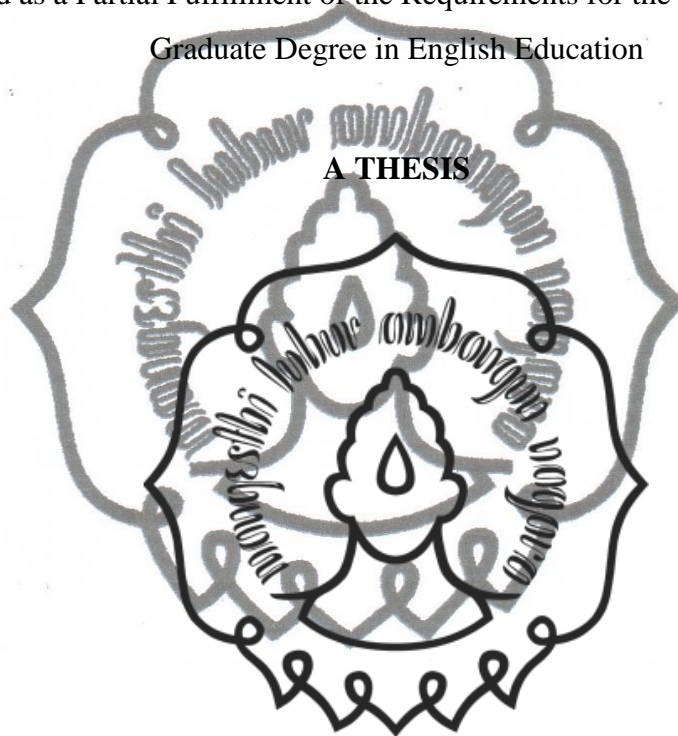


**COMMUNICATION STRATEGIES USED BY THE STUDENTS
ON THE PERSPECTIVE OF ORAL PROFICIENCY
AND GENDER DIFFERENCES**

**(A Case Study at the Second Year Students of English Education Department at
UIN Walisongo Semarang in the Academic Year of 2017/2018)**

Submitted as a Partial Fulfillment of the Requirements for the Attainment of the
Graduate Degree in English Education

A THESIS



By

Hanita Masithoh

S891608005

**FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA**

2018

APPROVAL**COMMUNICATION STRATEGIES USED BY THE STUDENTS
ON THE PERSPECTIVE OF ORAL PROFICIENCY
AND GENDER DIFFERENCES**

(A Case Study at the Second Year Students of English Education Department
at UIN Walisongo Semarang in the Academic Year of 2017/2018)

By:

HANITA MASITHOH
NIM S891608005

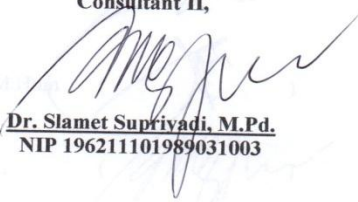
This thesis has been approved by the Consultants of Graduate Program of
English Education Department, Teacher Training and Education Faculty,
Sebelas Maret University

Surakarta, April 2018

Consultant I,


Prof. Dr. Endang Fauziati, M.Hum
NIDN 061 503 5701

Consultant II,


Dr. Slamet Supriyadi, M.Pd.
NIP 196211101989031003

Approved by:

The Head of English Education of Graduate Program
Teacher Training and Education Faculty
Sebelas Maret University


Dr. Ngadiso, M.Pd
NIP 19621231 198803 1009




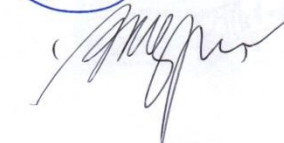
LEGITIMATION

COMMUNICATION STRATEGIES USED BY THE STUDENTS ON THE
PERSPECTIVE OF ORAL PROFICIENCY AND GENDER DIFFERENCES
(A Case Study at the Second Year Students of English Education Department at
UIN Walisongo Semarang in the Academic Year of 2017/2018)


By:

Hanita Masithoh
S891608005


This thesis has been approved by the Board of Thesis Examiners of the Graduate Program of English Education Department, Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, in April, 2018

