

**THE FACTORS OF STUDENT'S COMMUNICATION APPREHENSION
IN ENGLISH TADRIS STUDY PROGRAM
THESIS**

**This thesis is submitted to fulfill the requirement
For "sarjana" degree in English of English Language Education**



By:

PAJRI HARIADI

NIM 1655 1033

**EDUCATION DEPARTMENT
ENGLISH TADRIS STUDY PROGRAM
INSTITUTE FOR ISLAMIC STUDIES
(IAIN) CURUP
2021**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jalan : Dr. AK Gani No. 01 PO 108 Tlp (0732) 21010 -21759 Fax 21010
Hoepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor: 223 /In.34/FT/PP.00.9/10/2021

Name : Pajri Hariadi
NIM : 16551033
Department : English Study Program
Title : The Factors Of Student's Communication Apprehension In English Tadris Study Program

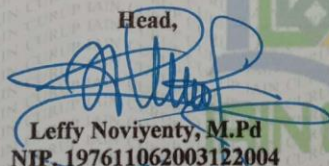
Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on :

Day / Date : Tuesday, March 30th 2021
Time : 13.30 a.m – 15.00 a.m
At : Munaqasyah Room III IAIN Curup

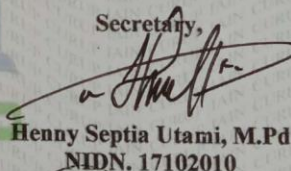
Has been received to fulfil partial requirements for the degree of Strata 1 in English Study Program of Education Tarbiyah Faculty IAIN Curup.

Examiners :

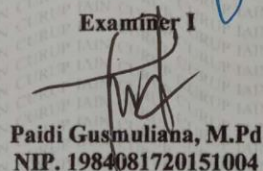
Head,


Leffy Noviyenty, M.Pd
NIP. 197611062003122004

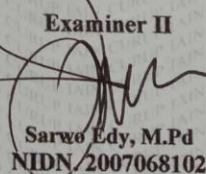
Secretary,


Henny Septia Utami, M.Pd
NIDN. 17102010

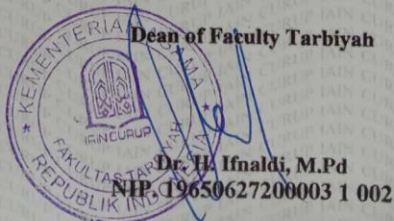
Examiner I


Paidi Gusmuliana, M.Pd
NIP. 1984081720151004

Examiner II


Sarwo Edy, M.Pd
NIDN. 2007068102

Dean of Faculty Tarbiyah


Dr. H. Ifnaldi, M.Pd
NIP. 19650627200003 1 002

Hal : Pengajuan Ujian Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di Tempat

Assalamu'alaikum, Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama : pajri hariadi

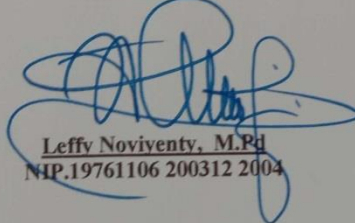
NIM : 16551033

Judul : The factors of student's of communication apprehension in English tadriss study program

Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr. Wb

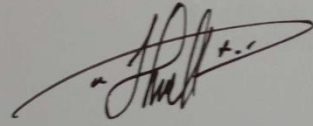
Curup, April 2021

Pembimbing I



Leffy Noviventv, M.Pd
NIP.19761106 200312 2004

Pembimbing II



Henny Septia Utami, M.Pd
NIDN.2016098903

Hal : Pengajuan Ujian Skripsi

Kepada

Yth.Bapak Rektor IAIN Curup

Di Tempat

Assalamu'alaikum, Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara :

Nama :pajri hariadi

NIM : 16551033

Judul : The factors of student's of communication apprehension in English tadriss study program

Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb

Curup, April 2021

Pembimbing I

Pembimbing II

Leffy Noviventy, M.Pd
NIP.19761106 200312 2004

Henny Septia Utami, M.Pd
NIDN.2016098903

STATEMENT OF OWNERSHIP

The researcher who sign below:

Nama : Pajri hariadi

NIM : 16551033

Department : Tarbiyah

Study Program : English Study Program

State that the thesis is entitled "The factors of students communication apprehension in English tadriss study program" is pure and never proposed in IAIN Curup and other University.

This statement was made by trully. If in the next day there are a lot of mistake, the writer ready to responsibility with the regulation.

Curup, April 2021

The Researcher

Pajri Hariadi
NIM.16551033

PREFACE

All praise to Allah SWT that the writer had finally finished writing her thesis entitled “ **The factors of students communication apprehension in English tadris study program** ”

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Curup, April 2020

The Researcher

Pajri Hariadi
NIM.16551033

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Assalammu'alaikum Wr.Wb

In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **The factors of student's communication apprehension in English tadrис study program**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Tadrис Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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2. Mr. Dr. H. Ifnaldi as the Dean Faculty of Tarbiyah IAIN Curup
3. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup
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7. All lectures and staff of IAIN Curup the researcher would like to say thank you very much for them toward beneficial knowledge, insight and their unconditional supports.
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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable. May Allah SWT gives the best reward and bless us. Amin ya robbal'alamin. Wassalamu'alaikum Wr.Wb.

Curup, April 2021

The Researcher

Pajri Hariadi
NIM.16551033

MOTTO AND DEDICATION



Motto

“ Do the best and pray. God will take care of the rest”

“ Patience is needed when you want to achieve a success”

“Never say never”

Dedication

This thesis is dedicated to:

1. The greatest man in my life, he is my awesome father Suparno and my wonderful mother Fatima Wati. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY HERO!! I LOVE YOU
2. My Beloved Sister Karno dewi susanti and her husband, who always be my support systems.
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13. My Almamater is TBI IAIN Curup

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ABSTRACT

Pajri Hariadi : **The Factors Of Student's Communication Apprehension In English Tadris Study Program**

Advisor : **Leffy Noviyenty, M.Pd**

Co-advisor : **Henny Septia Utami, M.Pd**

The purpose of this research was to find out how extent the factors of communication apprehension that affect students of english tadris study program and how extent students overcome their communication apprehension. This was a quantitative research. The subject of this research were students of English tadris study program. The Instrumens of this research was close-ended questionnaire to get the data. The results show that there were 7 factors that cause communication apprehension. The first factors was degree of evaluation (87%). The second factors was Degree of unpredictability (86%). The third factors was Prior success and failures (79%) The fourth factors was Degree dissimilarity (77%) The fifth factors was subornative status (73%) The sixth factors was The level of conspiracy (70%). The seventh factors was Lack of communication skills and experience (70%). There were six ways the students do to overcome their apprehension. The First was Self motivation (84%). The Second was social engagement (79%). The third was adaptation (78%). The fourth was own setting (76%). The fourth was participation in communication training (74%). The sixth was uncertainty reduction through socialization (73%).

Key terms : *The Factors, Communication Apprehension, Overcoming*

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CHAPTER I

INTRODUCTION

A. Background of The Research

Communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing behavior. Communication will deliver information from the first party to the second party so that both are mutually beneficial. With the existence of communication between the source to the recipient, there are changes from both, for example, such as behavior.¹ Ruben said that human communication is a process that involves people in relationships, groups, organizations and communities who respond and create messages to adapt to each other's environment. Communication is very influential in creating a relationship so that there will be cohesiveness and mutual opinion for change.²

In the opinion of Spitzberg and Cupach said that communication skills can be learned by increasing communication competence, which includes things such as knowledge of the environment (context) in influencing the content (content) and the form of communication messages. The higher the communication skills, the more choices for daily communication. Currently, students are required to be active in participating in teaching and learning activities. Students are trained to

¹ Deddy Mulyana, 2001, *Ilmu Komunikasi: Suatu Pengantar*, Bandung: Rosda, P. 275

² Ruben, . 2005, *Communication and Human Behaviour*. USA: Alyn and Bacon, P. 276

have the courage to ask questions or express opinions in front of the class. After that, usually the lecturer will ask students to present their results in front of the class. It also requires students' creativity to think of ways to convey interesting messages so that they can be accepted by the listener.³ In addition, students are also given the opportunity to consult with lecturers when experiencing difficulties in learning or just want to tell a personal problem. Through activities like this, it is hoped that students' communication skills can be trained.

The problem that arises when students are asked to communicate is the difficulty in communicating with others, both in the learning process in the classroom and in an informal atmosphere outside the classroom. Students feel scared, worried, doubtful, and look shaky and sweat a lot when communicating with others. In communication in general, it is found that there are disturbances in communication known as communication apprehension, which is a negative reaction in the form of worry experienced by someone in the communication experience.

According to Mc.Croskey, communication apprehension is an individual who has fear or apprehension in associating with other people or avoids communicating with other people. Apprehension in communication will form individuals who are not confident in communicating. Communication apprehension will produce symptoms such as nervousness, tension and restlessness and avoidance when starting

³ Spitzberg, 2014., *Kecemasan Komunikasi Pada Remaja Akhir*. Yogyakarta.P.1

to communicate. Many factors influence symptoms like this, such as a lack of ability to communicate and a lack of individual ability to control themselves. If this type of apprehension is not resolved, the individual will always withdraw in communicating.⁴ According to Muslim communication apprehension that is fear, concern in the form of negative feelings felt by individuals in conducting communication, both in real communication situations or communication that will be done by individuals with other people and many people.⁵ Meanwhile, according to Horwitz also stated that communication apprehension is a type of social phobia, which is marked by the existence of a thought that he would be criticized or considered bad by others.

In addition, Spielberg defines the term as "subjective feelings of tension, fear, nervousness, and worry associated with the awakening of the automatic nervous system.". The symptoms of communication apprehension where individuals feel tense in communicating with others, individuals feel afraid to express their opinions to others. Individuals also feel nervous in every condition such as at school, in college and elsewhere.⁶

This symptom is the same as the phenomenon that occurs at IAIN Curup, especially in the English tadris Study Program. English students

⁴ McCroskey, J.C. *The Communication Apprehension Perspective*. In J.A. Daly, & J.C. McCroskey

⁵ Muslim .2011. *The Modern Language Journal*. Foreign Language Classroom Anxiety. P. 122.

⁶ Spielberg, C. D. (1983). *Manual for the State-Trait Anxiety Inventory (STAI)*. Consulting Psychologists Press, Palo Alto, CA

certainly have to communicate more because English students are prospective teachers, especially communicating using English, but there are still many English students who lack communication. Students still feel tense in communicating when in speaking class in front of audiences and lecturers. Students are still nervous about expressing their ideas in English to others. Then students are still worried about communicating using English in the English zone.

Based on interviews with several students, it was explained that they were afraid to communicate, it was proven that in the speaking class they would speak if only asked by the lecturer. Then during the discussion forum when delivering material they only talk when answering questions from friends and will never add or deny any answers. Then the researcher also conducted interviews with several lecturers of the English Tadris Study Program. Several lecturers revealed that English students have a low level of communication skills, it can be seen that their English skills are not ready for real communication, for example when in speaking class, students are still very less active in their communication actions, they tend to listen more than speak. Students feel ashamed to show their speaking skills and ashamed to appear wrong.

Then in addition to the communication apprehension symptoms above, the English Tadris Study Program has implemented several programs to improve students' English skills and to reduce students' English problems. Some of the special programs are the English zone,

intensive course, speaking training and English club. The existence of this program produces students who are good at English. Then the program has increased the confidence of students in expressing ideas in English. Students are good enough in overcoming their English problems especially fear of communicating. The way they often use to reduce their fear of communicating is that they always learn to communicate, learn to be confident and they always motivate themselves so that their fear of communicating disappears.

Based on some theories and phenomenon found in the field researcher is interested in investigating the factors that influence communication apprehension in English students. The subjects of this study were all English students of IAIN Curup. The subjects will choose because the experience communication apprehension. Then this study entitled **"The Factors Of Student's Communication Apprehension In English Tadris Study Program At Iain Curup"**.

B. Research Question

Based on the background stated above, the questions in this research are formulated as follow :

1. How extent the factors of communication apprehension that affect students of english tadris study program?
2. How extent students overcome their communication apprehension ?

C. Objective of the Research

The objectives of this research are to find out

1. The extent of factors communication apprehension that affect students of english tadris study program
2. The extent of students overcome their communication apprehension

D. Operational definition

1. Communication

According to Deddy Mulyana, communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing behavior. Communication refers to a process when a person or several people, groups, organization, and society create and use information to connect with environment and other people. In this study, communication is a process in which the English student express their ideas with other people in English, which is evaluated by a questionnaire.

2. Communication Apprehension

According to Mc.Croskey, communication apprehension is an individual who has fear or apprehension in associating with other people or avoids communicating with other people. Communication apprehension is the broad term that refers to an individual's "fear or anxiety associated with either real or anticipated communication with another person or persons. In this study, apprehension is students fear in using English to communicate their ideas with others.

E. Significance of the Research

Hopefully the result of this research will be able to contribute for:

1. Lecturer

This research is useful for lecturers, especially for speaking lecturers to develop their strategies, with the improvement of the strategies it is expected that the results of students 'speaking learning will be more effective, efficient and the students' core learning will be better.

2. For the students

- a. Contribute to students how communication apprehension can occur and how to overcome it.
- b. Making students active and courageous in communicating and intelligent in conveying ideas, discipline and responsibility.

3. Researcher

The results of this study may attract further research for those interested in conducting research in communication. This research is expected to provide information about the factors for communication apprehension and how to overcome them. More studies on communication apprehension so that it will broaden the insights of lecturers and students, especially speaking lecturers, to have more strategies to teach students effectively and constructively.

