The Relationship Between Students' Communication Apprehension Levels And Their Willingness To Communicate In An English Classroom Context

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Abstract

Many studies have conducted research on willingness to communicate (WTC) in English and its related factors. However, these factors have not been well examined yet. One of the factors whose results are consistent with WTC is, for example, students' communication apprehension. It has been proven empirically that students' CA affects their WTC, and there is a strong correlation between them. Unfortunately, only a few studies attempt to identify the causes of communication apprehension and try to avoid being one of them. As a result, the current study considers bridging the gap by elaborating on the leading factors of communication apprehension. To accomplish this purpose, the present study analyzes the underlying reasons for communication apprehension and its effect on the willingness to communicate among students in an English classroom context in Indonesia. The research was designed by using

mixed methods (qualitative and quantitative). There were 130 students from one of the universities in Indonesia who participated in this research process. Data was collected using questionnaires, semi structured-interviews, and classroom observation. The results indicated that compared with other subjects, most students tended to be more afraid of speaking practices. Internal factors (i.e. feelings of unconfidence, shame, nervousness) and external factors (i.e. linguistic competence, lack of vocabulary, lack of preparation, lack of practice, fear of being laughed at, negative judgment, and fear of being corrected) were the sources of such fear. Finally, the students revealed that almost all of them were negatively affected by such fear. The effect of low and medium CA on students' WTC in English during their speaking practice was insignificant, while it was significant for high CA. The implications for professional educators are highlighted.

Keywords: Communication Apprehension, Willingness to Communicate, Indonesia.

1. INTRODUCTION

Learning English as a second or foreign language is often pursued to better one's interpersonal skills (Kawai, 2008). Many people worldwide learn English it has been widely regarded as an international language (Tauchid et al., 2022). However, most ESL Learners find the idea of working on their English language skills to be quite intimidating. Speaking, according to Celce-Murcia and Olshtain (2000), is one of the most challenging skills to master because it necessitates not only knowledge of grammar and vocabulary but also cultural norms and expectations.

Many studies have conducted research on willingness to communicate (WTC) in English and its related factors. However, these factors have not been well examined yet. One of the factors whose results are consistent with WTC is, for example, students' communication apprehension. It has been proven empirically that students' CA affects their WTC, and there is a strong correlation between them (Aslan & Thompson, 2018). Unfortunately, only a few studies attempt to identify the causes of communication apprehension and try to avoid being one of them. As a result, the current study considers bridging the gap by elaborating on the leading factors of communication

apprehension. To accomplish this purpose, the present study analyzes the underlying reasons for communication apprehension and its effect on the willingness to communicate among students in an English classroom context in Indonesia.

Despite its seeming simplicity, the act of communicating is rather intricate. According to Mirhassani and Ghaemi (2007), more is needed for learners to grasp the rules of grammar and semantics; they must also be familiar with the usage patterns of the language and the paralinguistic and nonlinguistic aspects that contribute to those patterns. McCroskey and Richmond (2005) suggest that communication is one of the most fundamental learning methods in educational environments. Willingness to communicate (WTC) in the target language is just as crucial as high proficiency and communicative competence levels, as noted by Dörnyei (2003). In order to best assist their learners, teachers must have a firm grasp of the conditions in which their learners exhibit WTC.

The amount to which an individual effectively learns a language is tied to many factors, all of which play a part in the learner's acquisition process. Learning a foreign language is influenced by factors such as anxiety about speaking with other language studies (Kralova, 2016). It needs to stress the necessity of focusing on the emotional component (i.e. willingness to communicate) of the learners since these components drive the learners' incentive to engage with one another during activities; without this willingness, it is impossible to learn a foreign language in the classroom (Basaran & Cabaroglu, 2014). Learners of foreign languages have critical individual differences that help us understand how they perceive the foreign language classroom and the activities that take place within it, in addition to the language itself. These differences are referred to as communication apprehension (CA).

