

CONSEQUENCES ON THE EXISTENCE OF ORAL COMMUNICATION APPREHENSION AMONG THE ENGLISH DEPARTMENT STUDENTS IN PRESENTATION CLASS AT RIAU ISLAMIC UNIVERSITY

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ABSTRACT

Dealing with the importance of having oral communication ability in English in the worldwide today, the thought on the importance of being able to speak in English is a must to survive in the fieldwork. The ability to speak in English in term of foreign language brings the advantage by those who are able to speak. In the fieldwork today, people who have ability to speak in foreign language, English particularly has some opportunities to compete in the fieldwork. However, it is not easy to acquire English and to use it in oral communication. Some factor plays on it, cognitive such as the competence on using the language, the ability to acquire the English skill, and also psychological. Mostly, the factors cause people's inability to communicate orally is not people's competence on the language, but psychological. It rises as the consequences on the present of communication setting. Since communication involves some elements such as audience, medium and others, it raises the students' mental experiences definitely, in term of communication, namely apprehension. The students who enroll presentation class at Riau Islamic University experiences mental block during the presentation class. Consequently, experiencing oral communication apprehension causes the students' difficulties in communication.

Keywords: *English, Oral Communication, Oral Communication Apprehension*

A. Introduction

Communication is a process of sharing message between listener and speaker. The process is dynamic, ever- changing and unending. It is dynamic because there is possibility of changing position between listener and speaker. In some communication activities, the listener can be the speaker or vice versa and in other time, they might be change. The process is also ever – changing. The ideas which is given through communication are possible to change your attitude even your thought. The process of communication is also unending. As we know that everyone are experienced in communication every day. As long as the people alive, they have to communicate.

Since human life cannot be separated from communication, seems that communication plays the crucial purpose in human life. Turney (cited in Marsh, 1992) says that the purpose of communication is to get the understanding each other, listener and speaker. The speaker shares the idea to the listener, tells the experiences of the day, tells their confusion, tells their frustration and other things, while the listener respond it. The respond can be advising, giving some solutions, sharing the information and many others. It causes an understanding to the speaker and also the listener then.

Based on the purpose of the communication, communication is not only how to communicate but how to make understand each other. It seems that communication is not easy. There are some considerations in communicating. One of them is the language use, especially the foreign language. The ability to use the certain language is mostly becomes an obstacle in communicating. People tend to be silent when they think they are not able to speak by using the language. Consequently, some of them tend to avoid the communication. They prefer to be a receiver rather than being a sender. This condition has been identified by one of the scholars, named Mc.Croskey, in which he is label this condition as communication apprehension. Mc. Croskey (1978) says that communication apprehension is the level of fear or anxiety of individual when they have communication, real or anticipated communication, with person, or group of people. People might experience of fear in one time situation of communication. The fear is caused by some factors, such as situation, individual's personality traits, sociocultural, etc.

Communication apprehension is common phenomenon in English Foreign Language Class (EFL) globally. This form of anxiety affects students' oral communication. The obstacles present in a student hinder successful language learning and communication among students. However, effective communication is compulsory in language classroom based language activities. Inability to communicate orally may lead to the apprehension towards oral communication in the classroom. One of the most common and often reported fears is that of public speaking. Marleni (2016) states that students' speaking skill is influenced by their activity in communication by using English.

It is also found in Presentation class at Riau Islamic University in which the aim of this course is the students are able to communicate orally in some communication activities. In this class, mostly the students fear in facing communication activities. The researcher did interview on June 29th 2015 with the students who are enrolled in presentation class at Riau Islamic University, academic year 2015-2016. There are some reports on their experiences in presentation class. The first, the students tend 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 presentation class the students are required to present orally and individually. The second is they are worry of making mistakes. The students admit that they are afraid of making laugh of others. The third is they are 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. Unconsciously, the students admit it that this is the basis reason of their tendency for being passive in speaking.

It can be concluded that there are some factors which is unconsciously cause students for being passive in the classroom. It might relate to the audience, context, and also the evaluation. Related to these factors, indirectly the role of a lecturer as creator of environment in the classroom is also become the obstacle for the students in expressing their thinking.

