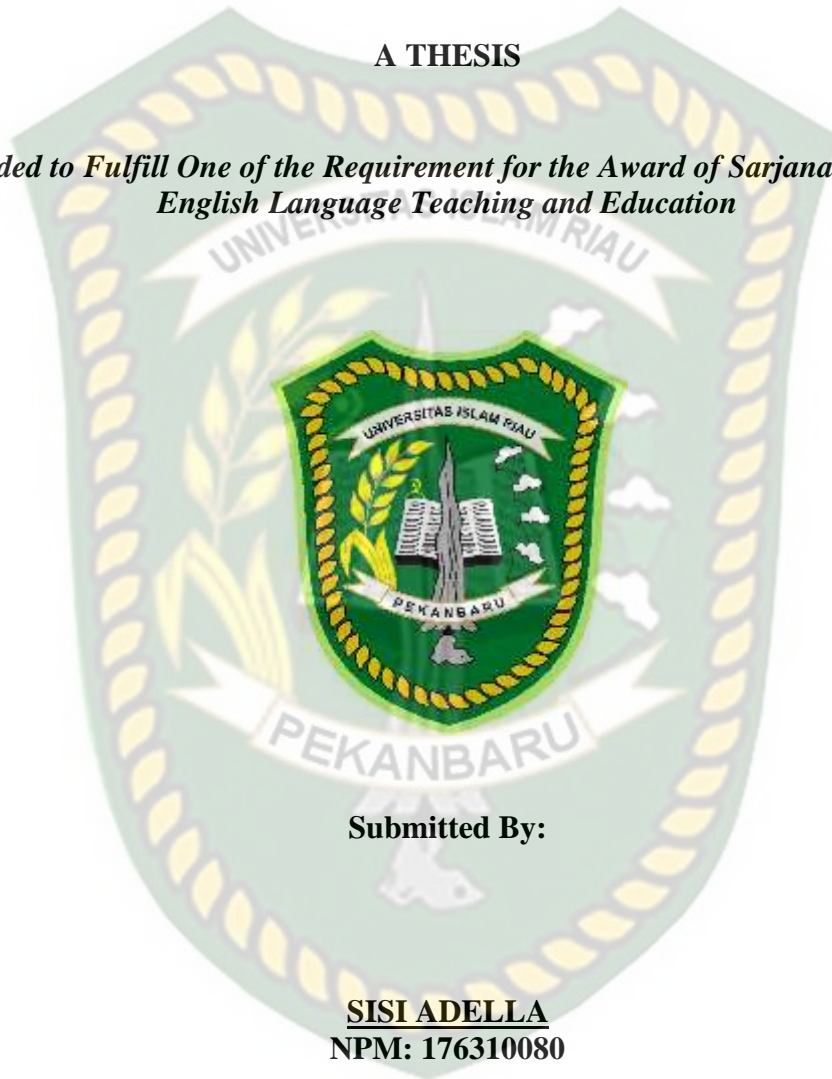


**AN ANALYSIS OF ENGLISH ORAL COMMUNICATION
APPREHENSION OF THE THIRD SEMESTER STUDENTS
AT ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirement for the Award of Sarjana Degree in
English Language Teaching and Education*



Submitted By:

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FACULTY OF TEACHER TRAINING AND EDUCATION
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PEKANBARU
2021**

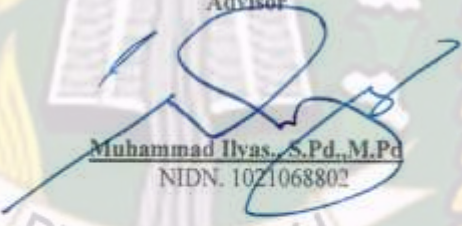
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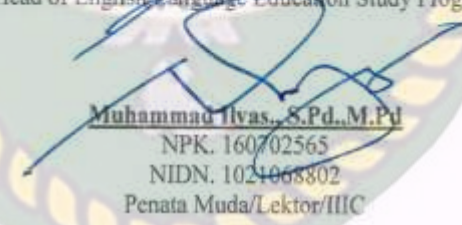
AN ANALYSIS OF ENGLISH ORAL COMMUNICATION
APPREHENSION OF THE THIRD SEMESTER STUDENTS
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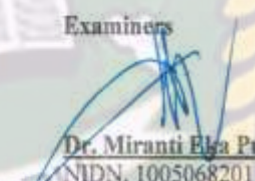
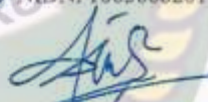
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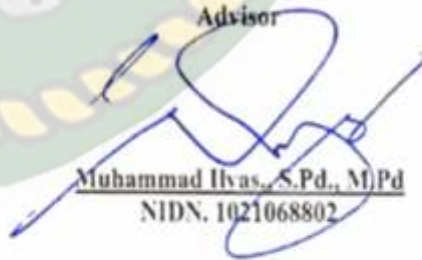
has completely written a thesis which entitled :

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

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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	August 10 th 2020	Proposal Title	Acc Title	
2	December 16 th 2020	Chapter I	Revised Background, Identification	
3	December 22 nd 2020	Chapter II	Revised Relevance Study, Conceptual Framework	
4	January 8 th 2021	Chapter I, II, III	Revised Background, Indicator, Source of Data	
5	January 15 th 2021	Checking Chapter I, II, III	Acc Proposal	
6	February 04 th 2021	Seminar Proposal	Join the Seminar	
7	March 21 st 2021	Conduct the Research	Took the Data	
8	April 21 st 2021	Chapter I, II, III	Revised Background, Relevance Study, Research Design	
9	May 03 rd 2021	Chapter IV, V	Revised Data Description, Suggestion	
10	May 10 th 2021	Chapter I, II, III, IV, V, Add some Information	Revised Background, Abstract	
11	May 17 th 2021	Thesis Approved	Approved to join the Thesis Examination	
12	July 15 th 2021	Join The Thesis Examination	Join The Thesis Examination	



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DECLARATION

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I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, May 17th 2021

The Researcher



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ACKNOWLEDGEMENT

First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title “An Analysis of English Oral Communication Apprehension of the Third Semester Students at English Language Education Study Program of FKIP UIR”

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis:

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The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, May 17th 2021

Writer

ABSTRACT

SISI ADELLA. NPM 176310080. AN ANALYSIS OF ENGLISH ORAL COMMUNICATION APPREHENSION OF THE THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

Keywords: *communication apprehension (CA), Speaking, Students*

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.

