

AN ANALYSIS OF STUDENTS' COMMUNICATION APPREHENSION IN SPEAKING CLASS

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ABSTRACT Speaking is one of the ways people communicate verbally; therefore, it is really important to support the process of communication in spoken mode. However, in reality students' communication in speaking class often faces problems. One of them is communication apprehension, communication apprehension is people who feel bad feelings in communicative situations. Therefore, it is important to do further research through research to find out whether facing communication fears can help to succeed in learning to speak. Based on these problems, researchers are interested in examining the types and factors that cause student communication in the speaking class. This study aims to describe the types and factors that cause communication anxiety experienced by students. Hence, the current study uses a descriptive approach. This research involved 7 participants from speaking class at Muhammadiyah University of Kotabumi. Data collection was done through a questionnaire with a google form. The results showed that students experienced network communication in types of traits such as, situational and general context. In this case, the person-group is the missing type in this study. Then for the anxiety factor, students experience novelty, formality, subordinate status, ignorance, inequality, attention, heredity and environment. The missing factors of communication apprehension are strengthening and defeating. These findings implied that the learning process especially in speaking class, the teacher should consider the students' communication apprehension in order to provide the effective learning atmosphere which can accomodate students' necessity.

Keywords : Communication, Communication Apprehension, Speaking Skill

A. INTRODUCTION

In learning English there are four skills that should be learned, they are listening, speaking, reading and writing. Kuning (2020, p.78) define language is spoken because speaking as one of the important skills in learning English beside reading, listening and writing. Speaking is one way for people to make verbal communication. This is the important skill needed to create an effective communication. Ur (as cited in Ramasari, 2017, p.37) states that speaking is the most important skill among reading, listening and writing because a language begin from speakers. With speaking person knowing the information from another person.

Besides the important of speaking skill, students should be able to speak English well. However, in the reality the student' communication in the speaking classroom often face problems. One of them is communication apprehension, communication apprehension is people who experience bad feelings in communicative situation. Communication apprehension is related to

oral communication (McCroskey, 1984, p.3). In addition, Capan (2013, p.202) defines communication apprehension is feelings of tension or worry when people required to speak and listen foreign language in communicative situation.

Students facing or having communication apprehension within themselves in speaking class because they feel nervous, afraid, anxious and worried to speak English. Therefore, it is essential to be investigated further through a research in order to find out the types and the factors of students communication apprehension experienced by the students in speaking class at English education of Muhammadiyah Kotabumi University academic year 2020/2021. So, by investigating this research, the result will give beneficial impact to the treasure of related knowledge both of theoretically and practically.

B. LITERATURE REVIEW

Types of Communication Apprehension

Communication apprehension was often faced by many people including students who learn English. McCroskey (1984, p.19) states that there are four types of communication apprehension such as, traitlike CA, generalized-context CA, person-group CA, and situational CA. First, traitlike CA is communication aprehension relatively stable and long time when person encounter various communication activities. In addition, people classified as the CA trait-like type were thought to have a genetically higher level of CA (Petry, 2016, p.7). So, trait-like CA can be said to be a type of CA that has a higher level of CA in genetically.

Furthermore, generalized-context CA is the understanding of communication that emerges when someone is in a certain context. Petry (as cited in, 2002, p.3) states that public speaking is the most common fear regardless of age, education level, gender, or social preparation and skills. It can be said that public speaking is part of the generalized-context of CA.

Afterthat, person-group CA is people who will experience communication fear when communicating with a particular person or in groups. Petry (2016, p.8-9) states when someone is presenting in front of family and friends that does not cause concern, but that concern will arise when someone stand in front of a professor in a classroom full of peers. This can happen because individual has the feeling that other people judge and evaluate what they do. Therefore person-groups CA can occur when individual communicate with family, friends or lecturers.

Moreover, situational CA arises when a person is faced with a certain situation that is unusual to deal with. Furthermore, Petry (2016: 9) states that someone who has lower CA levels will tend to experience anxiety in certain situations and certain individuals. It can be said that someone who

experiences situational CA will feel anxious only at a time that is not usually done in communication and not feel anxious in all communication activities.