English is compulsory in Indonesia from the beginning of a child's schooling, much like other main subjects. In each class, learners must pass English to go forward. They learn English years before university. After finishing their university education in English-medium teaching, many graduates need to improve in English when asked to speak (Fushino, 2011; Rahman et al., 2019). Most need help to speak English fluently. This circumstance raises concerns about learners' WTC matters that should be controlled in the classroom and their daily lives.

Anggraeni and Rachmijati (2017) say that 79% of Indonesian learners have English issues. Discomfort, embarrassment, fear of ridicule, perplexity, difficulty in communicating, and a failure to concentrate are all symptoms of incompetence. Learner anxiety has been shown to correlate with poor performance on the WTC in these types of settings. Therefore, this study intends to investigate the WTC of students in light of their CA in the classroom as the targeted-learning outcome. Hence, this research is designed and conducted with the following research questions as follows:

1) How do students experience communication apprehension in English during their speaking practice?
2) How does varied communication apprehension affect students' willingness to communicate in English during their speaking practices?

2.   LITERATURE REVIEW

Willingness to Communicate (WTC)
Communication is one of the most important aspects of interpersonal relationships. This is because the growth of healthy interpersonal relationships depends on the amount of talking individuals partake in and the degree to which they are willing to participate. The number of times people interact because they are required to either deliver a message or reply to one that they have received. People need to communicate with one another. However, the question arises why some people enjoy conversing with others. In contrast, others try to avoid any communicative act for as long as they can under conditions that are identical or virtually identical to those conditions. People's varying degrees of talkativeness may be traced back to a characteristic of their personalities, referred to as "willingness to communicate," or WTC for short (McCroskey & Richmond, 1990).

Additionally, the frequency of conversation and the total volume of talk varies greatly depending on the interactional setting. It is also possible that people keen to speak in one setting would be less inclined to do so in another. Those who find interacting with specific recipients enjoyable may be less inclined to share their opinions with others. Situational factors such as a person's past communication experiences, the mood on a particular day, looks, and what may

be gained or lost via the talk may all impact their willingness to communicate (Barraclough et al., 1987). In other words, WTC is a construct founded on one's personality and a propensity similar to a characteristic. It generally remains consistent across various communication circumstances and recipient types.

It may take time to provide a clear idea of the kind of communication willingness and the factors contributing to its formation. On the other hand, MacIntyre et al. (1998) state that an individual's willingness to communicate can be understood as a projection of how they feel about having a conversation, or, to be more specific, it is the probability to start a conversation once the opportunity comes up" (McCroskey & Richmond,1992). A person's efforts to communicate in a particular circumstance are called WTC. This inclination may shift to various factors, including the speaking partner, the topic at hand, and the issue's significance to the discussion. Kang (2005) notes that the circumstances around a person are a significant factor in determining whether or not they are willing to speak.

Factors Affecting WTC

Since the 1980s, there has been much academic interest in the WTC. McCroskey and Baer (1985) present the original WTC model to explain the influence of personality factors on first language (L1) communication. Incorporating WTC into L2 instruction began in the 1990s when the notion had already been extended from the L1 communication domain to the L2 acquisition one. Since then, the notion of L2 WTC as "a desire to participate in the conversation at a given moment with a particular individual, utilizing an L2" has been common (MacIntyre et al., 1998, p. 547). MacIntyre et al. (1998)'s model has been the predominant theoretical framework for L2 WTC research up to this point. This model consists of three distinct variables: dynamic, situation-specific, and trait-like. Compared to the latter, which frequently represents trait-like characteristics that impact L2 WTC behaviours that are stable or constant across time and place, the former (dynamic and situation-specific) tend to be unstable and inconsistent, usually dependent on particular communication circumstances.

