

**ANALYZING STUDENTS COMMUNICATION STRATEGY IN  
SPEAKING AT SMPN SATU ATAP TOMPOTANA**  
(a descriptive qualitative research)



***A THESIS***

***Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in partial fulfillment of the  
requirement for the degree of education in English department***

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2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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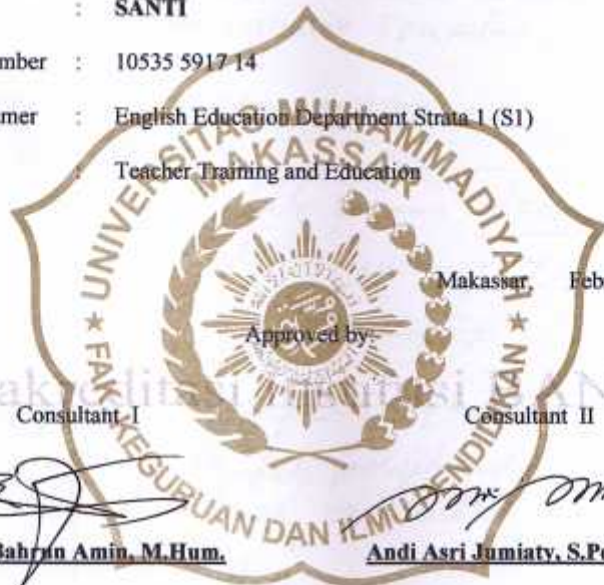
  
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## **MOTTO AND DEDICATION**

**“Success is simple.**

**Do what’s right’**

**the right way,**

**at the right time.”**

This ordinary creation is dedication for my extraordinary parents brothers and sisters who always pray the best for me, sacrifice and give me their sincere love and care which lead me to success, and also all people who love and pray for me.



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## ABSTRACT

**SANTI. 2018.** *Analyzing Students Communication Strategy in Speaking at SMPN SATU ATAP TOMPOTANA (Descriptive qualitative research)* The Faculty of Teachers Training and Education. English Department. Muhammadiyah University of Makassar. Supervised by Dr. H. Bahrin Amin M.Hum and Andi Asri Jumiatiy, S.pd.,M.pd.

This research aimed to find out the “What the communication strategy use by the students in speaking on SMPN SATU ATAP TAKALAR” . This Research used a descriptive qualitative method. The research can apply a qualitative method that used natural setting to describe the factual phenomenon. The object of this research is the eighth grade students’ communication strategy in speaking at SMPN SATU ATAP TOMPOTANA. The research decided to chosen VIII, 1 Class which consisted of 20 students

The researcher found from 20 students at SMPN SATU ATAP TOMPOTANA and contain 20 indicator of questions of What the communication strategy used by the students in speaking with total score 554.5 and average 27.73 of each indicator (55%). 5 students got very good category (25%), 3 students got Good category (15%), 8 students got Fair category (40%), 4 students got Poor Category (20%) and there no students got Excellent category.

The researcher also found that the students who used memory strategy get score 71.50 in very good category, the students who used cognitive strategies was 64.75 in good category, the students who used Compensation strategy was 54.50 in good category, the students who used meta cognitive strategies was 45.33 in fair category, the students who used affective strategies got 44.00 in fair category and the students who used social strategies got 39.00 in fair category

Based on the result above the researcher concludes that the most strategies that used by the 20 students at the SMPN SATU ATAP TOMPOTANA was Memory strategies, it is mean that the communication strategy in give medium effort in teaching speaking at the SMPN SATU ATAP TOMPOTANA.

**Keywords:** *types of communication strategy*

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil Alamin, no other word worthy enough to give to Allah SWT, The Almighty, who has given guidance, mercy and health to complete this thesis. Salawat and Salam are addressed to the final and chosen messenger the prophet Muhammad SAW who has brought us from the darkness to the lightness.

Furthermore, the researcher also expresses sincerely deepest gratitude to her beloved parents **Elvianta S.Pd**, her beloved brothers **Iswan S,Pd** and all her beloved families for their prayer, financial, motivation, and support.

The researcher realized that I crying out the researcher and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance and advice for the completion of this thesis. Therefore she would like to express her thanks to:

1. Rector of Muhammadiyah University of Makassar, **Dr. H. Abd. Rahman Rahim, S.E., M.M.**
2. Dean of Faculty of Teacher Training and Education (FKIP), **Erwin Akib S.Pd., M.Pd., Ph.D.**
3. Head of English Department, **Ummi Khaerati Syam, S.Pd., M.Pd.**
4. Supervisors who help very much from the beginning until the end of this thesis Bahrin and mam
5. **H. Muh. Nasir, S.Pd.,M.MPd** the headmaster of SMPN 9 Mappakasunggu, who gave the chance to collect the data in this school.

6. **Khaeril** who helped the researcher in the process of this research.
7. Her beloved friends Diamond Class and my beloved members (**darma, firnah, emi and jubaidah**) for heir support and love starting from this thesis
8. For everyone that could not be mentioneed one by one, may Allah SWT the almighty God be with us now and forever.

By expecting pray, may the goodness be charityand get the reward from Allah SWT. The reseacher realizes that this thesis is still far from completeness. So that the researcher so expects constructive suggestion and criticism from all side for the advantages of this thesis.

Finally, the researcher expect this thesis useful, especially for the writer and generally for the reader.

*Billahi Fi Sabilil Haq Fastabiqul Khaerat*

Makassar, November 2018

Writer,

SANTI

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## **CHAPTER I**

### **INTRODUCTION**

This Chapter deals with background, problem statement, objective the research, significance of the research, and scope of the research.

#### **A. Background**

English is an international tool of communication. It used to communicate with each other by people from different countries all over the world (Amin in Nurul Fajriani 2016:1). English plays an important role because it is a tool communication in all aspects in most of the world, in social in interaction, science technology, politics, economic, cultural and education.

English consisted of four language skills: they are reading, listening, writing and speaking. Harmer in Nurul Fajriani (2016:1) states that the reading and listening are receptive skills, while speaking and writing are productive skills. These skills always the target of the final learning objectives. In other words, the four language skills are the result of a long process in of learning; they are the application of the knowledge of language of that the learners get during process.