From the explanation above, in terms of people who experience communication apprehension have different experiences for each individuals. These differences are classified into four types of communication apprehension, namely traitlike CA, generalized-context CA, person-group CA and situational CA. With an understanding of the types of CA as an obstacles in communication, it is easy to find out the types of CA experienced by a person so that they can determine the right action to overcome the CA.

Factors of Communication Apprehension

Every problems must have a causal factors that underlies the problem can arise. Likewise with communication apprehension problem also have causal factors. According to McCroskey (1984) there are ten causes factors of communication apprehension as follows;

Firstly, heredity factir of CA is a values. Children will follow the values taught by their parents since childhood. For example, when parents have never taught about self-confident in public speaking, they will be anxious when they in public speaking situation. Then this factor can be influenced by values in the family

Secondly, environment factor, it is become cause of someone experiencing anxiety. Person tendency to be an environment that has communication apprehension will encourage person to have communication apprehension. The habits that are done in a friendship environment can affect someone's communication apprehension. Antoro, Wisasongko & Khazanah (2015, p.4) found that in social environment the students unconfident to speak English because it is hard to find partner of speak. In this case a friend who can become a partner in the practice of speaking English will help to reduce the level of anxiety in communicating.

Thirdly, reinforcement is one way to foster enthusiasm or one of the supports that can have an effect on progress. If children are given reinforcement in communication, they will more communicate. But on the contrary, if children are not given reinforcement in communication, they will be lacking or rarely communicating. Therefore, support from family, friends and teachers is needed in increasing self-confidence in communication in order to avoid obstacles, namely communication apprehension.

Fourtly, novelty can increase the level of communication apprehension. People are confused how to behave in novelty. When students are working in a group of classmates on a project for the first time (Petry, 2016, p.16). This condition people faced communication apprehension. In this factor, the more often a person communicates in all activities so that they have a lot of experience in communication, then the level of communication apprehension will be lower.

Fifthly, formal communication apprehension is person will have high level of communication apprehension, because in formal situation people feel fear to make mistakes. Antoro, Wisasongko & Khazanah (2015, p.5) defines students feel anxious to speak English because the situation of the class is too formal, and they are monitored by the teacher. It can be concluded that in formal situations such as in public speaking, presentations or seminars, a person will feel more worried in communicating.

Sixthly, subordinate status is a factor faced by superior-subordinate. Subordinates will feel anxious when communicating with their superior because they are afraid to make mistakes. Petry (2016, p. 16-17) states that level of CA will increase when people communicate with other people who have higer status. Superiors and subordinates in this case as an example between lecturers and students. This relationship between superiors and subordinates causes a student to feel afraid when communicating with a lecturer.

Seventhly, conspicuousness is condition where someone feels not ready or there is no preparation in carrying out certain activities. In communication people sometimes confused about how to give a public speech or make a comment. When individuals in a meeting, their level of apprehension will increased because they feel the others people are there observing closely (Petry, 2016, p.17). This condition can cause communication apprehension. So before communication is carried out, people must make preparations so as not to feel anxious in communicating.

Then, unfamiliarity factor, communication with unfamiliar person is a challenge communication. People with oral communication apprehension anxious while speaking in public or talking to someone unfamiliar (Lie, 2018, p.101). Communicating with person that you already know (familiar) will be easier than person that you do not know (unfamiliarity). It can be concluded that familiarity between one person and another will affect communication so that when communicating there is no more awkwardness.

Afterthat, dissimilarity is something that is different from one another. Petry (2016, p.18) found that communication with others who are different, it become harder to connect and build rapport because of that people feel worried to communicate. Dissimilarity in this case is an example of dissimilarity in terms of age. When communicating with someone who is older people will feel afraid because they have to use more polite language. But it is different when talking with peers, they will enjoy it more. So, dissimilarity in age can be an inhibiting factor in communication.

Lastly, degree of attention from others factor. People will be more comfortable when given a moderate level of attention. Petry (2016, P.17) defines individuals who get a lot of attention will cause increased level of apprehension. In addition, Antoro, Wisasongko & Khazanah (2015, p.4) states that students feel worried when they become the center of attention in presentation.