Various follow-up studies have provided supporting evidence for MacIntyre et al. (1998)'s WTC model. From the trait-like WTC standpoint, several studies have revealed that

individual traits such as the personality of extraversion, motivation, attitude, self-efficacy, and interest may influence students' WTC. Researchers such as Jaradat (2022), Altunel (2021), Khany and Nejad (2016), and Cameron (2015), for example, have conducted some research in different settings and revealed similar findings, which is extraversion is a good predictor for students' WTC. This personality trait reflects the extent to which a person is sociable, talkative, energetic, cheerful, assertive and caring to others. In contrast, individuals with a low level of extraversion (introverted persons) are timid, quiet, and prefer solitude.

Another individual trait is motivation. Wu and Lin (2014) investigated 107 Taiwanese students and found that high motivation is needed for students to have stronger WTC. In the next four years, Altiner (2018) investigates 106 EFL students in Turkey. By using linear regression analysis, it is found that motivation and WTC are interrelated. The following year, Subramaniam et al. (2021) also conducted research involving students across educational backgrounds, i.e. engineering. By implementing different data analyses, multivariate regression proves that motivation predicts students' WTC. At the same time, Tryana and Mahmud (2021) made sure by doing survey research with 126 undergraduate students. They find that though students have anxiety when learning English, they can cope more effectively with their impartiality and proficiencies due to their higher motivation.

Attitude, self-efficacy, and interest are other individual traits. Ghonsooly et al., 2012 and Maryansyah, 2019 are among the researchers that have found that attitude is a factor determining students' WTC. In comparison, Saka and Merç (2021) conduct a study and find a positive correlation between self-efficacy and students' WTC. Interest can also be the best predictor of whether students are willing to communicate. Amiryousefi (2016), Pasban and Narafshan (2020), and Saidah (2021) are the researchers who investigate interest as the predictor for WTC. What can be understood from the previous studies above is that many factors and variables might potentially influence WTC in a second language or foreign language. Individual traits such as the personality of extraversion, motivation, attitude, self-efficacy, and interest are kinds that predict students' WTC.

Affective factors, in addition to individual traits, must be included while addressing WTC predictive features. Confidence, boredom, enjoyment, grit, and communication apprehension are just a few. Ghanbarpour (2016) looks at how the self-confidence of 188 Iranian EFL students affects their work. Conclusions draw attention to the role that L2 self-confidence plays in L2 WTC prediction. The study carried out by Lee et al. (2019) investigates the elements that may have influenced EFL students' willingness to communicate (WTC) in the extramural digital (ED) environment, which is a rapidly increasing L2 communication setting. During semi-structured interviews with 98 EFL students attending three different Korean institutions, the researchers concluded that students' self-confidence significantly impacted their oral and written L2 communicative ability. In addition to these findings, Amira et al. (2021) delve into students' experiences and characteristics that may affect EFL students' readiness to communicate in an extramural digital arena. The findings indicate that students' self-confidence and the accessibility of digital extramural settings are the primary factors influencing their propensity to use English in communication.

The level of students' WTC can most reliably be predicted by their level of boredom in English classes. In their study on English as a Foreign Language (EFL) classrooms, Li et al. (2022) analyze the relationships between L2 learners' boredom and their willingness to communicate (WTC). In all, there are 2,268 Chinese college students involved in the research. The results of an investigation using the Pearson correlation method demonstrate a significant negative association between L2 learners' boredom and WTC. What occurs throughout the session in terms of what the teacher does, how other students behave, and what tasks are completed has a far more direct and significant bearing on one's level of boredom.

Learners' enjoyment also predicts WTC. Dewaele (2019) conducts a study on the determinants of WTC with 210 Spanish English foreign language learners. He employs numerous regression models to demonstrate that enjoyment of foreign languages positively predicts WTC. Simultaneously, two Romanian EFL high school students, Denisa and Anda, are the focus of Dewale and Pavelescu's (2019) investigation on the connection between language immersion and willingness to

communicate. They collect data via instructional observations, a written exercise, and semi-structured interviews. The research demonstrates that WTC is linked to the distinctively formed feelings of foreign language enjoyment (FLE) in dynamic and idiosyncratic ways that begin with the initial encounter with English and continue into the present and future. Learners' emotions are shaped by their experiences within and outside the English classroom, impacting their WTC. Furthermore, Lee et al. (2021) examine the role of positive attitudes toward the target language (L2) as a mediator between IDLE and L2 WTC in an exam-focused English as a Foreign Language (EFL) scenario. L2 enjoyment moderates the relationship between IDLE and L2 WTC.