Speaking English is the one of ways of finding information through oral communication the word. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive



process of constructing meaning, receiving, and processing information. According to Widdowson in Dwi Suci Rahmadani Syarif (2016:1) says Speaking is a means of oral communication that gives information involve two elements, namely the speaker who given the message and the listener who received the message in the words.

According Norton in Arsyad (2016:2) that speech is consider as the chief human communication. In other words, it is the important means of communication. Tarigan in Nurwahidah (2016:9) said that speaking as the way of communication influences our individual life strongly. Rodiah Idris (2012 :72) says proposes that communication as a non-verbal skill, and giving feedback, presenting ideas verbally and in writing from, doing presentations and negotiating to achieve a goal and getting support/agreement. Communication is simply the act of transferring information from one place to another.

Based on the statement above, the research have done pre- observation for the communication students in class. The aim of pre- observation is to know the condition of the students' communication at eight grade student SMPN Satu Atap Tompotana.

Related to the statements above, the researcher used conduct the research entitle "Analyzing students communication strategy in speaking at SMPN Satu Atap Tompotana".

## **B. Problem statement**

Based on the background above the researcher formulates the research question as follows:

What the communication strategy used by the students in speaking ability on SMPN Satu Atap Tompotana?

## **C. Objective of the research**

Based on the problem statement above, the objectives of the research is find out the communication strategy used by the students in speaking ability at SMPN Satu Atap Tompotana.

## **D. Significance of the Research**

This study is expected both for English teachers and students. For the teachers, it given more knowledge and information about communication strategy in teaching English and it help the students for to communicate.

## **E. Scope of the research**

The scope of this research was limited to speaking skill strategies which focused types of communication strategy students in SMPN Satu Atap Tompotana.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, was take about of related literature after finding out some researches information about the communication strategy. The researcher has found the information from many sources like journals, web pages, and research findings that the researcher constructs to selected theories.

#### **A. Previous Research Findings**

In previous related research findings, the researcher found some previous studies from the other research that related with the present research as comparison as follows:

1. Ikhsan, et.al. (2011) “Communication skills among university students” found that these three skills can be combined and incorporated into the learning process. Students not only get to develop their communication skills though discussion and presentation in class, but also get to familiarize with communication situation in the real word. Therefore, we must all keep pushing and improving ourselves to help university students to develop and their communication skills that is essential toward their career development
2. Dwi Sari Rista. (2016:6) “Communication strategy used by university learners in speaking for discossiuin class of English department Surabaya state university” found that communication strategy to express their idea and

their speaking ability thought their idea and their speaking ability thought their performance using these strategies.

3. Yusparizal (2018:45) “Communication strategy used by ELTstudents across genders” found that students perfection on using communication strategies in which the students perceived that communication strategies could help them in negotiating meaning with the interlocutor in their communication

The previous researcher above have similarity with this research. Although they describe it in different ways. Based on the researcher the write can draw a conclusion that understanding and using the type of communication strategy can help the students make their conversation go smoothly and clearly. Students not only get to develop their communication skills though discussion and presentation in class, but also get to familiarize with communication situation in the real word. While the difference are the research place.

## **B. Some Patient Idea**

### **a. The Concept of Communication Strategy**

1. The concept of communication Strategy

According to Argenti, et.al.(2015:4) define strategy communication as “aligned with the company’s overall strategy, to enhance its strategic positioning..Stren (2013) says that communication strategies are techniques,

which can be used when there are difficulties in oral communication thought second language.

According to Tarone, et.al. (2016:402) defined communication strategy as systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed. According to Tarone (2018:3) Communication strategy that a mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning structure are not share.

2. According to Faerch and Kasper (2013:257) propose two strategies in general for a communication problem;

a. Avoidance strategies

Avoidance strategies include formal reduction strategies and functional reduction strategies.

b. Achievement strategies

Achievement strategies on the other hand, comprise compensatory strategy and retrieval strategies.

3. According Dolnik,et.al in Andriani (2016:11) that the model of communication strategy included the following components:

a. Information (message)

Information, message is converted into a code (language) by a sender and transferred as a discourse (text) via particular channel to a receiver. Various types of message correlate with certain features of the structure of communicative events, codes, channel, and textual properties.

b. Communication means

Communication means are represented by code and signal (medium). By code we understand a sign system capable of translating between two signal systems. The dominant (primary) code in communication is the natural language, i.e. the system of language signs (arbitrary symbols) as well as of grammatical and pragmatic rules of their use.

c. Communication network

Communication network (sender, encoder, receiver/decoder, and channel). As to the link between the two parties of communication a finer distinction is often made between medium (i.e.. a way in which a message is conveyed) and channel(i.e. a path along which a message is sent). Other components of speech situation which are often included in the communication network are the context, noise, feedback and pragmatic effect, cermank in andriani (2016: 11).

4. Factor of communication strategy

There are many factors that affect the use of communication strategies that have been investigate and propose by psychologists of education in the literature. For example language proficiency, frequency of speaking English outside of the classroom and self-perceived English oral proficiency. Chen and Tuan (2013:132) mention that learners' level of language proficiency have been accept the use of communication strategy. Learners would depend on various sources of language if they have different levels of proficiency will use the in the target language. The same result were shown

in his study that the learners who have high language proficiency will use the communication strategy more effectively than those who have low proficiency. Chen and tuan (2013:132) also stated that learners who have high oral proficiency will use fewer strategies to communicate the Intend meaning. However the used some kinds of strategies in oral communication.

According to nakati (2013:132) students who have high oral proficiency use negotiation of meaning, fluency-orient and social effective strategy, that are more effective to do the oral communication, because the students used them to stay in the communication and to achieve interaction thought negotiation. Students with low proficiency depended on ineffective strategy such as low activity listener and message abandonment strategies. This mean that the learners who have high language competence had more ability to choose the strategies best suited to communicate in the target language thought the use of their linguistics knowledge, while those who have high language competence.

