

**An Analysis on Students' Oral Communication Apprehension of English Department
Students in Presentation Class at Riau Islamic University in Academic Year 2015-2016**

THESIS



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Submitted as a partial fulfillment of the requirements
to obtain a degree in Master of Education

**LANGUAGE EDUCATION STUDY PROGRAM
GRADUATE PROGRAM
THE STATE UNIVERSITY OF PADANG
2017**

ABSTRAK

Vitri Angraini Hardi.2016. “Analisis Kecemasan Komunikasi Lisan Mahasiswa Bahasa Inggris dalam Pembelajaran Persentasi di Universitas Islam Riau Tahun Ajaran 2015-2016”.Tesis.Program Pascasarjana Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk mengidentifikasi tingkat kecemasan komunikasi lisan yang dialami oleh Mahasiswa Bahasa Inggris, mengidentifikasi penyebab terjadinya kecemasan komunikasi lisan dan menemukan akibat yang ditimbulkan karena adanya kecemasan ketika melakukan komunikasi secara lisan. Peneitian ini menggunakan metode deskriptif yang menggambarkan fenomena yang ditemukan dalam Pembelajaran Persentasi. Data penelitian ini berupa skor tingkat kecemasan komunikasi lisan, hasil wawancara dan hasil pengamatan. Sumber data penelitian ini adalah Mahasiswa Bahasa Inggris semester 8 Universitas Islam Riau. Hasil penelitian menunjukkan bahwa sebagian besar siswa berada pada tingkat rata – rata. Selain itu, sebagian kecil siswa juga berada pada tingkat kecemasan berbicara yang tinggi. Beberapa hal ditemukan sebagai penyebab dari kecemasan berkomunikasi secara lisan, yaitu lemahnya kemampuan bahasa, rasa takut berbuat salah, rasa takut ditertawakan, perasaan gugup, kurangnya rasa percaya diri, materi ajar dan dosen, dan budaya. Hal ini kemudian menimbulkan beberapa konsekuensi. Para Mahasiswa mengalami ketakutan ketika berbicara. Ini menyebabkan mereka untuk cenderung menghindari kegiatan komunikasi di kelas. Oleh karena itu, perlu diberikan perhatian lebih oleh dosen agar hasil dari pembelajaran sesuai dengan yang diharapkan.



ABSTRACT

Vitri Angraini Hardi.2016. “An Analysis on Students’ Oral Communication Apprehension of English Department Students in Presentation Class at Riau Islamic University 2015-2016”. Thesis. Graduate Program of Padang State University.

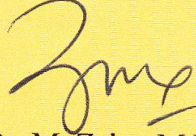
The purpose of this research is to identify the level of oral communication apprehension experienced by the English students, to identify the causes, and to find out the consequence in Presentation class. This research was a descriptive research. It described a phenomenon found in Presentation class. The data were students’ score, the results of the interview, and the observation. The source of data were the 8th semester English students of Riau Islamic University. The finding showed that most of the English students experienced moderate level of Oral Communication Apprehension. However, there were few students who experienced the high level of Oral Communication Apprehension. There were some causes that reported in this research which are caused the presence of Oral Communication Apprehension such as the lack of the language skill, afraid of making mistakes, afraid of being laughed by the new audience, feeling nervous in front of the new audience self-confidence, the instructional setting (the material and the lecturer), and the cultural accepted. It was resulted some consequences. The students experienced mental block in which makes them avoid the task given. The students can not accomplish the task given smoothly. The students experienced communication disruption and tended to avoid the communication activity. Therefore, an intensive attention should be given by the lecturer in order to get the better outcome of learning.

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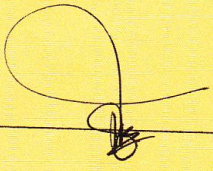



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Saya yang menyatakan,



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ACKNOWLEDGEMENTS

Alhamdulillahirabbil' Alamin, the gratest thanks is devoted to Allah SWT for the entire blessing and guidance that have been given to the writer so that it is possible to finish the thesis entitled “ An Analysis on Students’ Oral Communication Apprehension of English Department Students in Presentation Class at Riau Islamic University 2015-2016.” *Shalawat and Salam* are also addressed to Prophet Muhammad SAW, whose religious teaching had guided the people, especially muslims in life. In accomplishing this thesis, the writer has worked with a great number of people who have contributed that deserve special mention. It is a pleasure to convey the writer’s deepest appreciation to them all in the writer’s humble acknowledgement.