Their level of grit also influences students' WTC. Lee (2020) conducts a multidisciplinary study in Korea to examine the relationship between EFL students' enthusiasm for speaking a second language and their levels of grit, defined as "perseverance of effort and constancy of interests" (L2 WTC). Hierarchical regression studies show that grit (perseverance of effort) predicts L2 WTC across all cohorts, but grit (constancy of interests) does not. This demonstrates that students determined to become fluent in English are more likely to initiate conversations in English during class. Hence, the present results demonstrate that effort consistency rather than interest constancy impacts L2 WTC in the classroom. In addition, when EFL students must accomplish difficult tasks, such as making an impromptu speech in English or carrying out performance-based L2 activities, the persistence of effort may be more crucial in the EFL classroom setting than the constancy of interests.

Fear of speaking in public, or communication anxiety, is the last. Multiple studies have examined this type of affective variable. For instance, Muamaroh and Prihartanti (2013) examine the connection between language fear and willingness to communicate. Four hundred twenty-six Bachelor's degree candidates from the Indonesia's Muhammadiyah University of Surakarta are surveyed and interviewed for this study. Regression and descriptive analysis find a significant correlation between language fear and willingness to communicate. Subsequently, researchers from different countries, such as Rahmatollahi and Khalili (2015) in Iran, Khajavy et al. (2018) in Iran, and Quinto et al. (2019) in Korea, undertake similar studies

with EFL students. The findings demonstrate a robust negative relationship between apprehension in a second language classroom and willingness to communicate in class discussions. A recent study by Khudobina et al. (2019) has shown that language anxiety negatively impacts learners' enthusiasm to speak English and their ability to do so. Students often attribute their reluctance to speak English to concerns about pronunciation, anxiety over their progress in English class, and so on. Thus, diversified strategies are suggested in class to decrease students' language anxiety and improve their language proficiency (Bernaus & Gardner, 2008).

According to research, WTC is also influenced by contextual factors. Interlocutors are confirmed by Gushendra and Defitri (2016), Shen and Byfield (2019), and Syed and Kuzborska (2019) as elements that enhance or inhibit students' willingness to communicate in English. Another contextual factor is a topic discussion that may impact students' WTC. Saadat and Mukundan (2019), Wang et al. (2019), Weda et al. (2021), and Zarrinabadi and Pawlak (2021) study the impact of various alterations in classroom practices and procedures on students' willingness to communicate (WTC) in the second-language classroom. The data suggest that making deliberate judgments about the discussion topic and the group size can help facilitate WTC. The classroom environment is also regarded as a factor that influences students' WTC. Different settings have been examined to prove the above statement. For example, Alam et al. (2022), Khajavy et al. (2016), Latifah et al. (2020), and Ma et al. (2021) have done similar studies with English students in Iran, Indonesia, and China consecutively. They agree that classroom environment may be the predictor of WTC. It means that high levels of WTC are associated with the classroom environment (Khaldi, 2018).

