

An Analysis of English Oral Communication Apprehension of the Third Semester Students at English Language Education of FKIP UIR

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ABSTRACT

There are various factors affecting the learning of speaking in a foreign language, one of them was oral communication apprehension (CA). 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. The objective of the research is to know the level of oral communication apprehension of the third semester students at English Language Education Study Program of FKIP UIR. The research is a quantitative descriptive research. It was conducted at English Study Program of FKIP UIR Pekanbaru. The population of this research was the Third Semester Student at English Language Education Study Program of FKIP UIR which is consisted of 2 classes. The sample of this research was chosen by purposive sampling. The sample was 3B class which consist of 47 students. Questionnaire and interview were used as Instrument of this Research. Based on the research finding it was found that the Level of oral communication apprehension of the Third Semester Student at English Language Education Study Program of FKIP UIR with a total of students 45 students is in moderate level. In detail it showed that 5 students with a category of high level of oral communication apprehension with the percentage 11,1% of the total numbers of students, 30 students with category of Moderate level of oral communication apprehension with the percentage 66,7% of the total numbers of students, and 10 students with category of low level of oral communication apprehension with the percentage 22,2% of the total numbers of students.

Keywords: *Communication Apprehension (CA), Speaking, Students*

1. INTRODUCTION

Speaking in a foreign language is used to communicate means to convey a want or desire to do something, discuss or solve a problem, or maintain social interactions and friendships, among other things. For many second and foreign language students, mastering the ability to communicate in a foreign language is a major priority. Learners frequently assess their achievement in the English language by examining how well they have improved at speaking the language and

what variables are impacting their ability to do otherwise.

For learners who studied English as a Foreign Language, speaking as a skill is extremely important (Kayi, 2006). Speaking is purpose driven in true communication, or it may be said that to communicate is to achieve a certain goal, such as expressing a want or desire to do something, negotiating or addressing a specific problem, or preserving social ties and friendships, among other things. However, speaking problems can pose significant

obstacles to successful foreign language acquisition and communication. Learners of English as a foreign language (EFL) have several speaking challenges, regardless of how much they know about the English language.

Intelligence, motivation, attitude, age, gender, personality, anxiety, and other elements all have a role in learning to speak in a foreign language (Skehan, 2012). Horwitz identifies three distinct foreign language concerns, as described by Wu (2010): communication apprehension, test anxiety, and inadequate evaluation.

Communication apprehension is a kind of shyness marked by apprehension or dread of communicating with others. Test anxiety is a sort of performance anxiety caused by a fear of failing. This is a common occurrence when pupils are given an English language test, particularly an oral one. Fear of negative evaluation is characterized as worry about others' evaluations, avoidance of evaluating circumstances, and the belief that others would adversely judge one. This aspect makes students fearful of demonstrating their talents directly in English because they believe their classmates will criticize their performance. When their instructor offers them corrections, students become concerned because their self-esteem is lowered in front of their peers.

The researcher focuses on one of those components, communication apprehension, in this study. Communication apprehension, the first anxiety element, is a sort of shyness characterized by dread or anxiety about communicating with others. The aim of these investigations is to figure out what causes CA, what its impacts are, and how to cure it. Researchers are pursuing acceptable and practical reduction

approaches to address the negative impacts of communication anxiety because of the negative consequences.

Speaking has long been regarded as the most visible form of language aptitude and competency, allowing students to satisfy their most fundamental demands. Speaking is a difficult task in which speakers must choose why, how, and when to communicate dependent on the cultural and social environment (Martinez, Usó, and Soler, 2006).

Speaking has been found to be the most stressful set of skills for students of foreign languages (Cheng, 2004). In addition to social and environmental elements, the functions generated by spoken language were deemed crucial. Speaking is now viewed as an interactive, social, and contextualized communicative experience, according to the influence of cognitive psychology, functional, and pragmatic perspectives of language (Martinez, Usó, and Soler, 2006).

Anxiety is often recognized as one of the most significant affective barriers to language acquisition success, and it has been the topic of several second/foreign language studies (Riasati, 2011). Because anxiety impedes language acquisition, low-anxiety learning settings should be established for learners, according to several second language theories. As a learner's academic performance deteriorates, so does his or her worry over particular academic assignments (Huberty, 2009).