ABSTRAK

SISI ADELLA. NPM 176310080. ANALISIS KECEMASAN DALAM BERBICARA BAHASA INGGRIS PADA MAHASISWA SEMESTER KETIGA DI STUDI PENDIDIKAN BAHASA INGGRIS PROGRAM FKIP UIR

Kata kunci: Kecemasan dalam berbicara, Berbicara, Mahasiswa

Ada berbagai faktor yang mempengaruhi pembelajaran speaking dalam bahasa asing, salah satunya adalah oral communication apprehension (CA) atau disebut dengan kecemasan dalam berbicara. Communication apprehension (CA) didefinisikan sebagai tingkat ketakutan atau kecemasan individu yang terkait dengan komunikasi langsung atau tidak langsung dengan satu orang atau banyak orang. Tujuan dari penelitian ini adalah untuk mengetahui tingkat kecemasan dalam berbicara pada mahasiswa semester tiga di Program Studi Pendidikan Bahasa Inggris FKIP UIR.

Penelitian ini merupakan penelitian deksriptif kuantitatif yang dilaksanakan di Program Studi Bahasa Inggris FKIP UIR Pekanbaru. Populasi penelitian ini adalah Mahasiswa Semester III Program Studi Pendidikan Bahasa Inggris FKIP UIR yang terdiri dari 2 kelas. Sampel penelitian ini dipilih secara purposive sampling. Sampel penelitian adalah kelas 3B yang terdiri dari 47 siswa. Kuisisioner dan wawancara digunakan sebagai instrumen penelitian ini.

Berdasarkan hasil penelitian diketahui bahwa tingkat kecemasan dalam berbicara mahasiswa semester III Prodi Pendidikan Bahasa Inggris FKIP UIR dengan jumlah mahasiswa 45 mahasiswa berada pada tingkat sedang atau "moderate". Secara rinci menunjukkan bahwa 5 siswa dengan kategori kecemasan dalam berbicara tinggi dengan persentase 11,1% dari jumlah siswa, 30 siswa dengan kategori pemahaman komunikasi lisan tingkat sedang atau moderate dengan persentase 66,7%. Jumlah siswa, dan 10 siswa dengan kategori kecemasan dalam berbicara rendah dengan persentase 22,2% dari jumlah siswa.

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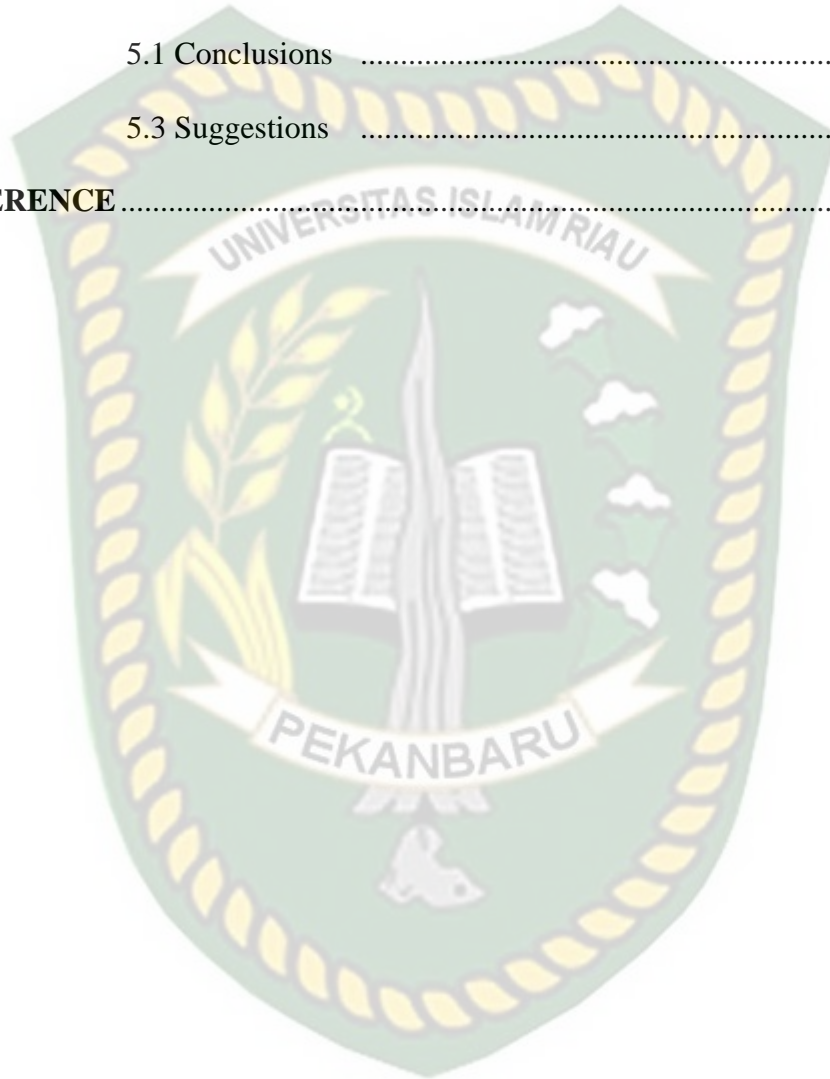
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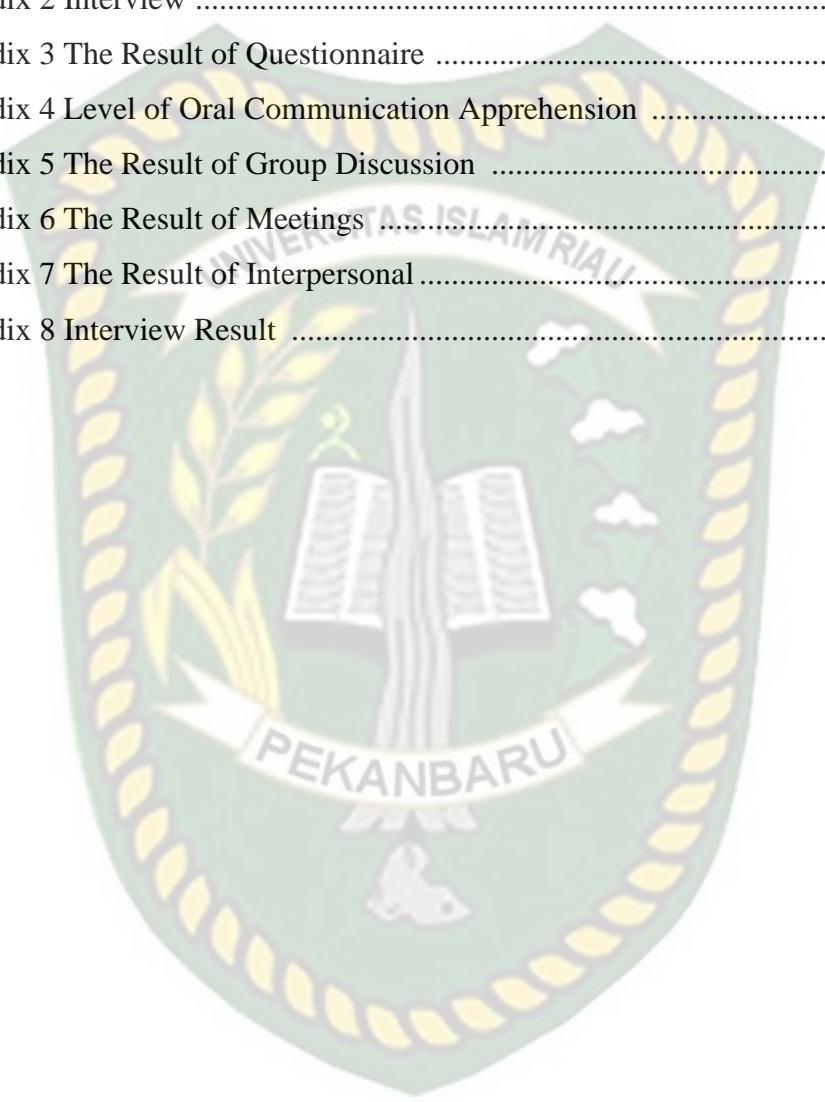
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking in a foreign language is used to communicate is to achieve a particular end, expressing a wish or desire to do something, negotiating or solving a particular problem, or maintaining social relationships and friends, etc. The mastery of speaking in a foreign language is a priority for many second and foreign language learners. Learners often evaluate their success in the language of English on the basis of how well their improvement on speaking the language and what are factors affecting their speaking performance.

