

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, research problem, objective of the study, hypothesis, significance of the study, the limitation of the study, and the definition of the key terms.

A. Background of the Study

Communication is one of the main parts in our daily activities to express our feelings, emotions and ideas to others. It becomes an important role to build a relationship with others. An effective communication can make people feel how deep someone's feeling toward them. Therefore, people must be able to communicate clearly and comprehensively whether in written or spoken form.

People will communicate well and effectively by using their mother tongue. It includes their gestures, body languages, eye contact, etc. It is different when they use second or foreign language. If people speak in foreign language, they usually feel difficult to communicate their ideas. It is because they are not sure whether the pronunciation, structure, or vocabulary they are using is right or wrong.

English department students of STAIN Kediri also face this problem. They still struggle to communicate in English in their daily activities or for academic purposes. One of the reason is they lack of confidence about their ability when they are asked to speak in English. They feel shy and awkward when they are asked to speak in English.

Their lack of confidence does not mean that they cannot speak in English in proper way. They have been studying English for years. It means that they have received a lot of training in speaking English. In spite of those facts, the researcher often found their anxiety when they speak in English. The feeling of discomfort, fear and anxiety when communicating is called communication apprehension. It has been described as an individual level of fear or anxiety associated with either real or anticipated communication with another person or persons.¹

The feeling of apprehension or anxiety when speaking in English has become a serious problem because it influences the development of the students' English competence. When the students have a high apprehension, they will avoid speaking in English as much as possible. It is not good for English Department students because they have to speak in English a lot in order to improve their speaking skill.

Numerous researches have dealt with communication apprehension. McCroskey was the first person who had the idea of communication apprehension in "Communication Monographs". His Personal Report of Communication Apprehension (PRCA-24) has been used widely to determine the level of Communication Apprehension (CA). He also conducted a research about the relationship between Communication Apprehension and Self Esteem in 1977, it showed negatively related.²

¹ Muhammad Mushtaq, "Factor Affecting Communication of Pakistani Students", in *International Journal of English and Education* Volume 3, Issue 1, January 2014, pp. 279

² James C. McCroskey et al., "Studies of the Relationship Between Communication Apprehension and Self-Esteem", in *Human Communication Research* Volume 3, No. 3, Spring 1977, pp. 272

The other researches about communication apprehension are conducted by Mustapha et al., 2010 and Frantz et al., 2005. Mustapha's research is about students' communication apprehension and their choice of communicative activities in Malaysia. It arrived at the conclusion that the students have a comparatively high level of communication apprehension.³ Frantz's research is about communication apprehension and its relationship to gender and college year. The result showed no significant different between year in college and CA score.⁴

Based on those facts, the researcher wants to know further information about English Department students' communication apprehension and its relationship with their speaking skill. This research is conducted to know if there is a correlation between English Department students' communication apprehension and their speaking skill. The researcher hopes this research will give contributions to the students, teachers and the future researchers. The result of this research hopefully can make English teaching and learning process better.

B. Research Problem

Based on the background of the study, the researcher formulates a research problem: "Do the higher the students' communication apprehension, the worse their speaking skill?"

³ Wan Zumusni Wan Mustapha et al., "ESL Students Communication Apprehension and Their Choice of Communication Activities", in *AJTLHE* Volume 2, No. 1, January-2010, pp. 22

⁴ Jodi Frantz et al., "Communication Apprehension and its Relationship to Gender and College Year", in *Journal of Undergraduate Research, MSU-Mankato*, Volume 5, 2005, pp 1

C. Objective of Study

Based on the statement of the problem above, the objective of this study is to measure the correlation between English Department students' communication apprehension and their speaking skill.

D. Hypothesis

Based on the objective of study above, the researcher builds the hypothesis to make the purpose of this study clear. The researcher's hypothesis is:

Hypothesis (Ha) = The higher the students' communication apprehension, the worse their speaking skill.

E. The Significance of the Study

The result of this study hopefully gives some contributions to:

1. Teachers and lectures

The result of this study can be used as a reflection for teachers and lectures in order to improve their teaching quality and methods to reduce the students' apprehension when they speak in English.

2. Students

By knowing their communication apprehension, students will try to improve their bravery in speaking English because they are English department students.

3. Future Researcher

The result of this study hopefully can be useful for the future researcher. They can use this study as a base to conduct their own research. Beside that, the result of this study can be used as literature for the future research.

F. Scope and Limitation

In order to make this research not too broad or too narrow, the researcher limits the problem that is being observed. This study focuses on finding the correlation between students' communication apprehension and their speaking skill. Communication apprehension can be divided into oral and written apprehension. This study focuses on oral communication apprehension only because it influences a lot in the development of English speaking skill. Besides, this study just focuses on the second semester students of English department.

G. Definition of Key-Terms

The key-terms are used to clarify and avoid misunderstanding of the term.

The researcher gives the following limitation as follows:

1. Communication Apprehension (CA)

Communication apprehension is the students' level of fear or anxiety while they communicate with the other. The researcher uses McCroskey's Personal Report of Communication Apprehension (PRCA-24) to measure the students' level of Communication Apprehension (CA).

2. Speaking Skill

Speaking skill is the students' speaking ability when they speak in English. It is the ability to express their feeling and ideas freely and fluently in English. The researcher measures the students' speaking skill by using speaking rubric. The topic of the speaking test is school and friend.