

**COMMUNICATION STRATEGIES USED BY STUDENTS OF SPEECH
EXTRACURRICULAR IN ISLAMIC BOARDING SCHOOL FOR GIRLS**



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ABSTRACT

AFITRI RAHMA WATI: *Communication Strategies Used by Students of Speech Extracurricular in Islamic Boarding School for Girls. Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019.*

This study focuses on observing the use of communication strategies by students of speech extracurricular in Islamic boarding school for girls. The objectives of this study are to investigate: 1) the types of communication strategies used by students, 2) the students' reason for using the strategies and, 3) the different uses of communication strategies between Junior Secondary School Students (MTs) and Senior Secondary School Students (MA).

This research belongs to a qualitative research study, using conversation analysis approach. Eight students from both MTs and MA were chosen as they experienced in the public speaking contest. In order to collect the data, the researcher observed all of eight students' performance in speech. The researcher video recorded and voice recorded the students' speech performance in order to get the appropriate data on the students use of communication strategies. The interview using semi-structured interview was also conducted in order to know the students' reason for using communication strategies. The students' written speech concepts as documentation were also collected and analyzed by the researcher.

This research revealed that students used compensatory strategies more than reduction or avoidance strategies. Students used 13 kinds of compensatory strategies and one of the avoidance strategies for only four times. This indicates that students tend to maintain the original message of the speech rather than change it when they encountered some difficulties in communication. Self repair or restructuring was the most dominant strategy applied by students in their speech followed by pause, using fillers and hesitation device as the second most strategy used by students. Both of these strategies were related to processing time pressure problem whereas student used these strategies in order to gain time to think or look for an appropriate phrase. Overall the discussion revealed that students used most of the strategies due to their resource deficit problem, especially related to the limitation of the vocabularies. This problem should be considered by the teachers and boarding school's language department to improve some activities related to the students' vocabulary mastery. This activity should be planned for both MTs and MA students cause there were not many differences in the use of communication strategies of both group. They used the same kinds of communication strategies which indicated that they encountered the same problems during their speech. The difference is only in the quantity of the use of communication strategies. MTs students used more communication strategies than MA students.

Keywords: *communication strategies, training of speech, public speaking*

ABSTRAK

AFITRI RAHMA WATI: *Penggunaan Strategi Komunikasi dalam ekstrakurikuler Pidato oleh Siswi Pesantren Putri. Tesis. Yogyakarta: Program Pasca Sarjana, Universitas Negeri Yogyakarta, 2019.*

Penelitian ini berfokus pada pengamatan penggunaan strategi komunikasi oleh siswa program pelatihan pidato di Pesantren Putri. Tujuan dari penelitian ini adalah untuk menganalisa: 1) jenis strategi komunikasi yang digunakan oleh siswa, 2) alasan siswa menggunakan strategi tersebut dan, 3) perbedaan penggunaan strategi komunikasi antara Siswa Sekolah Menengah Pertama (MTs) dan Siswa Sekolah Menengah Atas (MA).

Penelitian ini merupakan penelitian kualitatif yang menggunakan pendekatan analisis percakapan. Delapan siswa dari MTs dan MA dipilih berdasarkan pengalaman mereka mengikuti kontes pidato. Untuk mengumpulkan data, peneliti mengamati kedelapan siswa saat berpidato. Peneliti membuat beberapa catatan observasi, merekam video dan merekam suara siswa saat berpidato untuk mendapatkan data yang tepat pada penggunaan strategi komunikasi siswa. Wawancara menggunakan wawancara semi-terstruktur juga dilakukan untuk mengetahui alasan siswa menggunakan strategi komunikasi. Konsep pidato tertulis siswa sebagai dokumentasi juga dikumpulkan oleh peneliti untuk memperkuat data penelitian.

Penelitian ini mengungkapkan bahwa siswa menggunakan *compensatory strategies* lebih sering daripada menggunakan *avoidance strategy*. Para siswa menggunakan 13 jenis *compensatory strategies* dan satu jenis *avoidance strategy* yang digunakan siswa hanya empat kali. Hasil ini menunjukkan bahwa siswa cenderung mempertahankan pesan asli dari pidato mereka daripada mengubahnya ketika mereka menghadapi beberapa kesulitan dalam komunikasi. *Self repair* atau *restructuring* adalah strategi yang paling dominan digunakan oleh siswa dalam pidato mereka yang kemudian diikuti oleh *pause, using filler and hesitation devices* sebagai strategi kedua yang paling banyak digunakan oleh siswa. Kedua strategi tersebut berkaitan dengan masalah *processing time pressure*, sedangkan siswa menggunakan strategi tersebut untuk mengulur waktu untuk berpikir atau mencari bagian yang sesuai. Secara keseluruhan, siswa menggunakan strategi-strategi tersebut karena masalah *source deficit*, terutama terkait dengan keterbatasan kosakata. Masalah ini bisa dijadikan pertimbangan bagi para guru dan bagian bahasa pesantren untuk meningkatkan beberapa aktivitas berkaitan dengan penguasaan kosakata. Kegiatan ini dapat direncanakan baik untuk siswa MTs maupun MA karena tidak ada banyak perbedaan dalam penggunaan strategi komunikasi dari kedua kelompok. Mereka menggunakan jenis strategi komunikasi yang sama yang menunjukkan bahwa mereka mengalami masalah yang sama selama pidato mereka. Perbedaannya hanya pada jumlah strategi yang digunakan. Siswa MTs menggunakan lebih banyak strategi komunikasi daripada siswa MA.

Kata Kunci: *strategi komunikasi, pelatihan pidato, public speaking.*

PERNYATAAN KEASLIAN KARYA

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Dengan ini menyatakan bahwa tesis ini merupakan hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar magister di suatu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, Januari 2019
Yang membuat pernyataan



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RATIFICATION

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EXTRACURRICULAR IN ISLAMIC BOARDING SCHOOL FOR GIRLS**

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DEDICATIONS

I dedicate this thesis to my beloved parents and my little brother, who always pray, support, motivate and believe in me. Thanks for everything.

MOTTO

Jangan sampai keikhlasan menjadi turun dengan titelnya,

Jangan sampai kita tertipu dengan titel kita.

Jangan sampai kita hanya dianggap maju, dan dianggap besar,

atau dianggap kaya, atau dianggap tinggi.

Atau kita hanya merasa maju, merasa besar, merasa kaya, merasa tinggi.

Wallahu A'lam..

Bahwasannya di atas kita ada Allah..

Diatas orang yang pintar, disana ada Yang Maha Pintar..

(- KH. Hasan Abdullah Sahal -)

Jangan puas dengan kebodohanmu

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Finally, I realize that this thesis is far from being outstanding. Therefore, I greatly appreciate the readers to give some suggestion or critical thinking for the good of the thesis and the researcher itself. However, I expect that this thesis will give significant contributions to all readers who are concern with such a topic.

Yogyakarta, January 2019



Afitri Rahma Wati

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LIST OF ABBREVIATIONS

IL	: Interlanguage
L1	: First Language
L2	: Second Language
L3	: Other foreign Language than target language
MTs	: Madrasah Tsanawiyah (Junior Secondary School)
MA	: Madrasah Aliyah (Senior Secondary School)
MM	: Mulahiddzoh Muhadloroh (The supervisor of Speech Extracurricular)
LAC	: Language Advisory Council
CLI	: Central Language Improvement