According to Dewaele and MacIntyre (2014), language anxiety affects language acquisition, retention, and production; hence, foreign language anxiety has a detrimental impact on the entire language learning process. Language acquisition anxiety manifests

as in self-evaluation, excessive concern about failure, and care about what others think, anxiousness and worry, avoidance of the target language, casual blunders, and excessive studying. Participants' English language anxiety as well as their drive to succeed and avoid failure were also assessed.

According to Horwitz (2001), foreign language anxiety is distinct from general anxiety, and as a result, it prohibits learners from accomplishing their dreams and achieving successful performance in the target language.

Communication apprehension (CA) and sensations linked with fear from communicative scenarios are prominent research subjects in the communication disciplines, spanning over a century of research (McCroskey et al., 2007). Every human has some amount of communication anxiety, despite the fact that individual experiences of the phenomena vary significantly from one person to the next (Byrne et al., 2012).

Communication Apprehension (CA) is made up of traits such as CA and situational CA, as well as context-based CA and audience-based CA as points on a continuum (McCroskey, 2007). CA affects everyone to some degree, and the corpus of CA knowledge is based on the notion that everyone falls somewhere along the continuum (Blume et al., 2013)

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 (Bodie, 2010; Choi et al., 2015). Trait like CA is enduring and more likely to recur over an entire individual's lifetime than situational CA (Hunter et al.,

2014).

b. Situational CA

In contrast to trait like CA, situational CA is the general tendency for an individual to have feelings of anxiety in a specific situation (Bodie, 2010).

The causes of communication apprehension, according to McCroskey (2007), are unclear and may never be fully understood. However, studies (Phillips and Butt, 1966, as referenced in McCroskey, 2007) and surveys (Wheless, 1971, as cited in McCroskey, 2007) show that communication apprehension develops in childhood. Because communication anxiety is seen as a learned rather than an inherited trait, and because children exhibit communication apprehension as early as kindergarten, it is plausible to assume that they develop communication apprehension throughout their formative years.

The researchers attempted to compile a list of the most recent and relevant studies. The studies are presented in chronological order, starting with the most recent and ending with the oldest:

Khalil (2017) found that a) oral communication apprehension among English senior majors at Al Quds Open University in Palestine was moderate, and b) there was no statistically significant difference in oral communication apprehension among English senior majors at Al Quds Open University in Palestine due to gender ($\alpha \leq 0.05$) in a study titled "Oral Communication Apprehension among English Senior Majors at Al-Quds."

Rahmani and Croucher (2017) investigated communication fear among Kurdish-Iranian minority groups in their study "Minority groups and

communication apprehension." He utilized a sample of (157) male and female students who took language instruction at language centres. The Personal Report of Communication Apprehension (PRCA-24) was used to measure the degree of communication oral apprehension to see whether there were any variations in the degree of apprehension between males and females. The study found that female students had more levels of CA. It also revealed that the Kurdish students experienced less CA than Iranians did.

Al-Otaibi (2016) conducted a study with a title "Speech anxiety among EFL Arab college students" to investigate the causes of speaking anxiety among Saudi Arabian EFL Arab freshman college students. The study's sample included 22 English-Arabic translation students from King Saud University's COLT in Riyadh, Saudi Arabia. The researcher gave the sample a 14-item questionnaire to determine their level of anxiousness. The study's findings revealed that peer comparison, students' opinions of their ability to speak, English rules, difficulty understanding the teacher, and impromptu speech were the primary causes of speech anxiety in students.

2. METHOD

The design of this research is descriptive quantitative method because the data is presented in numerical and descriptive form. According to Sugiyono (2016) descriptive research is a study conducted to determine variables; either the variable is one or even more without making comparison or connects with other variables. Quantitative approaches focus on objective measurements and statistical, mathematical, or numerical analysis of data obtained through polls, questionnaires, and surveys, as well as

modifying previous statistical data using computing techniques. The researcher only utilized one variable in this study. The variable was English Oral Communication Apprehension of the Third Semester Students of English Language Education Study Program of FKIP UIR.

