ABSTRACT

Wiraswasti, Nofita Dian. 2010. *Communication Strategies Applied by Public Speaking Class of English Literature Program at English Department, Semarang State University.* Final Project. English Education Program, Faculty of Languages and Art, Semarang State University. Supervisors: I. Widhiyanto, S.Pd, M.Pd., II. Drs. Ahmad Sofwan, Ph.D.

Key words : Communication Strategies, Public Speaking, English Literature Program

In any profession, people who give effective communication, especially oral communication through public speaking, rapidly gain reputation as being competent and articulate, because of their ability in delivering the speech in front of public. In Public Speaking class, the students are learning how to be a good public speaker. They are doing role as Master of Ceremony, being a moderator and delivering a speech. However, most of the students sometimes face some difficulties when delivering the public speaking. This is due to their insufficient knowledge of communicative competence. They still have lack of knowledge how to make their public speaking run smoothly although they have enough messages to deliver.

The objectives of this study are to reveal what communication strategies applied by the public speaking class of English Literature Program of Semarang State University and to find out the dominant communication strategies when delivering the public speaking.

I used qualitative approach, because it just gave most attention to the way the students delivered their public speaking verbally and non-verbally and how they used communication strategies as they encountered communication breakdown in delivering public speaking. I obtained the data in form of video of public speaking performance conducted by the students. Then I transcribed the data and gave interpretation about the communication strategies applied by the public speaking students. The population of this study is the students of Public Speaking class of English Literature Program in the academic year of 2010. The numbers of sample in this research are seven (7) students representing fifty one (51) students. The method of analyzing data based on the suggested components of communication strategies proposed by Celce Murcia et al (1995), for the reason of its specification and newness.

The result indicated the use of 9,43% non-linguistic means, 5,66% restructuring, 1,88% literal translation, 24,52% code switching, 1,88 % retrieval, 54,71 % fillers, hesitation devices and gambits, 1,88 % self initiated repair, 1, 88 % meaning negotiation strategies. Based on the analysis report, the students preferred using fillers, hesitation devices and gambits to the other strategies. The students tended to use that strategy it looked like easier for students to apply that strategy than the others. They tried to stall the time by uttering: õwell, errí , ok, etcö. On the other hand, no one used avoidance or reduction strategies that consist of message abandonment, topic avoidance and message replacement. This is

viii

because most of the students did monologue public speaking that minimized them to make any direct interactions with their interlocutor. Also, most of the students did the public speaking performance in well preparation. They prepared everything that they were going to convey; about the kind of public speaking they want to choose whether being a Master of Ceremony, deliver a speech or being a

moderator, the content of public speaking they want to deliver, and also the occasion they want to conduct. The students were allowed to use small notes while they were delivering the public speaking, so that it decreased the possibility of using any reduction or avoidance strategies.

The suggestion that would be considered in teaching public speaking was that the lecturer should encourage students to be willing to take risks and use communication strategies to the learners since it will help them being articulate and also provide L2 models of the use of certain communication strategies.