

STUDENTS' ENGLISH ORAL COMMUNICATION APPREHENSION AT ENGLISH STUDY PROGRAM OF STKIP INSAN MADANI

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Abstract: *Oral communication apprehension is one of the psychological factors. Communication apprehension (CA) is defined as an individual's level of fear or anxiety associated with their real or anticipated communication with another people. The objective of this research is to know the level of English oral communication apprehension of students at English Study Program at STKIP Insan Madani Airmolek. The research is quantitative research. It was conducted at students of English Study Program of STKIP Insan Madani Airmolek. The instrument used in this research is questionnaire. In this research, the technique analysis data were collecting the data, categorized the data based on indicators, describe the data and make conclusion. The research result showed that the level of English oral communication was in moderate level for 60% of students, 30% students was on high level communication apprehension and 10% was on low oral communication apprehension.*

Keywords: *English speaking skill, Oral communication apprehension, students*

A. Introduction

As one of the productive skills, speaking activity must focus on how students use and communicate in English. For the learners, mastering speaking skill is very important for the students in order to make the students are able to communicate in English. But in fact, students face a lot of problems in mastering the speaking skill. The lack of practice of the language both inside and outside the classroom is the main cause of the students' failure in mastering speaking skill. That is why so many efforts should be focused on developing students' ability to speak since learning to speak is considered as the greatest challenge for all language learners.

There are various factors affecting the learning of speaking in a foreign language, such as intelligence, motivation, attitude, age, gender, personality, anxiety, and so on (Skehan, 2012). One of the known challenges comes from the learners' affective factor, such as anxiety. It has become a tradition for students to experience anxiety when dealing with English lessons as a foreign language at school or university. The excessive feelings of anxiety that students face in the foreign language classroom often makes them appear to have no ability in learning English, especially in learning speaking.

Horwitz as cited in Wu (2013) identify three related foreign language anxieties. It consist of 3 aspects namely communication apprehension, test anxiety, and fear of negative evaluation.

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. This factor usually occurs when students face an English language test, especially an oral test. Fear of negative evaluation is defined as apprehension about the evaluations of others, avoidance of evaluative situations, and the expectation that others will evaluate one negatively. This factor causes students to feel anxious to show their abilities directly in English, because students feel that their classmates will give negative comments on their performance. Students also feel anxious when their teacher gives them corrections which make their self-esteem fall in front of their peers.

In this research, the researcher focuses one of those components which is called communication apprehension. As the first anxiety factor, communication apprehension is a type of shyness characterized by fear or anxiety about communication with people. It is either real or perceived and usually associated with personality traits like shyness, quietness and reticence (Horwitz as cited in Wu (2013)). This anxiety very often plagues EFL students in

English classes. Students feel embarrassed to talk to the teacher, and/or their peers in English. These students feel like someone is observing them watching out for them to make mistakes in their grammar, this causes the students to be anxious when asked to speak English.

Besides the phenomenon as stated before, the researcher conducted observation at students of English Study Program of STKIP Insan Madani Airmolek. First, it showed that some students had problems in oral communication or speaking performance. Students were afraid of making mistakes in front of their friends and lecturer. They were nervous and anxious. Second, the students may have adequate vocabulary to get their meaning across, so they cannot keep the interaction going in speaking. They tended to keep silent when there were opportunity to express their idea in speaking. Third, the students had not yet developed an adequate level in the basic abilities of the language. They did not understand about English; they thought their competences more less than other students; then they become more afraid to make mistake in speaking.

A lot of studies have been conducted by researches that show that communication apprehension due to various factors greatly affects performances in speaking English, in particular factors such as proficiency in communication, level of confidence, the inter-language system of the students and their level of determination to study a foreign language.

Several researches has done by researcher about communication apprehension as a part of language anxiety have been conducted. Khalil (2017) in a research of "Oral Communication Apprehension among English Senior Majors at Al-Quds". Based on the research it can be found that a) the degree of oral communication apprehension among English senior majors at Al Quds Open University in Palestine was moderate, b) there was no any statistically significant difference at ($\alpha \leq 0.05$) in the oral communication apprehension among English senior majors at Al-Quds Open University in Palestine due to gender (male or female).

Rahmani and Croucher (2017) with research title "Minority groups and communication apprehension" explored communication apprehension among the Kurdish-Iranian minority groups. He used a sample, which consisted of (157) male and female students who participated in language classes at language centers. The Personal Report of Communication Apprehension (PRCA-24) was used as the study tool to determine the degree of communication oral apprehension, and identify if there were any differences among males and females in the degree of apprehension. The study found that female students had more levels of CA. It also revealed that the Kurdish students experienced less CA than Iranians did.