A deep gratitude is given to Prof. Dr. Jufrizal, M.Hum, as the writer’s first thesis advisor who has given his ideas, suggestions, and guidance from the earlier stage of this thesis accomplishment. The writer also gratefully acknowledges Prof.Dra.Yenny Rozimela, M.Ed., P.hD, as the writer’s second advisor who has given her ideas, correction, suggestion and beneficial opinions in the process of accomplishing this thesis.

It is also a pleasure to pay tribute to the contributor to the writer’s thesis proposal and the result seminar as well as the writer’s examiner in her thesis comprehensive test, Prof.Dr.Mukhaiyar,M.Pd, Dr.Kurnia Ningsih, M.A., and Dr. Ridwan, M.Sc. The writer would like to thank them for their beneficial time, contributions of thought and ideas towards the development of this thesis. The writer sincere thanks and appreciation also goes to Prof.Dr.H. Detri Karya, S.E., M.A as the rector of Riau Islamic University who has permitted the writer to conduct the research in English Department.

The last it is hoped that this thesis will be useful for the readers, especially for the awareness on the presence of communication apprehension in speaking class.

Padang, Februari 2017

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Research Problem

Human being is a social animate. People cannot do anything without sharing to others. People need to work together with others to fulfill their wants. They have to interact each other to ease them to achieve their intention. It occurs in some situations, such as at workplace, at school, at public area and so on. For example, a Boss have to tell to the employee some papers for their presentation to fulfill their client's needs. The employee have to ensure kinds of paper presentation they need for the presentation. He might asks the boss for paper presentation. Then, the Boss tell about it. Both of the employee and the Boss interact each other. The description above is known as communication.

Communication is not only help people to send the information to fulfill daily needs of life but also to ease people to get their wants. The rapid growth of communication is resulted communication as the prime determinant in every sides of human life. All facets of human life involve communication. It is not only used as daily interaction, but also as the key to determine someone's failure or success in some aspects. It seems that communication plays an important role in human life.

Charlesworth (2006:1) argues that level of success in the classroom and workplace is greatly influenced by the ability to communicate. It means that, the individual who has a good communication skills is easier to achieve the goal rather than who, does not have ability to communicate. It seems that the ability to communicate becomes one of the requirement that should be acquired by everyone nowadays.

The ability to communicate deals with the effective and meaningful communication. The communicator, the sender and receiver must in the same interpretation on the context of the communication given. As it is known that communication enables people to share the information through the messages. It should be clear in order to avoid the misinterpretation. It is one of the ways of people to interact each other in order to build relationship. However, although people communicate continually, some of them are still difficult to have effective communication.

Talking about communication means we are talking about the interpretation of meaning given through the communication process. It relates to the way of the receiver understand or assume on the information given by the sender. It will be ran well if the communicant, sender and receiver are in the same focus. Both of them understand on the language use. The sender and receiver know the context of the communication. It results an effective communication.

However, the communication cannot be done smoothly if the receiver have different interpretation on the ideas given by the sender. In other words, communication may not occur if the receiver has different assumption. One of the factors causes ineffective communication is the language. It is known that communication links to the language. Language plays the role in communication. It leads the communicant to understand the intention or the ideas from the communication activities. It helps the sender to share the information to the receiver. It is complicated since the communicants are not always had the same language use. It makes different interpretation in communicating. It causes different understanding then. The sender and the receiver will be difficult to get the understanding each other.

It can be more complicated if the communication involves the foreign language. As it is known that the foreign language has different use with the native language. It will be different in term of pronouncing, writing, conveying meaning, etc. The communicant must be able to understand the language. As Indonesian, we use Indonesia language in daily activity. Most of the communication activities done by using Indonesia language. This situation leads them to avoid some communication activities. They prefer to be receiver rather than sending the information.

Mostly, it can be drawn in the classroom context. As it is known that communication plays the role in the instructional activities. The teacher explains the materials to the students, delivers the material in order to help the students to understand the material. In language class, especially in English subject, some of the students tend to be silent if when the teacher asks them to participate in the classroom. In fact, it is not only occurred on the high school level, it is also found in the university level, even English Department students.

