

**AN ANALYSIS OF COMMUNICATION APPREHENSION THROUGH
CLASSROOM INTERACTION AT CCU CLASS OF
ENGLISH DEPARTMENT OF *UNIVERSITAS NEGERI PADANG***

Thesis

*Submitted as Partial Fulfilment of the Requirement to Obtain Strata One (S1)
Degree at English Department of FBS UNP Padang*



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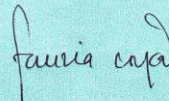
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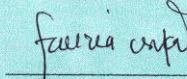

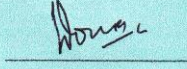

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ABSTRAK

Safira, Intan Yulia. 2015. An Analysis of Communication Apprehension through Classroom Interaction at CCU Class of English Department of Universitas Negeri Padang. A Study at English Department of UNP.

Penelitian ini mengkaji tentang kegugupan berkomunikasi mahasiswa dalam menggunakan bahasa Inggris sebagai bahasa asing yang dilihat melalui interaksi kelas. Populasi penelitian ini adalah mahasiswa jurusan bahasa Inggris tahun akademik 2012. Subjek penelitian dipilih dengan metode *Purposive sampling*. Kelas CCU dipilih karena kelas ini berlangsung dengan menggunakan bahasa Inggris dan memungkinkan untuk timbulnya masalah kegugupan berkomunikasi. Masalah yang diangkat pada penelitian ini adalah bagaimana kegugupan mahasiswa dalam berkomunikasi menggunakan bahasa Inggris mempengaruhi interaksi kelas. Tujuan penelitian ini adalah untuk mengetahui kategori *student talk* yang terjadi dalam interaksi kelas serta tingkat kegugupan berkomunikasi siswa. Instrumen yang digunakan dalam penelitian ini adalah panduan observasi untuk melihat interaksi kelas yang terjadi. Untuk mengetahui tingkat kegugupan berkomunikasi penulis menggunakan seperangkat kuesioner yang diadaptasi dari McCroskey (1982) yang dikenal dengan *the Parsonal Report of Communication Apprehension* (PRCA-24).

Hasil penelitian menunjukkan kategori *student talk* yang paling dominan terjadi di kelas adalah *students' response choral* (kategori 8a) dengan persentase 41%. Kategori berikutnya adalah kategori 8 (*students' response specific*) dengan persentase 32% dan kategori lainnya adalah *students' response open ended / students initiated* (kategori 9) dengan persentase 27%. Berdasarkan kuesioner yang didistribusikan pada mahasiswa, 52% diantaranya memiliki tingkat kegugupan berkomunikasi yang tinggi. Sementara itu, tingkat kegugupan sedang dengan persentase 32%, serta tingkat kegugupan berkomunikasi yang rendah dengan persentase 27%. Berdasarkan hal diatas, dapat diambil kesimpulan bahwa siswa cenderung untuk merespon dosen dalam kelas secara bersama sama dibandingkan secara individual. Selain itu, dibandingkan dengan kategori *teacher talk* yang lebih dominan di kelas, kategori *student talk* memiliki frekuensi yang lebih rendah, Kegugupan berkomunikasi diidentifikasi sebagai penyebab rendahnya tingkat partisipasi mahasiswa dalam interaksi kelas.

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Padang, 10 Juli 2015

Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Most of the process of teaching and learning occurs in the classroom. Tsui (1995, p. 1) defines classroom as a place where more than two people gather together for the purpose of learning, with one having role as a teacher. Then, classroom is considered as the most important place for English Foreign Language students to apply and practice English. So, classroom is conceptualized to create a condition in which students can improve their ability in learning English for real communication. Besides, classroom is not just a place where the teacher carries out predetermined routines, but also a place where teacher and students communicate one another.

Communication in the classroom is an essential part of teaching and learning process. Teacher should create communication with their students either in oral or written forms. The teacher is expected to develop an environment that encourages learners' participation in classroom activities and diversify communication channels involving the teacher, student and other learning materials (Bett, Indoshi & Odera, 2009). But, the general importance of communication in instruction was not widely recognized until the 1972 International Communication Association (ICA) convention focused on communication and learning (Sorensen & Christophel, 2010). This led to classroom research by Vygotsky (1978) whose study on classroom interaction that found interaction played an important role in the learning process.