F. Organization of the Paper

This research paper is organized as follows:

Chapter I Introduction: This chapter consists of seven focal points. They are background of the research, statement of the problems, the aims of the research, significance of the research, scope of the research, clarification of key terms, and organization of the research paper.

Chapter II Literature Review: This chapter mostly talks about theories relevant to the research. It elaborates the definition of communication, function of communication, Elements of communication, definition communication apprehension ,factor, strategy overcome , and review of previous research related to the research is also presented in this chapter.

Chapter III Research Methodology: This chapter discusses the research methodology applied in this research. The discussion of this chapter involves purposes of the research and research questions, research design, research site and participant, data collection techniques and data analysis.

Chapter IV Finding and Discussions: This chapter points out the result of the research which was drawn by answering the research questions. Then, the findings were analyzed and discussed as well as interpreted in relation to the theoretical foundation of the research.

Chapter V Conclusions and Suggestions: This last chapter presents the conclusions of the entire study regarding the results of the research which is then followed by suggestions for further research in the field of communication or speaking problems to students and in general.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Communication

a. Definition Of Communication

According to Deddy Mulyana, communication is a process in which an idea is transferred from a source to one or more recipients, with the intention of changing behavior. Communication will deliver information from the first party to the second party so that both are mutually beneficial. With the existence of communication between the source to the recipient, there are changes from both, for example, such as behavior.⁷ Ruben said that human communication is a process that involves people in relationships, groups, organizations and communities who respond and create messages to adapt to each other's environment. Communication is very influential in creating a relationship so that there will be cohesiveness and mutual opinion for change.⁸

Effendy also said that the communication process is the party giving the message to form ideas and convey them to the recipient which has certain effects.⁹ Communication has a great influence on two parties who exchange thoughts. Communicative competence

⁷ Deddy Mulyana, 2001, *Ilmu Komunikasi: Suatu Pengantar*, Bandung: Rosda, P. 275

⁸ Ruben, 2005, *Communication and Human Behaviour*. USA: Alyn and Bacon, P. 276

⁹ Effendy, 1984. *Komunikasi Teori dan Praktek*. Bandung: Remaja Rosdakarya, P.276

designates the capability to install intersubjective interactions, which means that communication is an inherent social interaction.¹⁰ One definition of communication is any act by which one person gives or to receive from another person information about that person's needs, desires, perception, knowledge, or affective states. Communication may be intentional or unintentional, may involve conventional or unconventional signals, may take linguistic or nonlinguistic forms, and may occur through spoken or other modes.¹¹

Spitzberg and Cupach said that communication skills can be learned by increasing communication competence, which includes things such as knowledge of the environment (context) in influencing the content (content) and the form of communication messages. The higher the communication skills, the more choices for daily communication. Currently, students are required to be active in participating in teaching and learning activities. Students are trained to have the courage to ask questions or express opinions in front of the class. After that, usually the lecturer will ask students to present their results in front of the class. It also requires students' creativity to think of ways to convey interesting messages so that they can be accepted by the listener.¹² In addition, students are also given the opportunity to consult with lecturers when experiencing difficulties in learning or just

¹⁰ Adhani R, 2015, *Etika Dan Komunikasi Dokter, Pasien Dan Mahasiswa*, Kalimantan Selatan : PT. Grafika Wangi Kalimantan, P.25

¹¹ M. Jhonson, 2011, *Philosophy In The Flesh : The Embodied Mind And Its Challenge To Western Thought*, New York: Basic Books, P.97

¹² Spitzberg, 2014., *Kecemasan Komunikasi Pada Remaja Akhir*. Yogyakarta. P.1

want to tell a personal problem. Through activities like this, it is hoped that students' communication skills can be trained.

Humans convey information through a variety of methods: speaking, telephones, email, blogs, TV, art, hand gestures, facial expressions, body language and even social contexts.¹³ Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a speaker or sender of information, a message, and an audience or recipient. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. Communication requires a sender, a message, and a recipient, although the receiver doesn't have to be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. *Communication* requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender.¹⁴

¹³ Mehrabian, 2010. *Nonverbal Communication*, New York: Transaction Publisher, P.23

¹⁴ Thompson, 2012, *The Social Significance Of Animal Studies*, USA: Wesley, P.537

b. Function of Communication

Communication used by all humans has several functions. several functions of communication that have different uses, namely as follows:

1) As social function

The function of communication as social communication Through communication we work together with members of the community to achieve common goals. at least it implies that communication is important for building self-concept, self-actualization, for survival, obtaining happiness, avoiding stress and tension, among others through entertaining communication, and fostering other people's relationships. Communication provides a bond of a relationship between individuals and other individuals. Through communication, all activities will run smoothly because communication makes it easier for everyone to solve problems. The need to maintain good communication relations with the community because communication with the community is important.

- 2) Communication function is to convey information, educate, entertain, and influence.¹⁵

The existence of communication makes it easier for us to convey or receive information. The information we convey through communication will be captured by listeners so that the goals to be achieved will be successful. Then communication is used in education, namely explaining the lessons taught. Education can never be separated from communication, because communication is important to transfer knowledge. Then entertaining by conveying funny words of communication can make people laugh like a stand up comedy or a book filled with funny stories. Finally, communication can affect humans through words, both motivating and bringing down others. A motivation conveyed by a famous figure can affect everyone, so that communication has a very big influence on humans.

- 3) serves as an assessment and supervision

The existence of communication will avoid threats and disturb public security. The existence of security communications will always be maintained. Simply put, when a threat comes, humans can communicate by shouting or asking for help in a loud tone. The importance of communication so that urgent matters can

¹⁵ Effendy, 1984. *Komunikasi Teori dan Praktek*, Bandung: Remaja Rosdakarya.

be overcome by communicating. Currently, communication has become a very important need.

4) As a ritual communication

A community often performs different ceremonies throughout the year and throughout life, which anthropologists call rites of passage, from birth ceremonies, circumcisions, birthdays, engagement, siraman, marriage, and others.¹⁶ In these events people say certain words or behaviors that are symbolic. Other rites such as praying and reading holy books, going on the pilgrimage, flag ceremony, graduation ceremony, Eid celebrations or Christmas, are also ritual communication.

c. The Elements of Communication

There are eight elements of communication :¹⁷

1) Source

The source of communication is the person (or thing) trying to share information. The source can be either living or non-living things. The only qualifications required for a source are the origin of the information (in Information Theory, the source produces the data it wants to communicate) and the ability to transmit this information, via a channel, to the receiver. Sources that come from the speaker to the interlocutor to share information such as matters

¹⁶ Mulyana, 2001. *Ilmu Komunikasi: Suatu Pengantar*. Bandung: Rosda.

¹⁷ Will Gemma, 2013, *Elements Of Communication, A Theoretical Approach* (British Columbia : Canadian Cataloguing, P.77

of interest to plan something. Sources can also come from objects that provide information to the recipient of the information.

2) Message

At first glance, the message is simply the information you want to communicate. But it goes deeper than that. Communication theorists examine messages from a semiotic perspective (the study of signs and symbols, and how meaning is created through them; note: it is not the study of meaning, just how meaning is created). For example, a commencement speaker produces meaning through several criteria. First, there is the object (in this case, the speaker has an inherent meaning, maybe through being a local celebrity or famous alum). The second criterion would be his or her image, acting as a symbol or representation of the meaning of the object (a well-dressed, professional and successful person). The third criterion is interpretation or derived meaning. If the object and image (and, in this case, speech) are successful, then the audience will leave with an understanding of how to proceed toward a life of personal fulfillment.

3) Encoding

Encoding is the process of assembling the message (information, ideas and thoughts) into a representative design with the objective of ensuring that the receiver can comprehend it.

Communication is only established when it results in both the source and the receiver understanding the same information. People who are great communicators are great encoders; they know how to present their message in a way that their audience (receivers) can easily understand. They are also able to identify information that is superfluous, irrelevant or even accidentally offensive, and eliminate it in advance through anticipation.

4) Channel

An encoded message is conveyed by the source through a channel. There are numerous channel categories: verbal, non-verbal, personal, non-personal, etc. A channel could be the paper on which words are written, or the Internet acting in the client-server model that is allowing you to read these words right now. A good communicator is one who understands which channels to use under different circumstances. Unfortunately, there is no perfect channel. All channels have strengths and weaknesses (smartphones are great, for example, but a marriage proposal is best done in person).

5) Decoding

Now would be an appropriate time to remind yourself that you can just as easily fill the role of decoder as you can encoder. This is where listening, and reading directions carefully, makes its claim to fame—decode with care, my friends. As we discussed in

Encoding, communication is only successful when it results in both the source and the receiver understanding the same information. For this to happen, there can be no errors in processing. The most common among these would be, for example, a first-grader sitting in on a lecture on differential equations. decoding is impossible if the decoder cannot even understand the message.

6) Receiver

Ultimately, the message is delivered to the receiver. A good communicator takes the receivers preconceptions and frames of reference into consideration; how they will react, where common ground is shared, their sense of humor, their moral conduct, etc. All of these things will affect how the receivers decode messages.

7) Feedback

A better word might be “reaction” or “responses.” The source judges its success based on the feedback it receives, so pay close attention. If Google’s servers crashed tomorrow, there would be a lot of confused sources. The same would be true if you delivered a flawless marriage proposal, only to receive a look of bewilderment and horror. And then there are famous marketing nightmares, such as Aqua Teen Hunter Force’s LED signs that were mistakenly identified as explosive devices. Feedback is the

moment of reckoning. Whether things go right or wrong, it serves as one of the most important learning opportunities we have.

8) Context

Context is simply the environment in which your message is delivered. For Bob Dylan, the context was the Civil Rights movement in the 1960s, with a heavy focus on The Big Apple (though he would probably disagree). Context could be a boardroom meeting focusing on international expansion or the 2006 World Cup final in Germany (poor choice, Zidane). Needless to say, context can easily make or break the effectiveness of communication.

2. Communication Apprehension (CA)

a. Definition

A problem faced by some students is when taking communication actions. When communicating, individuals often experience apprehension in communicating, namely in the form of difficulties in conveying their aims and objectives. This problem is a common thing if it occurs among students and will be bad for the future if it is not resolved. Communication fear which consists of fear of speaking, fear of expressing opinions in discussion forums, fear of talking to other people, fear in small groups, and fear of talking to an

audience. So that from this fear will make individuals avoid communicating.¹⁸

According to Mc.Croskey, communication apprehension is an individual who has fear or apprehension in associating with other people or avoids communicating with other people. Apprehension in communication will form individuals who are not confident in communicating. Communication apprehension will produce symptoms such as nervousness, tension and restlessness and avoidance when starting to communicate. Many factors influence symptoms like this, such as a lack of ability to communicate and a lack of individual ability to control themselves. If this type of apprehension is not resolved, the individual will always withdraw in communicating.¹⁹

According to Reny, communication apprehension is an unpleasant subjective experience regarding worry or tension in the form of feelings of apprehension, tension and emotions experienced by a person in both formal and informal communication situations. apprehension in communicating a lot happens to shy and quiet individuals because basically individuals are very lacking in communicating. Lack of individual communication, often individuals lose ideas when starting to communicate and ultimately make the individual silent. The habit of silence in communicating makes the

¹⁸ Paul , 2003, *Human Communication*, New York: The Mcgraw-Hill Companies,P..366

¹⁹ McCroskey,J.C.*The Communication Apprehension Perspective*.In J.A.Daly,& J.C.Mc Croskey

individual feel like a failure so he is afraid to communicate again. Failure to communicate has a clear effect on the individual so that individuals will often feel apprehension in communicating.²⁰

In a campus environment, there are students who experience communication apprehension in interacting with lecturers, friends or in a forum. The type of person who is apprehension in socializing often experiences feelings of nervousness when dealing with other people, he feels unable to balance the communication between the two parties. Usually if the small group often runs out of words in the middle of a conversation or to start with, the individual feels confused. Communication will be successful if thoughts are conveyed using conscious feelings, otherwise communication will fail when conveying thoughts and feelings uncontrollably.²¹

A person will succeed in creating effective communication if his feelings are calm and emotions are controlled so that he will be able to concentrate on what he wants to express with others, whereas if someone is in uncontrolled emotions then that is one of the causes of communication failure. A person sometimes feels normal when communicating with friends or whom he has known before because he is bound by an informal atmosphere, but sometimes individuals find it difficult if they have to be in a formal situation that must require

²⁰ Reni, 2013, *Hubungan Efikasi kerja dan Kecemasan Berkomunikasi*, Bandung :remaja rosdakarya bandung

²¹ Jason, *Journal Social Communication Apprehension The Intersection of Communication Apprehension and Social Phobia*, Vol.11 No.4

someone to communicate in formal language and communication is also necessary separate skill.²²

Burgoon explains communication barrier or communication apprehension as a form of negative reaction from individuals in the form of anxiety experienced by someone when communicating, both interpersonal communication, public communication, and mass communication. Individuals who experience communication barriers or communication apprehension will feel anxious when participating in a broader form of communication , not just anxious about speaking in public. The individual is unable to anticipate his negative feelings, and tries to avoid communicating wherever possible.²³

Based on the explanation of this theory, it can be said that communication apprehension is the condition of an individual who feels afraid or worried in communicating, and the individual's inability to convey or receive information causing certain reactions.

b. Factors of Communication Apprehension

There are seven factors that affect the communication apprehension :

1) Degree of evaluation

The higher the individual's feeling that he or she is being evaluated, the more apprehension will increase. Assessment that is

²² Jalaluddin Rakhmat, 2007, *Psikologi Komunikasi*, Bandung: PT. Remaja Rosdakarya,P.149

²³ Lita Hadiati Wulandari, *Efektivitas Modifikasi Perilaku-Kognitif Untuk Mengurangi Kecemasan Komunikasi Antar Pribadi*, Program Studi Psikologi, Fakultas Kedokteran Universitas Sumatera Utara, dikutip dari <http://library.usu.ac.id/download/fk/psikologi-lita.pdf>

always thought of by individuals is about how individuals communicate and how individuals assess themselves so that individuals will always feel apprehension. This often happens in discussion forums, in organizational meetings, and hosting events and places where there is a rule to always speak the target language, as well as any programs that communicate. Individuals will always feel apprehension when in a crowded environment. So that the assessment when communicating will feel even higher. This symptom is that the individual will feel nervous when speaking, worried if people correct their grammar, afraid if people don't understand the idea, afraid if the pronunciation is difficult to understand by others, afraid when speaking in discussions. Then also individuals always feel worried when hosting programs and worry about communicating in a place that has rules to always speak English. This fear will always befall individuals who feel that they are always being valued.

