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THE LEVEL OF STUDENTS'S ORAL COMMUNICATION APPREHENSION IN SPEAKING CLASSROOM

LEVEL KECEMASAN SISWA DALAM BERKOMUNIKASI SECARA ORAL DI DALAM KELAS BERBICARA

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Abstract

This research aims to investigate the level of students' oral communication apprehension. Based on the phenomena found during teaching speaking in the Institutional Talk subject that most of the students were upset while doing speaking practice, the researchers considered that it was very crucial problem to be solved. The design of this research was a qualitative approach. The populations in this research were the students who engaged in the speaking classroom that consists of 21 students at the first year students of English Department of University PGRI Sumatera Barat at the academic year 2021/2022. In order to find out the level of students' oral communication apprehension, a set of questionnaires adapted from McCroskey in Wrench et al (2009:57-58), known as The Personal Report of Communication Apprehension (PRCA-24) was used by the researcher in this research. The PRCA-24 is the instrument which is most widely used to measure communication apprehension. It is a 24-item scale that measures communication apprehension. It utilizes a 5-point of Likert scales ranging from (1) strongly agree to (5) strongly disagree. It is hoped that the findings of this research become the special concern for future reserachers in the field of oral communication.

Keyword : Level, Oral Communication Apprehension, Speaking Classroom

Abstract

Penelitian ini bertujuan untuk menentukan tingkat kecemasan siswa dalam berkomunikasi secara oral. Berdasarkan fenomena yang ditemukan selama mengajar berbicara pada mata kuliah Institutional Talk bahwa sebagian besar siswa sangat takut untuk melakukan praktek berbicara sehingga penelitian ini sangat penting untuk dilakukan untuk dapat nantinya memberikan solusi. Penelitian ini menggunakan pendekatan kualitatif. Populasi dari penelitian ini sebanyak 21 orang siswa dari semester pertama Universitas PGRI Sumatera Barat angkatan 2021/2022 yang sekaligus menjadi sampel dari penelitian ini. Untuk menentukan tingkat kecemasan siswa dalam berkomunikasi secara oral, peneliti menggunakan angket yang di ambil dari McCroskey di dalam Wrench dkk (2009:57-58), atau juga disebut dengan PRCA-24. Model PRCA-24 merupakan instrumen yang umumnya digunakan dalam menentukan level kecemasan dalam berkomunikasi yang terdiri dari 24 skala yaitu dari 5 poin dari skala Likert dimulai dengan (1) sangat setuju sampai dengan (5) sangat tidak setuju. Diharapkan temuan dari penelitian ini menjadi perhatian yang khusus bagi peneliti lainnya khususnya pada bidang kajian berkomunikasi secara oral.

Kata kunci: *Tingkat, Kecemasan berkomunikasi secara oral, Kelas berbicara*

1. INTRODUCTION

Communication is an essential part in our life. Communication can build our knowledge. When someone communicates with other person or people, he/she will get information. Also, he/she can give the information to others. Communication is a process of delivering information or message. But, the speaker should be able to deliver the message or information well to the listeners. Communication is successful only when the speaker and listeners understand each other. If the message delivered well, the listeners will get it well. But, if communication cannot run well between both of them, it will make misunderstanding or misconception. It means that communication will be useful and better when a speaker is able to transfer the message or information to listeners.

In classroom interaction, communication also happened. It involved the teacher and the students. Through interaction in the classroom, the students communicated with the teacher or among themselves. The teacher delivered the message or information to the students in the classroom. Also, the students could deliver the message to both the teacher and their friends. It means that in classroom interaction, there might be the teacher who asked the students about something and the student or students told something that related to what the teacher asked. Beside, the students did not only tell information to the teacher, but also to their friends.

In fact, the students did communication differently between the teacher and among themselves in the classroom. Although communication is important in classroom interaction, it did not just run well. The students tend to be passive in communicating with the teacher. In foreign language class, the fluency of interaction will be disturbed by some problems such as the lack of students' in using the target language while the classroom interaction was done by using the target language.

That condition led the students to have anxiety that effect students' level participation in the classroom. When the students felt anxious in interaction, it was surely appear lack of participation in the teaching learning process. This feeling generally called communication apprehension. Communication apprehension is the fear or anxiety associated with real or anticipated communication with others (McCroskey in Sellnow, 2009). This is a situation where a person feels nervous and afraid to communicate with others. This feeling impedes someone

because of his/her fear about communication. It means that this feeling makes someone cannot deliver the message to others (listeners) well.

In addition, West and Turner (2009:4) state that communication apprehension is a fear or an anxiety pertaining to the communication process. It means that when someone communicates with another person or persons and he/she is not comfort and makes him/ her feels fear, he/she is said apprehensive in communicating. Someone who has communication apprehensive communicates not well because of these fear and anxiety. Someone may desire to communicate with others, but is impeded by his/her fear or anxiety about communication.