The reasons for conducting this research because identifying the causes and factors related to communication apprehension are important in the search for appropriate reduction techniques. It is necessary because of the negative effects associated with public speaking anxiety in the classroom. Negative thoughts and poor preparation have been identified as some of the negative effects associated with communication apprehension. Consequently, communication apprehension negatively affects students' academic success.

The objective of this research is to know the level of English oral communication apprehension of students at STKIP Insan Madani Airmolek. This result of the research hopefully can give contribution for some aspect. For students, this study is important as it seeks to identify the level of the students' communication apprehension in English and help the students overcome the speaking problems.

This research hopefully can uncover the real level of CA among tertiary students particularly at FKIP UIR. Only by knowing the actual level of CA can the lecturers find viable measures that will help to reduce problems pertaining to CA. For other researchers, this research hopefully can be used as reference for the next researcher who wants to discover about language anxiety, especially about communication apprehension.

For readers or society, hopefully this research can be a reference to find about anxiety, especially English language anxiety faced by the university students at English Language Education Study Program.

B. Review Of Related Literature

Related Theory

Speaking

In English, speaking is one of the four major skills a student has to learn. Being able to speak effectively is usually perceived as a barometer of a successful language learner. It is very important since the main goal of learning a language is to communicate well and fluently. Ur (cited in Tuan and Mai, 2015) argues that speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language.

Zhang (2012) states that spoken English is different from written English but it has a good relation in the midst of listening. The ability to listen to English effectively is very significant, because good listening is also an important step to good speaking.

Meng (2011) explained that they have to practice more in speaking English. Such speaking activities as split information tasks, interview, ranking, making decision, strip story and problem-solving role play require learners not only to repeat language items but also produce the generative use of the language.

Nunan (cited in Leong and Ahmadi, 2017) says that learning speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. It is true that people usually do not see the successful language learner from his or her knowledge of grammar or vocabulary, but based on he or she speaks the language.

Brown and Burns and Joyce (cited in Leong and Ahmadi, 2017) also defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate (cited in Leong and Ahmadi, 2017) defined speaking as the production of auditory signals to produce different verbal responses in listeners. To conclude, speaking is an interactive process of making meaning and sharing information by using verbal and nonverbal symbols.

The differences of students' ability influence by several factors. According to Syafriyadin, et al. (2017) the differences of each individual could be age, sex, aptitude, motivation, learning style, learning strategies, and personality which related to each other also in totality play important roles in language learning. The teacher should be aware with those differences in order to find an appropriate way to teach the students. One of the students' differences that strongly influenced the students' achievement in learning a language is their learning strategies. In order to enhance their speaking ability, they may have a particular or different learning strategy that different from anyone else.

Efrizal (2012) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

According to Mazouzi (2013), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

Communication Apprehension

According to McCroskey stated in Chakrabarti (2012) Communication apprehension (CA) is defined as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons. Anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that the learners need to overcome (Zheng, 2008). While Blume et al (2013) states that these feelings of nervousness appear across a variety of communicative settings including dyadic and group scenarios and CA may be experienced while alone, in

common day-to-day interactions with others, or during high anxiety-inducing situations such as the public speaking scenario. Moreover, it can “make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well” (Na cited in Sari, 2017). Given that learners with high anxiety often perform at lower levels than those with lower anxiety (Cui, 2011).

According to McCroskey (2015) Communication Apprehension (CA) consists of trait like CA and situational CA with context-based CA and audience-based CA as points along the continuum. The kinds of communication apprehension can be seen as follow:

a) Trait like CA

Trait like CA is an ongoing personality attribute where an individual experiences anxiety in all or most real and imagined social interactions and is the most common type of communicative anxiety.

According to Bodie (2013) trait like CA is enduring and more likely to recur over an entire individual's lifetime than situational CA. Hunter et al., (2014) states that some researchers hold that trait like CA may not be cured or eliminated, others posit that trait like CA may be modified, limited, or reduced through effective intervention.

Choiet al (2015) An individual with high trait like CA may remain silent in communicative situations or avoid communicative situations altogether. Beside Blumeet al (2013) individuals with high trait like CA may experience negative feelings in anticipation of, during, and following social interactions and these feelings may be intrusive and overpowering.

b) Situational CA

In contrast to trait like CA, Bodie (2013) situational CA is the general tendency for an individual to have feelings of anxiety in a specific situation. Where an individual with trait like CA may experience anxiety in many or all communicative settings, the situational CA individual may feel calm in a group setting but experience anxiety in a dyadic exchange.