2) Subordinate status

When a person feels that the other person has better communication skills or a broader range of knowledge, then communication fear increases. When the individual wants to say something, the individual will think about who the interlocutor is. If the interlocutor is a person of higher status such as a linguist or a well known person such as a regent, official, president, then the

speaker will feel hesitant and nervous to say something. So that it gives rise to a feeling of making mistakes and irregular delivery to people of higher status, making individuals feel anxious. These symptoms are in the form of fear when communicating with people who are smarter, feeling nervous when communicating with people who have more communication skills, worry when communicating with people of higher status, feeling nervous when communicating with people who are experts in the field of language, feeling nervous when asking and answering questions from a lecturer, feeling nervous explaining something to someone in an important position, feeling nervous explaining something to a famous person. So that individuals will always feel apprehension in communicating.

3) The level of conspiracy

The more prominent a person is, the higher the understanding of communication. Good talk is not easy for shy and quiet individuals because they will always feel apprehension when they have to speak in front of a crowd. The fear of speaking in front of a crowd is something some quiet individuals avoid. Many things can happen such as tension, trembling, and nervousness. This phenomenon often occurs at formal occasions, for example delivering speeches, speeches at weddings and in competitions that require public speaking. The appearance of an individual in the

crowd makes the individual feel even more apprehension. These symptoms can include individuals who feel worried when they have to speak in front of many people, quiet individuals who feel nervous about delivering a speech at certain events, quiet individuals who feel shy about explaining something in front of a crowd and individuals who feel worried when many people see him communicating. .

4) Degree of unpredictability

The more unforeseen situations, the greater the level of concern. Individuals will speak well when they have prepared material to be delivered. Someone will be nervous and anxious if they suddenly have to say things that have not been prepared in advance. So that unexpected things like this will make individuals worry about communicating. These symptoms can be in the form of nervousness when communicating suddenly without preparation, feeling afraid when appointed to say something, worrying that the idea will disappear when you want to say something suddenly, feeling worried when suddenly having to communicate with someone you just met.²⁴

5) Degree of dissimilarity

When the individual feels a little similarity with the interlocutor, the individual will feel afraid to communicate. When

²⁴ DeVito, Joseph A (2001) *interpersonal communication book*, London: Logman

in discussion forums, friends who talk are friends who help us answer questions from the audience. Friends who are good at communicating will smooth the web of discussion. But on the other hand, there are some interlocutors who have poor communication skills so that they will cause a little problem in the course of the discussion. Interlocutors who have the same abilities as us will cause apprehension in communicating. This symptom can include individuals who are worried when group members cannot communicate well, are afraid to communicate in discussion forums with teams of the same ability, feel nervous when they are in discussion groups with quiet people and they have to express their opinions, hesitate to express opinions when in discussion forums with groups with different abilities.

6) Success and failure

The success or failure of an individual in a situation will affect the individual's response to the next situation. People will feel confident if they have succeeded in conveying something well before, on the contrary, people will feel insecure if they failed to convey a message before. This is natural for individuals because success and failure are bridges to the future, good or bad. So that when individuals fail to communicate, their fears will be even higher. Individuals in this case will be thinkers for a very long time so that apprehension will always be felt. This symptom can be in

the form of individuals feeling afraid to communicate because they failed in the previous meeting, feeling worried when they almost failed to convey ideas in the communication forum, very worried when they failed to convey ideas well.

7) Lack of skills and experience in communication

lack of skills and experience will cause communication concerns especially if you are not trying to improve. Good communication skills are everyone's dream, but many individuals do not want to improve their abilities. If you have good skills in the field of communication, apprehension will never be felt. Then the individual's lack of experience in communicating will make individuals feel apbecause they have never tried it before. Experience and abilities are important for creating good communication. Experience will give individuals how to communicate well, so if communication skills are not improved, individuals will always experience fear in communicating. These symptoms can include worrying about starting to communicate because of low ability, not having good communication experience, often feeling worried when communicating, often nervous when communicating because my grammar is still wrong, not having enough good ideas when I want to start communicating so I worry , feeling nervous because of lack of experience in

communication, feeling worried in communication because, have never tried it.²⁵

d. The Categories of Communication Apprehension

McCrosky explained there are four category of Communication Apprehension:

1) Traitlike CA

This apprehension is the nature of an individual who is always anxious when communicating. The existence of each individual's view of the tendency of communication apprehension is relatively stable and the length of time when a person is faced with various communication contexts. Individuals will always feel anxious when they want to communicate with others. Some individuals will appear silent and anxious in all situations when they want to communicate. For example, when discussing, meeting, or communicating in a group.

2) Generalized-Contect CA

Communication anxiety that arises when an individual has to speak in public but he does not experience anxiety on other types of communication. Or in other terms, communication anxiety experienced by this type will change the context. For example, when individuals speak in public, the individual's apprehension

only occurs in certain situations that are in public and does not affect other types of apprehension. It can be concluded that this type of anxiety occurs if there is a context that underlies the emergence of apprehension in individuals. There will be times when the apprehension comes only when the individual knows the conditions when communicating.

3) Person-Group CA

Communication apprehension experienced by a person when he communicates with certain types of people regardless of time or context. For example, when individuals talk to other individuals with situations or conditions that can change with various kinds of conversation topics. This type of anxiety is an individual who experiences apprehension if the individual communicates with people of different status with him.

4) Situational CA

Communication anxiety related to situations when someone gets unusual attention from another person. For example, when an individual is in a condition that requires speaking in public and the listener is another person who has a higher social status or position.

Based on the explanation above, it can be concluded that the category of communication anxiety is several types of individual situations when experiencing various anxieties consisting

of Traitlike CA, Generalized-Context CA, Person-Group CA, Situational CA.

c. Strategies to overcome Communication Apprehension.

Students to overcome their communication apprehension. The first and primary principle is self-motivation, which is followed by five secondary principles: social involvement, participation in communication training, self-regulation, uncertainty reduction through socialization, and adaptability.²⁶

1) Self-Motivation

The main principle for reducing communication apprehension is self-motivation. Self-motivation is a state in which a person is driven by personal incentives to take the initiative. So, in the case of reducing communication worries, the main principle is to be personally encouraged to work actively to reduce one's own worries. Without self-motivation, other principles are not as strong or may not work at all. To be able to communicate well individuals can always motivate themselves to be able to communicate well, always motivate themselves not to worry when communicating, always build my motivation by realizing the importance of good communication skills as an English student.

2) Social Involvement

²⁶ Dale Dong, 2014, *Overcoming Communication Apprehension In Pharmacy Students*, California: University Of Kentucky, P.198

The second principle is social involvement, or being actively involved in social functions. Participants acknowledged that increasing their involvement in social activities and events proved effective in reducing communication worries. Some of the noted social engagement activities include participating in professional fraternities, clubs and organizations, in addition to attending events held in communities and universities. In order to improve communication skills and eliminate communication fears, it can be done by participating in social and organizational activities to improve communication skills, participating in social and organizational activities to increase self-confidence when communicating, joining communities and universities holding events to reduce communication worries.

3) Participation In Communication Training

The third principle is participation in communication training, which is the process of attending classes that focuses on improving communication skills. Such classes can be found through universities, online, or through other means. This principle can be done by taking communication training to improve communication skills, taking public speaking training to reduce anxiety in communication and taking the opportunity to practice speaking skills in front of a live audience.

4) Self-Regulation

The fourth principle is self-regulation, or regulating one's own emotions and feelings. With self-regulation, a person is able to control and regulate his own feelings, including his feelings of worry when communicating with others. In this principle, individuals must always organize themselves in order to communicate well, control and regulate my own feelings so that they are relaxed and not afraid to communicate with others.

5) Uncertainty Reduction Through Socialization

All participants recalled that a major source of their communication concern came from arriving in a new and unfamiliar environment, such as when they first started college. They remember that they did not know how to act in unfamiliar surroundings with strangers. The lack of knowledge about norms and habits causes them to feel apprehension and uncertain, thus hindering their ability to communicate. The fifth principle is to increase the number of socialization activities in order to be more familiar with the situation, thereby reducing uncertainty and reducing anxiety. In this principle more individuals need to create a comfortable environment where they will not feel too worried when communicating with others.

6) Adaptability

The sixth principle for reducing communication fear is adaptability, or the ability to adapt to new environments, to learn

about and understand other individuals. On this principle, individuals must get used to being able to adapt to new environments so that individual feel comfortable when communicating.

d. Apprehension and Anxiety

The difference between apprehension and anxiety can be seen from the theory here :

a) Communication apprehension

Definition of apprehension The term "communication apprehension" coined by McCroskey refers to the fear syndrome associated with actual anticipated communication with people or other people. This syndrome is similar to aversion. The person with communication fears will avoid communication most of the time because he or she will experience a negative reaction to the fear that will outweigh the projected benefits of the interaction. This, of course, does not mean that the person will never interact.

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According to Reny, communication apprehension is an unpleasant subjective experience regarding worry or tension in the form of feelings of apprehension, tension and emotions experienced by a person in both formal and informal communication situations. apprehension in communicating a lot

²⁷ McCroskey, J.C. *The Communication Apprehension Perspective*. In J.A. Daly, & J.C. McCroskey

happens to shy and quiet individuals because basically individuals are very lacking in communicating. Lack of individual communication, often individuals lose ideas when starting to communicate and ultimately make the individual silent. The habit of silence in communicating makes the individual feel like a failure so he is afraid to communicate again. Failure to communicate has a clear effect on the individual so that individuals will often feel apprehension in communicating.²⁸

b) Anxiety

Definition of Anxiety According to the medical dictionary, anxiety is an unpleasant emotional state, in the form of a psychological response that appears as anticipation of an unreal or imaginary danger, apparently caused by an unconscious intrapsychic conflict directly. This anticipation is a signal to help individuals prepare to take action against threats.

The term 'anxiety' has been generally defined by Scovel as "a state of vague fear and fear". People usually cannot determine the exact emission of their nervousness and anxiety. MacIntyer and Gardner's 'language anxiety' is a type of anxiety that can be defined as "feelings of tension and fear that are specifically related to the context of a second language, including listening, speaking and learning." Students who are anxious usually show

²⁸ Reni, 2013, *Hubungan Efikasi kerja dan Kecemasan Berkomunikasi*, Bandung :remaja rosdakarya Bandung

some “panic signs” such as “panic stares, white faces and cold trembling hands.”²⁹

Based on the theory above, it can be concluded that apprehension is a form of individual concern about something that will happen. comes so that the individual takes avoidance actions, or reluctance to do something, for example, such as avoiding communication communication, whereas anxiety is a form of individual mental disorder characterized by anxiety, panic and tension. Examples that can be seen when someone takes the action of speaking or communicating the individual will look nervous, in contrast to fear which is only a form of avoidance.

e. Review of Related studies

Several related researches have done several related researches have been done by other researchers, such as :

Liza Elvita conducted a research entitle “ Student Communication Apprehension in E-Station Englis Tadris Study Program of IAIN Curup”.the result of the study are : Thei result show that first causes communication apprchension of three students who has high communication apprechension such as start communication, communicate in certain situation, with someo ne who has higher

²⁹ Scovel, Thomas. (1991). The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research.

status, apprehension to speak up in the center of attention, to communicate with someone whom do not know, and anxious when someone gives excessive attention or less attention and they are said in initiating communication requires confidence. The second three students who has low communication apprehension do in reducing their communication apprehension such as i build up their motivation, do communication training to communicate with lecture, my friend and some people, follow organization and the last they are try to adapt to new environment and individuals.³⁰

Based on the studies that have been conducted by previous researches, the different thing among previous research and this research are: first the location, second it about time of research and the last it about subject. Especially From a previous researcher named Liza Elvita from Iain Curup has a similar theme to this research, namely about communication apprehension, but it has many differences, the first from the research title of Liza Elvita students Communication Apprehension In E-Station English Tadris Study Program, while this research is The Factor Of Students Communication Apprehension In English Tadris Study Program, The second research methods of Liza Elvita are qualitative, while this research is quantitative, the third research subjects are Liza Elvita e-

³⁰ Liza Elvita, 2017, *Students Communication Apprehension In E-Station English Tadris Tusy Program*, Curup: IAIN Curup

station students, while this research is all students of the English tadrís study program .

Mauliana Putri Agustin conducted a research title "Communication Apprehension Of Students During Presentation". The purpose of this study was to analyze students' communication anxiety when making presentations using English. This research is a research that uses a qualitative descriptive approach. The data collection technique used in this study was in-depth interviews. Eight respondents were selected by using purposive sampling technique. The conclusion that can be drawn is that respondents experience communication anxiety in certain communication situations (generalized-context communication apprehension) and also when dealing with certain people or groups (audience based communication apprehension).