	Board of Examiners	Signatures
Chairman	Dr. Ngadiso, M.Pd. NIP. 19621231 1988031 009	()
Secretary	Dr. Abdul Asib, M.Pd. NIP. 19520307 1980031 005	()
Examiners	1. Prof. Dr. Endang Fauziati, M.Hum NIDN. 061 503 5701	()
	2. Dr. Slamet Supriyadi, M.Pd. NIP. 19621110 1989031 003	()

Legalized by;

The Dean of Teacher Training and
Education Faculty of Sebelas Maret
University

Prof. Dr. Joko Nurkamto, M.Pd.
NIP. 19610124 1987021 001

The Head of Graduate Program of
English Education Department of
Teacher Training and Education
Faculty of Sebelas Maret University


Dr. Ngadiso, M.Pd.
NIP. 19621231 1988031 009

PRONOUNCEMENT

I would like to certify that the thesis entitled "Communication Strategies Used by the Students on the Perspective of Language Proficiency and Gender Differences (A Case Study at the Second Year Students of UIN Walisongo Semarang in the Academic Year of 2017/2018) is definitely my work. I am completely responsible for the content of this thesis. Anything related to other's work is quoted or cited in accordance with ethical standards.

If then this pronouncement is incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta. April 2018



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Most Gracious, the Most Merciful.

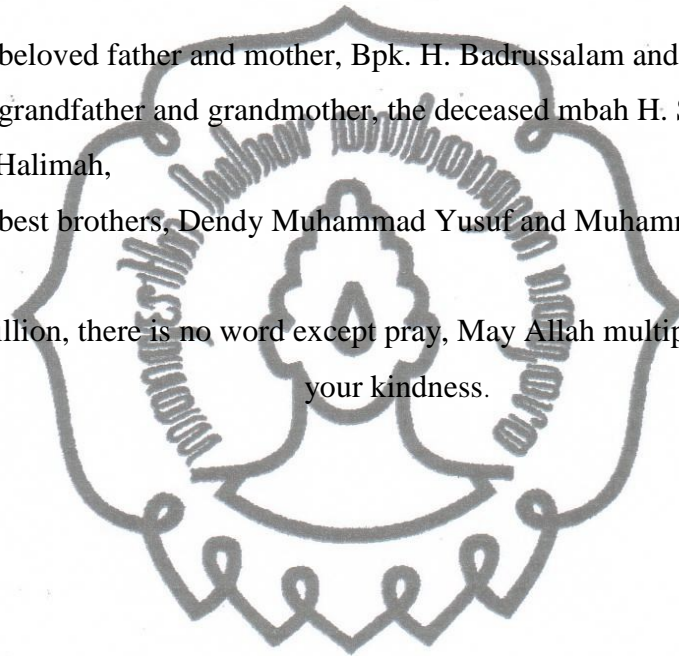


DEDICATION

No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and sustenance. Finally, this thesis is dedicated for them, but the foremost dedications are to:

1. My beloved father and mother, Bpk. H. Badrussalam and Ibu Hj.Muthoharoh,
2. My grandfather and grandmother, the deceased mbah H. Suyuthi and mbah Hj. Halimah,
3. My best brothers, Dendy Muhammad Yusuf and Muhammad Althofuzzaky.

Thanks a billion, there is no word except pray, May Allah multiply rewards for all of your kindness.



Hanita Masithoh. S891608005. 2018. *Communication Strategies Used by the Students on the Perspective of Language Proficiency and Gender Differences (A Case Study at the Second Year Students of UIN Walisongo Semarang in the Academic Year of 2017/2018)*. Consultant: Prof. Dr. Endang Fauziati, M.Hum. Co-Consultant: Dr. Slamet Supriyadi, M.Pd. Thesis. Surakarta. Graduate Program of English Education Department. Sebelas Maret University.

ABSTRACT

This research sets to investigate: (1) The types and sub-types of communication strategies (CSs) employed by the students; (2) The similarities and differences of CSs employed by the students on the perspective of oral proficiency and; (3) The similarities and differences of CSs employed by the students on the perspective of gender differences.

