**ABSTRACT**

Christiyani. 2012.*Communication Strategies Applied by The Participants and The Trainer of Conversation Class at Primagama English Kedungmundu Course.* Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Supervisor: I.Dr. Djoko Sutopo, M.Si., II. Helena I. R. Agustien, M.A, Ph.D.

Key words: oral communication, communication strategies, elicitation technique.

The study of this final project is about communication strategies applied by the participants and the trainer of conversation class at Primagama English Kedungmundu. This study used qualitative approach. The objectives of this study are (1) to describe the communication strategies applied by the participants and the trainer of conversation class at Primagama English Course, (2) to identify dominant communication strategies used by the participants and the trainer of conversation class at Primagama English Course, (3) to explain the trainers’ strategies (elicitation questions) in communication to stimulate the participants to speak in the foreign language.

The writer did three steps in doing this research; recording, transcribing and analyzing. After did transcribing, the writer separated the utterances by the participant and the trainer. The writer used communication strategies proposed by Celce Murcia to identify the participant’s communication strategies. Meanwhile, the trainer’s technique was identified as elicitation question. The writer categorized the elicitation questions based on Slattery and Willis (2001).

The result of this study found that the participant used variety of communication strategies. They were avoidance or reduction strategy (60.10%), achievement or compensatory strategies (3.80%), stalling or time-gaining strategies (80.31%), and interactional strategies for (9.85%). The dominant one was stalling or time-gaining Strategies. The result also indicated that the elicitation questions used by the trainer in order to stimulate the participant to speak was WH-question (32.52%), questions using intonation only (29.26%), questions using inversion (30.08%), unfinished sentence (3.25%) and either/or questions (4.88%). The most frequently used was WH-Question.

 Based on the result, it could be suggested that the teacher should introduce the communication strategies to their students to give them various strategies in compensating their communication. They also should use appropriate elicitation questions based on the learners’ ability. Thus, it will encourage the students to speak more.