5. Hsu (2016: 75) types the employed the terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

a) Memory Strategies

Razmjoo and Ardekani (2011: 118) Memory strategies are techniques to help learners store new information in memory and retrieve it later, a strong memory connection between the forms and meaning of

the words for the purpose of remembering them either by placing them into context or simply in a meaningful sentence, story, or conversation

b) Cognitive Strategies

Haddad (2015: 16) point out the Cognitive strategies are direct mental operations which are concerned with working on new words in order to understand, categorize and store them in the mental lexicon. In other words, it is the process of grouping and associating words which are the acquired input with their meanings by using key words. A key word is a word chosen from the first language which sounds like the new word in the second language.

c) Compensation Strategies

Razmjoo and Ardekani (2011: 118) defines Compensation strategies are behaviors used to compensate for missing knowledge, These strategies can be summarized in assistance for help by asking translation which was the most common strategy used by the participants while speaking with their teacher. Then, language mixing, word coinage circumlocution, literal translation and message approximation.

d) Metacognitive Strategies

Haddad (2015: 16) Metacognitive strategies are indirect strategies employed by the speaker consciously with efforts for the purpose of remembering new words. It involves the collection of words from authentic contexts by categorizing them into lists or using them in dialogues as well as the use of word cards



e) Affective Strategies

Affective strategies can help learners, for instance, relax or gain greater self-confidence and perseverance needed to involve themselves actively in language learning.

f) Social Strategies

Social strategies, which are generally regarded suitable to a wide variety of tasks, use interaction with other people to improve language learning

6. Dornyei and scoot (2013:132) says their classification were extend and collect on the base of communication research. Their taxonomy consist of three main categories:

- a) Direct strategies is strategies used by a speakers who faces problems during communication process.
- b) Indirect strategies is strategies used by a speakers to provide the conditions that lead to the mutual understanding.
- c) Interactions strategies which referred to the mutual cooperative which make by two or more speakers to overcome the problems that face them though communication process.

7. According to Dorney (2012:115), at present professor of psycholinguistics at the University of Nottingham, not only suggest that communication strategies need to be taught, but he also provide procedures for strategy straining. The six strategy training procedures that he propose were the following;

- a) Raising learner awareness about the nature and communicative potential of communication strategies by making learners conscious of strategies already in their repertoire, sensitizing them to the appropriate situations where these could be useful, and making them realize that these could be useful, and making them realize that these strategies could actually work.
- b) Encouraging students to be willing to take risks and use communicative strategies or, in other words, to manipulate available language without being afraid of making errors.
- c) Providing second language models of the use of certain communication strategies through demonstrations, listening materials and videos, and getting learners to identify, categorize, and evaluate strategies used by native speakers or other second language speakers. Conversations between the students and native speakers can be analyze their own strategy use.
- d) Highlighting cross-cultural differences in communication strategy use because in some languages particular communication strategies may be seen as indicators of bad style.
- e) Teaching communication strategies directly by presenting linguistic devices to verbalize them.

- f) Providing opportunities for practice in strategy use is necessary because communication strategies can only fulfill their function as immediate first aid devices if their use has reached an automatic stage.

## **b. The Concept of Speaking**

### 1. Definition Speaking

According Brown in Zainuddin (2017:5) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According Savignonin in Nurlenni (2016:8) says that speaking is communication requires a sender, a receiver and a medium.it can be said that both hearers and speakers do interaction by giving respond to what the heard and listened to generally, people who encounter other through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication. Spoken language is essential is to any language learning. Learning to speak a foreign language is a learning is request knowledge of the language and its application. In mastering the speaking skill. The teacher must train and equip the learners with a certain degree of accuracy and fluency in understanding, responding and in expressing themselves in the language in speech.

According Widdowson in Arifin (2016:7) that speaking is a means of oral communication that gives information involves two element, namely the speaker who gives the message and the listener who receptive the message. In the other word, the communication involves the productive skill of speaking and the receptive skill of listening. In addition, speaking make the use of the aural medium. In an activity of communication speaking is commonly performed in face to face in interaction.

Based on the explanation above it can be concluded that speaking skill in important skill to be master when someone learn about language foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to judge from how well someone speak. In language teaching is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this communication of these should used appropriately in a social interaction.

## 2. Kinds of Speaking

Speaking is commonly divided in two kinds. Manner in Puspitasari (2016:11) points out kind of speaking competency and speaking performance.

#### a. Speaking Competency

According to Martin in Puspitasari (2016:11), competency is having ability, skill, and knowledge to do something. Then though this basic definition, we also may conclude that speaking competency is the ability of someone to speak in combining their inclusive skill and how to deliver competence is what one knows.

#### b. Speaking Performance

According to Martin in Puspitasari (2016:11), performance is the person's process or manner of a play. Therefore we may conclude that speaking performance is the way of one's manners in speaking with accessing their opinion with fluency and accuracy performance is what one

### 3. Speaking Competence

According to Tarigan in Arifin (2016:10) says that speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think.

Based on the explanation above, the measure of the students' speaking ability, has five competences as follows:

#### a) Pronunciation

Pronunciation is an important aspect in speaking that must be pronounced correctly. It is the act or way of saying words. Jorda in Akbar (2013:9) states that the relationship of pronunciation and speaking is obvious; we cannot speak without pronouncing it. According to Harmer in

Akbar (2013:9) pronunciation is how to say a word in which made of sound, stress, and intonation:

1. Sound is the impression transmitted to the brain by the sense of hearing.
2. Stress is force or emphasize place in speaking, on particular syllables or words.
3. Intonation is the rise and fall of the voice speaking

a. Grammar

One factors in influences the students speaking proficiency is the functional grammar, the students sometimes want to speak with other people but they have lack functional grammar. Grammar is the organization of the words into variables communication, often representing many layers of structure. Such as phrases, sentences, and complete utterances (Ba'dulu in Akbar, 2013:9)

b. Vocabulary

Hornby in Arifin (2013:10) defines vocabulary is range of words know or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

c. Fluently

Hornby in Arifin (2013:10) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluency even though he makes errors in pronunciation and grammar.



#### d. Confidence

Confidence is generally described as a state of certainty either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective, Hilbert in Arifin (2013:10). Self-confidence is having confidence in oneself. Arrogance or hubris in this comparison is having unmerited confidence-believing something or someone is capable or correct when they are not. Overconfidence or presumptuousness is excessive belief in someone (or something) succeeding, without any regard for failure. Confidence can be a self-fulfilling prophecy as those without it may fail or not try because they lack it and those with it may succeed because they have it rather than because of an innate ability.

