficulties in ignoring speech mannerisms of the lecturer

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I listen attentively	29	52.72%
I look at the speaker directly	26	47.27%



Raising questions. Table 14 shows that there were two strategies identified under this skill. These were speaking clearly to emphasize a point and looking at the listener directly. Forty-one (74.54 %) of the respondents applied the strategy of speaking clearly to emphasize a point while 25.45 % of the respondents applied looking at their listener directly as their strategy.

The result shows that most of the respondents applied speaking clearly to emphasize a point as their strategy under this skill.

Table 13. Common communication strategies done by the respondents in order to cope up with their difficulties in answering queries during class reporting

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I use gestures when speaking to emphasize a point	19	34.54 %
I understand the question well	19	34.54 %
I speak clearly to emphasize a point	10	18.18 %
I look at my listener directly	7	12.72 %

Table 14. Common communication strategies done by the respondents in order to cope up with their difficulties in raising questions

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I speak clearly to emphasize a point	41	74.54 %
I look at my listener directly	14	25.45 %



Delivering your speech. Table 15 shows that there were two strategies identified under this skill. These were mastering the piece well and using gesture when emphasizing a point. There were 31 (56.36%) who did mastering their piece well while 23 (23.63%) of the respondents applied the use of gesture to emphasize a point.

Table 15 supports that most of the respondents did mastering their piece well as their strategy under this skill.

Relating handouts or other materials to the lesson. Table 16 shows that there were two strategies under this skill. These were highlighting the important information in the material and listening to the lecturer attentively. There were 44 (80.00%) of the respondents who did highlighting the important information in the material. On the other hand, there were 11 (20.00%) of the respondents who applied listening to the lecturer.

Table 16 supports that most of the students applied highlighting or underlining the important information in the material.

Table 15. Common communication strategies done by the respondents in order to cope up with their difficulties in delivering their speech

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I master my piece well	31	56.36 %
I use gestures when emphasizing a point	13	23.63 %



Table 16. Common communication strategies done by the respondents in order to cope up with their difficulties in relating handouts or other materials to the lesson

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I highlight or underline the important information in the material	44	80.00 %
I listen to the lecturer attentively	11	20.00 %

Explaining the subject matter during classroom reporting. There were four strategies under this skill. These were understanding the subject well, speaking clearly to express their point, looking at their listener directly and using gestures in emphasizing a point.

Forty-four (80.00 %) of the respondents do understanding the subject well as their strategy while there were five (9.09 %) of the respondents spoke clearly to express their point as their strategy. There were two (3.63 %) of the respondents who do looked at their listener directly and there were four (7.27 %) of the respondent who do used gesture to emphasize their point.

Table 17 proves that most of the respondents applied making sure that they understand the subject matter that they are reporting as their strategy under this skill.

Following instructions during exams/quizzes. There were three strategies identified under this skill. These were asking the teacher for clarification, asking their classmates for clarification and reading the instructions again and again.



Twenty-six (47.27 %) of the respondents do asking the teacher for clarification as their strategy while there were 12 (21.81 %) of the respondents who ask their classmates for clarification and there were 17 (30.90 %) of the respondents who applied reading the instructions again and again.

Table 18 proves that most of the respondents applied asking their teacher for clarification as their strategy.

Table 17. Common communication strategies done by the respondents in order to cope up with their difficulties in explaining subject matter during classroom reporting

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I make sure that I understand the subject matter that I am reporting	44	80.00 %
I speak clearly to express my point	5	9.09 %
I use gestures to emphasize a point	4	7.27 %
I look at my listeners directly	2	3.63 %

Table 18. Common communication strategies done by the respondents in order to cope up with their difficulties in following instructions during exams/quizzes

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I ask the teacher for clarification	26	47.27 %
I read the instructions again and again	17	30.90 %
I ask my classmates for clarification	12	21.81 %



Organizing ideas/expressing your ideas during essay writing. There were five strategies identified under this skill. These were practicing through contributing articles to publications, doing free writing activities on free time, having their work edited by other people, asking for suggestions from other people and editing their own work.

There were 10 (18.18 %) of the respondents who do practicing through contributing articles to publications while there were 26 (47.27 %) of the respondent who do free writing activities as their strategy. There were 16 (29.09 %) of the respondents who have their work edited by other people while there was one (1.81%) among the respondents who do asking for suggestions from other people and there were two (3.63 %) of the respondents who do editing their own work.

Table 19 proves that most of the respondents do free writing as their strategy under this skill.

Table 19. Common strategies done by the respondents in order to cope up with their difficulties in organizing ideas/expressing their ideas during essay writing

COMMON STRATEGIES DONE	TOTAL	
	NUMBER (N=55)	PERCENTAGE (%)
I do free writing activities on my free time	26	47.27
I let my work edited by other people	16	29.09
I practice through contributing articles to publications	10	18.18
I ask for suggestions from other people	1	1.81
I edit my own work	2	3.63



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to determine the communication activities participated in by BSDC sophomore students in BSU, the language they speak, the degree of difficulty of the activities they did and the strategies they did to cope up with the communication difficulties they encountered.

The study was conducted on March 2011. There were a total of 55 respondents in the study.

The data were gathered through survey questionnaire.

It was found out that that there were some activities done by the respondents with their classmates and schoolmates that they did not do with their teachers. The subject matter, whether course related or non-course related also affected the activities done by the respondents. Under course related topics, all identified activities were participated in by the respondents while under non-course related topics, there were those they did not participated in.

Data also revealed that there was no difference on the language used by the respondents when talking to their classmates, schoolmates and teachers whether their subject is course related or non-course related. When it comes to writing, there was no difference on the language used by the respondents when writing to their classmates, and schoolmates. Results present that there was a difference on the language used by the respondents when the subject is course related and non-course related.

Furthermore, the respondents did not find so much difficulty on most of the communication activities that were identified. The respondents found most of the



activities as moderate. Findings show that there were only few among the activities that where rated difficult.

Conclusions

Based on the results of the study, the following conclusions were derived:

1. Communication activities of the students vary depending on the type of person and/ or group they interact with and the subject matter that they are dealing into.
2. There was no difference on the language used by the respondents when talking and writing to their classmates, schoolmates and teachers whether their subject was course-related or non-course related.
3. There was no difference on the performance of the students coming from urban or rural areas based on the degree of difficulty on most of the communication activities that were identified. Difficulty was noted only in writing essays, class reporting, speech class exercises, library research/internet research works.

Recommendations

1. Teachers should continue carrying out communication-related activities in their class for the continuous development of the students' communication skills.
2. Incorporation of more communication-related activities in the course syllabus of teachers such as writing essays, class reporting, speech class exercises, library research/internet research and the like is highly recommended for the improvement of the student's communication performance.
3. Development communication students must improve reading skills through reading more books and other literature more often and use dictionaries which does not



give only the synonyms of the words they do not understand but to dictionaries that will give the complete meaning of the word and how is it used.

4. Students facing similar difficulties may consider the coping communication strategies done by the respondents as noted in the study.

5. Similar study may be conducted to other groups of respondents, preferably non-communication students, to see the difference in terms of the difficulties they face and the strategies they do to cope with those difficulties.



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