Furthermore, speaking is one of the four major skills a student has to learn. Ur (cited in Tuan and Mai, 2015) states 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. Being able to speak effectively is usually perceived as a key of a successful language learner. It is very important since the main goal of learning a language is to communicate well and fluently.

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.

Speaking as a skill is playing a significant role for the learners who studied English especially as a Foreign Language (Kayi, 2006). In genuine communication, speaking is purpose driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something, negotiating or solving a particular problem, or maintaining social relationships and friends, etc. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties.

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 (2010) identify three related foreign language anxieties: 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 (2010)). 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.

Many situations can trigger or stimulate students' anxiety in learning English. Boonkit (2010) stated that many reasons to take anxiety into consideration, such as lack of confidence in terms of anxiety about making error. It can be stressful when they are expected to speak in the second or foreign language before the fluency is achieved. In line with the issue of anxiety, Thornburry (2005) states that lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Moreover, based on the researcher experiences and observation the problem of language anxiety was also faced by the university students who usually deal with English, they have to cope with the demands of being able to sustain communication by means of an instrument they are not completely familiar with.

Besides the phenomenon as stated before, the researchers experience in learning speaking in the third semester, it seems that many students at English language education study programs of FKIP UIR had problems in oral communication or speaking performance.

First, students were anxious for speaking English. Students were afraid of making mistakes in front of their friends and their lecturer. They felt nervous. These feelings may cause reticence. When they are anxious, they cannot speak. When they cannot speak, they become more anxious. Most students got anxiety in speaking English because they felt not confident; they were afraid to speak English.

Second, the students may not have adequate vocabulary to get their meaning across, and consequently, they cannot keep the interaction going in speaking. They kept silent when there were possibility to express their idea in speaking. This problem also makes the students hesitate to speak.

Third, the students have not yet developed an adequate level in the basic abilities of the language. This problem makes students may not be able to pronounce the words correctly and it may make them feel embarrassed. They did not understand about English; they thought their competences more less than other students; then they became more afraid to make mistakes in speaking.

A lot of studies have been conducted 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.

These studies aim to determine the causes, effects, and treatments related to CA. The negative effects associated with communication apprehension have encouraged researchers to pursue appropriate and viable reduction methods to address this issue. Ayres (2012) maintains that students who have difficulty with communication often have problems related to fear or anxiety when delivering a speech. They may also have fear and anxiety associated with anticipating the delivery of a speech. There are a number of possible factors related to the occurrence of speaking anxiety among tertiary students.

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.

This feeling of apprehension or fear when speaking in English has become a serious matter because it affects their speaking or oral communication performance. Based on this issue the research wants to conduct a research with title **"An Analysis of English Oral Communication Apprehension of the Third Semester Students at English Language Education Study Program of FKIP UIR"**

1.2 Identification of the Problem

There were some problems faced by the students and also the researcher's experience in learning speaking in the third semester.

First, students were anxious for speaking English, it can be seen from several reasons such as students were afraid of making mistakes in front of their friends and their lecturer, students were nervous to start to speak and students lack of confident to speak. Second, the students may not have adequate vocabulary, it can be seen from some problems such as it is difficult for students to get their meaning across when speaking, students kept silent when there were possibility to express their idea in speaking and students hesitate to speak. Third, the students

have not yet developed an adequate level in the basic abilities of the language, it can be seen from several problems such as students may not be able to pronounce the words correctly in speaking, students feel embarrassed because of their basic abilities, and students' though that their competences more less than other students that make them became more afraid to make mistakes in speaking.

1.3 Focus of the Problem

Based on the setting of problem the researcher want to limit the research to find out the causes and the dominant factors of students' communication apprehension to speak English of the third semester at English Language Education Study Program of FKIP UIR by using theory of McCroskey as cited in McCroskey in Khalil (2017) identified at least three types of communication apprehension in oral communication as the indicators a) Group Discussing, b) Meeting, c) Interpersonal.

1.4 Research Questions

The research questions for this research is "What is the level of oral communication apprehension of the third semester students at English Language Education Study Program of FKIP UIR"?

1.5 Objective of the Research

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.

1.6 The Significant of the Research

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 their communication apprehension.

For lectures/teachers, 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.

1.7 The Definition of Key Terms

1. Analysis

Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features: a thorough study (Cambridge, 2018). In this research analysis is used to find out the causes and the dominant factors of students' communication apprehension to speak English.

2. 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 (McCroskey stated in Chakrabarti, 2012).

3. Speaking

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.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Some theories related to the study are reviewed in this chapter. They are the theories of learning strategies, speaking performance and review of related study.