This situation challenges the instructional player or the scholars to identify the situation. Mc.Croskey in 1977 found that there are four traits cause students' passiveness in doing communication in Foreign Language context. The traits are shyness, unwillingness to communicate, compulsive communication, and communication apprehension. These traits cause students tend to avoid the communication activities. Mostly traits reported in communication is communication apprehension. It is mostly found in oral communication.

Communication apprehension is a common phenomenon in English as Foreign Language (EFL) class. It relates to the individual's fear or anxiety in facing communicating

whether real or anticipated communication (Mc.Croskey, 1978). Actually, this is a normal phenomenon in EFL class. The problem is different individual has different level of communication apprehension. It raises own consequences then. The students with high-level of communication tend to avoid the communication activities in the classroom. Meanwhile, the students with low-level of communication apprehension is often doing participation in speaking class.

As stated before, this phenomenon, communication apprehension is a common phenomenon in EFL class, it is also found in meeting comprehension class at Riau Islamic University in which the aim of this course is to make the students be able to communicate orally in order to be a good presenter. The lecturer asks the students to present the material related to English Language Teaching. The students are asked to present the presentation in front of their classmates, and the classmate are required to comment the presentation.

The researcher did an interview on June 29th 2015 with the students who are experienced in Presentation class at Riau Islamic University, year 2015-2016. The researcher asked about the students' opinion on the classroom activities. There are some reports on their experiences in Presentation class. First, the students tended to be nervous when they did the oral presentation individually. They prefer to do presentation in a group. They will be relax if the presentation did by the group. Meanwhile, in meeting class the students are required to present orally and individually. Second, the students were worry of making mistakes. The students admitted that they are afraid of making laugh of others. Third, the students were worry of the evaluation. In the end of the presentation, some of their friends are asked to give some comments for the speaker. It is called as peer

evaluation. It uses in order to train the students to speak up, even just giving comment. The students admitted that this is the basis reason of their tendency for being passive in speaking.

It can be said that there are some factors which are unconsciously cause students for being passive in the classroom. It might relate to the audience, context, and also the evaluation. However, as the objective of the Presentation course is the students are able to do oral communication individually, the students have to force themselves to speak. It is resulted an unpleasant experience in speaking.

Fear in public speaking such as giving oral presentation is related to communication avoidance. If you try to avoid the communication activities you could lose many opportunities to share ideas with others. In the classroom contexts, it relates to the learning achievement. The more students avoid the communication task given, the lower score will be achieved. The high apprehensive students have lower achievement than the low apprehensive students. In other words, it influences students' success or failure in term of the learning achievement. It is supported by Frymier (2005), that the communication apprehension affects the students' learning outcome.

B. Focus of the Study

There are some traits in communication that gives influence to the students' success in achieving learning outcome, such as shyness, reticence, unwillingness to communicate, etc. This research focuses on one of the communication trait, namely communication apprehension.

Communication apprehension is about individual's fear in facing communication. It is the most traits in communication reported by some people. It is experienced by everyone. It relates to the communication setting. Different people experiences different communication apprehension. In order to gain the deeper information related to the communication apprehension, this research focuses on finding the level of the communication apprehension, the causes, and also the effect on experiencing communication apprehension.

The level of communication apprehension relates to the communication setting. The high apprehensive person tend to withdraw from the communication activities, while the low apprehensive person enjoy the communication activities. This research also focuses on the cause that is make the individual experience communication apprehension. The last thing is about the effect of the communication apprehension. It deals with the consequence of the apprehensive person, whether low or high apprehensive.

C. Formulation of The Research Problem

In accordance with the focus of the research above, the problem of the research is formulated as follow: How is the existence of Oral Communication Apprehension experienced by English Department students in Presentation class?

D. Research Questions

Based on the formulation of the problem above, the research questions are elaborated as follow:

1. What are the levels of Oral Communication Apprehension experienced by the English students in Presentation class?

2. Why do the English Department students experience apprehension in doing communication task in Presentation class?
3. What are the consequences of the presence of the apprehension among the English students in Presentation class?

E. Purposes of the Research

This research generally has purpose to know the existence of Communication Apprehension in Presentation class of English Department students at Riau Islamic University.