Interaction simply means communication which implies more than one person. According to Brown (1994), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in reciprocal effect on each other. He adds that interaction is the heart of communication: it is what communication is all about. In teaching learning process, interaction should be built in the classroom. Classroom interaction describes the form and content of behaviour or social interaction in the classroom (Marshall, 1998). It is about the relationship between teacher and students in the classroom. Interaction makes learning easier, helps students to achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience.

The analysis and observation of classroom interaction has been popular form of research in 1970's and many coding category instrument and discourse analytical system which is designed for use on transcripts of classroom interaction were developed to describe and analyze the teaching and learning interaction such as FLINT (Foreign Language Interaction) system (Chaudron, 1988). Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown, 2001:170) is an interaction analysis which is able to be applied for classroom observation.

Interaction in the classroom needs to be considered when the learning process is done by using a foreign language because the main point in interaction process is language. Meanwhile, in foreign language class, the fluency of interaction will be disturbed by some problems such as the lack of students' ability in using the target language while the classroom interaction is done by

using the target language. This condition leads the students to have Foreign Language Anxiety or xenoglossophobia that effect students' level participation in the classroom.

Foreign language anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced when learning or using a second or foreign language (MacIntyre; Gardner, 1994). Foreign language researchers and theorists have long been aware that anxiety is often associated with language learning. Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language. Due to its emphasis on interpersonal interaction in the classroom, the construct of communication apprehension is quite relevant to the conceptualization of foreign language anxiety. Communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people (McCroskey in Holbrook, 1987).

Snell (1999) has done a research related to classroom interaction in Toyo Women's College in Tokyo, Japan. The result shows that a common problem In EFL classroom is dealing with a passive class, where students are unresponsive and avoid interaction with the lecturer. They are usually found to be quiet in the classroom, so they have a little experience in classroom interaction with the lecturer. This is especially true when the lecturer seeks interaction in a lecturer-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond. In fact, there are still many students who do not respond willingly to the lecturer's questions and do not participate in class discussion. Obviously, there will be times when no student can answer the question, but often students do not answer even if they understand the question, know the answer, and

are able to produce the answer. Furthermore, he also found that students can often be very reluctant to give feedback or ask the teacher a question in front of the class.

Moreover, Mehmood (2011) conducted an action research project attempted to explore classroom interaction problem in one class of Chinese adult English learners. He found that the students, as a class, didn't respond voluntarily to the instructor's questions and did not participate in class discussions. Students also never asked the teacher questions outside one-on-one situations. Thus the teacher received little oral feedback.

Related with communication apprehension, Mustapha, et.al (2010) also found that there are some problems occurred at *Universiti Teknologi MARA, Malaysia*. Despite the fact that the English language is the medium of instruction at the university level, many students (including final year graduates) still struggle to communicate in English for academic purposes. One of the primary reasons is that they lack the confidence and skills needed to successfully speak in English. As a result, they become apprehensive when asked to speak in public.

Based on the description above, the resercher assumes that these kind of problems also occur in EFL class probably also at English class at English Department, *Universitas Negeri Padang*. Based on the researcher's experience when studied at English class, there are just a few students who respond on lecturer's question. The other students mostly just keep silence and tend to accept the lecturer said without question or comment. Then, based on an informal interview with some students about their passiveness, most of them said that it was difficult for them to speak English in the classroom. So, they tend to be silent

in the class even they want to ask question or comment. They do not do that because of some factors such as low intellectual skill in English so that they tend to be passive rather than make mistake when they speak. Inevitably, most language teachers and instructors agree that many students at *Universitas Negeri Padang*, face problems communicating in English, as it is not their native language. Even at the university level, students feel apprehensive, awkward, shy, and insecure when asked to speak English in the classroom.

The facts that the students tend to be passive and avoid verbal interaction in the classroom need to be identified whether the cause is communication apprehension or not. That is why the researcher is interested on analyzing of communication apprehension through classroom interaction at Cross Culture Understanding (CCU) class at English Department of *Universitas Negeri Padang*.

1.2 Focus of the Research

From the explanation above, there are some problems dealing with interaction in the class of English as foreign language. However, this research is only focused on the problem in which the students tend to be passive in the class. They seem unresponsive and avoid interaction with the lecturer. The facts that the students tend to be passive and avoid verbal interaction in the classroom need to be identified whether the cause is communication apprehension or not. Thus, this research analyzes communication apprehension through classroom interaction at Cross Culture Understanding (CCU) class at English Department of *Universitas Negeri Padang*. The reason of choosing this class is this class uses English as the classroom language. The processes of teaching learning such as lecturing, asking question, discussion and other are done by using English. Besides, the lecturer is a

native speaker. These conditions possibly lead the students to have communication apprehension.