According to Sugiyono (2016), the population is a generalization area made up of objects/subjects with certain attributes and characteristics that researchers choose to study and draw conclusions from. The participants in this study were students in FKIP UIR's third semester of English Language Education. In addition, students in FKIP UIR's third semester English Language Education have two classes: 3A and 3B.

Based on the population in the total number of students at the third semester of English language Education of FKIP UIR amounted to 96 students. So, the research chooses class 3B as a sample. The sample of this research used the purposive sampling. Purposive sampling, according to Arikunto (2010), is the approach of selecting a sample by focusing on a specific purpose rather than level or region. Purposive sampling is the act of selecting relevant information and cases before selecting participants and data collecting locations in order to have a better understanding of the study's research subject and phenomena.

The researcher employed a questionnaire called Personal Report of Communication Apprehension-24 designed by McCroskey, J. C. (1982) and taken from Khalil (2017) as a study instrument via measurement (PRCA-24). PRCA-24 indicated a four-dimensional structure that largely corresponded to the PRCA's four contexts: group discussion (questions

1–6), meetings (questions 7–12), dyad/interpersonal (questions 13–18), and public speaking (questions 19–22). (Questions 19 to 24). Because the participants in this study had no prior experience with public speaking, the indication of public speaking will be removed.

The personal Report of Communication Apprehension Measurement (PRCA) was utilized by the researchers to measure the level of oral communication apprehension among the study participants. There were eighteen things in all, separated into three domains (group discussing, meeting and interpersonal). The 5-likert scale was employed, with responses ranging from strongly agree (SA), agree (A), neutral (N), disagree (D), and severely disagree (SD) (Gabrijela, 2018).

3. FINDINGS AND DISCUSSION

All of the data needed for this study was gathered through distributing questionnaires and conducting interviews with a select group of people. The questionnaire was used to determine the level of oral communication anxiety among third-semester English Language Education Study Program students at FKIP UIR. The interview was intended to learn about the students' perceptions of speaking in the following situations: group work, discussion, and interpersonal communication anxiety. The sample consisted of 45 students.

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 Table 1.

Table 1 Level of Oral Communication Apprehension

	Categories	Interval	Frequency	Percentage
1	Low	32 - 46	10	22,2%
2	Moderate	47 - 61	30	66,7%
3	High	62 - 76	5	11,1%
	Total		45	100%

Based on Table 1 it was found that the grouping data of students in terms of Level of oral communication apprehension of the Third Semester Student At English Language Education Study Program of FKIP UIR with a total of students 45 students against 5 students with a category of high level of oral communication apprehension with the percentage 11,1% of the total numbers of students, 30 students with category of Moderate level of oral communication apprehension with the percentage 66,7% of the total numbers of students, and 10 students with category of low level of oral communication apprehension with the percentage 22,2% of the total numbers of students.

The subjects of the study were interviewed after doing the calculation of questionnaire of student's level of oral communication apprehension. Based on the level of oral communication apprehension, the researcher selected 5 research subjects which can be seen in Table 2.

Table 2 Subjects of Interview

NO	Level of Oral Communication Apprehension	Code
1	Low	Student 19
2	Low	Students 7
3	Moderate	Student 5
4	High	Student 24
5	High	Student 10

***Level of Oral Communication
Apprehension in Group Discussion
Domain***

One of the primary sources of the students' apprehension and anxiety in oral communication was their participation in group discussions. Because they were expected to participate in open conversations, English students were terrified of interacting in groups.

Table 3 Level of Oral Communication Apprehension in term of Group Discussion

NO	Category	Range	Frequency	Percentage
1	High	24 - 29	1	2,2%
2	Moderate	18 - 23	29	64,4%
3	Low	12 - 17	15	33,3%
	Total		45	100%

Based on Table 4.5 it was found that the grouping data of students in terms of Level of oral communication apprehension in group discussion of the Third Semester Student At English Language Education Study Program of FKIP UIR with a total of students 45 students, it showed that the dominant category is in moderate category. There were 29 Students or 64,4% students have moderate level of oral communication apprehension in group discussion. Followed by high category with frequency of 1 students or 2,2%, and there were 15 students (33,3%) have low oral communication apprehension in group discussion.

