

**COMMUNICATION STRATEGIES USED BY 2nd SEMESTER
STUDENTS OF ENGLISH STUDY PROGRAM IN
UNIVERSITAS BRAWIJAYA WITH DIFFERENT ANXIETY
LEVELS IN TELLING COMIC STRIPS**

THESIS

**BY
SYAILENDRA YUDA CRISILLA
NIM 0911110088**



**STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2014**

ABSTRACT

Yuda Crisilla, Syailendra. 2013. **Communication Strategies Used by 2nd Semester Students of English Study Program in Universitas Brawijaya with Different Anxiety Levels in Telling Comic Strips.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Didik Hartono

Keywords: communication strategies, anxiety, anxiety levels, foreign language learning.

Students usually face some problems in speaking a foreign language. To overcome the problems, they have certain ways that are called as communication strategies. Anxiety as an affective factor can influence the students in using communication strategies. In this study, the writer conducted a study on communication strategies used by 2nd semester students of English Study Program in Universitas Brawijaya with different anxiety levels in telling comic strips. The writer uses theory of communication strategies by Dörnyei (1995). There are two problems of the study which were proposed: (1) What are the types of communication strategies used by students with high and low anxiety level when telling the comic strips (2) How is the frequency of types of communication strategies used by students with low and high anxiety level when telling the comic strips.

This study used qualitative approach in relation to the use of clear and systematic description about the phenomena being studied. There were 16 subjects in this study. They came from Academic Speaking Class students who were selected using FLCAS that is developed by Horwitz et al. (1986) and divided into two groups, namely subjects with high and low anxiety level. The data were utterances containing communication strategies in telling comic strips.

This study reveals that there are 13 types of communication strategies used by subjects with high anxiety level. On the other hand, subjects with low anxiety level used 15 types of communication strategies. The writer also found that the frequency of the communication strategies used by subjects with high and low anxiety were different. Subjects with high anxiety level produced higher number of communication strategies than subjects with low anxiety level. The writer also concludes that the more anxious students tend to produce less effective of communication strategies than those who feel relaxed in speaking.

The writer suggests foreign language teacher find an appropriate teaching method to manage the students' anxiety and introduce communication strategies in speaking class. The writer also suggests to the next researchers to conduct more research about communication strategies with other theories and also different variables.

ABSTRAK

Yuda Crisilla, Syailendra. 2013. **Strategi Berkomunikasi yang Digunakan oleh Mahasiswa Semester 2 Program Studi Sastra Inggris di Universitas Brawijaya dengan Perbedaan Tingkat Kecemasan dalam Menceritakan Alur Komik.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (I): Fatimah; Pembimbing (II): Didik Hartono

Kata Kunci: strategi berkomunikasi, kecemasan, tingkat kecemasan, pembelajaran bahasa asing.

Siswa biasanya menghadapi beberapa masalah dalam berbicara bahasa asing. Untuk mengatasinya, mereka memiliki cara tertentu yang disebut sebagai strategi komunikasi. Kecemasan sebagai faktor afektif dapat mempengaruhi siswa dalam menggunakan strategi komunikasi. Dalam penelitian ini, peneliti melakukan penelitian tentang strategi berkomunikasi yang digunakan oleh mahasiswa *Academic Speaking* semester 2 Program Studi Sastra Inggris di Universitas Brawijaya dengan perbedaan tingkat kecemasan dalam menceritakan alur komik. Penulis menggunakan teori strategi komunikasi dari Dörnyei (1995). Ada dua Masalah penelitian yang diajukan: (1) Apa jenis strategi komunikasi yang digunakan oleh siswa dengan tingkat kecemasan tinggi dan rendah ketika menceritakan alur komik (2) Bagaimana frekuensi jenis strategi komunikasi yang digunakan oleh siswa dengan tingkat kecemasan tinggi dan rendah ketika menceritakan alur komik.

Penelitian ini menggunakan pendekatan kualitatif dalam kaitannya dengan penggunaan gambaran yang jelas dan sistematis tentang fenomena yang sedang dipelajari. Ada 16 subjek dalam penelitian ini. Mereka berasal dari siswa kelas *Academic Speaking* yang dipilih menggunakan *FLCAS* yang dikembangkan oleh Horwitz et al. (1986) dan dibagi menjadi dua kelompok, yaitu subyek dengan tingkat kecemasan tinggi dan rendah. Data yang digunakan adalah ucapan yang mengandung strategi komunikasi dalam menceritakan alur komik.