#### 4. The Characteristic of Speaking

According to Richard in Rosalinda (2017:14) divided eight characteristics of a Spoken language are 1) Clustering, 2) redundancy, 3) reduced forms, 4) performance variable, 5) colloquial language, 6) rate of delivery, 7) stress, rhythm and intonation and 8) interaction. Below are eight characteristics of spoken language:

##### a) Clustering

Clustering could be organizing the process into groups whose members are similar in some way.

##### b) Redundancy

Redundancy is generally refers to any feature of a language that is not needed in order to identify a linguistics unit.



c) Performance variable

Performance variable is one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as up, unwell you know, like, etc. One of the most silent differences is in their hesitation phenomenon.

d) Colloquial Language

Colloquial Language is distinct from formal speech or formal writing it is the variety of language that speakers typically use when they are relaxed and not especially self-conscious.

e) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

f) Stress, rhythm and intonation

This is the most important characteristic of English pronunciation, as will be Explain below. The stress according to Jones in Rosalinda (2017:15) states the force of the breath which a syllable is pronounced is called stress and intonation is thus quite independent of stress, with which it is sometimes confused by beginners and rhythm is the timing of

events on human scale; of musical sounds and silences, of the steps of a dance or meter of speak language.

g) Interaction

Interaction is kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Speaking is a language is very difficult for learners because effective oral communication requires the ability to use the language appropriately in social interaction.

#### 5. The Characteristics of a Successful Speaking Activity

According to Penny in Puspitasari (2016:15), Speaking for learner is not easy, at least four criteria should be covered by the learners in speaking activity.

They are:

- a. Learnerstalk a lot. As much as possible of the period of time allotted to the activity is in in fact occupied by learner talk.
- b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

#### 6. Board (2016:2) Curriculum for junior High School in Speaking

Subject : Speech

Grade : 7-8

Name of Unit: Introduction of Speech

Length of Unit: 4 Weeks

Overview of Unit: Students were learn essential speech vocabulary and techniques that they were developing over the course of the class. They were learn the process of writing and preparing a speech and set goals for their learning.

Priority Standards for unit:

- a) Present claims and findings, emphasizing salient points in a focus, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening

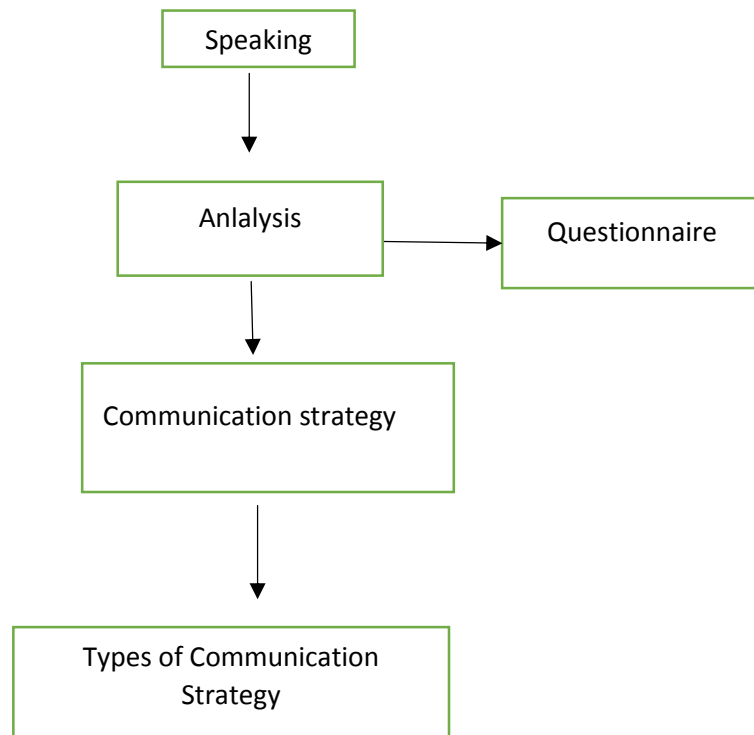
- b) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicate or appropriate.
- c) Draw evidence from informational texts to support analysis, reflection, and research.
- d) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and

quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- e) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- f) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Speaking
- g) Analyze the purpose of information presented in diverse media and formats (visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial political) behind its presentation. Speaking and Listening
- h) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. Speaking & Listening
- i) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Language
- j) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- k) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Language.

### C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram



*Figure 2.1 the Conceptual Framework of the research*

The conceptual framework of this research consist of some major points which are interrelated one another which is show in figure 2.1. The researcher pay attention to speaking in analysis communication strategy that is types of communication of students used. However, this research analyses the students' communication strategy in speaking thought the questionnaire.

## **CHAPTER III**

### **THE METHOD OF THE RESEARCH**

This chapter consists of research design, the object of the research, the procedure of collecting the data and technique data analysis.

#### **A. Research Design**

This Research used a descriptive qualitative method. The research can apply a qualitative method that used natural setting to describe the factual phenomenon. Thus the method employed by conducting questionnaires in order to analyzing students' communication strategy in speaking.

#### **B. Object of the Research**

The researcher used purposive sampling to determine the participants in this research. Cohen in Zainuddin (2017:18) says that in purposive sampling, the case included in the sample is the basis of judgment of typically or possession of the particular characteristics being sought.

The object of this research is the eighth grade students' communication strategy in speaking at SMPN Satu Atap Tompotana. The research decided to chosen VIII, 1 Class which consisted of 20 students. It is supported by the pre observation before that the students are intentionally or purposefully selected. Therefore, they have certain characteristics related to the purpose of the research.

### **C. Research instrument**

The researcher used the questioner as the instrument;

Based on the problem statement above the researcher want to know about the communication strategy in speaking on the questioner. A questioner require to collect data from the participants. The questionnaire aims to give to about model of communication strategy in class. The questioner used close questionnaire consisting of 20 questions. The question is given to the 20 students of eight grade students at SMPN Satu Atap Tompotana. It took about an hour and a half for the class.

### **D. Procedure of collecting Data**

The researcher used questionnaire to collect the data. The researcher had the procedure as follows:

- a. The researcher took the Eight grade students of class VIII;
- b. The researcher explained to the respondents about the questionnaire
- c. The research gave an hour and a half for a student to answer all of the questions;
- d. The research collected the data from the respondent;
- e. The research concluded all of the data.

