

ABSTRACT

AN ANALYSIS OF STUDENTS PERCEIVED COMMUNICATION STRATEGIES IN RELATION TO LEVEL OF SPEAKING ABILITY AT SECOND YEAR OF SMK N 4 BANDAR LAMPUNG

By

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The most important purpose in learning English is to be able to communicate in L2, but Indonesian students frequently face language difficulties during their communication, especially when they have to speak in L2, they have no choice but to use communication strategies to compensate their problem. As we know the communication strategies are important to help the students to overcome communication problem. Thus become the objectives of this research that are to identify the communication strategies used by the second year students of SMK N 4 Bandar Lampung, and to see there is a significant difference in those communication strategies used by the students with difference level of speaking ability.

The research was done in SMK N 4 Bandar Lampung. Two accounting classes were used in this research and involved 68 students. Questionnaires (OCSI) and speaking test were administered in order to get the data of students' communication strategies and to see their speaking ability. After collecting the data the writer analyzes the Cronbach's Alpha of the questionnaire (translated version), the result is 0.876. Factor analysis was used to identify the students' communication strategies. Eight strategies were identified in this study, they are: *Social affective strategies, Fluency oriented strategies, Negotiation for meaning, Accuracy oriented, Message reduction and alteration, Nonverbal strategies, Message abandonment, and Attempts to think in English.*

The students were classified to three categories based on the result of the speaking test. Anova was used in this research to see whether any significant difference in communication strategies used by the students with difference level of speaking ability. The result of Anova shows there is no significant difference, but they are relative different, especially when we see the result of Post Hoc Test and the means plot.