Bragg (2017) in his research found that 30 percent to 40 percent of people have high level of communication apprehension in what condition those people were reluctant to communicate with the others or the relationship with others become lower. In the United Kingdom, students were more nervous in oral assessments than in paper-based assessments (Huxham et al., 2012; Simper, 2010). Furthermore, Kho and Ting (2021) found that the students with oral communication apprehension reported having higher levels because of some factors; preparation, language ability and personality traits. Also, Reyhan (2019) investigated through their research in UIN Syarif Hidayatullah Jakarta that 73% of his study participants have high communication apprehension.

Based on the findings of researches above, it is assumed that most students especially in foreign language classroom experienced high level of communication apprehension especially in the classroom interaction. The related problems also occurred in EFL class probably in Speaking class of English Department, *University of PGRI Sumatera Barat*. Based on the researchers' experience while teaching speaking at Institutional Talk Subject, there were just a few students who enthuse to oral practice or perform their speaking tasks in front the class. The other ones mostly just kept silence and tented to be passive without any bravery to do conversation with their friends or they become reluctant to speak. Furthermore when the researchers as their English teacher instructed them do practice the dialogue, they showed the anxiety to perform. Hence, they preferred to keep silent in the class without giving any ideas in some discussion activities. These problems become the big concern so that the researchers as the English Lecturer must take the responsibility on what happened among the students who have oral comprehension Apprehension especially in her speaking classroom. For this reason, it was really urgent for the researchers to do the researchers to determine the level of these students oral apprehension in order to investigate the real problems that made the apprehension occurred among them. It was hoped that after finding the level of students' apprehension in speaking, the researchers would find out the way or strategy to cope with the students' problem.

METHODS

This study was designed as a descriptive research. As stated by Gay and Airasian (2000:275), the descriptive research is used to investigate the variety of educational problems and issues. The researcher chose descriptive research because the researcher wanted to investigate the level of students' oral communication apprehension that was conducted University of *PGRI Sumatera Barat* and describe all data taken during the research. The data in this research were the scores indicated the levels of communication apprehension. Those scores were analyzed by using the formula from McCroskey in Wrench et al (2009:57-58) to determine the levels of communication apprehension. Also, the data were the result of interview that was done to the students.

This research was conducted at the first year students of English Department of University of PGRI Sumatera Barat at academic year 2021/2022. The populations in this research were the students who engaged in the speaking classroom that consists of 21 students.

In this research, total sampling technique to determine the sample of the research. Because the researcher only taught one class for speaking that is Institutional Talk 2021 A so that the researcher takes all students in this class become the sample of the research. In order to find out the level of students' oral communication apprehension, a set of questionnaires adapted from McCroskey in Wrench et al (2009:57-58), known as The Personal Report of Communication Apprehension (PRCA-24) was used by the researcher in this research. The PRCA-24 is the instrument which is most widely used to measure communication apprehension. It is a 24-item scale that measures communication apprehension. It utilizes a 5-point of Likert scales ranging from (1) strongly agree to (5) strongly disagree.

In addition, the researcher also used interview as the instrument in this research. The researcher did the interview to the students to get depth information about their feelings in communication. According to Gay, Mills, and Airasian (2012:386), an interview is a purposeful interaction in which one person obtains information from another. The researcher did unstructured interview. In gathering the data of this research, the researcher directly distributed the questionnaires to the students after prepared it. Then, the researcher asked the students to fill that questionnaire. In questionnaire, the students were guided to fill it based on what happened to them when having communication with others. After that, the researcher interviewed the students and recorded it. The interview was done to know other more deeply, because their feelings have also known through the questionnaire that distributed. Interview helped the researcher to support the data that the researcher got from the questionnaires.

In analyzing the level of students' communication apprehension, the researcher chose the Personal Report of Communication Apprehension (PRCA-24) adapted from McCroskey that analyzed by doing the following steps:

Computing sub scores for an overall communication apprehension (CA) score. Strongly agree=1 point, agree=2 points, undecided=3 points, etc.

Scoring Formula
18+scores for items 2, 4, and 6– scores for items 1, 3, and 5
18+scores for items 8, 9, and 12– scores for items 7, 10, and 11
18+scores for items 14, 16, and 17– scores for items 13, 15, and 18
18+scores for items 19, 21, and 23– scores for items 20, 22, and 24