### **E. Technique of Data Analysis**

After collecting data, researcher analyzed the data by using some steps. Gay in Zainuddin (2017:21) says that there are steps in analyzing qualitative data, they are data managing, reading/memorizing, describing, classifying, and interpreting.

- a. Managing data is used to organize and check the data for its completeness.
- b. Reading/memorizing is used to read the transcript or field note to get the sense of data.
- c. Describing data is used to provide a true picture of the setting and even that took place in it so the researcher and the reader have and understanding of the context in which the research took place.
- d. Classifying is used to provide in ordering field notes or transcriptions in two categories that represent the aspect of data.
- e. Interpreting is used to interpret the data explicitly by the researcher.

The data from communication strategy in speaking can be taken as clue or indicator for students' activeness in using communication. The result of questionnaire is analyzed such as fellow:



Table 3.1 The Classification Level

No	Statement	Option				
		Strong agree	Agree	Neutral	Strongdisagree	disagree
1	Favorable	5	4	3	2	1
2	Unfavorable	1	2	3	4	5

$$p = \frac{\text{actual score} \times 100\%}{\text{ideas score}}$$

Notation

P = percentage of Respondents' Responses

Actual Score = the Respondents' Answers

Ideal Score = the Highest Score (Sugiyono in Zainuddin, 2017:24)

To rate the students' responses percentage of communication strategy, the researcher will use the criteria as follows:

1. Score 84.01-100% is categorized excellent
2. Score 68.01-84% is categorized very good
3. Score 52.01-68% is categorized good
4. Score 36.01-52% is categorized far

5. Score 20.00-36% is categorized poor

## CHAPTER IV

### FINDING AND DISCUSSIONS

The research was conducted based on the steps that had been previously planned. The aim of this research were to find out the What is the students communication strategy in speaking on SMPN Satu Atap Tompotana. This chapter presents the finding and discussion of the research

#### **A. Findings.**

The finding of this research presents the“The What is the students communication strategy in speaking on SMPN Satu Atap Tompotana”. The effects of websites can bee seen clearly in the following explanation:

The data were collected through carrying out questionairre and it was assisted and considered by inter-raters. The researcher analyzed the data obtained from the students. The data consisted of the result of questionairres and test. Moreover, in this chapter, the finding of this research described make use of students communication strategy in Questionairres, and the frequency and percentage the students communication strategy in speaking at SMPN Satu Atap Tompotana.

#### 1. The Students Score on Questionnaires.

In collecting the data of questionnaire the researcher using the instrument, respondents are asked to choose their retort to signify one of the numbers from 1 to 5 based explanation for the numbers, that are:

- a. Strongly Agree, respondents got score (5)
- b. Agree, respondents got score (4)

- c. Neutral, respondents got score (3)
- d. Disagree, respondents got score (2)
- e. Strongly Disagree, respondents got score (1)

The make use of communication strategy as a medium to develop students speaking ability at the SMPN Satu Atap Tompotana was presented clearly in the following table :

Table 4.1 the students score of questionnaire

No.	Students	Total Score	%	Category
1	S-1	28.5	57%	Good
2	S-2	25	50%	Fair
3	S-3	39	78%	Very Good
4	S-4	18	36%	Poor
5	S-5	34	68%	Good
6	S-6	26	52%	Fair
7	S-7	21.5	43%	Fair
8	S-8	39	78%	Very Good
9	S-9	17.5	35%	Poor
10	S-10	24	48%	Fair
11	S-11	24.5	49%	Fair
12	S-12	37.5	75%	Very Good
13	S-13	18	36%	Poor

14	S-14	26	52%	Fair
15	S-15	36.5	73%	Very Good
16	S-16	26	52%	Fair
17	S-17	37	74%	Very Good
18	S-18	32.5	65%	Good
19	S-19	18	36%	Poor
20	S-20	26	52%	Fair

The table 4. 1 showed that the data of questionnaire was collected from 20 students at SMPN Satu Atap Tompotana and contain 20 indicator of questions of What the communication strategy used by the students in speaking with total score 554.5 and average 27.73 of each indicator (55%). To see clearly see the following table

Table 4.2 The Classification of the students Score

Score	Classification	F	%
84.01%-100%	Excellent	0	0%
68.01%-84%	Very Good	5	25%
52.01%-68%	Good	3	15%
36.01%-52%	Fair	8	40%
20%-36%	Poor	4	20%
		<b>20</b>	<b>100%</b>

In the table above the researcher found from 5 students got very good category (25%), 3 students got Good category (15%), 8 students got Fair category (40%), 4 students got Poor Category (20%) and there no students got Excellent category.

## 2. The Communication Strategies of the Students

Table 4.3 The Communication Strategies of the Students

No	Language Learning strategies	Statements	SA		A		N		SD		D	
			F	%	F	%	F	%	F	%	F	%
1	Memory Strategies	I remember words with my dictionary or my notes	7	35%	6	30%	3	15%	3	15%	1	5%
2		I use phonetic spelling and/or accent marks written in the dictionary to memorize new words.	10	50%	4	20%	2	10%	4	20%	0	0%
3		I remember words with my action in daily activities	5	25%	7	35%	4	20%	4	20%	0	0%
4		I remember difficult English grammar by reviewing it many times.	0	0%	7	35%	6	30%	5	25%	2	10%

5	Cognitive Strategies	I practice my pronunciation by saying English words over and over.	3	15%	3	15%	7	35%	4	20%	3	15%
6		I practice my speaking ability in my room individually	4	20%	4	20%	6	30%	4	20%	2	10%
7		I apply some language learning strategies to improve my speaking ability	4	20%	7	35%	6	30%	1	5%	2	10%
8		I join a foreign language club and make friends with native speakers.	5	25%	5	25%	2	10%	7	35%	1	5%
9	Compensation Strategies	When I do not know how to say a word in English, I say it in Bahasa Indonesia my mother tongue.	2	10%	5	25%	4	20%	8	40%	1	5%
10		when I forget my conversation I use to repeat the question or conversation before	1	5%	5	25%	2	10%	8	40%	4	20%