Relevant to the current study, an individual may have no feeling of anxiety during day-to-day college classroom activities, yet during a public speech scenario may experience overwhelming and debilitating situational CA. Situational CA is considered more manageable than trait like, as the individual does not have pervasive ongoing anxiety and may be able to use coping skills across many settings to mitigate the feelings associated with high levels of communication-bound anxiety. Due to the prevalence of trait like and situational CA among all individuals, communication scholars have designed instruments to measure and observe CA.

McCroskey (2015) states that the causes of communication apprehension are not and may never be fully known. However, there are studies (Phillips and Butt, 1966, as cited in McCroskey, 2015) which suggest that communication apprehension develops during early childhood years. Since it is believed that communication apprehension is not a hereditary, but a learnt trait, and since children exhibit communication apprehension when entering kindergarten, it can be assumed that they develop communication apprehension during the early, so called formative years of their lives.

McCroskey (2015) suggest that there are two primary explanations for any development of personality in human beings. He claims that these can also be applied on communication apprehension, and they are heredity and environment.

Quietness, shyness, and reticence are general personality traits which frequently precipitate communication apprehension. Bodie (2013) stated that shyness or reticence occurs when the process of verbalizing limits the ability and desire to participate in discussions. The level of shyness, or range of situations that it affects, differs greatly from individual to individual.

According to McCroskey (2015), there were seven factors that could lead to a quiet student have been examined; (1) Low intellectual skills, (2) Speech skill deficiencies, (3) Voluntary social introversion, (4) Social alienation, (5) Communication anxiety, (6) Low social self-esteem, and (7) Ethnical/cultural divergence in communication norms. Another generally accepted explanation for the cause of communication apprehension is the Negative Cognitive

Appraisal Model by Glaser (2015) the model assumes that the quiet child was criticized for his or her early language performance. The impact is that the child learned to anticipate negative reactions and avoid them by keeping quiet. Even if teachers, parents, or other children simply stop reacting negatively to such a child's talk, the child will perform poorly and avoid oral communication situations.

C. METHODS

The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating preexisting statistical data using computational techniques.

The population of the research was 80 students. The sample taken by using total sampling so that the sample consist of 80 students. The instrument used in this research is questionnaire.

For the researchers to determine the level of oral communication apprehension among the sampling, the personal Report of Communication Apprehension Measurement (PRCA) was used as the tool of the study. It consisted of eighteen items, divided into three domains (group discussing, meeting and interpersonal). It used the 5-likert Scale, which ranges from strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

The questionnaire was distribute to students after calculating the instrument's validity and reliability. In this research, the technique analysis date were collecting the data, categorized the data based on indicators, describe the data and make conclusion.

D. Findings And Discussion

Finding

Based on Oral Communication Apprehension Questionnaire, students are grouped according to the grouping criteria according to Arikunto (2010) obtained by the student grouping Oral Communication Apprehension level presented in Table1.

Table1 Level of Oral Communication Apprehension

Categories	Interval	F	P
Low	32 - 46	20	25%
Moderate	47 - 61	50	62,50%
High	62 - 76	10	12,5%
Total		80	100%

Based on Table1 it was found that the grouping data of students in terms of Level of oral communication apprehension of the English Study Program at students of English Study Program of STKIP Insan Madani Airmolek with a total of students 80 students against 10 students with a category of high level of oral communication apprehension with the percentage 12,5% of the total numbers of students, 50 students with category of Moderate level of oral communication apprehension with the percentage 62,50% of the total numbers of students, and 20 students with category of low level of oral communication apprehension with the percentage 10% of the total numbers of students.

The students' involvement in group discussion was one of the main source for their fear and apprehension in oral communication. English students were afraid of communicating in groups since they required them to be involved in open discussions. To see the level of communication apprehension in term of group discussion can be seen in Table2:

Table2 Level of Oral Communication Apprehension in term of Group Discussion

Categories	Interval	F	P
Low	32 - 46	10	12,5%
Moderate	47 - 61	40	50%
High	62 - 76	30	37,5%
Total		80	100%

Based on Table2 it was found that the grouping data of students in terms of Level of oral communication apprehension in group discussion of the with a total of students 80 students, it showed that the dominant category isin moderate category. There were 40 Students or 50 % students have moderate level of oral communication apprehension in group discussion. Followed by high category with frequency of 30 students or 37,5%, and there were 10 students (12,5%) have low oral communication apprehension in group discussion.