Numerous studies have also attempted to relate WTC with other variables in the last few years. Altiner (2018), Darasawang and Reinders (2021), Grant (2018) and Yu (2021), Miauw and Guo (2021), and Zhou et al. (2020) revealed that L2 WTC and competence are interrelated in L2 communication. According to studies, the teacher's role influences students' WTC (Amini & Weisi, 2021; Sheybani, 2019; Vongsila & Reinders, 2016; and Zohrabi & Bimesl, 2022), which might be one of the essential variables for WTC growth (Tavakoli & Davoudi, 2017), along with teaching strategies and teacher

immediacy. Much attention is required to stimulate students' WTC. Teachers are encouraged to highlight that the amount of students talk is significant, and thus they must think of certain activities and strategies to assist the students' WTC development (Mystkowska-Wiertelak, 2018; Marzban & Firoozjahantigh, 2017). Language activities (e.g. think-pair share, informal digital learning of English, speaking-based tasks, and educational games) and learning strategies (e.g. code-switching and vocabulary learning) are highly suggested. Zohrabi and Jafari (2020) find that think-pair-share (TPS) interactional activity improves Iranian EFL learners' willingness to communicate in a limited sample size in a specific environment. TPS works best in small groups. Most participants feel less threatened in these groups, which helps learners communicate their opinions. Reducing group size reduces tension and anxiety, while groups of three or four learners might increase WTC. TPS activity and small group talks increase turn-taking over time. As people get more involved, their disruptions increase, making them more inclined to talk.

Communication Apprehension

The desire to communicate is a fundamental topic of inquiry in communication study. 1909 marked the beginning of what would become known as the educational field of Human Communications, initiated by members of the National Association of Communication. The activities of speaking in public, dialectic, discussion, and debate are emphasized. In order to get their degrees, students must present their completed projects to their classmates and educators regularly. They are under the impression that improving one's speaking skills will positively impact one's personality, which leads them to conclude that there is a correlation between good speaking skills and intelligence (McCroskey, 1984). It was widely thought from the late 1940s through the 1960s that graduates need high interpersonal and verbal abilities. The courses shrunk in size over time, and from that point on, the emphasis was placed on interacting with one another. The year 1970 saw the publication of McCroskey's first essay on communication-bound anxiety. The same year also saw the introduction of the term "communication apprehension" (CA).

McCroskey (1970) comes up with the term "communication apprehension," which may be defined as "an

anxiety condition connected with either actual or expected conversation with another person or individuals" (McCroskey, 1976, p. 39). The concept of communication apprehension is connected to the word "reticence," which is described by Phillips (1965) as "fear about involvement in speech communication that surpasses projection of benefit from the circumstance". McCroskey (1980) frankly acknowledges that Phillips's (1965) research on reticence sparked a greater interest in the study of communication in general. This curiosity leads to the development of his concept of communication apprehension. Around the middle of the 1970s, the idea that CA and reticence are synonymous began to gain traction. There is a correlation between these two notions, yet they are not similar (McCroskey, 1980). Because they avoid most forms of contact, people who suffer from communication apprehension cannot succeed in their attempts to participate in social activities.

To put it another way, the consequences of CA on people's experience are enormous. People often experience anxiety-like sensations due to their tendency to avoid conversation. They despise being coerced into communicating, leading to a dread of speaking in front of many people, a kind of anxiety they suffer from. People who struggle with CA are more likely to be anxious, isolated from others, and unsuccessful while participating in social interactions (He, 2018). According to Horwitz (2002), in a research carried out among high school students, 24 percent of the participants report that the fear of communicating with others significantly impacts their performance and hampers their ability to advance in their respective jobs. Most of the time, persons who suffer from communication anxiety do not lack communication abilities; instead, they have a negative attitude towards speaking with others (MacIntyre et al., 1998).

People learn about themselves via their interactions with others, which contribute to forming their self-image (McCroskey et al., 1977). The fear of public speaking and low self-esteem are connected closely and significantly. People with a high level of anxiety are thought to have lower self-esteem than those with a low level of anxiety. They also exhibit less communicative behaviour than others and believe they will not ultimately learn to speak English well (Palinkašević & Brkić, 2020). People with high anxiety levels are more likely to avoid

communication in general (He, 2018). Their anxiety about talking is more significant than their eagerness to experience the advantages of engaging in conversation with others.