11		When I forget the meaning of certain English <i>words</i> , I use the synonym of those words.	1	5%	4	20%	7	35%	6	30%	2	10%
12		When I forget the meaning of certain English words, I use mime, gesture or physical movements to show it.	0	0%	6	30%	3	15%	8	40%	3	15%
13	Metacognitive Strategies	I make time schedule to practice my speaking	2	10%	3	15%	2	10%	4	20%	9	45%
14		I set speaking goal such as being able to speak fluently like a native speaker	3	15%	2	10%	3	15%	8	40%	4	20%
15		I evaluate the progress of my speaking and correct the mistakes I do in speaking English	0	0%	3	15%	3	15%	4	20%	10	50%
16	Affective strategies	I take deep breath before starting speaking English in front of my people to reduce anxiety	0	0%	1	5%	6	30%	10	50%	3	15%



17		I read motivation book to make self confidence in speaking ability	0	0%	4	20%	2	10%	8	40%	6	30%
18		I say positive statements to myself which encourage me to speak English inside and outside of the classroom	0	0%	3	15%	4	20%	6	30%	7	35%
19	Social strategies	I practice my speaking with my friends such as having temporary pair or small group	0	0%	2	10%	2	10%	7	35%	9	45%
20		I practice my speaking by having conversation with native speakers that I meet outside the classroom	0	0%	0	0%	7	35%	7	35%	6	30%

### 3. The Students Questionnaires Score

In collecting the data the research used 20 questionnaires to the students to find out the communication strategy use by the students in speaking ability, the researcher analyze five type the strategies that used by the students there are memory strategies, cognitive strategies, compensation

strategies, metacognitive strategies, affective strategies and social strategies (Hsu 2016: 75). To see the result can be seen in the following table.

Table 4.4 The Students Questionnaire Score

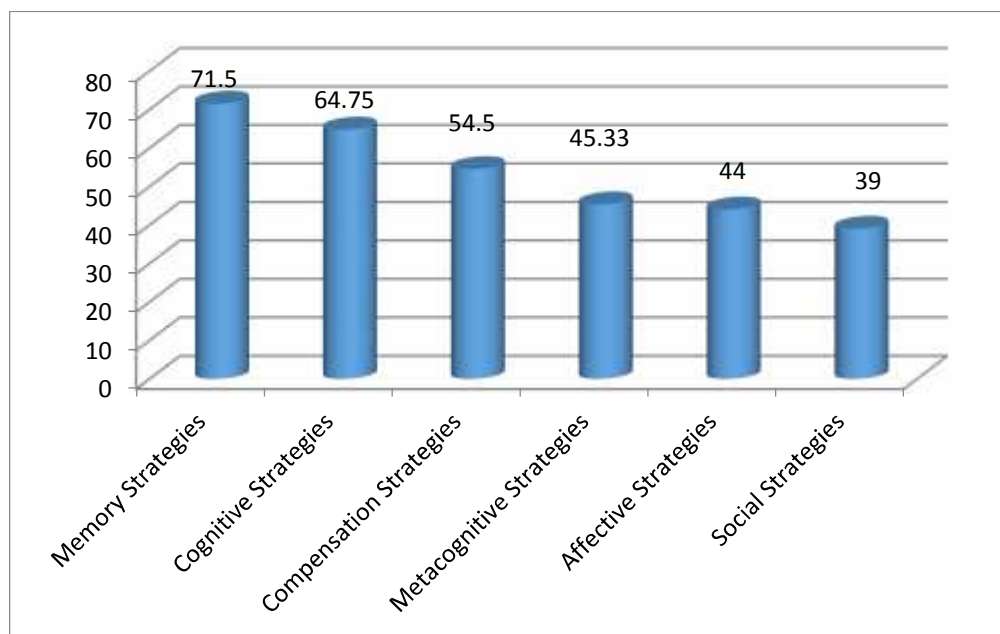
No	Language Learning strategies	Statements	Score	Category	Score	Category
1	Memory Strategies	I remember words with my dictionary or my notes	75	Very Good	71.50	Very Good
2		I use phonetic spelling and/or accent marks written in the dictionary to memorize new words.	80	Very Good		
3		I remember words with my action in daily activities	73	Very Good		
4		I remember difficult English grammar by reviewing it many times.	58	Good		
5	Cognitive Strategies	I practice my pronunciation by saying English words over and over.	59	Good	64.75	Good
6		I practice my speaking ability in my room individually	64	Good		
7		I apply some language learning strategies to improve my speaking ability	70	Very Good		
8		I join a foreign language club and make friends with native speakers.	66	Good		

9	Compensation Strategies	When I do not know how to say a word in English, I say it in Bahasa Indonesia my mother tongue.	59	Good	54.50	Good
10		when I forget my conversation I use to repeat the question or conversation before	51	Fair		
11		When I forget the meaning of certain English <i>words</i> , I use the synonym of those words.	56	Good		
12		When I forget the meaning of certain English words, I use mime, gesture or physical movements to show it.	52	Fair		
13	Metacognitive Strategies	I make time schedule to practice my speaking	45	Fair	45.33	Fair
14		I set speaking goal such as being able to speak fluently like a native speaker	52	Fair		
15		I evaluate the progress of my speaking and correct the mistakes I do in speaking English	39	Fair		
16	Affective strategies	I take deep breath before starting speaking English in front of my people to reduce anxiety	45	Fair	44.00	Fair

17		I read motivation book to make self confidence in speaking ability	44	Fair		
18		I say positive statements to myself which encourage me to speak English inside and outside of the classroom	43	Fair		
19	Social strategies	I practice my speaking with my friends such as having temporary pair or small group	37	Fair	39.00	Fair
20		I practice my speaking by having conversation with native speakers that I meet outside the classroom	41	Fair		

Based on the table above the researcher explain that the students who used memory strategy get score 71.50 in very good category, the students who used cognitive strategies was 64.75 in good category, the students who used Compensation strategy was 54.50 in good category, the students who used metacognitive strategies was 45.33 in fair category, the students who used affective strategies got 44.00 in fair category and the students who used social strategies got 39.00 in fair category. To see clearly see the following chart

Figure 4.1 The Students Questionnaire Score



Based on the figure 4.1 above the researcher concludes that the most strategies that used by the 20 students at the SMPN Satu Atap Tompotana was Memory strategies

## B. Discussion

Based on the data presentation above in findings of the research in the data of questionnaire was collected from 20 students at the SMPN Satu Atap Tompotana and contain 20 item of the communication strategy in speaking with total score 554.5 and average 27.73 of each item (55%) in 20 questionnaires

The researcher also found that the students who used memory strategy get score 71.50 in very good category, the students who used cognitive strategies was 64.75 in good category, the students who used Compensation strategy was 54.50 in good category, the students who used metacognitive strategies was 45.33 in fair category, the students who used affective strategies

got 44.00 in fair category and the students who used social strategies got 39.00 in fair category. To see clearly the communication strategy used by the students following the table 4.4.

