

THE EFFECT OF COMMUNICATION APPREHENSION AND COMMUNICATION COMPETENCE TO STUDENTS' SPEAKING SKILL PERFORMANCE

A Case of Maritime High School Students

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Abstract

This paper reports on the effect of communication apprehension and communication competence to students' performance in speaking activities. The study attempted to find out the effect happened to students' performance in speaking activity due to their communication apprehension and communication competence. The study was conducted in a Maritime High School in Semarang with 33 students of second grade participating for 3 weeks research. The data were collected by fulfilling the Personal Report of Communication Apprehension (PRCA) and Self-Perceived Communication Scale (SPCS) questionnaires independently. The score obtained from the questionnaires then analyzed using SPSS's Pearson Product Moment to measure the existed correlation among the variables. The result of the study indicated that both communication apprehension and communication competence level affect the students' performance in speaking activities with significant correlation.

Keywords: communication apprehension, communication competence, speaking skill, students' performance

Introduction

Maritime school students are expected to show great English skills in their every aspect in school life in order to prepare their communication skill while they become seafarer someday. This demand is higher than public high school as they are demanded to use English both in daily life and mariner life context.

The students which are being aware of the situation begin to have anxiety whether or not they can fulfill the requirement. This situation leads to communication apprehension among them. In order to anticipating the mistakes and errors some students tend to communicate passively in English classroom.

Communication Apprehension (CA) is viewed as anxiety related to Oral Communication (McCroskey, 1977). It shows the level of people's fear associated with communication with other people. Spielberg (1983) defined CA is a term relates to subjective feeling of tension, apprehension, nervousness, and worry

associated with an arousal of the automatic nervous system. McCroskey and Andersen (1976) have attempted to find out the relationship between communication apprehension and academic achievement among college students.

The study aimed to look into whether students' academic achievement such GPA, SAT Test and performance in examination correlate into students' level of CA. the result showed that there was high a significant correlation with SAT scores; GPAs of high CA students were significantly lower than those students of low CA.

Self-Perceived Communication Competence (SPCC) is known as people's perception of their own competence in different communication context. SPCC Scale was developed to measure people's perception of their competency in communication. It can differed into groups of communication context which are known as context of public, meeting, group, dyad, stranger, acquaintance, and friend.

The study aims to test the correlation happens between communication apprehension and self-perceived communication competence to students' speaking skill which is shown by the performance from the students. The result also aimed to find out the effect of communication apprehension and self-perceived communication competence to students' performance test.

This study gives benefit to teacher of English to find out the students' fear in English communication and can be a reference to solve the problem so that the students can show proper and fluent English communication as demanded by the government and society. It also gives benefit to school administrator and curriculum planner to develop the material scope for English teaching and learning process.

Methodology

Self-Perceived Communication Competence (SPCC) scale adapted from McCroskey was distributed to the participants. The instruments consists of 12 statements represents various context of communication (public speaking, dyad, meeting, group, friend, stranger, acquaintance). The participants completed the questionnaire by indicating their level of competence in each given context with 0 is the lowest score and 100 as the highest.

The second instrument used in this research was Personal Report of Communication Apprehension (PRCA) from McCroskey. It has 24 statements represents feelings of people when they are engaged in communication with others. The participants were asked to rate each statement by using scale: strongly disagree (1-SA), agree (2-A), undecided (3-U), disagree (4-D), or strongly disagree (5-SD). According to the instrument, score can range from 24 to 120. Participants which had score below 51 represent low CA. participants with scores that fall within 51 to 80 represent average CA. participants with score above 80 represent high level of CA.

The research was intended to be accomplished to 40 students of Maritime Vocational School. Due to one condition some students were not be able to complete the task in this research. 33 students became the total subject in this research where the students were given the task to present simple instructions and manuals in form of procedure text.

The research was conducted in three weeks with 2 meetings a week. The explanation of the material scope was given in the first week. Maritime competence became the priority in this scope in order to encourage the students to explore their knowledge in their major and apply their English speaking skill to specific context.