2.1.1 Speaking

Speaking has been considered as the most conspicuous kind of language ability and proficiency enabling learners to meet their basic needs. Speaking is a challenging process in which, based on the cultural and social context, speakers should decide why, how, and when to communicate (Martínez, Usó, and Soler, 2006)

Speaking has been found to be the most stressful set of skills for students of foreign languages (Cheng, 2004). Speaking has been viewed differently in the last few decades. Up to the end of the 1960s and within the environmentalist approach, speaking was mainly the result of stimulus-response reinforcement cycles and therefore included repetition, imitation and memorization of the input in isolation. Later, with the emergence of the interactions approach and cognitive psychology, more emphasis was put on the dynamic and interactive aspects of speaking. Functions produced by spoken language, in addition to social and contextual factors, were considered to be important. Now, due to the influence of cognitive psychology, functional, and pragmatic views of language, speaking is

seen as an interactive, social, and contextualized communicative event (Martínez, Usó, and Soler, 2006).

2.1.2 Foreign Language Anxiety

Anxiety is one of a multitude of individual differences studied in language acquisition. Individual differences, such as motivation, aptitude, IQ, self-esteem, and the focus of this study, anxiety, influence language students' language learning behaviors and affect learning performance. Anxiety is an individual difference that is typically associated with negative learning outcomes. The type of anxiety that language acquisition researchers are concerned with is language learning anxiety.

Anxiety has commonly been regarded as one of the most important affective obstacles in language learning achievement, and has been the subject matter of many second/foreign language researches (Riasati, 2011). It was emphasized in some second language theories that since anxiety impedes language acquisition, low-anxious learning environments should be created for learners. As the learner's academic performance worsens, his/her level of anxiety related to certain academic tasks increases (Huberty, 2009).

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 (Wu, 2010; Zheng, 2008).

Language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad and Ahmadabad, 2014).

However, Horwitz (2001) claimed that foreign language anxiety is independent of first language learning disabilities and should be viewed as an important factor that hinders language learning in and of itself.

Dewaele and MacIntyre (2014) stated that language anxiety has an influence on language acquisition, retention, and production; therefore, foreign language anxiety has a negative influence on the whole process of language learning. Language learning anxiety can manifest as: self-evaluation, excessive concern about failure, and concern about what others think, apprehension and worry, avoidance of the target language, careless errors, and excessive studying. Additionally, participants' English language anxiety and strength of desire to be successful and avoid failure were measured

According to Horwitz (2001) foreign language anxiety is different from a general feeling of anxiety, and therefore, keeps learners from reaching their goals, and prevents foreign language learners from successful performance in the target language.

From this perspective, they claim that language anxiety is unique due to the way it involves learners' self-concepts to communicate competently and to present themselves genuinely. Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context. 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).

Zhang and Zhong (2012) has categorized causes of foreign language learning anxiety as being “learner induced, classroom-related, skill-specific, and some society-imposed depending on different contexts”. The main cause of anxiety stems from “learners’ unrealistic or erroneous beliefs about language learning” (Zhang and Zhong, 2012).

Since foreign language learners are exposed to the expert language of native speakers from tapes, videos and instructors, they “set their standards as high as the level of native speakers”, which causes anxiety because of failing to achieve the high standards (Zhang and Zhong, 2012). In addition, high expectations that learners are required to communicate and speak in public cause anxiety. The fear of falling short of these expectations can hinder the learning process (Rajanthran et al., 2013).

2.1.3 Communication Apprehension

a. Definition of Communication Apprehension

In the field of communication studies, communication apprehension (CA) and feelings associated with anxiety from communicative scenarios are frequently occurring topics of research in the communication disciplines, spanning over one hundred years of research (McCroskey et al., 2007).

Anxiety associated with communication is prevalent as every individual experiences some level of CA, although individual experience of the phenomenon has a significant level of variance from person to person (Byrne et al., 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 (McCroskey stated in Chakrabarti, 2012).

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 (Blume et al., 2013; Bodie, 2010). Emotional manifestations of CA may include feelings of disquiet, unease, apprehension, or nervousness (Byrne et al., 2012). Physical manifestations of anxiety may include a racing heart, sweaty palms, shaking knees, quivering voice, and disfluencies of speech (McCroskey, 2007). These physical manifestations are something every individual may experience regardless of individual level of CA, although public speaking and the college experience may serve to exacerbate CA (Blume et al., 2013; Bodie, 2010).

b. Kinds of Communication Apprehension

Communication Apprehension (CA) consists of trait like CA and situational CA with context-based CA and audience-based CA as points along the continuum (McCroskey, 2007). All individuals have some level of CA and the body of CA

knowledge is rooted in the assumption that all individuals fall somewhere on 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). While 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 (Blume et al., 2010; Bodie, 2010). An individual with high trait like CA may remain silent in communicative situations or avoid communicative situations altogether (Choi et al., 2015).

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 (Blume et al., 2010).

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).

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 (Bodie, 2010). Situational CA is considered more manageable than traitlike, 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 (Blume et al., 2010; Blume et al., 2013). Due to the prevalence of traitlike and situational CA among all individuals, communication scholars have designed instruments to measure and observe CA.

c) Causes of Communication Apprehension

McCroskey (2007) 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, 2007) and surveys (Wheless, 1971, as cited in McCroskey, 2007) 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 (2007) 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 (2010) 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 (2007), 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 (Glaser, 2001). 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.

2.2 Relevance Study

The researchers tried to review the most recent and related studies. The presentation of the studies is from the newest to the oldest ones.

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 ($\alpha = 0.05$) 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.

Al-Otaibi (2016) conducted a study with a title “Speech anxiety among EFL Arab college students” to explore the factors of speaking anxiety among EFL Arab freshmen college students in Saudi Arabia.

The sample of the study consisted of 22 English-Arabic translation students at the COLT, King Saud University, Riyadh, Saudi Arabia. To find out the degree of anxiety, the researcher distributed a 14-item questionnaire to the sampling. The outcomes of the study showed that peer comparison, students' perceptions about their ability to speak, English rules, difficulties in understanding the teacher and impromptu speech were the main factors which resulted in speech anxiety among students.

2.3 Conceptual Framework

This research is qualitative research. In this research, the researcher wants to find out the cause of Communication Apprehension faced by the third Semester Students at English Language Education Study Program of FKIP UIR. It can be seen in the following figure.