CONCEPT OF COMMUNICATION

Communication is a basis for human interaction. The development of the need on communication is growth rapidly. Nowadays, it becomes an essential thing in human live. The ability to communicate is highly needed. People need to acquire the ability to communicate in order to ease them to do kinds of activities, such as finding a job, building a relationship and establishing the career. In the educational context, both of the teacher and the students are demanded to have ability to communicate. In short, those people who have a good ability to communicate are easy to get access for some purposes. It opens up many sides that they want to.

Talking about communication, it is important to define the term communication. Some experts are already defined the term of communication. Masterson and Steven (2006:4) say that communication is the process of acting on information that is conveying a meaning through the messages. Communication enables people to share their needs, intentions and wants. People are able to get their wants is only by telling their wants. They have to interact. People do communication in order to help them to get their needs from others. They are able to make others understand by communication.

Furthermore, Wood (2011:12) states that communication is a systemic process in which people interact with and through symbols to create and interprets meaning. Communication is a continual process occurred in a sequence. It involves some symbols in order to help the communicator to acquire the same interpretation. People comes from different background in terms of their ethnics, educational, or culture and so on. It might resulted different understanding on the same context given. The symbols are used in order to help the communicator to adapt on the same situation to convey the meaning given.

Based on the experts point of view it can be said that, communication is the way of conveying a meaning by involving some aspects as the consideration of the distinctions. Communication is also uses its rules in the process. It functions to make the meaning given or delivered is meaningfully.

Nowadays, the development of communication is also influence the educational side. It becomes one of the determinant of the students' success or failure in achieving the learning goal. In the classroom context, communication means as two way process, which is involve the teacher and the students need to acquire skill sending and receiving message (Collin, 1996:15). In other words, both of the teacher and the students must be able to have a good communication. It cannot be done by one of them since in the learning process both of them play the same role. One influences another. The teacher has to explain the materials to the students. They have to make the students understand on the material given. The way the teacher transfers the material to the students called communication. The teacher transmits an idea or shares the information to the students in order to make the students understand. The students also play the same role. The students must be involved in the learning process in term of asking for the difficulties or clarifying and many others. Both of them have to have a good communication to get the understanding each other.

Communication involves some elements in order to make the communicator be easier to make an interpretation towards the context given. Every elements takes part in the process. Koehlr (1981:18) argues that there are five elements of communication. The elements are sender, message, channel, receiver, and feedback.

The first element is sender. Sender is known as the prime mover in the communication process (Koehlr, 1981:18). It delivers the intention that is going to share. It also selects the mode or channel of the transmission. It also interprets the feedback. In other words, it determines the other elements in order to make the communication smoothly.

The second element is message. In developing and sending a message, the sender selects verbal and nonverbal symbols that are expected to convey the discrete meaning most effectively to a particular receiver. It means that, message and symbols cannot be separated. It must be parallel in order to get the intention given by the sender.

The third element is channel. It is medium of transmission. The message is transmitted through channel. It can be face-to-face conversation, by using telephone or by using letter, and many others. The communicator must select an appropriate channel in order to make the process of communication works. It is a crucial decision in communication process.

The fourth element is receiver. Receiver cannot be thought of as a passive receptable into which meaning can be poured. It means that a receiver must not only accept the message, but she also has to involve in confirming the message given.

The fifth element is feedback. It is known that communication process starts by sharing the intention from the sender to the receiver. The receiver then gives the response to the sender. The process occurs continually and never ending.

The purpose is conveying a meaning to get the understanding. Both of the sender and the receiver have to understand on the cues given. A process where the sender of a message interprets receiver reaction by listening and observing receiver cues called feedback (Koelhr, 1981:18).