The researcher also support this research by interviewed some subject, 2 subject in low CA, 1 subject in moderate CA and 2 subject in high CA. The interview result above showed that the student, who are in low CA mention that they were confident enough to have a group discussion. It may happen because they had ability to

convey the idea in their head into speaking statement. They were excited because they worried free and enjoy the group discussion. Even though they felt a bit nervous when they turn to speak, they still could anticipate any obstacle to speak in a group discussion.

Level of Oral Communication Apprehension in Meetings Domain

In a meeting, students face this challenge since they have never been taught to think critically or creatively. They are considerably more used to memorizing information. To determine the students' level of oral communication apprehension in a meeting context.

Table 4 Level of Oral Communication Apprehension in term of Meeting

NO	Category	Range	Frequency	Percentage
1	High	21- 26	4	8,9%
2	Moderate	15 - 20	28	62,2%
3	Low	9 - 14	13	28,9
	Total		45	100%

Based on Table 4.7 it was found that the grouping data of students in terms of Level of oral communication apprehension in term of meeting with a category of high level of oral communication apprehension with the percentage 8,9% , 28 students (62,2%) students were in moderate category and there were 13 students (28,9%) were in low category of Level of oral communication apprehension in term of meeting.

Level of Oral Communication Apprehension in Interpersonal Domain

Because their communication ability does not allow them to participate in discussions, most English

students would rather avoid engaging in interpersonal interaction.

Table 5 Level of Oral Communication Apprehension in term of Interpersonal

NO	Category	Range	Frequency	Percentage
1	High	21 - 27	3	6,7%
2	Moderate	14 - 20	27	60%
3	Low	7 - 13	15	33,3%
	Total		45	100%

Based on Table 5 it can be seen that it can be seen that the dominant category is in Moderate category. There were 27 Students or 60% students have moderate level of oral communication apprehension in interpersonal domain. Followed by high category with 6,7% or 3 students, and there were 15 students (33,3%) have low oral communication apprehension in interpersonal.

To see the each portion of Level of oral communication apprehension At English Language Education Study Program of FKIP UIR can be seen in the figure 1.

Figure 1 The Comparison of Level of Oral Communication Apprehension

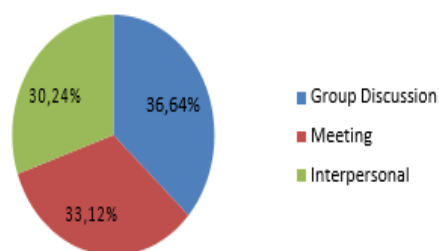


Figure 1 showed that the Level of oral communication apprehension At English Language Education Study Program of FKIP UIR in domain of group discussion is the highest percentage (36,64%), the moderate term or domain is meeting (33,12%) and the lowest one is interpersonal term with percentage 30,24%.

Data Interpretation

The results of the questionnaire of oral communication apprehension revealed that the level of communication apprehension at English Language Education Study Program of FKIP UIR was Moderate. This result went in line with Adeyemi et 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, the 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 confident in speaking in such situation such as in group discussion, meeting r as 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.

4. CONCLUSION

The research finding it was found that the Level of oral communication apprehension of the Third Semester Student at English Language Education Study Program of FKIP UIR with a total of students 45 students is in moderate level. In detail it showed that 5 students with a category of high level of oral communication apprehension

with the percentage 11,1% of the total numbers of students, 30 students with category of Moderate level of oral communication apprehension with the percentage 66,7% of the total numbers of students, and 10 students with category of low level of oral communication apprehension with the percentage 22,2% of the total numbers of students.

This research has presented some findings regarding the English communication apprehension (CA) of the Third Semester Student At English Language Education of FKIP UIR. The results allow us to conclude that the majority of students had a moderate level of CA. The results obtained in the study may not be totally accurate due to the study's constraints regarding the ratio of participants as well as certain faults in the translation of the Finnish version of the questionnaire. However, because the findings suggest that communication fear is common among English Language Education students, the study might be used as a model for future research.

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