Figure 2.1 Conceptual Framework

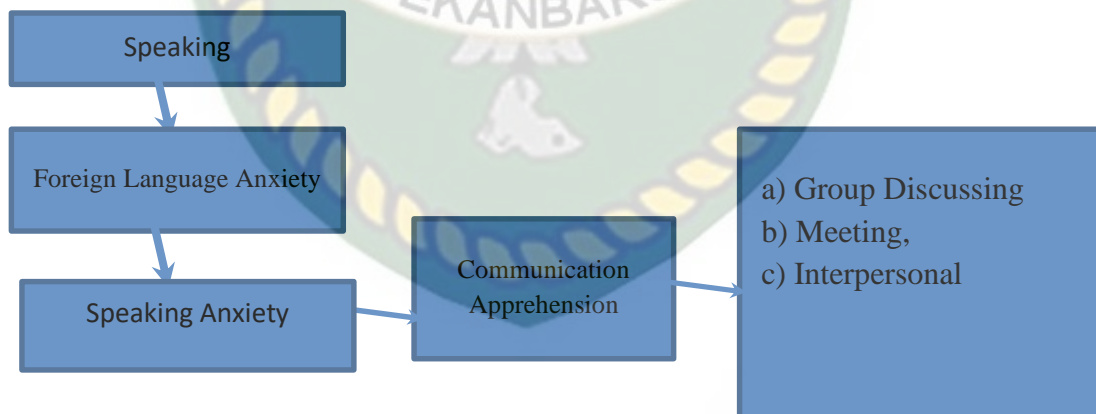


Figure 2.1 showed that speaking is one of the skills that must be mastered by the learners. Students' proficiency in speaking as one of the factors that affect students' performance and competence at the academic life. Some learners are

believed to experience high levels of foreign language anxiety. Similarly, some researches indicated that the oral skill is a major obstacle for foreign language learners, one of the, is the communication apprehension.

It is becoming increasingly difficult to ignore the communication apprehension and anxiety among foreign language learners, mainly English learners as a foreign language. Therefore, several studies were conducted to determine whether learners of foreign language experienced any oral communication apprehension and anxiety as a result of students' interaction with their teachers and other peers at schools and universities. Quite a big number of studies focused their attention on the causes and effects of oral communication apprehension. They tried to determine if apprehension was anticipated or real. In either way, they wanted to find out why it affected students' self-esteem and their ability to communicate frequently with others, especially among language students.

Many students still struggle to communicate in English. One of the primary reasons is that they lack the confidence and skills needed to successfully speak in English. As a result, they become apprehensive when asked to speak. This feeling of apprehension or fear when speaking in English has become a serious matter because it affects their speaking performance.

2.4 Assumption

The researchers assume that the third students in English Language Education Study Program of FKIP UIR have low level of Communication Apprehension dealing with their speaking performance.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

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 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. In this research the researcher used one variable. The variable was English Oral Communication Apprehension of the Third Semester Students of English Language Education Study Program of FKIP UIR.

3.2 Source of Data

3.2.1 Location and Time of the research

This research conducted at English Study Program of FKIP UIR Pekanbaru at Jl. Kaharuddin Nasution No 113 Pekanbaru Riau. The research conducted in two month.

3.2.2 Population and Sample of the research

3.2.2.1 Population

According to Sugiyono (2016) the population is a generalization area consisting of object/subject that has certain qualities and characteristics that determined by researchers to be studied and then make conclusions.

The population in this research was the third semester of English Language Education of FKIP UIR. In addition, the students' of third semester of English Language Education of FKIP UIR has 2 classes that are 3A and 3B.

Table. 3.1 The total number of students at the Third Semester of English Language Education Study Program of FKIP UIR

Students at the sixth semester of English Language Education of FKIP UIR	
A class	49
B class	47
Total of Population	96

3.2.2.2 Sample

According to Sugiyono (2016) the sample is part of the number and characteristics possessed by the population. If a large population and researchers are unlikely to study everything in the population, then researchers can use the samples taken from that population. 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 chose class 3B as a sample. The sample of this research used the purposive sampling. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but is take based on the specific purpose. Therefore, purposive sampling is selecting information and relevant case to choosing participants and sites for data collection because they informed understanding of the research problem and phenomenon of the study.

3.2.3 Instrument of Research

a. Questionnaire

The researcher used a questionnaire as an instrument of the research by measurement developed by McCroskey, J. C. (1982) adopted from Khalil (2017) known as Personal Report of Communication Apprehension-24 (PRCA-24).

PRCA-24 revealed a four-dimensional structure consisting roughly of the four contexts of the PRCA: group discussion (questions 1 to 6); meetings (questions 7 to 12); dyad/interpersonal (questions 13 to 18); and public speaking (questions 19 to 24). The indicator of public speaking will be deleted in this research because of the participant in this research did not have public speaking experience.

Based on McCroskey as cited in McCroskey in Khalil (2017) identified at least four indicators of communication apprehension as the indicators:

a) Group Discussing

Khalil (2017) stated that involvement in group discussion was 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. Group discussions are not highly preferred among students due to co-education. Meanwhile group discussions do not have any formalities; students cannot hide and they feel that they are monitored.

b) Meeting

A research from Khalil (2017) showed that students experience more apprehension when it comes 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 was justifiable in that students were not well prepared for such questions: they usually did not have enough background about the nature of the questions.

Students encounter such a problem because they have never been used to thinking critically nor creatively. They are much more used to keeping information by heart. Some teachers/lecturers 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 a source of apprehension among students, especially when they were competent enough in English. Students exhibited little fear in this domain as they might really not want to get involved in challenging situations. They might prefer to take part in limited oral communications.

c) Interpersonal

Most students preferred to avoid involving in conversation in an interpersonal way; their communicative competence does not enable them to take part in conversations.

Many students preferred to carry out a conversation that was prepared at home in advance. In short, they feel that they are not obliged to participate in conversations as they are monitored and their mistakes might be a strong inhibitor for them in the future.

The detail of questionnaire will be shown on the table 3.2

Table 3.2 Blue print of Questionnaire

No	Indicators	Number of the test item
1.	Group Discussing	1,2,3,4,5,6
2.	Meeting	8,9,10,11,12
3.	Interpersonal	13,14,15,16,17,18

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) (Gabrijela, 2018).

The Likert's scale was divided into five options with two kinds of statements, positive and negative.

