

**COMMUNICATION STRATEGIES IN DEVELOPING SPEAKING SKILL
USED BY STUDENTS OF ISLAMIC GUIDANCE AND COUNSELING
PROGRAM OF *USHULUDDIN* AND *DAKWAH* FACULTY AT IAIN
SURAKARTA IN ACADEMIC YEAR 2017/2018**

THESIS

Compiled and Submitted as Partial Fulfillment of the Requirements

For Getting Master Degree of Education in English Language Studies



by:

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ADVISOR'S APPROVAL

Thesis entitled : Communication Strategies in Developing Speaking Skill Used by Students of Islamic Guidance and Counseling Program of *Ushuluddin And Dakwah* Faculty at IAIN Surakarta in Academic Year 2017/2018.

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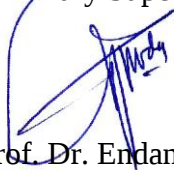
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APPROVAL OF THESIS FOR SUBMISSION

**COMMUNICATION STRATEGIES IN DEVELOPING SPEAKING
SKILL USED BY STUDENTS OF ISLAMIC GUIDANCE AND
CONSELING PROGRAM OF USHULUDDIN AND DAKWAH
FACULTY AT IAIN SURAKARTA IN ACADEMIC YEAR 2017/2018**

Submitted by

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Has been examined by the board of examiners on 12th December 2017. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

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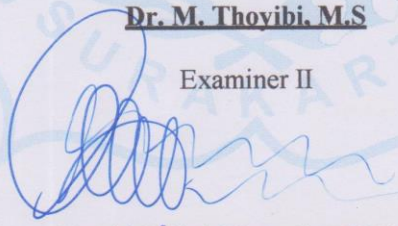
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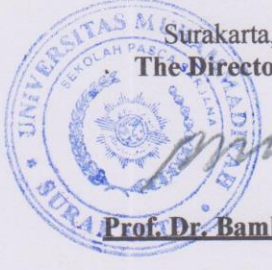
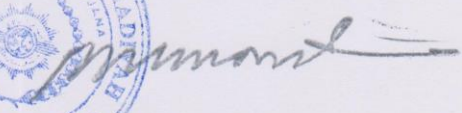
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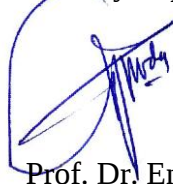
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I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

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PRONOUNCEMENT

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Hereby declare that this thesis is a record of an origin research work. I am completely responsible for its content. The other works related to this thesis have been written in the form of quotation. The sources of this thesis have been listed in bibliography. If my declaration is proved incorrect one day, I am willing to accept all of the consequences.

Surakarta, December 2017



Researcher,

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MOTTO

“Live for something or die for nothing”.

DEDICATION

I dedicate this thesis for...

Those who love me and will always love me,

For *Those* whom I love and will always love, (My beloved wife, my

Parents, My brothers and Sisters)

And for *Me*, myself...

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Finally, the researcher realizes that nothing in the world is perfect neither this research paper. Therefore, he hopes any suggestion and criticism from the readers for the improvement of this research paper. He dedicates this research to the person who have supported the writer in finishing this research. He greatly expects that this research will be usefull to give positive contribution for academic studies and for everyone.

Surakarta, December 2017

The Researcher,



Heru Suwignyo
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ABSTRACT

Heru Suwignyo, S200140073, “Communication Strategies in Developing Speaking Skill Used by Students of Islamic Guidance and Counseling Program of *Ushuluddin* And *Dakwah* Faculty at IAIN Surakarta in Academic Year 2017/2018” Thesis. Department of Language Studies, The Graduate School, Universitas Muhammadiyah Surakarta

Speaking is one important skill in language. To communicate effectively, students need to use some strategies. This study was conducted to investigate the types of communication strategies, the dominant type and the factors of using the communication strategies in developing speaking skill used by the students of Islamic Guidance and Counseling Program of *Ushuluddin* and *Dakwah* Faculty at IAIN Surakarta in academic year 2017/2018. This study was qualitative research in form of case study. The data of this study were the utterances taken from videos of students' speaking class of the first semester students and the result of classroom observation in the class 1A and 1 B. The data were analyzed by using the Dornyei's theory of Communication Strategies. The data were analyzed by using the Communication Strategies proposed by Dornyei.