In line with Koelhr, Kory (2015:6) says that there are some elements in communication, they are sender, receiver, encoding, message, medium, decoding and feedback. Sender is the person who initiate a communication or who would like to deliver a message or an idea to others. Receiver is the individual to whom the message is sent. Encoding is converting an idea into something that listener can understand. Message is the outcome of the encoding, which is delivered by the sender. Medium is the form or the carrier of communication, such as face-to-face, telephone call, e-mail. Decoding is assigning the meaning to the sender's word and action. Feedback is the response given to the message' sender.

Based on the two experts it can be said that the elements of communication has its own function. However, these elements are unities. The elements cannot be separated. Each of the element becomes determinant of the continuity of a good communication. It can be said that one element influences the other elements. The elements of communication determine the quality of communication (Keyton in Lunenburg, 2010).

Communication can be done in two ways, face-to-face or oral communication and written communication. Oral communication mostly found in some communication activities. It might presence since the process of communication involves the communicants who share the same context in the same place. Oral communication provides immediate feedback. The sender might see the response from the receiver and get the feedback immediately. Unfortunately, Scharlet et al. (1977) says that the oral communication is not pay attention to the language use. It does not focus on the syntax and semantic of the sentence. Meanwhile, the written communication mostly focus on the written form. It focuses on the diction, the structure, and also the context (Scharlet et al. 1977). It might say that written communication syntactically and semantically focus. Unfortunately, the feedback cannot be given immediately since the receiver need to read the message given through the communication process.

However, both of the mode of communication used by human being in many sides. In a certain situation, people think that the written communication is most effectively use rather than oral communication. It is used based on some consideration. But, in another situation of communication people tend to use oral communication. It depends on the communicators' need, the purpose, etc. It cannot be judged that oral communication is better than written communication or vice versa. Both of them have advantages and disadvantages.

In short, communication in the classroom context is the sharing process between the teacher to the students or among the students which is involve some

elements in order to make it easier in interpreting the meaning through the message given. It can be in spoken or written.

COMMUNICATION APPREHENSION

People build interaction among the society in order to share the information through communication. Hence, it is known that communication is the basis for human interaction. The rapid growth of the communication takes part in every aspects of human life. It is similarly found in the academic context. In the academic context, the communication is used by the teacher to the students to deliver the material which are related to the students' learning outcome.

However, in doing communication, either the teachers or the students face some traits. It inhibits the expectation later. One of the most traits reported is communication apprehension. Communication apprehension is a phenomenon in EFL classes. It is about the individual's fear of communicating associated with either real or anticipated communication (McCroskey, 1978). The way a person feels communication. It relates to the emotional response that an individual can have toward communication.

Furthermore, Boston (2001) states that communication apprehension is a psychological response to evaluation. It means that, the individual are afraid of being assessed. The response can be physical or psychological. Physical response as the cause of individual's thought. People response based on their minds perceived. Meanwhile, psychological response is the consequence on the physical response.

Turner and West (2009) add that communication apprehension is an individual fear in form of negative reaction towards the communication. As stated before that communication apprehension is a phenomenon in EFL classes, many students even at higher level of study experience some levels of fear when asked to communicate, especially in public (McCroskey, 1984). They are afraid since the negative judgment given by the classmates and also their own negative mindset on their ability.

Based on the experts view above, it can be said that communication apprehension link with the individual's feeling toward communication. It is a psychological response since it gives physical and physiological response. As it is known that reaction given by the individual comes from the response given by the human thought. The mind gives instruction and as the consequence the apprehension arise.

Fear in facing communication is normal. However, it becomes serious since the individual experience the high-level of communication apprehension. In the learning process it gives effect on the students learning achievement. As stated by the Frymier (2005) that the communication apprehension affects students' learning outcomes. It can be in term of the grade, students' social relationship, etc.

Doing the communication, there are so many external elements such as audience, context, situation and other gives influence to the process of communication. Even the individual already have a good communication skills, it cannot be denied that one of the external element of the communication makes them nervous. It can be caused by the audience, situation, or others. The situation

leads them to have a reaction, whether positive or negative. It is known as an emotion. Emotion is part of psychology.