Simple instruction and manuals were chosen among the materials in the syllabus regarding to their need in maritime education so that they could demonstrate how to use and operate specific object. The presentation was conducted in the second and third week after they had completed the instruments.

In this study, the students also was given chance to score their friends. The final result of the students was the average score from the teacher, here as the researcher, and the students. The students' score of SPCC, PRCA, and the performance was later analyzed using SPSS Pearson correlation analysis.

Findings and Discussion

The description of the score, which is shown in table 1, we can see the high standard deviation especially in PRCA and SPCC score. It means the students' perception and fear vary from each other. While on the performance result, they got their score which were slightly similar to each other, which indicates their capability was actually in common.



Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Mini mum	Maxi mum	Me an	Std. Deviati on
PRCA	33	68	120	94.91	11.523
SPCC	33	13	95	62.42	20.444
PERFOR MANCE	33	47	92	72.24	9.731
Valid N (listwise)	33				

The correlation among the variables was analyzed using SPSS Pearson correlation analysis to find out the relationship happens among the variable. In the table 2 it shows that CA and SPCC have significant correlation. PRCA score has significant correlation to students' performance at the 0.01 level. The minus sign shows the reversal score. It indicates that the more PRCA score the students have, the fewer score for performance they get, and vice versa. While SPCC does not show the significant correlation to students' performance but shows the significant correlation to PRCA at 0.05 level with reversal point.

Table 2. Correlation Analysis

Correlations		PRCA	SPCC	PERFOR MANCE
PRCA	Pearson Correlation	1	-.370*	-.580**
	Sig. (2-tailed)		.034	.000
	N	33	33	33
SPCC	Pearson Correlation	-.370*	1	.230
	Sig. (2-tailed)	.034		.199
	N	33	33	33
PERFORMANCE	Pearson Correlation	-.580**	.230	1
	Sig. (2-tailed)	.000	.199	
	N	33	33	33

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From the table above we can see the effect of communication apprehension to students' performance. Students with low level of CA will show better performance while students with high level of CA will get fewer score of their performance. In the term SPCC the significant correlation does not happen to students' performance. As

SPCC scale was developed to measure their own perception of communication competence, it can be decided as the right measurement due to someone's perception. Some might think they are incompetent when in fact they have capability and the contrary, some people might think they have great communication competence when it turns the other way.

The score varies from the overall participants' score in PRCA, SPCC, and performance (see appendix D). Looking at the overall result we can see that communication apprehension effects the students' performance at majority, while there was exception for that point, is students with CA score above 80 (categorized as high level) got high score on performance task (student 32 with CA score 95 and performance score 85). The situation can happen due to some factors such as tension in completing the instrument and other factors which I recommend for other researcher to conduct research to study the factors indicating CA.

In term of Self Perceived Communication Competence, the students' perception has their own different perception. With the result correlation analysis it shows there is no significant correlation between SPCC and students' performance. The students might measure their competence differently with what comes in reality. In fact there are some students which have high SPCC score got high score on performance task (student 7 with SPCC score 87 and performance score 81). It indicates that by being confidence on what they think they can do, they will actually try hard to complete the task well. But the result will automatically differ from one to another.

Conclusion

This study found that the communication apprehension can greatly affect the students' speaking performance. The effect might be happened to students in oral communication with other people in various communication contexts. The tem

self-perceived communication competence can also affect students' speaking performance. But this study found that there was no significant correlation between SPCC and students' speaking skill performance. It can be happened in such way some factors influence the result.

This study, cannot be avoided, has limitation and weaknesses. It is recommended that future studies replicate to not only maritime students but to other vocational high school students to verify its findings and for comparison purpose. I also recommend to other ELT researcher to conduct such studies to find out the possibility which influence the findings. It would be better to increase the sample size so that the research would me more reliable and generalization can be made. Next, since the given time to accomplish this research was limited, so the number of the task should be suited to the time allotted. The future studies can be fulfilled with more performance task besides individual presentation. This will lead the school administrators, English teachers, and curriculum planner to explore and develop the real-life like situation and adopt it in the teaching and learning process so that their communication apprehension can be minimized.

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