To put it another way, a person may suffer from the fear of public speaking if they believe their qualities as a public speaker do not live up to the standards the audience sets. Others will judge a person's leadership abilities, trustworthiness, and appearance based on the quantity of communication activity in which they participate. People shape their perceptions of one another based on the communication styles of the opposing party. Therefore, individuals with low anxiety levels are more likely to receive favourably from interlocutors (McCroskey & Richmond, 1987). Researchers have shown that persons who suffer from apprehension are considered less interpersonal. Therefore high apprehensive are perceived more negatively by their peers than low apprehensive. This is because people who suffer from reticence are seen as less extroverted (He, 2018). The researchers build the theoretical framework with the theories and previous research, as seen in Figure 1 below.
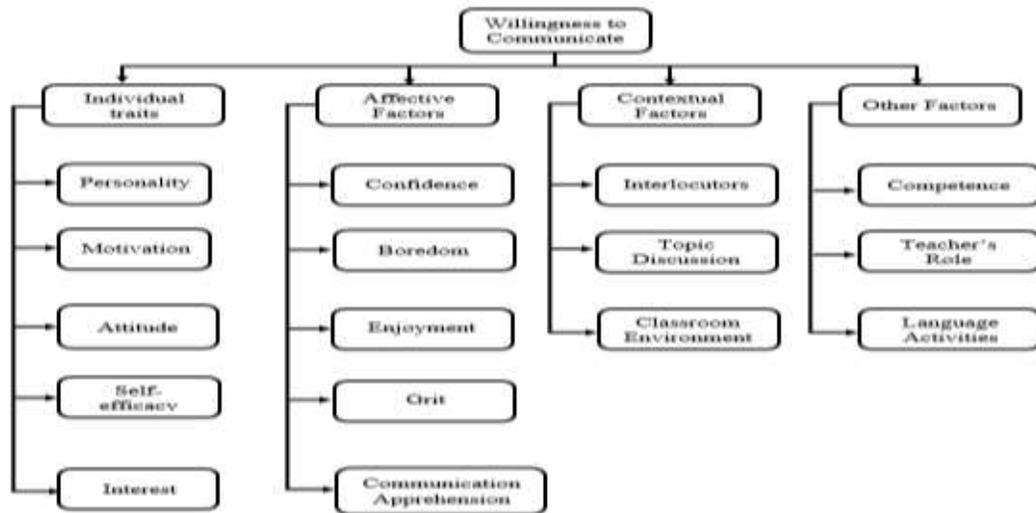
Figure 1. Theoretical Framework

3. METHODS

The research was designed by using mixed methods (qualitative and quantitative). According to Seel (2012), it is possible that the sociocultural/contextual, affective/psychological, cognitive, and ideological factors that have been found to affect students' willingness to communicate to varying degrees might

interact and that further insight into this area could be gained through the use of approaches and methods that combine qualitative and quantitative data. Ethical approval for the study was granted by the local research ethics committee, and all participants provided informed consent.

Participants

The participants were taken from a group of students at Universitas Nahdlatul Ulama Sunan Giri, Indonesia. Students who joined this study were still actively studying at UNUGIRI. They were majoring in English education and taking semesters 2, 4, 6, and 8. There were a total of 143 students as a whole. However, only 130 students participated in this research process.

Instruments

Data was collected using various instruments, i.e. questionnaires, semi structured-interviews, and classroom observation. The study made use of a questionnaire called the English communication apprehension scales (ECAS), adapted from He (2018), and the willingness to communicate scales (WTC scales), adapted from Tavakoli and Davoudi (2017).

The ECAS, comprising 25 positive and negative statements, was used to measure whether or not the students had communication apprehension. Some statements were "I never feel quite sure of myself when I am speaking in my English class" and "I do not worry about making mistakes in English class". The next questionnaire was the WTC scale. It was used to measure the students' willingness to communicate. It consisted of 19 statements divided into the WTC with classmates and WTC with the teacher. With the questionnaires above, the respondents were instructed to rate their agreement with each statement using a scale similar to the Likert scale, which ranged from "1" (strongly disagree) to "5" (strongly agree). Although the Likert scale was developed primarily to evaluate attitudes, its use has been extended to evaluate various cognitive and affective elements.