The difference between this research and Mauliana Putri Agustin, the first from the research title of Mauliana Putri Agustin Communication Apprehension Of Students During Presentation, while this research is The Factor Of Students Communication Apprehension In English Tadrís Study Program, The second research method of Mauliana Putri Agustin is descriptive qualitative, while this research is quantitative, in the third the number of respondents Mauliana Putri Agustin amounted to 8 while this study was 211 people.³¹

³¹ Agustin,2020, *Communication Apprehension Of Students During Presentation*, Surakarta

Amelia Alfred Tom conducted a research entitle “Factors Contributing to Communication Apprehension among Pre-University Students” This paper intends to investigate factors which may contribute to communication apprehension among English language learners in Sarawak, Malaysia. 49 pre-university students under a special programme called ‘Changing the Destiny of Our People’ (Mengubah Destini Anak Bangsa) participated in the study. They were chosen as their English course puts a heavy emphasis on speaking skills. Additionally, the course also expects the students to participate in both individual and group speaking tests. The data were gathered via a questionnaire and semi-structured interview. Generally, it was found that the learners disliked group discussions and were uncomfortable speaking in English. The learners were seemingly unprepared and unaware of the presentation organization. They were also found to display nervousness when asked to present in front of their classmates from the opposite gender. Finally, the learners were also not confident with their ability to pronounce English words correctly.³²

The difference between this research and Amelia Alfred Tom, the first from the research title of Amelia Alfred Tom Factors Contributing to Communication Apprehension among Pre-University Students, while this research is The Factor Of Students Communication Apprehension In English Tadris Study Program, The

³² Amelia, 2013, *Factors Contributing To Communication Apprehension Among Pre-University Students*, University Tekhnology Mara

second research method of Amelia Alfred Tom is descriptive qualitative, while this research is quantitative, in the third the number of respondents Amelia Alfred Tom amounted to 8 while this study was 211 people.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

This research will be conducted in Institut Agama Islam Negeri (IAIN) Curup. This college is located on Jl. Dr. AK Gani No. 01, Curup, Dusun Curup, Curup Utara, Kabupaten Rejang Lebong, Bengkulu 39119. Not until 1 kilometer from the city center to the north is this college placed.

B. Kind of Research

This is a descriptive quantitative study. This research was quantitative study because the data was in the form of numbers and the analysis was statistics. By using these number symbols, quantitative mathematical calculation techniques can be performed so as to produce a generally accepted conclusion in a parameter. According to Aliaga and Gunderson, Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).³³ In another definition according to Muijs quantitative research is essentially about collecting numerical data to explain a particular phenomenon.³⁴

Furthermore, Gay states that descriptive quantitative research involves collecting data in order to answer the question concerning to the

³³ Aliaga, M. and Gunderson, B. (2002). *Interactive Statistics*. Thousand Oaks: Sage, p.81

³⁴ Muijs, Daniel. (2004). *Doing Quantitative Research in Education*. London: Sage Publications, p.2

current subject's status of the study.³⁵ Hancock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.³⁶

In this study, the researcher used questionnaire in collecting the data. This method called quanti because this research is in the form of numbers and analysis using statistics, a questionnaire that uses a scale, the formula used to calculate data is a Likert scale. The researcher investigate all of students in English tadris study program to find and collect the data. The first stage in this study was done by distributing the questionnaire. Distributing the questionnaire was done to know the the factors that affect students communication apprehension and how do the students overcome communication apprehension.

C. Population and Sample

a. Population

According to Fraenkel and Wallen population is the group which one hopes to apply the result.³⁷ In this research the population was the entire all of students in English tadris study program. That can be seen on table below:

³⁵ L.R Gay, on (Budiman, 2019)

³⁶ Barverley Hancock. (1998). *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research*, p.2

³⁷ Fraenkel and Wallen. (2009). *How to Design and Evaluate Research in Education (7th Ed)*, New York, NY: McGraw-Hill, Inc. p.90

Table 2.1

Population Student

No	Semester	Total
1.	2	87
2.	4	88
3.	6	76
4.	8	50
Total		301

b. Sample

Fraenkel and Wallen stated that sample is group on which information is obtained of the research.³⁸ In selecting of the sample, The researcher used purposive sampling to choose the student to fill out questionnaire. According to Arikunto, purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.³⁹ So from the definition above, the researcher chose the subject based on specific characteristic students who have communication apprehension.

To get the sample in this study, the researcher had given the questionnaire that consisted of twenty four questions. The questionnaire was adapted from James C. Mc.Croskey and Michael J. Beatty and it also had been used by many researcher, so questionnaire

³⁸ *Ibid*, p.98

³⁹ Suharsimi Arikunto. (2009). *Manajemen Pendidikan*, Jakarta: Rineka Cipta, p.183

did not necessary to through validity and realibility anymore (see appendix 5). Based on the result questionnaire from James C.Mc.Croskey and Michael J.Beatty, The researcher chose sample in this resercah were 132 students. That can be seen on table below:

Table 2.2 Sample of the research

No.	Semester	Sample	Total
1	TBI semester 2	2A	14
		2B	16
		2C	15
2	TBI semester 3	4A	11
		4B	13
		4C	12
3	TBI semester 6	6A	15
		6B	11
		6C	10
4	TBI semester 8	8A	8
		8B	7
		TOTAL	132

D. Technique of Collecting Data

1. Questionnaire

Questionnaire is one of proportionately technique in quantitative study. The questionnaire that used in this research was close-ended questionnaire. This type of questionnaire allows the respondents to answer the question as quick as possible and gives opportunity the researcher to analyze the data easily to the entire questionnaires. In the close-ended questionnaire, the researcher requires the respondents to answer the questions shortly and choose one of answer's option. The questions in questionnaire should be created in positive and negative sentences in order to respondents more serious and not mechanistic when they answer the questions. The entire questions are composed based on theories, and the answer of the question in the form of nominal data, ordinal, interval, and ratio. The data was obtained from a questionnaire given to students of English tadrís program at IAIN Curup. Researcher makes questions for 132 students of English tadrís study program.

After collected the data, afterwards, the researcher analyzed the data obtained by using Likert Scale. Likert scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. In the research, the social phenomenon has determined specifically by researcher, then called as research variable. On the other hand, determining of Likert Scale

should be based on research variables that have arranged by the researcher.

By using Likert Scale, research variable that will be measured by researcher to be described as variable indicator which is functioned as starting point to arrange the instrument's items in the form of question or statement. Likert Scale's answers have the gradation from strongly positive into strongly negative, such as:

- a. Strongly Agree = 4
- b. Agree = 3
- d. Disagree = 2
- e. Strongly Disagree = 1⁴⁰

E. Research Instruments

1. Questionnaire

Arikunto state that questionnaire is a number of written questions which used to get information from the respondents in a mean a report of her/his personality or some things s/he knows.⁴¹ In order to get the respondents response or feedback about the research activity, questionnaire was delivered to the students since the research activity also affected the students. Because of the number of the

⁴⁰ Sugiyono, "Statistika Untuk Penelitian" (Jakarta: Rineka Cipta, 1998), p.199

⁴¹ Suharsimi Arikunto. (2009). *Manajemen Pendidikan*, Jakarta: Rineka Cipta, p.194

students, questionnaire was considered appropriate to be applied, so the activity of getting the data did not take much time. The purpose of giving questionnaire was also to obtain students' opinion about the improvement of the teacher talk and to know the improvement of the research activity for the students.

Based on the types of questionnaire in the way of the respondents answer, there are two kinds of questionnaire; open format or closed format. In the present study, researcher used closed format questionnaire since the result is calculated quantitatively, so the comparison of the result can be seen clearly. The closed format questionnaire was in a form of the Likert scale which has four options namely a, b, c, and d

Table 2.3

The Questionnaire Options Detail

Option	Code	Meaning
A	SA	Strongly Agree
B	A	Agree
D	D	Disagree
E	SD	Strongly Disagree

The use of closed ended questionnaires here is to determine the factors and how students overcome communication apprehension. First, the researcher determined the indicator factor and how do the students overcome communication apprehension. Second, after obtaining the indicators the researcher determines the

results of the indicator translation. Third, the researcher validates each questionnaire with a professional lecturer in the English Department of IAIN Curup as a validator to check the accuracy of the questions. Meanwhile, during the validation process, the researcher develops several questions to suit the context and content, and checks the grammar for sentences. The aim of This questionnaire is to investigate How extent the factors of communication apprehension that affect students of english tadris study program and How extent students overcome their communication apprehension. The questionnaire design is as follows:

Table 2.4
Blue Print of Questionnaire
Factors Communication Apprehension

No	Objective	Indicators	Items	SA	A	D	SD
1.	To figure out the factors that affect students communication Apprehension	1. Degree of evaluation (The higher the individual feels that he is being evaluated, the more apprehension will	1. I feel nervous if people evaluate my speaking				
			2. I feel worry if people correct my grammar				
			3. I am afraid if people do not understand my idea				
			4. I feel nervous about my gesture when people evaluate my speaking				

		increase)	5. I have fear if my pronunciation is difficult to understand by other people				
			6. I always feel afraid when communicating in a crowded environment.				
			7. I am afraid when everyone will criticize my presentation idea in a discussion forum				
			8. I am nervous if people will assess my presentation idea in organizational meetings				
			9. I always feel apprehensive when I become a master of ceremony				
			10. I feel apprehensive to communicate in a place that has rules for always speaking English.				
		2. Subordinate status Individual feels that other people have better communication skills or broader knowledge than him, then communication apprehension increases.)	1. I am afraid when communicating with people who are smarter than me				
			2. I feel nervous when communicating with people who have better communication skills.				
			3. I feel nervous when I ask and answer a question from a lecturer				
			4. I feel nervous explaining something to a well-known person				
		3. The level of conspiracy (The more prominent	1. I am shy and quiet individual who feel apprehensive when I have to speak in front of many people				

	an individual is, the higher the communication apprehension)	2. I am a quiet individual who feels nervous to deliver speeches in an particular event.				
		3. I am a shy individual who feels nervous to deliver speeches in at weddings.				
		4. I am a shy individual who feels nervous to deliver speeches in competitions that require public speaking.				
		5. I feel nervous in front of the crowd to answer something				
	4. Degree of unpredictability (The more unforeseen situations, the greater the level of apprehension.)	1. I am nervous when communicating suddenly without preparation.				
		2. I feel afraid when I am appointed to say something because I have no idea				
		3. I worry that my idea will be lost when I want to convey something suddenly				
		4. I am nervous that I will have ineffective ideas when I have not prepared material to be delivered.				
		5. I feel apprehensive when I suddenly have to communicate with someone I have just met				
	5. Degree of dissimilarity (When the individual feels little in common with the interlocutor, the	1. I feel worry when the member of my group can not communicate well				
		2. I feel nervous when I am in a group of discussion with quiet people and they have to express their opinion				

		individual will feel communication apprehension)	3. I worry about sharing my opinion with a quiet friend				
		6. Prior success and failures (success or individual failure in a situation will affect individual responses in the next situation)	1. I feel afraid about communicating because I failed at previous meetings				
			2. I am afraid to fail in communicating because I was unsuccessful before				
			3. I was apprehensive for fear of failing to communicate				
		7. Lack of communication skills and experience (lack of ability and experience will cause communication apprehension ,especially if he does not try to improve his abilities)	1. I feel apprehensive about starting to communicate because my abilities are still at a low level				
			2. I am often nervous about communicating because my grammar is still wrong				
			3. I do not have enough good ideas when I wanted to start communicating so I became apprehensive				
			4. I feel nervous because I lack of experience in communication.				
			5. I feel apprehensions in communication because I have never tried it before.				

Table 2.5

Blue Print of Questionnaire

Overcome Communication Apprehension

No	Objective	Indicator	Items	SA	A	D	SD	Analysis	
1	To figure out how the students overcome their Communication Apprehension	1. Self-Motivation	1. I always motivate myself to be able to communicate well					This principle will help to reduce the communication apprehension factor, namely the degree of evaluation, because this principle will motivate individuals to be able to initiate communication without thinking about any obstacles or other people's judgments about their abilities.	
			2. I always motivate myself not to worry when communicating						
			3. I always build my motivation by realizing the importance of good communication skill as English students						
		2. Social Engagement	1. I participate in social and organizational activities to improve my communication skills						The principle of social engagement will reduce the factor of the level of conspiracy because this principle is that individuals are always accustomed to being in front of many or many people in socializing so that
			2. I participate in social and organizational activities to increase						

			confidence when communicating					individuals will dare to communicate and ultimately reduce the factor of communication apprehension, namely the level of conspiracy.
			3. I join in community and university held events to help me reducing communication apprehensions					
		3. Participation in communication training	1. I follow communication training to improve my communication skills					This principle will reduce the factor of subordinate status and lack of communication skills and experience, because individuals already have communication skills in communication training, so when individuals face people of different status, they will be more courageous in expressing them.
			2. I follow public speaking training to reduce my apprehension in communicating					
			3. I take a chance to practice my speaking ability in front of a live audience					
		4. Own Settings	1. I always organize myself so that I can communicate well					This principle will reduce the factors of prior success and failures because this principle the
			2. I control and					

			regulate my own feelings to be relaxed and not to be afraid in communicating with others					individual will regulate his emotions and actions so that individuals can live the best for themselves in communicating.
		5. Uncertainty Reduction Through Socialization	1. I can reduce my uncertainty about unfamiliar environment through socialization more.					This principle will reduce the degree of unpredictability factor because individuals are fluent in unexpected circumstances because individuals have a lot of experience in socializing.
			2. I make more friends to create a comfortable environment in which I will feel less apprehension when communicating to others.					
		6. Adaptation	1. I accustom myself to being able to adapt to new environments so that I feel comfortable when communicating					This principle will reduce the degree of dissimilarity factor because the individual can understand the character of a new person, so he
			2. I have to					

			be able to adapt to a new environment so I do not worry when communicating					can communicate well.
			3. I learn about and understand other individuals					
			4. I keep an open mind and learning through other people who were already familiar with the environment					

F. Validity

According to Sugiyono, validity is process of requirement to get justifiable (valid) the result of the research. A valid instrument means the instrument is appropriate to measure what should be measured.⁴² Here, in this research, the researcher asked assists a lecturer of English Study Program to acquire comment and feedback. There were four points of feedback given by validator: Suitability of indicators, language used of each items, amount of the question items, and appropriateness of the questionnaire accurateness. Then the researcher will test the instrument to

⁴² Sugiyono Op. Cit, p135

15 students who do not experience communication apprehension. All questionnaires items used to measure the extent of factors communication apprehension that affect English students and the extent students overcome their communication apprehension .