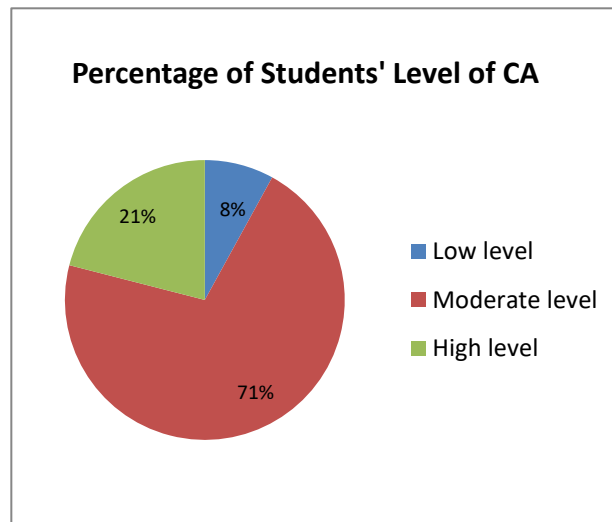
2. RESULTS AND DISCUSSION

As a result of this research, the researcher found the answer for the research question above. Based on the questionnaires distributed, known as Personal Report of Communication Apprehension (PRCA- 24) adapted from McCroskey in Wrench et al (2009) to measure the students' level of communication apprehension distributed to 21 students at Institutional Talk of English Department academic year 2021/2022. The questionnaire consisted of 24 statements concerning feelings about communicating with others. It was counted by using the scoring formula from McCroskey. Below is the data result:

NO	SCORE	Level of Oral Communication Apprehension (CA)
1	89	High level of CA
2	86	High level of CA
3	83	High level of CA
4	82	High level of CA
5	81	High level of CA
6	78	Moderate level of CA
7	78	Moderate level of CA
8	76	Moderate level of CA
9	75	Moderate level of CA
10	74	Moderate level of CA
11	71	Moderate level of CA
12	71	Moderate level of CA
13	68	Moderate level of CA
14	67	Moderate level of CA
15	67	Moderate level of CA
16	65	Moderate level of CA
17	64	Moderate level of CA
18	62	Moderate level of CA
19	60	Moderate level of CA
20	58	Moderate level of CA
21	56	Moderate level of CA
22	56	Moderate level of CA
23	49	Low level of CA
24	48	Low level of CA

Table 4.2. Result of Levels of CA

Based on the questionnaires distributed to the students, among 21 students, there were 21% who have high level of communication apprehension, 71% have moderate level of communication apprehension, and only 8% have low level of communication apprehension. The students who had high level of CA are more than those who had low level of CA. The most is moderate level of CA. The percentage of students' level of CA can also be seen in the diagram below:



From the chart above, it can be seen that 21% of the students had high level of communication apprehension. There were only 8 % students who had low level communication apprehension. So, it is clear that the cause of students' low participation is communication apprehension. Although there were 71% students who were undecided about having those feelings when communicate with others. Each level has categorized based on their characteristics. Each student who has high, moderate, and low level has their own characteristics and their own reasons.

In addition, based on the interview, there were the students who fear, nervous to speak by using English in the classroom. They were anxious if what they delivered was wrong. When they spoke in the classroom, they were afraid if the lecturer would blame them, and other students laughed at them. Besides, they also have wanted to speak, delivered their ideas, but it was sometimes lost. They forgot what they wanted to delivered. It means that they were apprehensive not only caused by they do not know about something that was explained at that time by the lecturer or they did not have an idea. Even though there were also the students who were not apprehensive, but the students who were apprehensive were more than those who were not.

The researcher also found that the level of communication apprehension caused the students forget the previously learned material. Their feeling of anxious and nervous led them forget it. When they forgot the material, it caused the students to be passive because they did not know what they were going to ask or what they were going to answer when the lecturer asked about the lesson so they tend to keep silent.

The fact that the students forgot the material previously learned can be seen from students' response toward statements number 24 in the questionnaire (*Saat menyampaikan pendapat dengan menggunakan bahasa Inggris, saya merasa begitu gugup sehingga saya lupa fakta yang benar-benar telah saya ketahui*). There were 54% students agree and 16 % disagree about this feeling. Besides, during pre-observation at Speaking II classes, the students were found to be quiet in the classroom. They did not response voluntarily to the lecturer's questions. When the lecturer seeks for student's question or respond, there was rarely the student raised their hands to answer the questions. This also indicated that the students were apprehensive.

3. CONCLUSION

Good Speaking classroom can be determined from the active engagement of the students during the process of teaching and learning English that can be measured from how often they participated in classroom practice. However, the problems can occur when most students showed their anxiety to practice English as the speaking task. So, as the agent of changing, The lecturer must be extremely aware on the problems appeared among the students in order to do the research to know the real problems by investigating the level of students communication apprehension. The reason why this research was really significant to do was after findings the level of students' oral communication apprehension, the researcher as the speaking lecturer would concern on the students who got the high level of apprehension. Then, the researchers could give the better solution to overcome those problems. It was hoped that the other teachers or lecturer must keep doing a research on their own classroom in order to know the real students' problems toward the subjects and to find out the appropriate way to solve them so that the teaching goal can be obtained.

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