Penelitian ini mengungkapkan bahwa ada 13 jenis strategi komunikasi yang digunakan oleh subyek dengan tingkat kecemasan tinggi. Di sisi lain, subyek dengan tingkat kecemasan rendah menggunakan 15 jenis strategi komunikasi. Penulis juga menemukan bahwa frekuensi strategi komunikasi yang digunakan oleh subyek dengan kecemasan tinggi dan rendah berbeda. Subyek dengan tingkat kecemasan tinggi menghasilkan jumlah strategi komunikasi yang lebih tinggi daripada subyek dengan tingkat kecemasan rendah. Penulis juga menyimpulkan bahwa siswa yang lebih cemas cenderung menghasilkan strategi komunikasi yang kurang efektif daripada mereka yang merasa santai dalam berbicara.

Penulis menyarankan kepada pengajar bahasa asing untuk menemukan metode pengajaran yang tepat dalam mengatasi kecemasan siswa dan memperkenalkan strategi komunikasi. Penulis juga menyarankan kepada peneliti selanjutnya untuk melakukan penelitian lebih lanjut tentang strategi komunikasi dengan teori-teori lain dan variabel objek penelitian yang berbeda.

REFERENCES

- Ary, Donald., Jacobs, Lucy Cheser., Sorensen, Chris., & Razavieh, Asghar. (2010). *Introduction to research in education*. Eighth Edition. California: Wadsworth Group.
- Berg, B. (2004). *Qualitative research methods for the social sciences, 5th ed.* Boston: Pearson.
- Brown, H. D. (2000). *Principles of language learning and teaching, 4th edition.* NY: Longman.
- Cheng Chia-Hui. (2009). Language anxiety and English speaking proficiency. *Dissertation*, unpublished. Ming Chuan University.
- Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Creswell, John W. (2003). *Research design: Qualitative, quantitative, and mixed method approaches 2nd ed.* London: Sage Publication.
- Dörnyei, Zoltán. (1995). On the teachability of communication strategies. *Tesol Quarterly*, 29, 55-84.
- Harmer, J. (2001). *The practice of English language teaching, 3rd edition.* Harlow: Longman.
- Horwitz, E.K, Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern language journal*, 70 (2), 125-132.
- Hornby, A.S. (1995). *Oxford advanced learner's dictionary*. New York: Oxford University Press.
- Huberty, T.J. (2004). *Anxiety and anxiety disorders in children: Information for parents*. Bethesda, MD: National Association of School Psychologists.
- Irmawati, A.S. (2004). *The types of communication strategies used by speaking class students with different communication apprehension levels of english department, Petra Christian University*. Unpublished. Petra Christian University.
- Keputusan Direktur Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional Republik Indonesia*. (2007). Retrieved April 8, 2013, from <http://www.dikti.go.id/files/atur/SKDirjen163-DIKTI-Kep-2007>.
- Kachru, B., Kachru, Y., & Nelson, C.L. (Eds). (2009). *The handbook of world Englishes*. UK: Wiley-Blackwell.

- MacIntyre, P. D., & Gardner, R.C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning* 44:2, 283-306.
- McCroskey, J.C., Beatty, M.J., Kearney, P., & Plax, T.G. (1985). The content validity of the PRCA-24 as a measure of communication apprehension across communication contexts. *Communication Quarterly*, 33, 165-173.
- Meskin, A. (2007). Defining Comics?. *The Journal of Aesthetics and Art Criticism* 65:4, 269-378.
- Piniel, K. (2006). Foreign language classroom anxiety: A classroom perspective. In M. Nikolov & J. Horváth (Eds.), *UPRT 2006: Empirical studies in English applied linguistics* 39-58.
- Spielberger, C. D., Gorsuch, R. L., & Lushene, R. E. (1970). *Manual for the State-Trait Anxiety Inventory*. Palo Alto, CA: Consulting Psychologists Press.
- Strauss, A. & Corbin, J. 1990. *Basics of qualitative research*. Newbury Park, CA: Sage Publication.
- Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage. *TESOL Convention*. Vol 30, No.2, 417-431.
- Zhang, Y. (2007). Communication strategies and foreign language learning. *US-China foreign language*. Volume 5, No.4, 43-48.