Therefore, when someone gets high attention in communication, such as when doing presentation someone will feel worried because they lack confidence and they are afraid of making mistakes.

C. METHOD

In this research, the researcher had used descriptive qualitative approach methods. Qualitative descriptive research, that means qualitative is the data obtained (Arikunto, 2010, p.21). In this research the data sources had taken from students. Students who are selected are students in speaking class at English education of Muhammadiyah Kotabumi University. The researcher had selected the students as the data source based on the characteristics in the low categories. Sani (2019, p.33) defines there are four characteristics of students who experience communication apprehension that are internal discomfort, avoidance of communication, communication withdrawal, over communication. After selected the students as data source, the researcher made an interview with a speaking lecturer, to confirm the information gotten from pre-liminary research.

Participants

There are 7 students as data sources that were included in the low categories could be used as the participant in this research. The researcher analyzed the types and factors of communication apprehension experienced by the students.

Instruments

The researcher had used questionnaires to find out student's types and causing factors of communication apprehension. Questionnaire is some questions that is submitted by researcher to research subjects that used to get individual information and another information (Arikunto, 2010:194). This research had used questionnaires in the form of google form to get individual information to find out the factors of communication apprehension experienced by students speaking class. The researcher had used questionnaires because to get extensive information about the research to be carried out and to avoid mistakes from the research.

Data Collecting Technique

Researcher had used questionnaires technique. The questionnaires used in this research is open-ended questionnaire which is aimed to get and elaborate the data of communication apprehension. In conducting questionnaires, researcher used tools to collect data, namely mobile phone. The mobile phone had been used to collect the data from google form.

Data Analysis

Miles, Huberman and Saldana (2014) states that in the activity of analyzing qualitative data, it is carried out interactively and continuously so that the data is saturated and the research is

completed. The researcher had used third steps to analyzing the data that are data reduction, data display and conclusion drawing/verification

D. RESULT AND DISCUSSION

Students who faced the problem of communication apprehension in the types of trait like are students 01 and 04 because from their answer they feel fear of speaking English. Next, students 02 and 05 include in the type of situational CA because they feel worried when speak with the teacher. The last is students 03, 06 and 07, they faced the problem of communication apprehension in the type of generalized context because from their answer it shows that they feel tense in speech or public speaking. From seven students that give responses, there is one of types CA is not found in seven students it is person-group of CA.

In this case, students do not experience communication apprehension in the type of person-group CA because from students responses it not found that students do not want to participate in group discussions. This shows that students want to participate in group discussions. So, from the data the researcher conclude the students in speaking class at English education study program of Muhammadiyah Kotabumi University faced communication apprehension in the types of trait like, situational and generalized-context.

The students who experienced novelty factor are students 01, 02, 03 and 06, it can happen because they feel unhappy to speak in the classroom. Next, the students who experienced formality factor are student 01, 02, 03, 04, 05 and 07, it shows that they always avoid speaking in formal situation such as in presentation because this will make them feel anxious. Then, the students who experienced subordinate status are student 01, 02, 03, 04, 05, 06 and 07, it can be indicates that they are feeling afraid to make mistakes in front of the lecturer.

Furthermore, the students who experienced unfamiliarity factor are 01, 02 and 06, that means they feels shy when speaking with new people. Moreover, the students who experienced dissimilarity factor are students 01, 02, 03, 04, 06 and 07, it can happen because they feels awkward when talking with seniors. Hereafter, the students who experienced degree of attention are 01, 02, 03, 04, 06 and 07, it means they feel lack confidence in public speaking. Then, the students who experienced of heredity factor are students 05 and 07, it shows that their family rarely give them lessons about speaking. Next, the student who experienced environment is student 07, that means she rarely makes conversation with her friends.

From the description, there are two factors that were not found in the seven students, namely reinforcement and conspicuousness. In this case, the students faced communication apprehension are not the factors of they have not support to communicate from their family or friends and they

are always making preparation before speech. So, from the data which causes of students in speaking class at English education study program Muhammadiyah Kotabumi University experienced communication apprehension in speaking class are factors of novelty, formality, subordinate status, unfamiliarity, dissimilarity, degree of attention, heredity and environment.