The research was conducted at the English Education Department of UIN Walisongo, Semarang from December 2017 to February 2018. It was a qualitative research in the form of case study. There were 12 students involved as the subjects in this research. The data were obtained from observation, interview, and document analysis. Ary, Jacobs, Sorensen, Razavieh's concept was utilized to analysis the data.

The findings revealed that: (1) The students employed five types and thirteen out of eighteen sub-types of CSs. The five types were avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies, and interactional strategies. The sub-types were topic avoidance, message abandonment, all-purpose words, non-linguistic means, restructuring, literal translation, code switching, fillers/hesitation devices/gambits, self-repetition, self-initiated repair, self-rephrasing, appeal for help, and meaning negotiation strategies.; (2) The students with high proficiency level used five types and ten sub-types of CSs. Meanwhile, the students with low proficiency level used four types and nine sub-types of CSs. It means that the students with high proficiency level utilized more types and sub-types of CSs than the low proficient students did; (3) The female students used four types and ten sub-types of CSs. Meanwhile, the male students utilized five types and ten sub-types of CSs. On the other words, gender differences influence the use of CSs because male students employed more types of CS that the female students did.

Espousing to the findings of the research, it can be inferred that CSs aid the students to circumvent their linguistic difficulties. These strategies also promote students' fluency in speaking because the students can communicate without any restrictions. From this point of view, it can be indicated that CSs have a direct influence on communication and plays a constitutive role in second language acquisition.

Keywords: Communication strategies, oral proficiency, gender differences.

ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the most beloved Prophet of Allah. It is also a pleasure to thank many people who made this thesis possible. Hence, the writer would like to acknowledge that she cannot complete this thesis without love, help, and encouragement from them. Therefore, the writer would like to extend the deepest gratitude to:

1. The Dean of Teacher Training and Education Faculty of Sebelas Maret University,
2. The Head of the Graduate Program of English Education Department,
3. Prof. Dr. Endang Fauziati, M.Hum, the first consultant, and Dr. Slamet Supriyadi, M.Pd, the second consultant, for their invaluable advice and positive direction,
4. All lecturers of the Graduate Program of English Education Department for their insightful knowledge.
5. The Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang for the support and permission to carry out this study,
6. Siti Tarwiyah, SS., M.Hum for their help and cooperation,
7. The writer's parents in Dafa Be-Songo, Prof. Dr. H. Imam Taufiq, M.Ag., and Dr. Hj. Arikhah, M.Ag. Their intelligence, and foresight have paved the way for an exceptional life,
8. My best uncles and aunts, Badruttamam, S.Pd.I., and Khoirul Izzah, S.Pd.I., Kholis Fuad, S.Pd.I and Ninik Suntari, Anwar Syafi'i, S.Pd.I and Rokhis.
9. Khisna Yumniyati, Khoirunnisa, Ummy Khoirunisya, Munzilir Rrohmah, Manzilatun Ni'mah, Imroatus Soliha, and Ulfatul Qoyyimah, nothing I would say to them because of closely resemble of warmth, comfort and optimism that they have provided for me.

The writer realizes that this thesis is still far from being perfect. She humbly welcomes any criticism and suggestion for improvement of future research through hanitamasithoh.hm@gmail.com. She expects that this thesis would provide beneficial contribution to the academe.

Surakarta, April 2018

Hanita Masithoh

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
LEGITIMATION.....	iii
PRONOUNCEMENT.....	iv
MOTTO	v
DEDICATION.....	vi
ABSTRACT	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I. INTRODUCTION.....	1
A. Background of the Study	1
B. Limitations of the Study	5
C. Research Questions.....	5
D. Objectives of the Study.....	5
E. Benefits of the Study	6
CHAPTER II. LITERATURE REVIEW	7
A. Underlying Theories.....	7
1. Communicative Competence	7
2. Communication Strategy.....	9
a. The Notion of Communication Strategy	9
b. Taxonomy of Communication Strategy	11
3. Communication Strategy & Oral Proficiency	14
4. Communication Strategy & Gender Differences	15
B. Review of Previous Studies	17