Semi structured-interviews were carried out as part of this study, in addition to the questionnaire survey that served as the primary data collecting technique. Structured-interviews were carried out for three primary reasons: (a) to strive to triangulate results from the questionnaire survey and

classroom observation; (b) to delve deeper into the causes of and treatments for students' anxiety, and (c) to find other perspectives about the research questions. The guidelines served as the basis for the interview the researchers carried out.

The researchers' last approach was observing the students and teachers inside their classrooms. Collecting qualitative data via observation in the classroom was a common research strategy (e.g., Lin, 1999). It was often used with other data sets to make the triangulation process easier. The researchers were able to get first-hand knowledge of the setting, verify the participant's claims, and keep an eye out for any strange or unreported behaviour via classroom observation (Miller, 2003). In addition, the researchers could gain a better and more straightforward understanding of certain phenomena in the classroom by observing classrooms over time and developing an appreciation for the shared understanding between the teacher and learners and among learners themselves (Galton, 1997). The procedure of observing in the classroom was more complicated than just visiting the universities that were being investigated. When using classroom observation as a research method, it was essential to take into account important factors such as access to the classes, the characteristics of the classrooms that were going to be observed, the data that was going to be collected, and the analysis that was going to be performed on that data.

Data Collection
In order to collect the necessary information, questionnaires were distributed to 143 English students. The questionnaires and consent forms for the survey were all completed online. The researchers contacted the university's teacher and requested permission to assist with disseminating the survey. With the teacher's assistance and while the students were still gathered, the questionnaires were distributed to the students in their respective classrooms before the class began or during the first few minutes of instruction. While most participants were present in the classroom, the questionnaires were handed out, and participants were instructed to fill them out. At the beginning of each survey, participants were provided with instructions in Indonesian. They were also guaranteed that their responses would remain confidential. In addition, they

were strongly encouraged to expound on anything in the ambiguous or confusing replies. After completing the surveys, the researchers requested them to double-check to ensure they responded to all the questions.

After evaluating the questionnaire responses, the researchers called for students willing to be interviewed. The students (n = 19) were interviewed online and hybrid. Before the researchers began asking questions, he briefly outlined the aims of his study and informed participants that their replies and demographic information would be kept confidential and used entirely for research purposes. Participants were questioned in Indonesian to put them at ease and decrease the possibility of misconceptions caused by utilizing a foreign language. The interviews were scheduled in advance at times and places convenient for the interviewees. The researchers also asked for and obtained permission to record the interviews, which were done on-site with Ms Teams apps. Compared to other procedures, such as audio recording, taking notes, or writing up after the interview, this was more efficient, convenient, and less intrusive.

The interviews were done using a semi-structured method, which had a defined framework but allowed for improvisation in question order, the amount of information requested from students, and whether or not to explore good tangents. This approach enabled the researchers to direct the interviews by asking predetermined questions that reflected the issues to be covered, elicited the interviewees' diverse perspectives, further analyzed their ideas, clarified the questions and replied as appropriate.

Due to the sensitivity of specific interview issues and their likely hesitation to express their ideas, they were questioned individually. All students were interviewed one-on-one, which might lead to more broad and deep dialogues (Mulligan & Kirkpatrick, 2000). During the intense discourse, the student interviewees in this study added several ideas from each other, which considerably improved the interview process. The Interviews lasted 3 hours and 52 minutes (almost 4 hours), with the spending time average of 10-15 minutes for every interviewee. After each interview, the researchers requested an e-mail address to contact the informant(s) if required.