1.3 The Formulation of the Problem

The formulation of this research is "How does the level of students communication apprehension influence classroom interaction at Cross Culture Understanding (CCU) class at English department of *Universitas Negeri Padang?*"

1.4 Research Questions

The following research questions are developed from the general problems above:

1. How do categories of student talk occur during interaction at CCU class?
2. How is the level communication apprehension of the students at CCU class?

1.5 The purposes of the Research

The purposes of this study are:

1. To identify how categories of student talk occurs during interaction at CCU class.
2. To identify the level communication apprehension of the students at CCU class.

1.6 Significance of the Research

The research is worth researching because it provides important information and explanation related to classroom interaction in EFL class. This research informs what problems occur in classroom interaction and what the causes of that case are. Besides, this research also gives significant report related with communication apprehension. Through this research, English teacher is

expected to be more aware about students' psychology related to the using of foreign language in the classroom. Moreover, it also gives significance for the students at EFL class. This research provides them the information about the phenomenon Foreign Language Anxiety, communication apprehension, occurring in foreign language classroom. Besides, for the researcher, there is a new valuable experiences related to teaching learning process in EFL class especially about communication apprehension and classroom interaction.

1.7 Definition of the Key Term

1. Classroom: a place where more than two people gather together for the purpose of learning, with one having the role of the teacher.
- 2 Interaction: communication which implies more than one person.
- 3 Classroom interaction refers to the interaction between teacher and students and among students in classroom.
- 4 Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions.
- 5 Foreign language anxiety or xenoglossophobia: it is the feeling of uneasiness, worry, nervousness and apprehension experienced when learning or using a second or foreign language
- 6 Communication Apprehension: a type of shyness characterized by fear or anxiety about communicating with people

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion from the finding and discussion in the previous chapter. It is also completed by the suggestion.

5.1 Conclusion

Based on the findings and discussion, it can be seen that the most dominant category of student talk occurring in the classroom interaction during three times observation was students' response choral (category 8a). The second one was category 8 (students' response specific) and the last category was students' response open ended / students initiated (category 9). It can be said that the students tend to speak classically rather than individually. Comparing with other category in classroom interaction, teacher talk time was longer than students talk time. In other words, classroom interactions are dominated by the lecturer. It can be seen that the students were still passive in the classroom and tend to speak classically. When they are demanded to respond individually by using English, they just kept silent. The lecturer spent more time in questioning and explaining the material. The lecturer tried to guide the students to be active in the classroom by doing these. In fact, the students still tended to be passive and had low participation in the classroom.

Communication apprehension is identified as the factor of students' passiveness in the classroom interaction. 52% of the students have high level of communication apprehension, 32% of them in moderate level, and only 16% who have low level communication apprehension. The activities in the classroom such as questioning, answering, responding and others are done by using English.

Students are demanded to use English in the classroom. So, most of them have trouble related with that. Most of them feel afraid to make mistake when they speak English. They also feel tense and nervous when they want to use English. So they tend to keep silence. When the students have such kind of problem in using foreign language to communicate, it is called communication apprehension. It can influence the student's participation in the classroom interaction. Thus, it can be concluded that students' level communication apprehension influences classroom interaction.

5.2 Suggestions

Based on the conclusion above, some suggestions are proposed. The class environment can play a vital role in the prevention of communication apprehension. So, it is suggested to the lecturer to create a good classroom atmosphere by conducting a more relax and cooperative classroom, in order to keep the students enjoying the classroom activity. Thus, they can participate in the classroom actively and do not feel worry in using English in the classroom. Besides, the lecturer can use various and interesting technique and method in teaching, such as games, group work, role-play, and soon. Therefore, the students will be more interested and be more motivated in using English. It also will stimulate the interaction between teacher and students.

It is also suggested to the students to be aware of their communication apprehension. They can list all their fears and find out where they come from. They can share their problem with the lecturer related with communication apprehension. So, both lecturer and the students can find the appropriate activities in the classroom in teaching learning process that can reduce that communication

apprehension. Besides, the students need to think Think positively. Develop ‘I’m OK and You are OK’ attitude. They also need to improve their English by practicing and participating actively in English teaching-learning process.

It is also suggested to the further researchers, to conduct studies focusing on developing classroom interaction between teacher and students by using English in teaching-learning process.

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