The result of this study showed that in speaking, the students did not use all the communication strategies of Dornyei's Taxonomy. The type of the Communication Strategies used by the students were 4 (four) utterances or 0.9 % of message abandonments, 1 (one) utterances or 1.0 % of topic avoidance, 10 (ten) utterances or 2.3 % of approximation, 1 (one) utterances or 0.2 % of the use of all- purpose words, 7 (seven) utterances or 1.6 % for the use of non- linguistic means, 19 (nineteen) utterances or 4.3 % for the literal translation, 3 (three) utterances or 0.7 of foreignizing, 6 (six) utterances or 1.4 % for code switching, 26 (twenty six) utterances or 5.9% of stalling or time-gaining. Therefore, the dominant type of communication Strategies used by students was the use of stalling or time-gaining by 5.9% of utterances.

There were five factors of students to use the Communication Strategies namely: 1) the pertinent to performance conditions. The students get the pressure because the situation of classroom is too crowded and held in the evening time that made students were too tired. 2) it related to affective ones like motivation (intrinsic and extrinsic), self-confidence and anxiety (worry, frustration, self-doubt, uneasiness). 3) Listening ability. 4) Topical Knowledge. 5) The feedback during speaking activity. This finding concluded that Communication Strategies were needed in speaking.

Keywords: Communication Strategies, speaking, Factors in using CS.

ABSTRAK

Heru Suwignyo, S200140073, “Communication Strategies in Developing Speaking Skill Used by Students of Islamic Guidance and Counseling Program of Ushuluddin And Dakwah Faculty at IAIN Surakarta in Academic Year 2017/2018” Thesis. Department of Language Studies, The Graduate School, Universitas Muhammadiyah Surakarta

Berbicara merupakan satu skill yang penting dalam bahasa. Untuk dapat berkomunikasi dengan efektif, para mahasiswa perlu menggunakan beberapa strategi. Penelitian ini bertujuan untuk mengetahui jenis, jenis yang dominan dan faktor - faktor dalam penggunaan strategi komunikasi yang digunakan oleh mahasiswa Program Bimbingan dan Konseling Islam Fakultas Ushuluddin dan Dakwah di IAIN Surakarta Tahun Akademik 2017/2018. Data pada penelitian ini berupa ujaran yang diambil dari video percakapan kelas berbicara terhadap mahasiswa semester pertama dan hasil observasi kelas pada kelas 1A dan 1 B. Data dianalisis dengan menggunakan teori Strategi Komunikasi milik Dornyei.

Hasil penelitian ini menunjukkan bahwa para mahasiswa tidak menggunakan semua Strategi Komunikasi Taksonomi Dornyei. Mereka menggunakan a) pengabaian pesan, sebanyak 4 ujaran atau 0,9 %, b) penghindaran topic sebanyak 1 ujaran atau sebesar 1,0%, c) aproksimasi sebanyak 10 ujaran atau sebesar 2,3%, d) penggunaan kata-kata yang sesuai, sebanyak 1 ujaran atau sebesar 0,2%, e) penggunaan sarana non-bahasa sebanyak 7 ujaran atau sebesar 1,6%, f) terjemahan harfiah sebanyak 19 ujaran atau sebesar 4,3 %, g) pengalihan sebanyak 3 ujaran atau sebesar 0,7%, h) kode switching sebanyak 6 ujaran atau sebesar 1,4%, penundaan atau penguluran waktu sebanyak 26 ujaran atau sebesar 5,9 % . Oleh karena itu, jenis Strategi Komunikasi yang dominan yang digunakan oleh mahasiswa adalah penggunaan penundaan atau penguluran waktu dengan persentase 5,9%.

Ada lima faktor dalam menggunakan Strategi Komunikasi yaitu 1) yang berkaitan dengan kondisi penampilan. Para siswa mendapat tekanan karena situasi kelas terlalu ramai dan diadakan di sore hari sehingga membuat siswa terlalu lelah. 2) berhubungan dengan afektif seperti motivasi (intrinsik dan ekstrinsik), kepercayaan diri dan kecemasan (khawatir, frustrasi, ragu diri, tidak nyaman). 3) Kemampuan mendengarkan, 4) Pengetahuan Topika, dan 5) Umpan balik selama aktivitas berbicara. Temuan ini menyimpulkan bahwa Strategi Komunikasi diperlukan dalam berbicara.

Kata kunci: Strategi Komunikasi, Keterampilan Berbicara, Faktor dalam menggunakan strategi Komunikasi