The most apprehensions in communication that is often reported relates to the oral communication. Since oral communication is the way to communicate through the word of mouth. The speaker directly express what they want to communicate. The apprehension in facing the communication setting can be drawn through the oral communication. The speakers tend to be silent if they are uncomfortable with the communication situation.

As stated before that there is trait in communication. It raises as the consequence of the nature of the communication. Communication is not only required to have an idea, but we are also required to have a good mental, in order for having communication. Someone can be nervous when they want to speak. It causes them to decide for being silent. They tend to avoid a situation in which they are required to speak, or to argue the idea. This condition is often occurred in our daily live, even in ourselves. We have an idea, but we are afraid to tell others, then we decide to keep silent. This is not alien for us, feel nervous, or fear in communication. It seems that there is personal indication that is influence the process of communication. On the other hand, there are some other traits which are causes the apprehension in communication.

It can be inferred that communication apprehension is the response given by the individual towards the communication activity given whether physically or mentally. It can be positive or negative. Individual who suffer high communication apprehension will react negatively on the communication activity given, while individual who suffers low communication apprehension faces the communication activity given individually.

ORAL COMMUNICATION APPREHENSION

As the process of oral communication involve direct interaction, it seems that CA is exist, even the written communication is also might cause the apprehension. CA firstly introduced was defined as a broadly based anxiety related to oral communication apprehension (OCA). It is related to individual's fear when facing communication. Due to it is individual type, means that each individual has different level of communication apprehension.

Marran et.all (2012:4) argues that OCA concerned with a fear of speaking or talking to other people in different contexts, such as on a one-to-one basis, in groups, in meetings or public speaking. It experienced by the individual since they use spoken word in the communication process. As stated before that different people experiences apprehension of communication in different context. The person is afraid in facing group communication, but in meeting context they are not. It relates to the personal uniqueness.

In the situation where the individual confronts the communication activities, individuals with high OCA reports fear, tension and physical symptoms, such as increased heart rate and sweating (Beatty and Dobos in Marran, 2012:5). Individual who suffer high OCA means they are not enjoy the communication task. They tend to avoid or withdraw from the communication task. In other words, they react negatively on the communication task. As stated

by Betty the people who are not enjoy the communication activity, they experience some symptoms as the consequence of the unpleasant experience of the communication.

Many suffer in silence and are unaware that the complaint is so common. In higher education, students suffering from high OCA often feel uncomfortable or unable to ask questions in class, they may skip classes or choose modules that exclude their feared type of communication, and they often achieve less than their aptitudes would justify (Marran, 2012:5)

Generally, people experience high and low OCA. High OCA is seen as a potential inhibitor of the development of both communication competence and communication skills and as a direct precursor of negative communication affect. Low OCA on the other hand is seen as a facilitator of the development of both communication competence and communication skills and as a direct precursor of positive communication affect.

Students who suffer Oral Communication Apprehension causes some consequences. The consequences are: the students do not ask the questions in the classroom, make themselves inconspicuous, skip the class, drop needed programs, experience depression, fail to learn needed information and receive lower evaluation by instructor (O'Mara et.all,1996).

In the context of the classroom in which mostly the communication is in the form of oral communication, it will causes the unbalance situation. The students who suffer high CA will have low achievement in aural activity. As stated before, there will be some consequences of the students who suffer high OCA.

An individual's level of OCA is commonly measured by using Personal Report of Communication Apprehension. It relates to the communication of the situation. It is used as the consideration for the teacher in evaluating their materials and also the instructional practice. For the students it becomes a self-evaluation on their judgment on themselves.

Then, Kory (2015) states that there are two common symptoms for those who experience oral communication apprehension. As stated previously, it is a psychological response. The communication apprehension can be drawn from the students' physical or mental symptoms. Physical symptom such as shaky, sweating, trembling hands, rapid heartbeat, digestive breakdown, and out of breath. Meanwhile, the mental symptom derives from the students' mindset, such as afraid of, tense, nervous, low profile, concentration, and communication disruption.

COMMON CONSEQUENCES ON ORAL COMMUNICATION APPREHENSION

Mc. Croskey in Robert (2010: 45) says that there are four major effects of communication apprehension; internal discomfort, avoidance of communication, communication disruption, and over communication.