The category of Likert's scale options could be seen as follow:

Table 3.3 The category of Likert's scale

Positive Statement and Score	Statement	Negative Statement and Score
5	SA	1
4	A	2
3	N	3
2	D	4
1	SD	5

Where:

- SA : Strongly agree
- A : Agree
- N : Neutral
- D : Disagree
- SD : Strongly disagree

b. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (2005) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic. The researcher prepared some question to subject to ask about oral communication apprehension of the third semester students at English Language Education Study Program of FKIP UIR.

3.3 Data Collection Technique

In completing the data, the next step of this research is collecting the data. The questionnaires will take place at the English Study Program of FKIP UIR. Before the questionnaire on oral communication apprehension was administered to the students, participants are familiarized with the aim of the research. The basic information about the research is specified on questionnaires as well. Prior to answering the questionnaire, participants are promised to remain completely anonymous.

The researcher distribute the questionnaire to participants by using Google form by sharing the questionnaire in what's application group of Class III B. After the participant are ready to fill out the questionnaire, the researcher score it by using likert scale and analyze the result about the level of level of oral communication apprehension of the third semester students at English Language Education Study Program of FKIP UIR.

3.4 Data Analysis Technique

According to Sugiyono (2016) Data analysis is the process of systematically searching and compiling data obtained from interviews, field records, and documentation, by organizing data into categories, elaboration into units, synthesizing, arranging in patterns, choosing which ones are important and to be studied, and making conclusions so that they are easy to understand.

In this research, the technique analysis data are:

1. Collecting data

The researcher create questionnaire and distribute to all of the participants of the research. In this research, there are 47 students who answer the questionnaires.

2. Categorized the data based on indicators

Afterwards, the researcher categorized the data based on the indicators to make it easier for writer to describing the data.

3. Describe the data

After categorizing the data, the writer to carry out analysis and describe the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is conclusion, the writer make conclusion based on the data that obtained and generated in this study.

The data collected from the 47 respondents and were computed and analyzed using the SPSS 24. The percentages and means of each item on the questionnaire was used for measuring students' level of oral communication apprehension. For clarity and simplification, the results are summarized and presented in tables, which make them in order. These analyses are intended to assess The Third Semester Students at English Language Education Study Program Of FKIP UIR regarding their level of English communication.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

All the data needed in this research were collected by giving questionnaire and did the interview for certain sample. The questionnaire was used to know the level of oral communication apprehension of the third semester students at English Language Education Study Program of FKIP UIR. The interview was used to know the students' perception in speaking in following situations; group work, discussion and interpersonal as the indicators of oral communication apprehension. There were 45 students become the sample. The students' answer of Oral Communication Apprehension questionnaire can be seen in Table 4.1

Table 4.1 Students' Answers of Oral Communication Apprehension Questionnaire

NO	Sample	Group Discussion	Meetings	Interpersonal	Total
1	Student 01	19	14	13	46
2	Student 02	20	19	13	52
3	Student 03	18	18	17	53
4	Student 04	17	14	12	43
5	Student 05	18	17	12	47
6	Student 06	19	12	12	43
7	Student 07	19	15	11	45
8	Student 08	19	16	11	46
9	Student 09	15	13	15	43
10	Student 10	26	24	24	74
11	Student 11	22	22	18	62
12	Student 12	23	20	19	62
13	Student 13	20	18	13	51
14	Student 14	17	14	12	43
15	Student 15	22	23	21	66
16	Student 16	17	18	15	50

17	Student 17	18	17	18	53
18	Student 18	19	16	17	52
19	Student 19	12	9	11	32
20	Student 20	16	11	11	38
21	Student 21	17	16	15	48
22	Student 22	16	18	18	52
23	Student 23	17	14	13	44
24	Student 24	23	25	25	73
25	Student 25	19	13	14	46
26	Student 26	16	14	11	41
27	Student 27	21	13	12	46
28	Student 28	20	20	19	59
29	Student 29	21	18	17	56
30	Student 30	21	20	15	56
31	Student 31	15	13	7	35
32	Student 32	21	19	17	57
33	Student 33	18	18	18	54
34	Student 34	17	18	15	50
35	Student 35	20	20	19	59
36	Student 36	16	18	15	49
37	Student 37	18	17	15	50
38	Student 38	19	19	17	55
39	Student 39	21	18	18	57
40	Student 40	18	17	17	52
41	Student 41	21	18	18	57
42	Student 42	18	19	14	51
43	Student 43	20	18	17	55
44	Student 44	17	16	17	50
45	Student 45	17	13	18	48
	Total				2301
	Average				51,13

Based on table 4.1 it can be seen that the total score of the students' answer in CA questionnaire was 2301 and the average was 51,13. It also can be conclude that oral communication apprehension do impact the speaking performance about 51,13%.

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 4.2.

Table 4.2 Level of Oral Communication Apprehension of the Third Semester Student At English Language Education Study Program of FKIP UIR

	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 4.2 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 4.3.

Table 4.3 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

4.1.1 Level of Oral Communication Apprehension in Group Discussion

Domain

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 table 4.4

Table 4.4 Level of Oral Communication Apprehension in Group Discussion

Sample	Group Discussion						Total
	1	2	3	4	5	6	
1	4	3	2	4	2	4	20
2	3	4	3	4	2	4	18
3	3	3	3	3	2	4	17
4	4	3	2	3	2	3	18
5	4	3	1	4	2	4	19
6	4	4	2	4	3	2	19
7	4	3	2	4	3	3	19
8	3	3	3	3	3	4	15
9	3	3	2	3	2	2	26
10	4	5	4	5	4	4	22
11	4	4	3	4	3	4	23
12	4	4	2	5	3	5	20
13	4	4	2	4	2	4	17
14	4	3	2	3	2	3	22
15	4	4	4	3	3	4	17

16	4	3	3	3	2	2	18
17	3	3	3	3	3	3	19
18	3	3	3	3	3	4	12
19	3	3	3	1	1	1	16
20	4	3	2	3	2	2	17
21	3	4	1	4	2	3	16
22	3	3	2	3	2	3	17
23	3	3	3	3	2	3	23
24	4	3	4	3	4	5	19
25	2	3	4	4	2	4	16
26	4	3	2	3	2	2	21
27	4	3	4	4	4	2	20
28	4	3	3	4	2	4	21
29	4	4	2	4	3	4	21
30	4	4	3	4	3	3	15
31	3	3	1	3	1	4	21
32	4	4	4	4	2	3	18
33	3	3	3	3	3	3	17
34	3	5	2	3	1	3	20
35	4	3	3	4	2	4	16
36	2	4	2	3	2	3	18
37	4	3	3	3	2	3	19
38	2	5	4	3	1	4	21
39	4	4	3	4	3	3	18
40	3	3	4	3	3	2	21
41	4	4	3	4	3	3	18
42	4	3	2	4	3	2	20
43	4	5	2	4	1	4	17
44	3	3	3	3	2	3	17
45	4	3	2	3	2	3	19
Total							843
Average							18,73

Based on Table 4.4 it can be seen that the total score of the students' answer in CA questionnaire in term of group discussion was 843 and the average was 18,73. To see the level of students Oral Communication Apprehension in term of group discussion, the categories were grouped according to the grouping criteria according to Arikunto (2010) presented in Table 4.5.