In order to know the construct validity of the try out the researcher use bevere pearson correlation formula as stated below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

N = The Number Of Pairs Of Scores

R = The Sum Of The Products Of Paired Scores

$\sum x$ = The Sum Of X Scores

$\sum y$ = The Sum Of Y Scores

$\sum x^2$ = The Sum Of Squared X Scores

$\sum y^2$ = The Sum Of Squared Y Scores

All valid numbers have a calculated r number that is greater than the r table value so that it is stated that these requirements have construct validity and can be entered into data processing while those that are invalid will be issued and will not be included in further data processing.

The test results regarding the level of validity of the questions are presented in the following table:

Table 2.6

The result of validity the factor's of communication apprehension

No	Items	Category	
1.	Degree of evaluation	Valid	1,2,3,4,5,6,7,8,9,10
		Invalid	0
2.	Subornative status	Valid	1,2,5,7
		Invalid	3,4,6
3.	The level of conspiracy	Valid	1,2,3,4,6
		Invalid	5,7
4.	Degree of unpredictability	Valid	1,2,3,4,5
		Invalid	0
5.	Degree of dissimilarity	Valid	1,3,4
		Invalid	2,5
6.	Prior success and failures	Valid	1,2, 3
		Invalid	4,5
7.	Lack of communication and skills experience	Valid	1,3,4,6,7
		Invalid	2,5
Total		Valid	35 items
		Invalid	11 items

From the data above, there are 35 question items about the communication apprehension factor that are categorized as valid and 11 question items are categorized as invalid. For this reason, it can be concluded that the data above is suitable as a research instrument.

Table 2.7

The result of validity the overcome of communication apprehension

No	Items	Category	
1.	Self motivation	Valid	1,2,3
		Invalid	0

2.	Social engagement	Valid	1,2,3
		Invalid	0
3.	Participation in communication on training	Valid	1,2,3
		Invalid	0
4.	Own setting	Valid	1,2
		Invalid	0
5.	Uncertainty reduction through socialization	Valid	1,2,
		Invalid	0
6.	Adaptation	Valid	1,2,3,4
		Invalid	0
Total		Valid	17 items
		Invalid	0 Item

From the data above, 16 items of questions about overcome communication apprehension were categorized as valid and there was not question which was categorized as invalid. For this reason, it can be concluded that the data above is suitable as a research instrument.

G. Reliability

According to Saifudin Azwar, validity is the accuracy and accuracy of a measuring instrument in performing its measuring function. The researcher will test the reliability of 15 students who do not experience communication apprehension. The test tool can be said to have high validity if the tool performs its measuring function, or provides measurement results that are in accordance with the purpose of the measurement.⁴³ The reliability in this research was measured by using Cronbach Alpha. Cronbach's alpha is the most popular measure of reliability. It is generally used when a researcher has multiple questions

⁴³ Saefudin Azwar, *Reliabilitas dan Validitas*, (Yogyakarta: Pustaka Pelajar Offset, 1997), hlm.5

with likert scale in a survey/questionnaire to determine if the scale is reliable.

Table 2.8

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The basis for decision making in the reliability test is if the Cronbach's Alpha value is > 0.60 , the questionnaire is declared reliable or consistent. In order to know the construct validity of the try out the researcher use Cronbach Alpha formula as stated below:

$$r = \left(\frac{k}{k-1} \right) \left[1 - \frac{\sum \sigma_b^2}{\sigma t^2} \right]$$

Where:

r : koefisien reliabilitas instrument

k : the number of questions

$\sum \sigma_b^2$: total varians numeral

σt^2 : total varians

The test results regarding the reliability level of the questions are presented in the following table:

Table 2.9

The result of reliability the factor's of communication apprehension

No	Items	Result	Category
1.	Degree of evaluation	0.99	Reliable
2.	Subornative status	0.61	Reliable
3.	The level of conspiracy	0.75	Reliable
4.	Degree of unpredictability	0.78	Reliable
5.	Degree of dissimilarity	0.61	Reliable
6.	Prior success and failures	0,93	Reliable
			Reliable
7.	Lack of communication and skills experience	0.73	Reliable

From the data above, The calculation results show the reliability coefficient > 0.60 so it can be concluded that this instrument is reliable and feasible to use.

Table 2.10

The result of reliability the overcome of communication apprehension

No	Items	Result	Category
1.	Self motivation	0.74	Reliable
2.	Social engagement	0.78	Reliable
3.	Participation in communication on training	0.71	Reliable
4.	Own setting	0.64	Reliable
5.	Uncertainty reduction through socialization	0.64	Reliable
6.	Adaptation	0.66	Reliable

From the data above, The calculation results show the reliability coefficient > 0.60 so it can be concluded that this instrument is reliable and feasible to use.

H. Technique of Data Analysis

In this research the technique of data collection is through giving questionnaire. The using of questionnaire in this research is to get specific data. After the data conducted, the researcher would analyze the data. Robson mentioned that there are some steps to analyze the data as follow:

- a. First, the researcher analyzed the data from questionnaire by using 4 value on Likert Scale that is used to measuring the mean score of the the extent of factors that affect English students and the extent of student overcome their communication apprehension, Researchers use a Likert scale because it is suitable for processing questionnaire data. Then it makes it easier to calculate a lot of data. The use of formulas in calculations is not difficult. each statement was developed with the

value (Strongly Agree =4, Agree =3, Disagree = 2, Strongly Disagree=1), the formula skala likert as follow:

$$x = \frac{(f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)}{N}$$

Where:

x :

f : Frequency

SA : Strongly Agree D : Disagree

A : Agree SD : Strongly Disagree

After each respondent's score were accounted, then the researcher would categorized the range score to describe the categories of blogging activity in writing class.

b. The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. It follows the formula:

$$P = \frac{\sum score}{Max score} \times 100\%$$

Where:

P : Percentage

\sum score : Total score

Max score : Maximum score

c. After distinguishing the percentage of entire items and indicators, afterward the researcher consulted it to discover factors and how the students overcome Communiacion Apprehension.

Based on the accounted with four the categories, the result of much calculation was categorized by positive, neutral and negative perception.⁴⁴ The result of data from questionnaire, it showed the presentage and then the category divided into 3 categoris, there are:⁴⁵

- a) 70% - 100% = High
- b) 60% - 69% = Medium
- c) 10% - 59% = Low

⁴⁴ Ridwan. (2004). *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, p.89

⁴⁵ Reza Mayasari. (2013). *Students' Perception towardss non-EnglishSubject at EnglishStudy Program*, STAIN, Thesis, p. 36

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

The result of the research by using questionnaire to all respondents. From 132 samples all of English student. All of respondents gave the questionnaire back to the researcher. The questionnaire was made with 35 items of factors communication apprehension and 17 items of overcoming communication apprehension

1. The factors of Student's communication apprehension in English tadrif study program

The entire response of the respondents was calculated statistically. On the table below the researcher takes the most percentage to investigate The extent of factors that affect English student and the extent of students overcome their communication apprehension.

Table 3.11
The percentages the factors of communication apprehension

No	The factors of communication apprehension	Semester (2)	Semester (4)	Semester (6)	Semester (8)	Total
1	Degree of evaluation	94%	91%	90%	73%	87%
2	Subordinate status	74%	73%	73%	72%	73%
3	The level of conspiracy	73%	76%	57%	76%	70%
4	Degree of unpredictability	88%	91%	89%	76%	86%

5	Degree of dissimilarity	85%	85%	73%	68%	77%
6	Prior success and failures	79%	79%	70%	90%	79%
7	Lack of communication skills and experience	73%	69%	68%	72%	70%
	Total	80%	80%	74%	75%	
	Category	High	High	High	High	

From the data above, all items show high category so it can be conclude that the factor of communication apprehension affect English students. The total of data show Semester 2 (80%), semester 4 (80%,) semester 6 (74%) semester 8 (75%) all data are high category.

Table 3.12
The percentage results are based on indicators

No	Factors	Percentage
1.	Degree of evaluation	87%
2.	Subornative status	73%
3.	The level of conspiracy	70%
4.	Degree of unpredictability	86%
5.	Degree dissimilarity	77%
6.	Prior success and failures	79%

7.	Lack of communication skills and experience	70%
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From the data the factors that cause communication apprehension in English education students answered by 132 respondents in table 3.11 based on the level of indicators, the first degree of evaluation is the highest factor, which is 87%, the second is Degree of unpredictability of 86%, third is Prior success and failures amounted to 79%, the fourth Degree dissimilarity was 77%, the fifth subornative status was 73%, the sixth The level of conspiracy was 70% and the seventh was Lack of communication skills and experience 70%.

Table 3.13
The percentages of the students overcoming communication apprehension in English tadris study program

No	Overcoming Communication Apprehension	Semester (2)	Semester (4)	Semester (6)	Semester (8)	Total
1	Self Motivation	85%	84%	84%	83%	84%
2	Social Engagement	75%	76%	86%	79%	79%
3	Participation in communication training	75%	75%	74%	75%	74%
4	Own Settings	72%	72%	81%	80%	76%
5	Uncertainty Reduction Through Socialization	70%	69%	78%	78%	73%
6	Adaptation	78%	78%	79%	78%	78%
Total		75%	76%	80%	78%	

Category	High	High	High	High	
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From the data above, all data show high category in semester 2 data show 75%, in semester 4 data show 76%, in semester 6 data show 80%, in semester 8 data show 78%. So it can be conclude that English students are good in overcoming their communication apprehension

Table 3.14
The percentage results are based on indicators

No	Overcome	Percentage
1.	Self motivation	84%
2.	Social engagement	79%
3.	Participation in communication training	74%
4.	Own setting	76%
5.	Uncertainty Reduction Through Socialization	73%
6.	Adaptation	78%

Based on the data above, the first is Self motivation 84%, the second is social engagement is 79%, third is adaptation 78%, fourth is own setting 76%, fourth participation in communication training is 74% and uncertainty reduction through socialization is 73%.

B. DISCUSSION

This research is a descriptive quantitative study which investigate the extent of factor communication apprehension that affect students of english tadris study program and the extent of students overcome their communication apprehension. Based on the calculation results obtained

results that can show the results of the research. Starting from the factors that cause communication apprehension.

In Semester 2 the the first factor of communication apprehension is Degree of evaluation the data shows 93.3%. the second is Degree of unpredictability data shows 88%. The third is Degree of dissimilarity data shows 85%. The fourth is Prior success and failures data shows 79%. The fifth is Subordinate The status data shows 74%. The sixth is The level of conspiracy it is same with lack of communication skills and experience data show 73%. Degree of evaluation is the highest affect English students in communicate dat shows 94%. The total of all are 80% it can conclude the factor is affect English students of semester 2.

In Semester 4 the first factor of communication apprehension is Degree of evaluation it is same with Degree of unpredictability data show 91%. The second is Degree of dissimilarity data shows 85%. The fourth is Prior success and failures 79%. The fifth is level of conspiracy 76%. The six is Subordinate status it is same with the lack of communication skills and experience data show 73%. It can conclude that the factor of degree of evaluation is the highest affect English students in communicate dat shows 91%. The total of all are 80% it can conclude the factor is affect English students of semester 8.

In Semester 6 the first factor of communication apprehension is Degree of evaluation data showing 90%. The second is Degree of unpredictability data shows 89%. The third is subornative status and

degree of dissimilarity data show 73%. The fourth is Prior success and failures is 70%. The fifth is the lack of The data shows 68%. The sixth is the level of conspiracy this is the low factors of communication apprehension data show 57%. It can conclude that the factor of degree of evaluation is the highest affect English students in communicate dat shows 90% and the level of conspiracy is the low factors data show 57%. The total of all are 74% it can conclude the factor is affect English students of semester 6

In Semester 7 the first factor of communication apprehension is prior success and failures data show 90%. The second is degree of unpredictability and the level of conspiracy data show 76%. The third is subornative status it is same with degree of unpredictability data show 76%. The Fourth is of dissimilarity data show 68%. The highest factor is prior success and failures data show 90%. The total of all are 75% it can conclude the factor is affect English students of semester 8.

From the data on the factors causing communication apprehension in English tadrıs study program that answered by 132 respondents in table 3.12 based on the level of indicators it show that the first factor is degree of evaluation data show 87%. The second is Degree of unpredictability 86%. The third is Prior success and failures 79.75%. The fourth is Degree dissimilarity 77%. The fifth subornative status 73%. The sixth The level of conspiracy sama with Lack of communication skills and experience 70%. From the results of this study are in line with the theory presented by

Devito.⁴⁶ The factors that influence the increase in communication apprehension include: First, the degree of evaluation, the higher the individual feels that he is being evaluated, the more apprehension will increase in this study. English language education is the first cause of communication apprehension.