Relating to the general purpose, in detail this research is aimed at:

1. identifying the level of the English Students' Communication apprehension while communicating with others in Presentation class at Riau Islamic University.
2. identifying the causes of communication apprehension while communicating with others in Presentation class at Riau Islamic University.
3. finding out the consequences of the existence of apprehension among the English students related to their performance in Presentation class.

F. Significance of the Research

This research is supposed to have theoretical and practical significance for the lecturer and the students. For the lecturer this research is expected to give the knowledge on teaching speaking especially as consideration to assess students' oral performance. It may help the lecture to design the course which will be able to assist the students in overcoming their fear on speaking in a Foreign Language. This study is also expected to give information to the students since apprehension in communicating may negatively affect language learning or learning outcomes.

G. Definition of Key Terms

1. Analysis

Analysis is a systematic examination and evaluation of data or information by breaking it into its component parts to uncover their interrelationship. In this research the analysis is about the English Department students' oral communication apprehension in Presentation class at Riau Islamic University academic year 2015-2016.

2. Students' Oral Communication Apprehension

Students' Oral Communication apprehension is the students' fear of communicating whether real or anticipated communication, with person or group of people. In this case is the apprehension experienced by the English Department Students in Presentation class.

3. English Department Students

English Department Students is the college students who take English as the major.

4. Presentation class

Presentation class is one of the course which is aimed at preparing the students to be a good presenter. The activity held in the classroom is oral presentation.

5. Riau Islamic University

Riau Islamic University is one of the private university in Riau which is located on Jl. Khaharudin Nasution, Marpoyan. One of the department provides by this university is English Department.

6. Consequence

Consequence is something that happen as a result of a particular action or set of condition.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on findings and discussion it can be concluded that there were some level of oral communication apprehension experienced by English Department Students in doing the Presentation task in Presentation Class. The students experienced high-level, moderate-level, and low-level of Oral Communication Apprehension. They experienced moderate – level of oral communication apprehension mostly.

Related to the existence of the Oral Communication Apprehension, there were some causes cause students' apprehension. First, the awareness on the students' low ability in using English during their performances. The students realize that they were lack of vocabulary which is hinder them to present the communication task given fluently. It was caused by the students' careless on the practice. Second, the communication task given. The previous speaking courses required the students to have group work. The students asked to do the task given in group, even presentation. Meanwhile, the Presentation course required the students to have individual presentation. The changing of the learning activities resulted clumsy. The students have to prepare by themselves in presentation course. It resulted a problem since in group work the students shared the ideas together. The students became less confidence on their own ability. The situation created apprehension then. Furthermore, the third cause was the way the lecturer evaluate the students' performance. Since the students were not provided by an illustration at the beginning of the course, they were in problem to present the ideal one. However, the

lecturer did not care on it. Moreover, the lecturer did not try to appreciate the students' performance.

Consequently, the students experienced mental symptom when they were required to have individual presentation. As stated before that the students were not accustomed to do the task given individually. The lecturer tended to create group work such as group discussion, group presentation in accomplishing the task given. It was a new treatment for them when they face the presentation class. Furthermore, the lecturer who teaches the presentation class seemed like let the students create an assumption on the task given by themselves. The lecturer did not show them a good presentation.

B. Implication

Dealing with the conclusion above, it can be implied several points. First, some speaking courses given to the students were not motivate them to improve the students' ability. Even the lecturer gives the students' chance to practice the language in group, the group work were not collaboratively work.

Second, the lecturer did not show an illustration of a good presentation. The lecturer was only asked the students to do presentation without showing or telling how a good presentation is. The students were not provided an information related to the communication task required.

C. Suggestion

Based on the conclusion and the implication of the research, there are some suggestions that can be identified. For the lecturer, it is suggested to give an adequate information related to the course design given. Since it is a practice course, it is suggested for the lecturer to model or to illustrate the way to do the task designed.

For the students, it is a must to improve the ability on language use even there is no instruction by the lecturer. The language students must be think on the measurement of a successful language learners. It is suggested to join on some speaking activities.

For the next researcher, it is suggested to use interview guide to find out the causes of the communication apprehension rather than to use the questionnaire. Due to the questionnaire is not qualified to gain the depth data of the sample.

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