### 1. Memory Strategies

Razmjoo and Ardekani (2011: 118) Memory strategies are techniques to help learners store new information in memory and retrieve it later, a strong memory connection between the forms and meaning of the words for the purpose of remembering them either by placing them into context or simply in a meaningful sentence, story, or conversation.

Table 4.3 shows that the students 13 students (65%) did the strategies in the first statement while 3 students (15%) Neutral and 4 students (20%) did not do it, in the second statement the students who use phonetic spelling and/or accent marks written in the dictionary to memorize new words was 14 (70%), 2 students neutral and one students 4 students did not do it, it is means that almost all students remember words with dictionary or notes, in the third statement the students who remember words with action in daily activities was 12 students (60%) 4 students (20%) neutral and not use this strategies and in the fourth statement 7 students (35%) remember words with my action in daily activities, 6 students neutral (30%) and 7 students 7 students (35%) did not use this strategies, it s means that the students do not remember words with their action in daily activities





## 2. Cognitive Strategies

Haddad (2015: 16) point out the Cognitive strategies are direct mental operations which are concerned with working on new words in order to understand, categorize and store them in the mental lexicon,

in the table 4.3 statement number 5 the students who practice pronunciation by saying English words over and over was 6 students or (30%) use this strategy, 7 students or (35%) neutral, and students or 7 (35%) do not use this strategies, in statement number 6 8 students or 40%, practice speaking ability in room individually use this strategy, 6 students or 30% neutral, students or 6 30% do not use this strategies, statement number 7 apply some language learning strategies to improve speaking ability was 11 students or 55% use this strategy, while 6 students or 30% neutral and 3 students or 15% did not do it and statement number 8 I join a foreign language club and make friends with native speakers 10 students or 50% use this strategy, 2 students or 10% neutral and 8 students or 40% do not use this strategies

## 3. Compensation Strategies

Razmjoo and Ardekani (2011: 118) defines Compensation strategies are behaviors used to compensate for missing knowledge, These strategies can be summarized in assistance for help by asking translation which was the most common strategy used by the participants while speaking with their teacher.

In the statement number 9 When I do not know how to say a word in English, I say it in Indonesian language my mother tongue 7 students or 35% use this strategy, 4 students or 20% neutral and 9 students or 45% did not do it, statement number 10 when I forget my conversation I use to repeat the question or conversation before 6 students or 30% use this strategy, 2 students or students or 10% neutral, 12 students or 60% do not use this strategies, statement number 11 When I forget the meaning of certain English *words*, I use the synonym of those words 5 students or 25% was used this strategy, students or 7 students or 35% neutral, 8 students or 40% did not do it, statement number 12 When I forget the meaning of certain English words, I use mime, gesture or physical movements to show it 6 students or 30% was used this strategy, 3 students or 15% neutral and 11 students or 55% do not use this strategies

#### 4. Metacognitive Strategies

Haddad (2015: 16) Metacognitive strategies are indirect strategies employed by the speaker consciously with efforts for the purpose of remembering new words. In the table 4.3 statement number 13 I make time schedule to practice my speaking 5 students or 25% was used this strategy, 2 students or 10% neutral and 13 students or 65 % do not use this strategies, statement number 14 I set speaking goal such as being able to speak fluently like a native speaker 5 students or 25% was used this strategy while 2 students or 10% neutral and 13 students or

65% did not do it while in the statement number 15 I evaluate the progress of my speaking and correct the mistakes I do in speaking English 3 students or 15% 3 students was used this strategy or 15% neutral and 14 students or 70% do not use this strategies

#### 5. Affective Strategies

Affective strategies can help learners, for instance, relax or gain greater self-confidence and perseverance needed to involve themselves actively in language learning, based on the statement number 16 I take deep breath before starting speaking English in front of my people to reduce anxiety 1 students or 5% use this strategies, 6 students or 30% neutral and 13 students or 65% did not do it, statement number 17 I read motivation book to make self confidence in speaking ability 4 students or 20% use this strategies, 2 students or 10% neutral and 14 students or 70% did not do it, while in the statement number 18 I say positive statements to myself which encourage me to speak English inside and outside of the classroom 3 students or 15% use this strategies, 4 students or 20% neutral and 13 students or 65% do not use this strategies

#### 6. Social Strategies

Social strategies, which are generally regarded suitable to a wide variety of tasks, use interaction with other people to improve language learning, statement number 19 I practice my speaking with my friends such as having temporary pair or small group 2 students or

10% was used this way, 2 students or 10% neutral and 16 students or 80% do not use this strategies, statement number 20 I practice my speaking by having conversation with native speakers that I meet outside the classroom 0 students or 0% no students was used this way, 7 students or 35% neutral and 13 students or 65% did not do it. To see clearly see the following table 4.4:

The table 4.5 the Students Strategies

<b>No</b>	<b>Language Learning strategies</b>	<b>Score</b>	<b>Category</b>
1	Memory Strategies	71.50	Very Good
2	Cognitive Strategies	64.75	Good
3	Compensation Strategies	54.50	Good
4	Metacognitive Strategies	45.33	Fair
5	Affective strategies	44.00	Fair
6	Social strategies	39.00	Fair

Based on the result above the researcher concludes that the most strategies that used by the 20 students at the SMPN Satu Atap Tompotana was Memory strategies, it is mean that the communication strategy in give medium effort in teaching speaking at the SMPN Satu Atap Tompotana.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts there are conclusion and suggestion. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

#### A. CONCLUSION

In this researcher the researcher used theory from Hsu (2016: 75) that types the employed strategies in 6 types there are memory strategies, cognitive strategies, compensation strategies, meta cognitive strategies, affective strategies and social strategies.

The researcher found from 20 students at SMPN Satu Atap Tompotana and contain 20 indicator of questions of What the communication strategy used by the students in speaking with total score 554.5 and average 27.73 of each indicator (55%). 5 students got very good category (25%), 3 students got Good category (15%), 8 students got Fair category (40%), 4 students got Poor Category (20%) and there no students got Excellent category.