Second, subordinate status, meaning that when individuals feel that other people have better communication skills or a much broader knowledge of them, communication anxiety will increase. In this study, the researchers found that degree of unpredictability is the second factor of English education students, namely the situation. unexpected experienced by students that made anxiety even more intense. Third, the degree of conspicuousness, meaning that the more prominent an individual is, the higher the communication anxiety will be. This is the third factor causing communication apprehension and in this study the third factor is Prior success and failures.

Fourth, degree of unpredictability, meaning that the more unexpected situations, the greater the level of anxiety in this study. The degree of unpredictability becomes the second factor and the fourth factor in this study is Degree dissimilarity. Fifth, the degree of dissimilarity, meaning that when the individual feels a little similarity with his

⁴⁶ DeVito, Joseph A (2001) *interpersonal communication book*, London: Logman

interlocutor, the individual will feel anxious about communicating. In the findings of this study, subornative status is the fifth factor.

sixth, prior success and failures, meaning that the success or failure of an individual when communicating beforehand will affect the subsequent communication actions in this research. The sixth factor is The level of conspiracy. Seventh, lack of communication skills and experience, meaning that the lack of ability and experience will cause communication apprehension, especially if you do not try to improve your ability. This factor is proven in this study that Lack of communication skills and experience is a factor in the cause of communication apprehension in English education students.

Furthermore, how English students overcome their communication apprehension in here will show the extent of English student overcome their communication apprehension.

In semester 2 the first overcoming is self motivation the data show 85%. The second is adaptation the data show 78%. The third is social engagement and participation in communication training the data show 75%. The fourth own settings. The fifth is uncertainty reduction through socialization the data show 70%. The highest data is selft motivation the data show 85%. All data are hight category so it can be conclude that English student fom 2 semester is good in overcoming their communication apprehension.

In semester 4 the first overcoming is self motivation the data show 84%. The second is adaptation the data show 78%. The third is social engagement the data show 76%. The fourth is participation in communication training and the data show 75%. The fifth is own setting the data show 72%. The sixth is uncertainty reduction through socialization the data show 69%. The first highest is self motivation the data show 84%. All data are high category so it can be conclude that English students are good in overcoming their communication apprehension.

In semester 6 the first overcoming is social engagement the data show 86%. The second is self motivation the data show 84%. The third is own setting the data show 81%. The fourth is adaptation the data show 79%. The fifth is uncertainty reduction through socialization the data show 78%. The sixth is participation in communication training and the data show 74%. The first highest is social engagement the data show 86%. All data are high category so it can be conclude that English students are good in overcoming their communication apprehension.

In semester 8 the first overcoming is self motivation the data show 83%. The second is own setting the data show 80%. The third is social engagement the data show 79%. The fourth is uncertainty reduction through socialization and adaptation the data show 78%. The fifth is participation in communication training the data show 75%. The first highest is self motivation the data show 83%. All data are high category so

it can be conclude that English students are good in overcoming their communication apprehension.

From the results of data overcoming communication apprehension on English education students answered by 132 respondents in table 3.13 based on the level of the first indicator, the highest is Self motivation at 84%, secondly social engagement 79%, third adaptation 78%, fourth 76% own setting fourth participation in communication training 76% and uncertainty reduction through socialization 73%. Based on class level. The first is semester 5 are good in overcome their communication apprehension the data show 80%. The second is semester 8 the data show 78%. The third is semester 3 the data show 76%. The last is semester 1 the data show 75%. Overall, it can be conclude that English students in overcome their communication apprehension is good.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussion in the previous IV chapter, the researcher concluded that English students have an apprehension communication. Researchers emphasize that communication apprehension is a student difficult in communication. Based on the research findings and discussion above, The researcher found there were 7 factors that cause communication apprehension. The first factors was degree of evaluation (87%). The second factors was Degree of unpredictability (86%). The third factors was Prior success and failures (79%) The fourth factors was Degree dissimilarity (77%) The fifth factors was subornative status (73%) The sixth factors was The level of conspiracy (70%). The seventh factors was Lack of communication skills and experience (70%). There were six ways the students do to overcome their apprehension. The First was Self motivation (84%). The Second was social engagement (79%). The third was adaptation (78%). The fourth was own setting (76%). The fourth was participation in communication training (74%). The sixth was uncertainty reduction through socialization (73%).

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For students

Students should communicate more, be confident, and be brave in expressing opinions and creative thinking so that the communication created in the classroom are more interactive and not monotonous. And then, The students should not feel unconfident to make communication use English.

2. For lecturers

Lecturers must be more innovative in learning to speak in class in order to create dynamic communication between lecturers and students and find good ways so that students do not feel afraid or apprehensive to communicate in the speaking class. Then, lecturers must always provide support to students so that they are confident in communicating using English, lecturers are expected to be able to provide feedback and reflect on students. And finally, motivating students to be more active during the learning process.

3. For other researchers

The next researcher conducted a study on communication between students and lecturers of problems and causes, and added solutions to

problems in interactions that could make students successful in English, especially for communication.

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A
P

P E N D I X E S

Appendix 1

Blue Print of Questionnaire Factors Communication Apprehension

No	Objective	Indicators	Items	SA	A	D	SD
			80				

1.	To figure out the factors that affect students communication Apprehension	4. Degree of evaluation (The higher the individual feels that he is being evaluated, the more apprehension will increase)	11. I feel nervous if people evaluate my speaking				
			12. I feel worry if people correct my grammar				
			13. I am afraid if people do not understand my idea				
			14. I feel nervous about my gesture when people evaluate my speaking				
			15. I have fear if my pronunciation is difficult to understand by other people				
			16. I always feel afraid when communicating in a crowded environment.				
			17. I am afraid when everyone will criticize my presentation idea in a discussion forum				
			18. I am nervous if people will assess my presentation idea in organizational meetings				
			19. I always feel apprehensive when I become a master of ceremony				
			20. I feel apprehensive to communicate in a place that has rules for always speaking English.				
		5. Subordinate status Individual feels that other people have better communication skills or broader knowledge than him,	5. I am afraid when communicating with people who are smarter than me				
			6. I feel nervous when communicating with people who have better communication skills.				
			7. I feel nervous when I ask and answer a question from a lecturer				

		then communication apprehension increases.)	8. I feel nervous explaining something to a well-known person				
	6. The level of conspiracy (The more prominent an individual is, the higher the communication apprehension)		6. I am shy and quiet individual who feel apprehensive when I have to speak in front of many people				
			7. I am a quiet individual who feels nervous to deliver speeches in an particular event.				
			8. I am a shy individual who feels nervous to deliver speeches in at weddings.				
			9. I am a shy individual who feels nervous to deliver speeches in competitions that require public speaking.				
			10. I feel nervous in front of the crowd to answer something				
	8. Degree of unpredictability (The more unforeseen situations, the greater the level of apprehension.)		6. I am nervous when communicating suddenly without preparation.				
			7. I feel afraid when I am appointed to say something because I have no idea				
			8. I worry that my idea will be lost when I want to convey something suddenly				
			9. I am nervous that I will have ineffective ideas when I have not prepared material to be delivered.				
			10. I feel apprehensive when I suddenly have to communicate with someone I have just				

			met				
		<p>9. Degree of dissimilarity (When the individual feels little in common with the interlocutor, the individual will feel communication apprehension)</p>	4. I feel worry when the member of my group can not communicate well				
			5. I feel nervous when I am in a group of discussion with quiet people and they have to express their opinion				
			6. I worry about sharing my opinion with a quiet friend				
		<p>10. Prior success and failures (success or individual failure in a situation will affect individual responses in the next situation)</p>	4. I feel afraid about communicating because I failed at previous meetings				
			5. I am afraid to fail in communicating because I was unsuccessful before				
			6. I was apprehensive for fear of failing to communicate				
		<p>11. Lack of communication skills and experience (lack of ability and experience will cause communication apprehension ,especially if he does not try to improve his</p>	6. I feel apprehensive about starting to communicate because my abilities are still at a low level				
			7. I am often nervous about communicating because my grammar is still wrong				
			8. I do not have enough good ideas when I wanted to start communicating so I became apprehensive				
			9. I feel nervous because I lack of experience in communication.				

		abilities)					
			10. I feel apprehensions in communication because I have never tried it before.				

Appendix 2

Blue Print of Questionnaire Overcome Communication Apprehension

No	Objective	Indicator	Items	SA	A	D	SD	Analisis
1	To figure out how the students overcome their	7. Self-Motivation	4. I always motivate myself to be able to communicate well					This principle will help to reduce the communication

	Communication Apprehension		5. I always motivate myself not to worry when communicating					apprehension factor, namely the degree of evaluation, because this principle will motivate individuals to be able to initiate communication without thinking about any obstacles or other people's judgments about their abilities.
			6. I always build my motivation by realizing the importance of good communication skill as English students					
	8. Social Engagement	4. I participate in social and organizational activities to improve my communication skills					The principle of social engagement will reduce the factor of the level of conspiracy because this principle is that individuals are always accustomed to being in front of many or many people in socializing so that individuals will dare to communicate and ultimately reduce the factor of communication	
		5. I participate in social and organizational activities to increase confidence when communicating						
		6. I join in community and university held events						

			to help me reducing communication apprehensions					apprehension , namely the level of conspiracy.
		9. Participation in communication training	4. I follow communication training to improve my communication skills					This principle will reduce the factor of subordinate status and lack of communication skills and experience, because individuals already have communication skills in communication training, so when individuals face people of different status, they will be more courageous in expressing them.
			5. I follow public speaking training to reduce my apprehension in communicating					
			6. I take a chance to practice my speaking ability in front of a live audience					
		10. Own Settings	3. I always organize myself so that I can communicate well					This principle will reduce the factors of prior success and failures because this principle the individual will regulate his emotions and actions so that individuals can live the best for themselves
			4. I control and regulate my own feelings to be relaxed and not to be afraid in communicating with others					

								in communicating.
		11. Uncertainty Reduction Through Socialization	3. I can reduce my uncertainty about unfamiliar environment through socialization more.					This principle will reduce the degree of unpredictability factor because individuals are fluent in unexpected circumstances because individuals have a lot of experience in socializing.
			4. I make more friends to create a comfortable environment in which I will feel less apprehension when communicating to others.					
		12. Adaptation	1 I accustom myself to being able to adapt to new environments so that I feel comfortable when communicating					This principle will reduce the degree of dissimilarity factor because the individual can understand the character of a new person, so he can communicate well.
			2 I have to be able to adapt to a new environment so I do not worry when communicating					

			3 I learn about and understand other individuals					
			4 I keep an open mind and learning through other people who were already familiar with the environment					

Appendix 3

The questionnaire to determine respondents

No	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	Saya tidak suka berpartisipasi dalam kelompok				
2	umumnya, saya merasa nyaman saat berpartisipasi dalam diskusi kelompok				

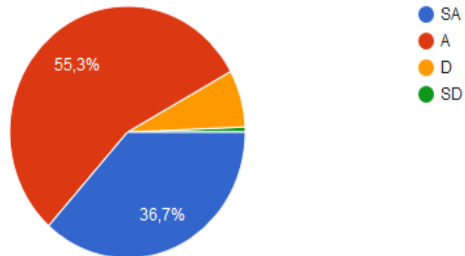
3	Saya tegang dan gugup saat berpartisipasi dalam diskusi kelompok				
4	Saya suka terlibat dalam diskusi kelompok				
5	Terlibat dalam diskusi kelompok dengan orang baru membuat saya tegang dan gugup				
6	Saya tenang dan santai saat berpartisipasi dalam diskusi kelompok				
7	Umumnya, saya gugup saat harus ikut dalam rapat				
8	Biasanya saya tenang dan santai saat berpartisipasi dalam rapat				
9	Saya sangat tenang dan santai saat saya diminta untuk mengungkapkan pendapat di sebuah pertemuan				
10	Saya takut untuk mengeksperiskan diri di pertemuan				
11	Berkomunikasi pada rapat biasanya membuat saya tidak nyaman				
12	Saya sangat santai saat menjawab pertanyaan di sebuah pertemuan				
13	Saat berpartisipasi dalam percakapan dengan kenalan baru, saya merasa sangat gugup				
14	Saya tidak takut berbicara dalam percakapan				
15	Biasanya saya sangat tegang dan gugup dalam percakapan				
16	Biasanya saya sangat tenang dan santai dalam percakapan				
17	Sambil bercakap-cakap dengan kenalan baru, saya merasa sangat santai				
18	Saya takut untuk berbicara dalam percakapan				
19	Saya tidak takut untuk berpidato				
20	Beberapa bagian tubuh saya terasa sangat tegang dan kaku saat memberikan pidato				
21	Saya merasa santai sambil berpidato				
22	Pikiran saya menjadi bingung dan campur aduk saat saya sedang				

	berpidato				
23	Saya menghadapi prospek untuk berpidato dengan percaya diri				
24	Sambil memberikan pidato saat menjadi sangat gugup, saya lupa fakta yang benar-benar saya ketahui				

Appendix 4 Google form

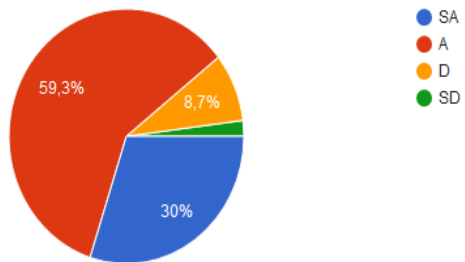
1. I feel nervous if people evaluate my speaking