1. Internal Discomfort

Communication apprehension relates to the individual response toward the communication situation given. It means that it is personally orientation. It means

that the presence of fear on the communication situation given depends the individual himself. Two people who involve in the same communication situation given might have different reaction related to the communication situation. One might enjoy the communication, the other might not.

It seems that, there is internal and external factor involves in term of individual's response on the communication situation given. In this case, one of the consequence of experiencing communication apprehension is internal discomfort. Internal factor that is arises as the consequence of experiencing communication apprehension.

Internal means something come from inside the thing, in this case means that inside of human being. It relates to the individual's feeling in facing communication whether real or anticipated communication. The individual feels discomfort in facing communication. It is an unpleasant experience in communication. It links to the fear (Mc.Croskey in Robert, 2010:45).

2. Avoidance of Communication

The individual who experiences communication apprehension tend to avoid the process of communication. They tend to be silent. It presents as the effect of the negative response of communication.

Person who suffer from communication apprehension tends to withdraw from the communication activity. It is as a result of an unpleasant experience in communication. If they are not comfort with the communication situation given, they tend to avoid the communication situation given.

3. Communication Disruption

The apprehensive individual may not communicate fluently. They get difficulties in expressing the ideas. They cannot response the communication well.

Person who suffer from communication apprehension shows the inability in term of fluency in speaking. It arises naturally as the consequence of their reaction on the communication situation given. It also can be seen from the verbal on nonverbal symbols which are involved in communication. The individual might be seen tense.

4. Overcommunication

As stated before that the apprehensive individual reacts negatively in facing communication, it makes them neglect on the quality of interaction. As they attempt to talk in apprehensive circumstance, unconsciously they are only think on the quantity of the interaction.

However, this is rarely found by the person who experiences communication apprehension. It seems that they want to dominate the communication given. They talk as many as they can. However, it is as the response of their unpleasant in communication.

B. Method

This research employed descriptive research. According to Gay (2000:275), descriptive research determines and describes the ways things are. The study focuses on describing the factors cause the students' oral communication apprehension. It was conducted for the English Department students in Riau

Islamic University who enrolled Presentation Class. The course required the students to speak in Public Speaking setting.

The source of data was the 8th semester of English Department students at Riau Islamic University who enroll presentation class in the academic year 2015/2016. There were 29 participants chosen in this research as they have the same criteria. The first, the students enroll in presentation class. The second, the students were not join in some English courses. The third, the students were not join on some English activities in the university. The instrument used to gain the data on the consequences on the existence of Oral Communication Apprehension is Observation sheet. Observation sheet was used to observe the students' behavior related to their performance on oral presentation.

Table 5: Observation Sheet on the Consequences of Oral Communication Apprehension

Consequences of Communication Apprehension	Description	Classroom Observation
1. Internal Discomfort	The students' fear in facing communication. It may relate to the students' physical symptom in facing communication.	
2. Communication Avoidance	The students tend to give a bit/short interaction. They may also avoid by telling their unknowing.	
3. Communication Disruption	The students can not present the presentation fluently.	
4. Overcommunication	The students explain unimportant explanation in doing communication.	

C. Finding and Discussion

To gain the data, the researcher used observation sheet. The observation was done for seven times. It was done after the level of Oral Communication Apprehension found. Mostly, there were 3 performers for each meetings. Based on the students' information, the turn of the presentation was divided since the first meeting. The class began by called on the performers for every meeting. Each students were asked to present the presentation about 10 minutes. Each performers was evaluated by their friends and the lecturer.

Based on the observation during the learning process, it was found that most students experienced mental block. It can be seen from the students' physical appearance. Some students look wan. Most students look nervous when they

began the presentation, but it does not take longer time. The students feel more relax when they come to the presentation. Some students also cannot present the presentation fluently.

It is proposed by Mc. Croskey in Robert (2010:45) that there are four major consequences of communication apprehension, they are internal discomfort, avoidance of communication, communication disruption, and over communication.