The researcher also found that the students who used memory strategy get score 71.50 in very good category, the students who used cognitive strategies was 64.75 in good category, the students who used Compensation strategy was 54.50 in good category, the students who used meta cognitive strategies was 45.33 in fair category, the students who used affective strategies

got 44.00 in fair category and the students who used social strategies got 39.00 in fair category

Based on the result above the researcher concludes that the most strategies that used by the 20 students at the SMPN Satu Atap Tompotana was Memory strategies, it is mean that the communication strategy in give medium effort in teaching speaking at the SMPN Satu Atap Tompotana.

## **B. SUGGESTION**

### **1. The students**

The students became more interested and enthusiastic in the speaking activities. The students were ready to join conversation at the classroom. The use of communication strategy in the speaking process was helpful for the students. The use of communication strategy stages also helped the students in generating their ideas.

### **2. The English teacher**

As the collaborator, the English teacher got more knowledge about the teaching speaking using communication strategy. The teacher realized that the students needed many new things to direct their attention in all skills in English. The learning process looked easier because the use of media in the classroom.

### **3. The researcher**

The researcher realized that the students in the class had different characteristics. They could not be treated similarly. The researcher improved their teaching knowledge especially on how to manage the

classroom and how to create the interesting activities. In addition, the researcher realized that the planning could not always be implemented in the class because unexpected events might occur in the classroom. Therefore, being teacher should consider and understand, so they must be ready for that to anticipate.

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## Appendix 1

### QUESTIONNAIRE

**Students' the answer types of communication strategies in speaking classroom..**

Name :

Class :

Reg.Num :

School :

NO.	Language Learning strategies	Statements	SA	A	N	SD	D
1.	Memory Strategies	I remember words with my dictionary or my notes  (saya ingat kata –kata ketika saya melihat kamus dan catatanku)					
2.	Memory Strategies	I use phonetic spelling and/or accent marks written in the dictionary to memorize new words  (saya menggunakan fonetik ejaan atau tanda-tanda aksen yang ditulis dalam kamus untuk menghafal kata-kata baru)					
3.	Memory Strategies	I remember words with my action in daily activities  (saya mengingat kata-kata yang saya ucapkan dalam kegiatan sehari-hari)					
4.	Memory Strategies	I remember difficult English grammar by reviewing it many times  (saya ingat tata bahasa inggris yang sulit dengan mengucapkannya sehari-hari)					

5.	Cognitive Strategies	I practice my pronunciation by saying English words over and over  (saya berlatih pelafalan dengan mengucapkannya kata bahasa berulang-ulang)					
6.	Cognitive Strategies	I practice my speaking ability in my room individually  (saya berlatih berbicara didalam kamar secara individu)					
7.	Cognitive Strategies	I apply some language learning strategies to improve my speaking ability  (saya belajar beberapa strategy untuk meningkatkan kemampuan speakingku)					
8.	Cognitive Strategies	I join a foreign language club and make friends with native speakers.  (saya bergabung dengan club bahasa asing dan teman yang pintar dalam berbicara)					
9.	Compensation Strategies	When I do not know how to say a word in English, I say it in Bahasa Indonesia my mother tongue  (Ketika saya tidak tahu bagaimana mengucapkan kata dalam bahasa inggris, saya mengatakan dalam bahasa indonesia bahasa ibu saya.)					
10.	Compensation Strategies	When I forget my conversation I use to repeat the question or conversation before.  (Ketika saya lupa percakapan sebelumnya, saya akan mengulangi pertanyaan atau percakapan sebelumnya.)					
11.	Compensation	When I forget the meaning of certain English words, I use the					

	Strategies	<p>synonym of those words.</p> <p>(Ketika saya lupa arti kata-kata bahasa inggris tertentu, saya menggunakan sinonim dari kata-kata)</p>					
12.	Compensation Strategies	<p>When I forget the meaning of certain English words, I use mime, gesture or physical movements to show it.</p> <p>(Ketika saya lupa arti kata-kata bahasa inggris tertentu, saya menggunakan mime, gerakan atau gerakan fisik untuk menunjukkannya.)</p>					
13.	Metacognitive Strategies	<p>I make time schedule to practice my speaking.</p> <p>(Saya sering meluangkan waktu untuk berlatih speaking).</p>					
14.	Metacognitive Strategies	<p>I set speaking goal such as being able to speak fluently like a native speaker.</p> <p>(Saya sering mengatur cara saya berbicara tujuannya agar mampu berbicara dengan lancar seperti dengan pembicara asli.)</p>					
15.	Metacognitive Strategies	<p>I evaluate the progress of my speaking and correct the mistakes I do in speaking English.</p> <p>(Saya mengevaluasi kemajuan saya dalam berbicara dan memperbaiki kesalahan-kesalahan yang saya lakukan dalam berbicara bahasa inggris).</p>					
16.	Affective Strategies	<p>I take deep breath before starting speaking English in front of my people to reduce anxiety.</p> <p>(Saya mengambil napas dalam-</p>					



		dalam sebelum memulai berbicara bahasa inggris didepan orang-orang untuk mengurangi kecemasan).					
17.	Affective Strategies	I read motivation book to make self confidence in speaking ability.  (Saya membaca buku motivasi agar lebih percaya diri dalam berbicara).					
18.	Affective Strategies	I say positive statements to myself which encourage me to speak English inside and outside of the classroom.  (Saya berkata positif kepada diri saya, agar saya dapat percaya diri dalam berbahasa ingris di dalam dan diluar kelas).					
19.	Social Strategies	I practice my speaking with my friends such as having temporary pair or small group.  (Saya berlatih berbicara dengan teman-teman seperti memiliki pasangan atau kelompok kecil).					
20.	Social Strategies	I practice my speaking by having conversation with native speakers that I meet outside the classroom.  (Saya berlatih berbicara dengan meiliki percakapan dengan penutur asli yang saya temui diluar kelas).					

Ket:

SA : Strong Agree

A : Agree

N : Neutral

SD : Strong Disagree

D : Disagree

**Appendix**

**DOCUMENTASION IN CLASS VIII at SMPN SATU ATAP TOMPOTANA**