132 tanggapan



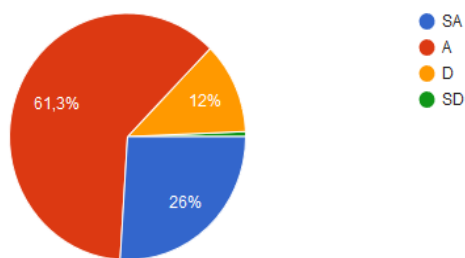
132 tanggapan

2. People correct my grammar



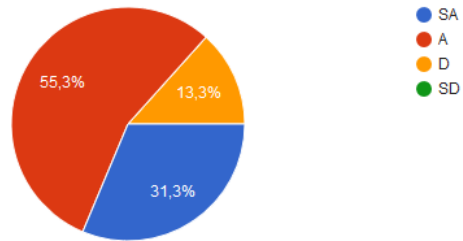
3. I am afraid if people do not understand my idea

132 tanggapan



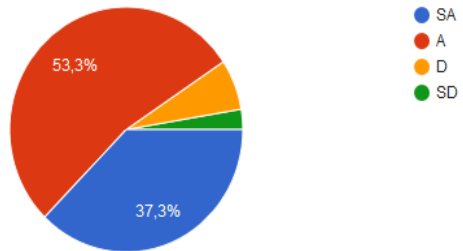
4. I feel nervous about my gesture when people evaluate my speaking

132 tanggapan



5. I have fear if my pronunciation is difficult to understand by other people

132 tanggapan



Appendix 5

The factor of communication apprehension

Percentages

Degree of
evaluation

	semester 3										T	M	%
	1	2	3	4	5	6	7	8	9	10			
r1	4	4	4	4	3	4	4	4	3	4	38	40	95
r2	4	4	4	4	4	4	3	3	4	3	37	40	92.5
r3	4	4	4	4	4	3	3	4	3	3	36	40	90
r4	4	4	4	4	3	3	4	4	3	3	36	40	90
r5	4	2	4	4	4	3	3	3	4	4	35	40	87.5
r6	4	4	4	4	3	4	4	4	3	4	38	40	95
r7	4	4	4	4	4	4	3	3	4	3	37	40	92.5
r8	4	4	4	4	4	3	3	4	3	3	36	40	90
r9	4	4	4	4	3	3	4	4	3	3	36	40	90
r10	4	2	4	4	4	3	3	3	4	4	35	40	87.5
r11	4	4	4	4	3	4	4	4	3	4	38	40	95
r12	4	4	4	4	4	4	3	3	4	3	37	40	92.5
r13	4	4	4	4	4	3	3	4	3	3	36	40	90
r14	4	4	4	4	3	3	4	4	3	3	36	40	90
r15	4	2	4	4	4	3	3	3	4	4	35	40	87.5
r16	4	4	4	4	3	4	4	4	3	4	38	40	95
r17	4	4	4	4	4	4	3	3	4	3	37	40	92.5
r18	4	4	4	4	4	4	4	4	4	4	40	40	100
r19	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r20	4	2	4	4	4	4	4	4	4	4	38	40	95
r21	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r22	4	4	4	4	4	4	4	4	4	4	40	40	100
r23	4	4	4	4	4	4	4	4	4	4	40	40	100
r24	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r25	4	2	4	4	4	4	4	4	4	4	38	40	95
r26	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r27	4	4	4	4	4	4	4	4	4	4	40	40	100
r28	4	4	4	4	4	4	4	4	4	4	40	40	100
r29	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r30	4	2	4	4	4	4	4	4	4	4	38	40	95
r31	4	4	4	4	3	4	4	4	4	4	39	40	97.5

r32	4	4	4	4	4	4	4	4	4	4	40	40	100
r33	4	4	4	4	4	4	4	4	4	4	40	40	100
r34	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r35	4	2	4	4	4	4	4	4	4	4	38	40	95
r36	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r37	4	4	4	4	4	4	4	4	4	4	40	40	100
r38	4	4	4	4	4	4	3	3	4	4	38	40	95
r39	4	4	4	4	3	4	4	4	4	4	39	40	97.5
r40	4	2	4	4	4	3	3	3	4	4	35	40	87.5
r41	4	4	4	4	3	4	3	4	3	4	37	40	92.5
r42	4	4	4	4	4	4	3	3	4	3	37	40	92.5
r43	4	4	4	4	4	3	3	4	3	3	36	40	90
r44	4	4	4	4	3	3	4	4	3	3	36	40	90
r45	4	2	4	4	4	3	3	3	4	4	35	40	87.5
													94%

Subornative
status

	11	12	13	14	T	M	%		T	M	%				
R1	3	3	3	1	10	16	63	R28	4	4	3	4	15	16	94
R2	3	4	3	4	14	16	88	R29	3	3	3	3	12	16	75
R3	4	4	3	4	15	16	94	R30	1	1	3	3	8	16	50
R4	3	3	3	3	12	16	75	R31	3	3	3	1	10	16	63
R5	1	1	3	3	8	16	50	R32	3	4	3	4	14	16	88
R6	3	3	3	1	10	16	63	R33	4	4	3	4	15	16	94
R7	3	4	3	4	14	16	88	R34	3	3	3	3	12	16	75
R8	4	4	3	4	15	16	94	R35	1	1	3	3	8	16	50
R9	3	3	3	3	12	16	75	R36	3	3	3	1	10	16	63
R10	1	1	3	3	8	16	50	R37	3	4	3	4	14	16	88
R11	3	3	3	1	10	16	63	R38	4	4	3	4	15	16	94
R12	3	4	3	4	14	16	88	R39	3	3	3	3	12	16	75
R13	4	4	3	4	15	16	94	R40	1	1	3	3	8	16	50
R14	3	3	3	3	12	16	75	R41	3	3	3	1	10	16	63
R15	1	1	3	3	8	16	50	R42	3	4	3	4	14	16	88
R16	3	3	3	1	10	16	63	R43	4	4	3	4	15	16	94
R17	3	4	3	4	14	16	88	R44	3	3	3	3	12	16	75
R18	4	4	3	4	15	16	94								74%
R19	3	3	3	3	12	16	75								

R20	1	1	3	3	8	16	50
R21	3	3	3	1	10	16	63
R22	3	4	3	4	14	16	88
R23	4	4	3	4	15	16	94
R24	3	3	3	3	12	16	75
R25	1	1	3	3	8	16	50
R26	3	3	3	1	10	16	63
R27	3	4	3	4	14	16	88

Conspiracy

	15	16	17	18	19	t	m	%									
R1	1	1	1	1	1	5	20	25	R26	1	1	1	1	1	5	20	25
R2	3	4	3	3	3	16	20	80	R27	3	4	3	3	3	16	20	80
R3	4	3	4	4	3	18	20	90	R28	4	3	4	4	3	18	20	90
R4	3	3	3	3	3	15	20	75	R29	3	3	3	3	3	15	20	75
R5	4	3	4	4	4	19	20	95	R30	4	3	4	4	4	19	20	95
R6	1	1	1	1	1	5	20	25	R31	1	1	1	1	1	5	20	25
R7	3	4	3	3	3	16	20	80	R32	3	4	3	3	3	16	20	80
R8	4	3	4	4	3	18	20	90	R33	4	3	4	4	3	18	20	90
R9	3	3	3	3	3	15	20	75	R34	3	3	3	3	3	15	20	75
R10	4	3	4	4	4	19	20	95	R35	4	3	4	4	4	19	20	95
R11	1	1	1	1	1	5	20	25	R36	1	1	1	1	1	5	20	25
R12	3	4	3	3	3	16	20	80	R37	3	4	3	3	3	16	20	80
R13	4	3	4	4	3	18	20	90	R38	4	3	4	4	3	18	20	90
R14	3	3	3	3	3	15	20	75	R39	3	3	3	3	3	15	20	75
R15	4	3	4	4	4	19	20	95	R40	4	3	4	4	4	19	20	95
R16	1	1	1	1	1	5	20	25	R41	1	1	1	1	1	5	20	25
R17	3	4	3	3	3	16	20	80	R42	3	4	3	3	3	16	20	80
R18	4	3	4	4	3	18	20	90	R43	4	3	4	4	3	18	20	90
R19	3	3	3	3	3	15	20	75	R44	3	3	3	3	3	15	20	75
R20	4	3	4	4	4	19	20	95	R45	4	3	4	4	4	19	20	95
R21	1	1	1	1	1	5	20	25	R46								
R22	3	4	3	3	3	16	20	80									
R23	4	3	4	4	3	18	20	90									
R24	3	3	3	3	3	15	20	75									
R25	4	3	4	4	4	19	20	95									

73%

Unpredic
tabilty

	20	21	22	23	24	T	M	%						T	M	%	
R1	4	4	4	4	4	20	20	100	R28	4	4	4	4	3	19	20	95
R2	3	3	3	3	3	15	20	75	R29	3	3	3	4	3	16	20	80
R3	4	4	4	4	3	19	20	95	R30	3	4	3	4	4	18	20	90
R4	3	3	3	4	3	16	20	80	R31	4	4	4	4	4	20	20	100
R5	3	4	3	4	4	18	20	90	R32	3	3	3	3	3	15	20	75
R6	4	4	4	4	4	20	20	100	R33	4	4	4	4	3	19	20	95
R7	3	3	3	3	3	15	20	75	R34	3	3	3	4	3	16	20	80
R8	4	4	4	4	3	19	20	95	R35	3	4	3	4	4	18	20	90
R9	3	3	3	4	3	16	20	80	R36	4	4	4	4	4	20	20	100
R10	3	4	3	4	4	18	20	90	R37	3	3	3	3	3	15	20	75
R11	4	4	4	4	4	20	20	100	R38	4	4	4	4	3	19	20	95
R12	3	3	3	3	3	15	20	75	R39	3	3	3	4	3	16	20	80
R13	4	4	4	4	3	19	20	95	R40	3	4	3	4	4	18	20	90
R14	3	3	3	4	3	16	20	80	R41	4	4	4	4	4	20	20	100
R15	3	4	3	4	4	18	20	90	R42	3	3	3	3	3	15	20	75
R16	4	4	4	4	4	20	20	100	R43	4	4	4	4	3	19	20	95
R17	3	3	3	3	3	15	20	75	R44	3	3	3	4	3	16	20	80
R18	4	4	4	4	3	19	20	95									73%
R19	3	3	3	4	3	16	20	80									
R20	3	4	3	4	4	18	20	90									
R21	4	4	4	4	4	20	20	100									
R22	3	3	3	3	3	15	20	75									
R23	4	4	4	4	3	19	20	95									
R24	3	3	3	4	3	16	20	80									
R25	3	4	3	4	4	18	20	90									
R26	4	4	4	4	4	20	20	100									
R27	3	3	3	3	3	15	20	75									

Dissimilarity

	25	26	27	T	M	%		T	M	%			
R1	4	4	4	12	12	100	R28	3	4	4	11	12	91.6666667
R2	4	3	4	11	12	91.7	R29	3	2	2	7	12	58.3333333
R3	3	4	4	11	12	91.7	R30	3	4	3	10	12	83.3333333
R4	3	2	2	7	12	58.3	R31	4	4	4	12	12	100
R5	3	4	3	10	12	83.3	R32	4	3	4	11	12	91.6666667
R6	4	4	4	12	12	100	R33	3	4	4	11	12	91.6666667
R7	4	3	4	11	12	91.7	R34	3	2	2	7	12	58.3333333
R8	3	4	4	11	12	91.7	R35	3	4	3	10	12	83.3333333
R9	3	2	2	7	12	58.3	R36	4	4	4	12	12	100
R10	3	4	3	10	12	83.3	R37	4	3	4	11	12	91.6666667
R11	4	4	4	12	12	100	R38	3	4	4	11	12	91.6666667
R12	4	3	4	11	12	91.7	R39	3	2	2	7	12	58.3333333
R13	3	4	4	11	12	91.7	R40	3	4	3	10	12	83.3333333
R14	3	2	2	7	12	58.3	R41	4	4	4	12	12	100
R15	3	4	3	10	12	83.3	R42	4	3	4	11	12	91.6666667
R16	4	4	4	12	12	100	R43	3	4	4	11	12	91.6666667
R17	4	3	4	11	12	91.7	R44	3	2	2	7	12	58.3333333
R18	3	4	4	11	12	91.7	R45	3	4	3	10	12	83.3333333
R19	3	2	2	7	12	58.3							88%
R20	3	4	3	10	12	83.3							
R21	4	4	4	12	12	100							
R22	4	3	4	11	12	91.7							
R23	3	4	4	11	12	91.7							
R24	3	2	2	7	12	58.3							
R25	3	4	3	10	12	83.3							
R26	4	4	4	12	12	100							
R27	4	3	4	11	12	91.7							