Table 4.5 Level of Oral Communication Apprehension in term of Group Discussion of the Third Semester Student At English Language Education Study Program of FKIP UIR

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. In group discussion domain students in Low CA explained how do they participate in group discussion and what do they feel when group discussion started;

“I feel so happy, to feel good when our friends also participate in group assignments and then to be active in work can then help out and come out with ideas and not be passive and I will feel excited when friends also feel a spirit like mine (Student 19) “I am the type of person who is quite excited in group discussion. I also often give a lot of suggestions. But I will feel awkward or unhappy if some of member not cooperating with others. My feeling when I first started a group discussion, especially because online learning, i think I am not nervous. It's not as nervous as when the

discussion group in class. But, I'm still a little bit nervous when it's my turn to speak. (Student 7).

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.

From the two of statements it can be seen that subject who has low CA tend to not too nervous in participating in group discussion. In contrary subject with high CA explained that

“When the discussion started what I felt was a little nervous because even though it was done online but I wanted to have the discussion almost the same as the one in class so I had to be really optimal in delivering an explanation when the discussion was not only that and I also usually had prepared before the discussion started, when the discussion was over which I felt a little relieved (Student 24). “For me, i little bit excited when the topic and i would talk more or i try my best to active in the discussion, but when the topic is hard, i am getting depressed and also i am getting nervous and anxiety easily (Student 10).

Based on the interview it can be seen that the students who are form high CA said that they are mostly afraid and nervous to speak in a group discussion. The students felt worried because they think that they will have a sudden and un anticipate question from the group members. They felt worry if they could not answer the group members.

4.1.2 Level of Oral Communication Apprehension in Meetings Domain

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 Table 4.6 below:

Table 4.6 Level of Oral Communication Apprehension in Meetings

Sample	Meetings						Total
	7	8	9	10	11	12	
1	2	2	3	2	3	2	14
2	2	4	3	3	4	3	19
3	2	4	4	2	2	4	18
4	2	3	2	2	3	2	14
5	2	4	4	2	3	2	17
6	2	2	2	2	2	2	12
7	2	3	2	2	3	3	15
8	2	3	3	3	3	2	16
9	2	2	2	2	2	3	13
10	4	4	4	4	4	4	24
11	4	4	3	3	4	4	22
12	3	3	3	4	3	4	20
13	2	4	4	2	3	3	18
14	2	3	2	2	3	2	14
15	4	5	2	4	4	4	23
16	3	3	2	3	4	3	18
17	2	3	3	3	3	3	17
18	2	3	3	2	3	3	9
19	1	2	1	2	2	1	11
20	1	2	2	2	2	2	16
21	2	3	3	2	3	3	18
22	3	3	3	2	4	3	14
23	2	3	2	2	3	2	25
24	4	4	5	3	4	5	13
25	2	3	2	1	2	3	14
26	2	3	2	2	3	2	13
27	2	3	2	2	2	2	20
28	3	4	4	2	4	3	18
29	2	3	4	3	3	3	20
30	4	4	3	2	4	3	13
31	1	3	1	1	4	3	19

32	2	4	4	3	2	4	18
33	3	3	3	3	3	3	18
34	3	4	3	3	2	3	20
35	3	4	4	2	4	3	18
36	2	3	4	2	3	4	17
37	2	4	3	2	3	3	19
38	2	5	4	2	5	1	18
39	3	3	3	3	3	3	17
40	2	3	2	4	3	3	18
41	3	3	3	3	3	3	19
42	3	4	2	3	4	3	18
43	2	4	3	2	3	4	16
44	3	3	3	2	3	2	13
45	2	3	2	2	2	2	14
Total							762
Average							16,93

Based on table 4.6 it can be seen that the total score of the students' answer in CA questionnaire was 762 and the average was 16,93. Based on Oral Communication Apprehension Questionnaire in term of meeting, students are grouped according to the grouping criteria according to Arikunto (2010) presented in Table 4.7

Table 4.7 Level of Oral Communication Apprehension in term of Meeting of the Third Semester Student At English Language Education Study Program of FKIP UIR

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 of the third semester student At English Language Education Study Program of FKIP UIR with a total of students 45 students against 4 students 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.

The questionnaire was also supported by interview with certain subject as follow: first with subject with low CA mention how they you usually feel when they speak in a meeting. Student 19 explained

“ First to start that conversation I felt nervous, of course, but after I saw the people in the around and enjoyed the atmosphere somewhere, I began to feel an adaptation to it and then I felt no more nervous and started talking, Afterward I found something to share that would make people around me-and my potential. Don't underestimate the value of the experience you have, which may be very appropriate to the situation, so I'm his guy, adapting to it first(Student 19) “When it's my turn to speak, I am still nervous, but not extremely nervous until make me speechless. even though I'm nervous I try to speak well, and i try to make those who listen to understand my explanation.” I will feel fine and confident if I have prepared what will be discussed in a meeting as well as possible. If it hasn't been prepared or the meeting is held suddenly I think I'll be nervous”(Student 5) .

Based on the interview, it can be seen that there were various state of feelings from the subject from excited to nervous in meeting discussion. In students with low CA, they need to adapt with the situations of the meeting. She/he felt nervous in beginning and slowly getting relaxed when she/he could control the feeling of his fear of speaking. But different issue with the students with moderate level, she/he would feel better if the material were prepared well before the meetings started., or in another words the moderate students of CA could not face the direct material.