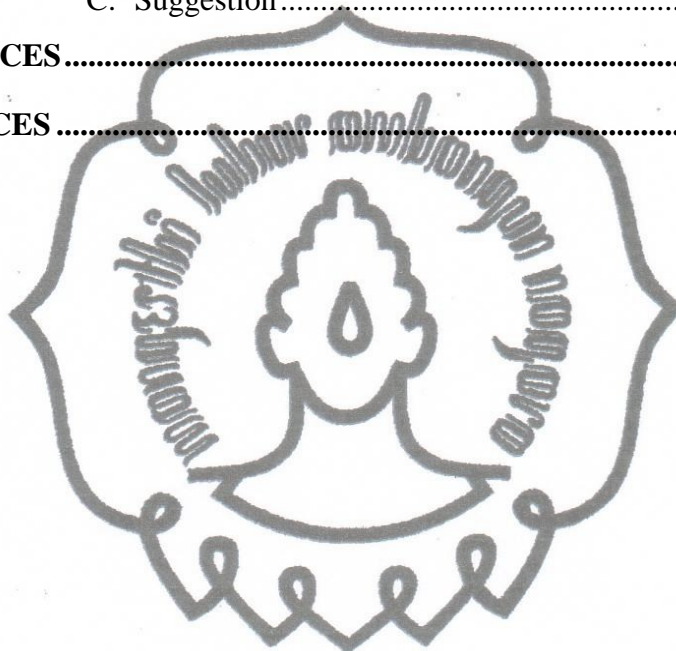
CHAPTER III. RESEARCH METHODOLOGY 24

A. Research Context	24
B. Research Type	26
C. Data & Sources of Data.....	26
1. Participants.....	27
2. Events.....	28
3. Documents	28
D. Technique of Data Collection	28
1. Observation	28
2. Interview	29
3. Document Analysis	30
E. Trustworthiness.....	30
F. Technique of Data Analysis	32

CHAPTER IV. FINDINGS AND DISCUSSION 35

A. Research Findings	35
1. Types and Sub-types of CSs Used by the Students	35
2. The Similarities and Differences of CS Types and Sub- types Used by the Students on the Perspective of Oral Proficiency	61
3. The Similarities and Differences of CS Types and Sub - types Used by the Students on the Perspective of Gender Differences	69
B. Discussion	76
1. Types and Sub-types of CSs Used by the Students	76
2. The Similarities and Differences of CS Types and Sub-types Used by the Students on the Perspective of Oral Proficiency	79

3. The Similarities and Differences of CS Types and Sub- types Used by the Students on the Perspective of Gender Differences	81
CHAPTER V. CONCLUSION, IMPLICATION, SUGGESTION.....	83
A. Conclusion	83
B. Implication	84
C. Suggestion	86
REFERENCES.....	88
APPENDICES.....	94



LIST OF TABLES

Table 3.1 The Time Schedule for the Study	25
Table 3.2 Standards of Rigor for Research	30
Table 4.1 Types and Sub-types of CSs Employed by the Students	61
Table 4.2 Types and Sub-types of CSs Employed by High Proficient Students	64
Table 4.3 Types and Sub-types of CSs Employed by Low Proficient Students	66
Table 4.4 Types and Sub-types of CSs Employed by High and Low Proficient Students	67
Table 4.5 Types and Sub-types of CSs Used by Female Students	71
Table 4.6 Types and Sub-types of CSs Used by Male Students	73
Table 4.7 Types and Sub-types of CSs Employed by Female and Male Students	74

LIST OF APPENDICES

Appendix 1 Observation Sheet.....	94
Appendix 2 Interview Transcript	130
Appendix 3 Field Note.	194
Appendix 4 Students' Transcript	198
Appendix 5 Lesson Plan	215
Appendix 6 Students' Score.....	220
Appendix 5 List of Participants	221