Besides the results, it can be seen that the students in speaking class at English education study program of Muhammadiyah Kotabumi University academic year 2020/2021 faced the problem of communication apprehension in speaking class.

In this research it was found that students faced communication apprehension in the types of trait like, situational and generalized-context. The type of trait like appears deals with students' fear of speaking English. Next, the type of situational appears because the student feel worry with teachers. The last type is generalized-context, the student appears this type because they feel tense in public speaking. This finding relevant with the theory from McCroskey (1984, p.19) states that there are four types of CA, they are trait like, generalized-context, person-group and situational. In this case, person-group is the missing type in this research.

Person-group is feeling nervous of participating in group discussion. It means students are not feeling nervous when they participate in group discussion, they feel more relaxed when communicating in group discussions than public speaking. According to Hamilton and Creel (as cited in Nash Gregory, Gail Crimmins and Florin Oprescu, 2016, p.587) define that the fear of public speaking is also known as communication apprehension, stage fright, speaker anxiety or speaker reticence.

Then, for the factors of communication apprehension the students experienced the factors of novelty, formality, subordinate status, unfamiliarity, dissimilarity, degree of attention, heredity and environment. The factor of novelty it means students feel unhappy when speaking. Furthermore, formality that means students feel anxious in formal situation. Moreover, subordinate status it can be described students feel afraid to make mistakes in front of the lecturer. Afterthat, unfamiliarity is students feeling shy when speaking with new people. Next, dissimilarity it means students feel awkward when talking to senior. Hereafter, degree of attention it shows that students feel lack confidence in public speaking. Then, heredity it can described that students have not give speaking lessons by family. The last factor is environment it means students rarely make conversation with friends.

This finding relevant with the theory from McCroskey (1984) there are ten causes factors of CA are heredity, environment, reinforcement, novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity and degree of attention. In this case, there are several missing factors. The missing factors of CA are reinforcement and conspicuousness. Reinforcement

is supports from family or friends to communicate. It can decribe, the students have supports from their family or friends to communicate, so that students do not experience reinorcement factor. Conspicuousness is making preparation before speech. That means, the students always making preparation before speech to anticipate nervousness when giving a speech.

This is an interesting thing because in the theory there is person-group type, for the factors are reinforcement and conspicuousness, but the researcher have not found that. This can happen because the sampel is a limited sample. This also proves that sudents do not experience communication apprehension problems in the type of person-group and the cause of communication apprehension is not due to reinforcement and conspicuousness factors. Then students can speak in speaking class with group discussions to practice students' speaking skill and minimize students communication apprehension. According to Penny Ur (as cited in Argawati, 2014, p.76) states that a discussion that works is primarily one in which as many students as possible say as much as possible. This can be done because students get support from their family and friends. Next, they can be more optimal in speaking because they always try to prepare before speaking.

From the results of the analysis, it can be concluded that students faced of communication apprehension in speaking class based on the types and factors of communication apprehension. The problem is mostly found in item that explain specifically what the types of students communication apprehension in speaking class and what the factors of students communication in speaking class. According to Hardiyanto (2017, p.1301) in the teaching learning process, the classroom activity is not merely about how the teacher taught the students but it is about how the teacher and students work collaboratively in the classroom. So, lecturers and students can jontly to improve their learning activities in speaking class so that the students do not experience communication apprehension.

E. CONCLUSION

The conclusion are the students faced the problem of communication apprehension in the types of trait like, situational and generalized-context. Next, the students experienced the problem of communication apprehension because the factors of novelty, formality, subordinate status, unfamiliarity, dissimilarity, degree of attention, heredity and environment. Thus from this, it can be concluded that the students still have problem of communication apprehension in speaking class. This problem should be avoided by continuing to practice of speaking so that students can increase their confidence in speaking class. Furthermore, these findings implied that the learning process especially in speaking class, the teacher should consider the students' communication

apprehension in order to provide the effective learning atmosphere which can accommodate students' necessity.

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