4.1.3 Level of Oral Communication Apprehension in Interpersonal Domain

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 Table 4.8 below:

Table 4.8 Level of Oral Communication Apprehension in Interpersonal

Sample	Interpersonal						Total
	13	14	15	16	17	18	
1	1	2	2	3	2	3	13
2	2	2	2	2	2	3	17
3	2	4	2	4	4	1	12
4	2	3	2	3	1	1	12
5	2	1	2	2	4	1	12
6	1	2	3	3	2	1	11
7	2	2	2	2	2	1	11
8	2	2	2	2	2	1	15
9	2	2	3	2	3	3	24
10	4	4	4	4	4	4	18
11	3	3	3	3	3	3	19
12	4	3	2	4	3	3	13
13	2	2	2	3	3	1	12
14	2	3	2	3	1	1	21
15	3	2	4	4	4	4	15
16	2	2	3	3	2	3	18
17	3	3	3	3	3	3	17
18	2	3	3	4	4	1	11
19	1	2	1	2	2	3	11
20	2	2	2	2	2	1	15
21	2	4	2	3	3	1	18
22	3	3	3	3	3	3	13
23	2	2	2	3	3	1	25
24	4	5	4	5	3	4	14
25	2	3	2	3	3	1	11
26	2	2	2	2	2	1	12
27	2	3	2	2	2	1	19
28	2	4	4	3	3	3	17
29	3	3	2	3	3	3	15

30	4	4	2	2	2	1	7
31	1	1	1	1	2	1	17
32	2	4	2	4	4	1	18
33	3	3	3	3	3	3	15
34	2	4	2	3	3	1	19
35	2	4	4	3	3	3	15
36	2	3	2	4	3	1	15
37	3	3	2	3	3	1	17
38	1	4	2	5	4	1	18
39	3	3	3	3	3	3	17
40	3	2	3	3	3	3	18
41	3	3	3	3	3	3	14
42	2	3	2	2	2	3	17
43	2	4	2	4	4	1	17
44	2	3	3	3	3	3	18
45	3	3	3	3	3	3	13
Total							696
Average							15,46

Based on Table 4.8 it showed that the total score of the students' answer in CA questionnaire in term of interpersonal was 696 and the average was 15,46. To see the level of students Oral Communication Apprehension in term of interpersonal, the categories were grouped according to the grouping criteria according to Arikunto (2010) presented in Table 4.9.

Table 4.9 Level of Oral Communication Apprehension in term of Interpersonal of the Third Semester Student At English Language Education Study Program of FKIP UIR

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 4.9 it can be seen that the grouping data of students in terms of Level of oral communication apprehension in interpersonal of the Third

Semester Student at English Language Education Study Program of FKIP UIR with a total of students 45 students, 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.

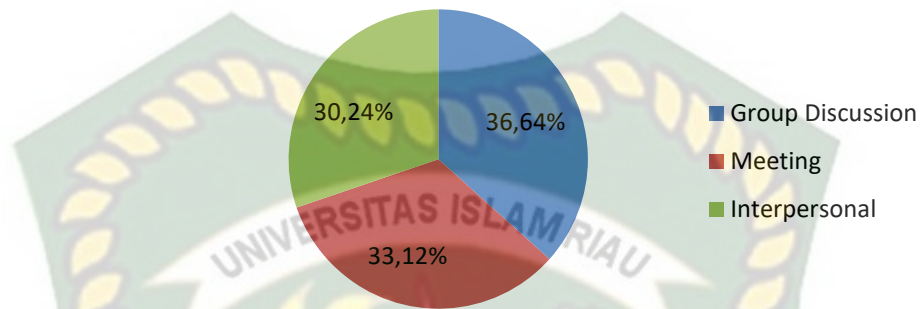
Based on interview result from subject with low level of CA also feel negative state of feeling in conversing with a new acquaintance/ colleague.

Honestly, I am quite person and also an introvert, so meeting new people of course makes me very awkward. Mainly because my personality is not very open, so it's difficult to initiate conversations with new people. But in some conditions I will start conversation with new people. For example, when I am alone in a place without friends I know, then I will try to talk to new people who are around me (Student 19). I feel so nervous to meet new someone, when meet at the first time, I am afraid to say wrong to start the conversation with new people (Student 7)

Student 19 and 7 was the students which has low category in CA, or in other words she/he has a little issue with CA. Even though the students seems has good ability in speaking English, he/she found that it was hard to initiate conversations with new people. The situation happened not because of their academic ability in English, but more about the psychological feeling that they afraid to start to talk, not afraid to talk in wrong grammar or fluency or in other academic aspect.

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 4.1:

Figure 4.1. The Comparison of Level of oral communication apprehension At English Language Education Study Program of FKIP UIR



Based on the figure 4.1, it can be seen that 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 percentae30,24%.

4.2 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, 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 or 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.

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:

4.2.1 Group Discussion

There were 6 statements used to know the Oral Communication Apprehension in term of group discussion in the questionnaire. From the result of the calculation it can be conclude that the total score of the students' answer in CA questionnaire in term of group discussion was 843 and the average was 18,73. It was also showed that the dominant category is in moderate category with percentage 64,4%. 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.

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.

4.2.2 Meetings

Based on data presentation it can be seen that the total score of the students' answer in CA questionnaire in meetings was 762 and the average was 16,93. It was found that the grouping data of students in terms of Level of oral communication apprehension in term of meeting of the third semester student At English Language Education Study Program of FKIP UIR with a total of students 45 students against 4 students 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.

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.

4.2.3 Interpersonal

Based on the research finding it showed that Level of oral communication apprehension At English Language Education Study Program of FKIP UIR in term of group discussion is the highest percentage (36,6%), the moderate term or domain is meeting (33,3%) and the lowest one is interpersonal term with percentage 30,24%.

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.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

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.

This research has presented some findings regarding the English communication apprehension (CA) of of the Third Semester Student At English Language Education Study Program of FKIP UIR. 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.

5.2 Suggestions

a. For teachers

It is suggested that teachers keep encouraging and motivating students to speak English in the class. In addition, teachers should also be more aware of their anxiety and reluctance to speak in English class.

b. For Lecturer

Lecturers can choose the best teaching methods for speaking by providing feedback and guidance how to speak with low of anxiety, and lecturer can emphasize the importance of speaking skills acquired by students to motivate them to acquire speaking skill better

c. For students

Students should be active to convey their opinion when learning in a group or meeting or as their interpersonal communication. They do not need to be shy, afraid, and lack of self-confidence to convey their opinion or idea. Besides, they also need to help, support, and motivate their friends to speak and do not bully their friends.

d. Next Researcher

The next researchers who are interested in examining about communication apprehension in students should add other aspects of communication apprehension, because the aspects discussed in this study are very few, so that the next studies can add other aspects to be investigated like other aspects related to communication apprehension so that it can provide a broader picture of communication apprehension. Then, it is expected to expand

the scope such as when interacting with classmates, when interacting with friends outside the classroom and even outside campus. It is expected that in future research to use other subjects such as using students from other study programs/universities



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