Based on the observation on five high apprehensive students, the researcher found that three of four consequences are present. The students mostly experience internal discomfort, avoidance of communication, and communication disruption.

4.3.1 R 8 (High Apprehensive Students)

Consequences of Communication Apprehension	Classroom Observation
1. Internal Discomfort	√
2. Communication Avoidance	-
3. Communication Disruption	√
4. Overcommunication	-

Based on the observation on the students' performance on the oral presentation task, it was found that the 3 of 4 conditions above. The lecturer asked them to have oral presentation based on the agreement of their first meeting. Before starting the presentation, the student looks read the text for several times before the lecturer asked her to present the task. The student brought their note in a piece of paper.

During the presentation, the students could not present the presentation fluently. She read the notes several times. There were many juncture in doing presentation. She did repetition of sentences or words before starting the next explanation. After giving the presentation, her friends were asked to give some comments and also questions. The students respond it well. At time of the lecturer evaluated the student's performance, the student looks nervous. She answered the question from the lecturer shortly.

4.3.2 R 20 (High Apprehensive Students)

1. Internal Discomfort	√
2. Communication Avoidance	√
3. Communication Disruption	-
4. Over communication	-

The student faced 2 of 4 condition as the effects of the apprehension. The presentation was smoothly at the beginning. During the presentation, the student

tended to avoid the eye contact with her friend and also the lecturer. Her eyes was looking at to the top. The students looked memorizing the concept. There was no juncture on the presentation. The students present the presentation in a hurry.

After the material was presented, the student was asked some question by her friend. She could answer the question. Meanwhile, at the time the lecturer evaluated them, the students was silent. The student respond by saying yes and no.

4.3.2 R 1 (Low Apprehensive Students)

Consequences of Communication Apprehension	Classroom Observation
1. Internal Discomfort	√
2. Communication Avoidance	-
3. Communication Disruption	√
4. Overcommunication	-

It was observed that the student faced 2 of 4 conditions. It was observed during the presentation. The student could not concentrate on the presentation. She was often loss her words. She asked her friend the appropriate word that she would say.

Due to the understanding on the situation above, it was found that there were some characteristics of the students that caused the presence of the apprehension in communication. Even the data on the questionnaire showed that the students like to speak up in English, the fact showed it on the contrary. It was found that some of the students were introverted. They tended to do the task given by their own self. They did not like to share the ideas to others. They assumed that sharing with others is a problem. Due to their characteristics, they like to do individual presentation.

On the contrary, some of the students were extroverted. The students assumed that sharing was a good way in learning. They get better achievement when the task given was did together, included presentation task.

It also found in this research that the students were likely to be a volunteer in speaking class. The students said that in speaking class, some lecturers gave reward for those students who participate in the learning process, even asking or answering questions. The lecturer gave point for every students who engage themselves in participation. The situation was able to motivate the students to speak, but it was temporary. The habitual that was created by the lecturer was resulted unpleasant experience for the students. They prefer to wait their turn to speak by waiting for the lecturer called on. The students would not speak in the learning process when they were not called on.

The kinds of habit that was created by the lecturer unconsciously resulted dependence for the students. They were not accustom to train themselves in a

competitive situation. There were no want to improve themselves to participate actively in the classroom. Then, a worst mindset was created. The students tended to withdraw to face the task which was required participation. They became less motivated to speak.

The way the lecturer to motivate the students to speak must be considered. The lecturer have to think on the effect in the future. It was often found that the lecturer focused on one side, but they forget on the worst effect that come later on. It was a good for the lecturer to give such kinds of rewards to motivate the students to speak, but it would be better if the lecturer was also considered on the way to motivate the students' want to speak.

The presence of the communication apprehension among the English Department students resulted some consequences. Those students who experience apprehension were link with the students' mental pressure. For high and moderate apprehensive students, there were a permanent mindset related to the communication task given. The apprehensive students thought negatively on the task given.

CONCLUSION

The existence of communication apprehension during the oral communication activities the students experienced mental block 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.

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