ABSTRACT

DESIGNING L2-BASED COMMUNICATION STRATEGIES TEACHING FOR SPEAKING SKILLS

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This research is intended (1) to investigate students’ speaking skills after being taught L2-based communication strategies (CSs), (2) to find out students’ frequency of using CSs, and (3) to introduce the procedure of CSs implementation. CSs consist of three components of strategies namely, approximation, circumlocution, and appeal for assistance.

This research uses quasi-experimental design, and is planned and conducted on the first Semester of Academic Year 2016/2017, at Public Senior High School Two Gadingrejo, it is situated in Regional Government of Pringsewu, Lampung Province. In this case, to be a group of learners as research participants are the students of grade twelve (third year graders) of Physics Science Two. It consists of 36 participants. The reason is that grade twelve of Physics Science Two is assumed that it has the similarity level of spoken English. The data were analyzed using repeated measure t-test.

The results of the research showed that (1) there is a significant increase in the students’ speaking skills. The result of statistic calculation shows that t-value is higher than t-table (13,762 > 2.042). All of the aspects of speaking namely, grammar, pronunciation, vocabulary, fluency, and comprehension increase significantly, mainly for the aspect of vocabulary. (2) The students more frequently use CSs after the training. It can be reported that before training; approximation occurs 13 times, circumlocution 74 times, appeal for assistance 37 times. After training; approximation occurs 44 times, circumlocution 345 times, appeal for assistance 33 times. (3) The teaching CSs is successful because it went through several procedure, they are; introduction, implementation, and practice. Therefore, it can be concluded that teaching CSs is effective to promote students’ speaking class.