Students encounter such a problem in a meeting because they have never been used to thinking critically nor creatively. They are much more used to keeping information by heart. To see the level of students Oral Communication Apprehension in term of meeting situation can be seen in Table3 below:

Table3 Level of Oral Communication Apprehension in term of Meeting

Categories	Interval	F	P
Low	32 - 46	17	21,25%
Moderate	47 - 61	45	56,25%
High	62 - 76	18	22,50%
Total		80	100%

Based on Table3 it was found that the grouping data of students in terms of Level of oral communication apprehension in term of meeting with a total of students 80 students against 18 students with a category of high level of oral communication apprehension with the percentage 22,50%, 45 students (56,25%) students werein moderate category and there were 18 students (22,50%) werein low category of Level of oral communication apprehension in term of meeting.

Most English students preferred to avoid involving in conversation in an interpersonal way because their communicative competence does not enable them to take part in conversations. To see the level of Oral Communication Apprehension in Interpersonal term can be seen in Table4 below:

Table 4 Level of Oral Communication Apprehension in term of Interpersonal

Categorie s	Interval	F	P
Low	32 - 46	16	20%
Moderate	47 - 61	50	62,5%
High	62 - 76	14	17,5%
Total		80	100%

Based on Table 4it can be seen that the grouping data of students in terms of Level of oral communication apprehension in interpersonal with a total of students 80 students, it can be seen that the dominant category is in Moderate category. There were 50 Students or 62,5%

students have moderate level of oral communication apprehension in interpersonal domain. Followed by high category with 17,5% or 14 students, and there were 16 students (20%) have low oral communication apprehension in interpersonal.

Discussion

The results of the questionnaire of oral communication apprehension revealed that the level of communication apprehension at English Study Program at students of English Study Program of STKIP Insan Madani Airmolekwas in Moderate Category. This result went in line with Adeyemiet al. (2017) study that revealed moderate level of apprehension among students and contradicted with Ka-kan-dee (2017) study that revealed high degree of apprehension and Khalid (2017) was also revealed the students were in moderate category.

The level of oral communication apprehension is in moderate it can be reasonable for some reasons; 1) there were many students used to oral communication, they have experienced very little oral communication apprehension. They think that is normal to experience some oral apprehension but they believe with their ability and seem that they have good confidence in speaking in such situation such as in group discussion, meeting and interpersonal one, 2) There were also numbers of students refuse to communicate orally in English situation especially in class. Many numbers of students think that oral interaction in class especially in group discussion or in a meeting were not too important since it was not the big part language assessment.

The level of oral communication apprehension is also depend on some situation; group discussion, meeting and interpersonal. To fully explain the domain or term in level of oral communication apprehension is presented as follows:

a. Group Discussion

From the questionnaire revealed that students were afraid of communicating in groups since they required them to involve in open discussions. This finding in line with Khalid (2017) that explained that group discussions did not have any formalities; students could not hide and they feel that they were monitored. He faced some difficulties when it came to group discussions, especially in the presence of boys and girls, during the discussion, he noticed some signs of fear on the students' faces. Based on the interview of this research is also known that some students explained that they did not like to be involved in group discussion because they were nervous and not ready to take part in such discussion.

b. Meetings

Some students were the respondents showed that they experience more apprehension when it came to answering questions in meetings. This was true because students were expected to answer long questions or open ones, meaning questions without specific answers.

This is in line with a study by Khalid (2017) he thought that students encounter such a problem because they had never been used to think critically nor creatively. They were much more used to keeping information by heart. Some teachers did not allow students to give their points of view and it was necessary for them to follow the textbook answers. Some questions might be sudden or strange for them; which made it source of apprehension among students, especially when they were competent enough in English.

c. Interpersonal

The student felt very relaxed while conversing with a new acquaintance, but there were also students preferred to avoid involving in conversation; their communicative competence did not enable them to take part in conversations. According to Khalid (2017) They feel that they were not obliged to participate in conversations as they were monitored and their mistakes might be a strong inhibitor for them in the future.

D. Conclusion And Suggestion

Conclusions

Based on the research finding it was found that the Level of oral communication apprehension of the students of English Study Program at STKIP Insan Madani Airmolek with a total of students 80 students is in moderate level.

This research has presented some findings regarding the English communication apprehension (CA) of the students of English Study Program at STKIP Insan Madani Airmolek. The results allow us to conclude that the majority of students had a moderate level of CA. Because of the limitations of this study regarding the ratio of the participants as well as some flaws in the translation of the Finnish version of the questionnaire, the results obtained in the study may not be completely reliable. However, the study may serve as a guideline for further research of communication apprehension, since the results show that the phenomenon is quite present among the students of English Language education.

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