The lack of communication

	31	32	33	34	35	T	M	%		T	M	%					
r1	3	3	3	3	1	13	20	65	r28	1	4	4	3	3	15	20	75
r2	4	4	3	3	1	15	20	75	r29	4	4	3	4	1	16	20	80
r3	1	4	4	3	3	15	20	75	r30	3	1	3	4	3	14	20	70
r4	4	4	3	4	1	16	20	80	r31	3	3	3	3	1	13	20	65
r5	3	1	3	4	3	14	20	70	r32	4	4	3	3	1	15	20	75
r6	3	3	3	3	1	13	20	65	r33	1	4	4	3	3	15	20	75
r7	4	4	3	3	1	15	20	75	r34	4	4	3	4	1	16	20	80
r8	1	4	4	3	3	15	20	75	r35	3	1	3	4	3	14	20	70
r9	4	4	3	4	1	16	20	80	r36	3	3	3	3	1	13	20	65
r10	3	1	3	4	3	14	20	70	r37	4	4	3	3	1	15	20	75
r11	3	3	3	3	1	13	20	65	r38	1	4	4	3	3	15	20	75
r12	4	4	3	3	1	15	20	75	r39	4	4	3	4	1	16	20	80
r13	1	4	4	3	3	15	20	75	r40	3	1	3	4	3	14	20	70
r14	4	4	3	4	1	16	20	80	r41	3	3	3	3	1	13	20	65
r15	3	1	3	4	3	14	20	70	r42	4	4	3	3	1	15	20	75
r16	3	3	3	3	1	13	20	65	r43	1	4	4	3	3	15	20	75
r17	4	4	3	3	1	15	20	75	r44	4	4	3	4	1	16	20	80
r18	1	4	4	3	3	15	20	75	r45	3	1	3	4	3	14	20	70
r19	4	4	3	4	1	16	20	80	r46	3	3	3	3	1	13	20	65
r20	3	1	3	4	3	14	20	70	r47	4	4	3	3	1	15	20	75
r21	3	3	3	3	1	13	20	65	r48	1	4	4	3	3	15	20	75
r22	4	4	3	3	1	15	20	75	r49	4	4	3	4	1	16	20	80
r23	1	4	4	3	3	15	20	75	r50	3	1	3	4	3	14	20	70
r24	4	4	3	4	1	16	20	80	r51	1	4	4	3	3	15	20	75
r25	3	1	3	4	3	14	20	70	r52	4	4	3	4	1	16	20	80
r26	3	3	3	3	1	13	20	65	r53	3	1	3	4	3	14	20	70
r27	4	4	3	3	1	15	20	75	r54	3	3	3	3	1	13	20	65
r26			3	3	3	9	12	75									73%
r27			4	3	3	10	12	83									

Appendix 6

The percentages of Overcoming communication apprehension

Self
motivation

	1	2	3	T	M	%					T	M	%
r1	3	3	3	9	12	75	r28	4	4	4	12	12	100
r2	4	4	4	12	12	100	r29	3	3	3	9	12	75
r3	4	4	4	12	12	100	r30	3	3	3	9	12	75
r4	3	3	3	9	12	75	r31	3	3	3	9	12	75
r5	3	3	3	9	12	75	r32	4	4	4	12	12	100
r6	3	3	3	9	12	75	r33	4	4	4	12	12	100
r7	4	4	4	12	12	100	r34	3	3	3	9	12	75
r8	4	4	4	12	12	100	r35	3	3	3	9	12	75
r9	3	3	3	9	12	75	r36	3	3	3	9	12	75
r10	3	3	3	9	12	75	r37	4	4	4	12	12	100
r11	3	3	3	9	12	75	r38	4	4	4	12	12	100
r12	4	4	4	12	12	100	r39	3	3	3	9	12	75
r13	4	4	4	12	12	100	r40	3	3	3	9	12	75
r14	3	3	3	9	12	75	r41	3	3	3	9	12	75
r15	3	3	3	9	12	75	r42	4	4	4	12	12	100
r16	3	3	3	9	12	75	r43	4	4	4	12	12	100
r17	4	4	4	12	12	100	r44	3	3	3	9	12	75
r18	4	4	4	12	12	100	r45	3	3	3	9	12	75
r19	3	3	3	9	12	75							85%
r20	3	3	3	9	12	75							
r21	3	3	3	9	12	75							
r22	4	4	4	12	12	100							
r23	4	4	4	12	12	100							
r24	3	3	3	9	12	75							
r25	3	3	3	9	12	75							
r26	3	3	3	9	12	75							
r27	4	4	4	12	12	100							

Social
engagement

	4	5	6	t	m	%							
r1	3	3	3	9	12	75	r28	3	3	4	10	12	83.33333
r2	4	3	4	11	12	91.66667	r29	2	2	2	6	12	50
r3	3	3	4	10	12	83.33333	r30	3	3	3	9	12	75
r4	2	2	2	6	12	50	r31	3	3	3	9	12	75
r5	3	3	3	9	12	75	r32	4	3	4	11	12	91.66667
r6	3	3	3	9	12	75	r33	3	3	4	10	12	83.33333
r7	4	3	4	11	12	91.66667	r34	2	2	2	6	12	50
r8	3	3	4	10	12	83.33333	r35	3	3	3	9	12	75
r9	2	2	2	6	12	50	r36	3	3	3	9	12	75
r10	3	3	3	9	12	75	r37	4	3	4	11	12	91.66667
r11	3	3	3	9	12	75	r38	3	3	4	10	12	83.33333
r12	4	3	4	11	12	91.66667	r39	2	2	2	6	12	50
r13	3	3	4	10	12	83.33333	r40	3	3	3	9	12	75
r14	2	2	2	6	12	50	r41	3	3	3	9	12	75
r15	3	3	3	9	12	75	r42	4	3	4	11	12	91.66667
r16	3	3	3	9	12	75	r43	3	3	4	10	12	83.33333
r17	4	3	4	11	12	91.66667	r44	2	2	2	6	12	50
r18	3	3	4	10	12	83.33333	r45	3	3	3	9	12	75
r19	2	2	2	6	12	50							75%
r20	3	3	3	9	12	75							
r21	3	3	3	9	12	75							
r22	4	3	4	11	12	91.66667							
r23	3	3	4	10	12	83.33333							
r24	2	2	2	6	12	50							
r25	3	3	3	9	12	75							
r26	3	3	3	9	12	75							
r27	4	3	4	11	12	91.66667							

Participation in communication training

	4	5	6	t	m	%		t	m	%			
r1	3	3	3	9	12	75	r28	3	3	4	10	12	83.3
r2	4	3	4	11	12	91.67	r29	2	2	2	6	12	50
r3	3	3	4	10	12	83.33	r30	3	3	3	9	12	75
r4	2	2	2	6	12	50	r31	3	3	3	9	12	75
r5	3	3	3	9	12	75	r32	4	3	4	11	12	91.7
r6	3	3	3	9	12	75	r33	3	3	4	10	12	83.3
r7	4	3	4	11	12	91.67	r34	2	2	2	6	12	50
r8	3	3	4	10	12	83.33	r35	3	3	3	9	12	75
r9	2	2	2	6	12	50	r36	3	3	3	9	12	75
r10	3	3	3	9	12	75	r37	4	3	4	11	12	91.7
r11	3	3	3	9	12	75	r38	3	3	4	10	12	83.3
r12	4	3	4	11	12	91.67	r39	2	2	2	6	12	50
r13	3	3	4	10	12	83.33	r40	3	3	3	9	12	75
r14	2	2	2	6	12	50	r41	3	3	3	9	12	75
r15	3	3	3	9	12	75	r42	4	3	4	11	12	91.7
r16	3	3	3	9	12	75	r43	3	3	4	10	12	83.3
r17	4	3	4	11	12	91.67	r44	2	2	2	6	12	50
r18	3	3	4	10	12	83.33	r45	3	3	3	9	12	75
r19	2	2	2	6	12	50	r46						75%
r20	3	3	3	9	12	75							
r21	3	3	3	9	12	75							
r22	4	3	4	11	12	91.67							
r23	3	3	4	10	12	83.33							
r24	2	2	2	6	12	50							
r25	3	3	3	9	12	75							
r26	3	3	3	9	12	75							
r27	4	3	4	11	12	91.67							

own setting

	4	5	t	m	%		t	m	%		
r1	3	3	6	8	75	r28	3	3	6	8	75
r2	4	3	7	8	87.5	r29	2	2	4	8	50
r3	3	3	6	8	75	r30	3	3	6	8	75
r4	2	2	4	8	50	r31	3	3	6	8	75
r5	3	3	6	8	75	r32	4	3	7	8	87.5
r6	3	3	6	8	75	r33	3	3	6	8	75
r7	4	3	7	8	87.5	r34	2	2	4	8	50
r8	3	3	6	8	75	r35	3	3	6	8	75
r9	2	2	4	8	50	r36	3	3	6	8	75
r10	3	3	6	8	75	r37	4	3	7	8	87.5
r11	3	3	6	8	75	r38	3	3	6	8	75
r12	4	3	7	8	87.5	r39	2	2	4	8	50
r13	3	3	6	8	75	r40	3	3	6	8	75
r14	2	2	4	8	50	r41	3	3	6	8	75
r15	3	3	6	8	75	r42	4	3	7	8	87.5
r16	3	3	6	8	75	r43	3	3	6	8	75
r17	4	3	7	8	87.5	r44	2	2	4	8	50
r18	3	3	6	8	75	r45	3	3	6	8	75
r19	2	2	4	8	50	r46					73%
r20	3	3	6	8	75						
r21	3	3	6	8	75						
r22	4	3	7	8	87.5						
r23	3	3	6	8	75						
r24	2	2	4	8	50						
r25	3	3	6	8	75						
r26	3	3	6	8	75						
r27	4	3	7	8	87.5						

Reduction

	12	13	t	m	%		t	m	%
r1	2	2	4	8	50	r28	4	3	7 8 87.5
r2	4	4	8	8	100	r29	2	2	4 8 50
r3	4	3	7	8	87.5	r30	2	3	5 8 62.5
r4	2	2	4	8	50	r31	2	2	4 8 50
r5	2	3	5	8	62.5	r32	4	4	8 8 100
r6	2	2	4	8	50	r33	4	3	7 8 87.5
r7	4	4	8	8	100	r34	2	2	4 8 50
r8	4	3	7	8	87.5	r35	2	3	5 8 62.5
r9	2	2	4	8	50	r36	2	2	4 8 50
r10	2	3	5	8	62.5	r37	4	4	8 8 100
r11	2	2	4	8	50	r38	4	3	7 8 87.5
r12	4	4	8	8	100	r39	2	2	4 8 50
r13	4	3	7	8	87.5	r40	2	3	5 8 62.5
r14	2	2	4	8	50	r41	2	2	4 8 50
r15	2	3	5	8	62.5	r42	4	4	8 8 100
r16	2	2	4	8	50	r43	4	3	7 8 87.5
r17	4	4	8	8	100	r44	2	2	4 8 50
r18	4	3	7	8	87.5	r45	2	3	5 8 62.5
r19	2	2	4	8	50	r46			70%
r20	2	3	5	8	62.5				
r21	2	2	4	8	50				
r22	4	4	8	8	100				
r23	4	3	7	8	87.5				
r24	2	2	4	8	50				
r25	2	3	5	8	62.5				
r26	2	2	4	8	50				
r27	4	4	8	8	100				

Adaption

	14	15	16	17	T	m	%		t	m	%				
r1	2	2	2	2	8	16	50	r26	2	2	2	2	8	16	50
r2	4	4	4	4	16	16	100	r27	4	4	4	4	16	16	100
r3	4	3	3	4	14	16	87.5	r28	4	3	3	4	14	16	87.5
r4	3	3	4	3	13	16	81.3	r29	3	3	4	3	13	16	81.25
r5	3	3	3	3	12	16	75	r30	3	3	3	3	12	16	75
r6	2	2	2	2	8	16	50	r31	2	2	2	2	8	16	50
r7	4	4	4	4	16	16	100	r32	4	4	4	4	16	16	100
r8	4	3	3	4	14	16	87.5	r33	4	3	3	4	14	16	87.5
r9	3	3	4	3	13	16	81.3	r34	3	3	4	3	13	16	81.25
r10	3	3	3	3	12	16	75	r35	3	3	3	3	12	16	75
r11	2	2	2	2	8	16	50	r36	2	2	2	2	8	16	50
r12	4	4	4	4	16	16	100	r37	4	4	4	4	16	16	100
r13	4	3	3	4	14	16	87.5	r38	4	3	3	4	14	16	87.5
r14	3	3	4	3	13	16	81.3	r39	3	3	4	3	13	16	81.25
r15	3	3	3	3	12	16	75	r40	3	3	3	3	12	16	75
r16	2	2	2	2	8	16	50	r41	2	2	2	2	8	16	50
r17	4	4	4	4	16	16	100	r42	4	4	4	4	16	16	100
r18	4	3	3	4	14	16	87.5	r43	4	3	3	4	14	16	87.5
r19	3	3	4	3	13	16	81.3	r44	3	3	4	3	13	16	81.25
r20	3	3	3	3	12	16	75	r45	3	3	3	3	12	16	75
r21	2	2	2	2	8	16	50	r46							78.75
r22	4	4	4	4	16	16	100								
r23	4	3	3	4	14	16	87.5								
r24	3	3	4	3	13	16	81.3								
r25	3	3	3	3	12	16	75								

AUTOBIOGRAFHI



Fajri Hariadi is the name of the author of this thesis. The author is the son of Suparno and Fatima Wati. As the second child. The author was born in Mubai Lebong Selatan on February 12th 1996. The author took his education from elementary school (SDN 09) Mubai and graduated in 2010. Then continued junior high school (SMPN 01) Lebong Selatan graduated in 2013. Took it again in senior high school (SMKN 01) Lebong Selatan and choosing a major in engineering and graduating in 2016. It is not enough that the author continues to a higher school, namely at IAIN Curup, choosing the English language major.

The author was a member of the HMPS and developed talent there. Outside the campus, the author also participated in the Stand Up Comedy activity.

With perseverance and continue to learn and have high motivation the author has successfully completed this thesis and has received a bachelor's degree (S.pd). he hopes the writing of this final project can contribute to education.

In the end, the writer would like to say profusely for the completion of the thesis entitled "**The Factor Of Student's Communication Apprehension In English Tadris Study Program At IAIN Curup**"