Following the administration of the questionnaires and the completion of the interviews, the researchers observed a classroom. To begin with, as an observer, he refrained from taking an active part in the goings-on in the classroom; instead, the students and the teacher continued their English lessons as usual. The observer chose to videotape the sessions in order to keep the observations as clear as possible. He also took written notes of what he saw and heard throughout the lectures. Therefore, the teacher's lesson was not influenced by the observer in any respect. The third was the inconspicuousness of the observer. As the observer, the researchers entered the classroom simultaneously with most students and sat at the back of the room. He was hidden from the view of almost all the students except a few kids sitting next to him in the very last row. Before the observation, the researchers did not converse with the students. Because most students could not detect the observer's presence, they could not modify their conduct. In other words, most students were oblivious that they were being watched. After the sessions, the researchers only engaged in conversation with the teacher or any of the students to explain a few essential issues. See Figure 2.

Figure 2. Classroom Observation

Validity and Reliability

The constructs of the study were reevaluated for validity and reliability using standard values of Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability (CR) to check internal consistency. This was done to ensure that the research was valid and reliable. Following Hair et al. (2017), the values should be more than 0.50, 0.70, and 0.70 in that order.

The researchers used two procedures that had been used extensively in the past and were well regarded for

enhancing the validity and reliability of qualitative research data, especially when the data were collected via interviews (e.g. Brown, 2001; Davis, 1995; Lincoln & Guba, 1985). These were member checking and cross-validation of data sources. Member checking involved confirming or rejecting information, findings, and interpretations provided by other group members. In contrast, cross-validation of data sources included verifying the correctness of diverse sources, such as comparing students' and teachers' viewpoints on the same ideas.

The teacher's reaction to the information acquired during the observation was one of the most crucial factors in determining the validity of a classroom observation (Anderson & Burns, 1989). The results from this research's classroom observations were valid since they were validated with the particular teacher and received the teacher's consent. In addition, the study was conducted with the teacher's knowledge and participation. The data acquired through the observation process might have their reliability evaluated based on the following three criteria: The data obtained with minimal interference contributed to the general information (Wragg, 1999). The data's reliability was enhanced due to the consistency between the observer's written report and the teacher's and students' acceptance (Galton, 1997). Lastly, the reliability had also been compared to the evidence of the two other research methods.

Data Analysis
Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used to calculate all statistical analysis processes on the questionnaire data. There were three statistical analysis tools which were used. Those were R-Square, Path Coefficient, and p-value. Firstly, R Square (R^2) in PLS-SEM was used to analyze whether there was an effect between variables. R^2 contained a value which showed how much exogenous (independent) variables affect endogenous dependent) variable. For example, when the R^2 value is 0.58, it could be concluded that the exogenous variable affected the endogenous variable as much as 0.586 X 100% = 58%. Hair et al. (2017) mentioned that the value of R^2 was 0 to 1. They were then categorized 0.75 as substantial, 0.50 as moderate, and 0.25 as weak.

Secondly, the Path Coefficient was used to analyze whether the effect between variables is positive or negative.

The value ranged from -1 to 1. When the value was > 0, the correlation was positive. Meanwhile, when the value was < 0, the correlation was negative. Finally, the p-value was also used to analyze whether the effect between variables is significant or insignificant. The significance value was < 0.05. The interview data were transcribed word for word into Ms Word files, and the researchers were responsible for translating them into English. The researchers and the doctorate fellow participated in double transcribing and translating the directly cited comments. Cases of inconsistency were extensively explored until a consensus could be made on a resolution. The interview data were analyzed when the transcription was completed.

In organizing the observation data, various data sets were listed. This was done to illustrate how the data sets were related (triangulation) and how they complemented one another. Afterwards, the researchers looked over the data in order to have a better understanding of what the data suggested. It was necessary to examine every piece of data, including but not limited to observation notes, field diaries, policy papers, and so on. It was expected that recurring concepts and words would start to become apparent. After looking over the data, the areas and aspects of the data that were pertinent to the question were then highlighted. The next step was to provide an interpretation of the results.

4.   RESULTS AND DISCUSSIONS

Results

#RQ1: How do students experience communication apprehension in English during their speaking practice?

From the interview data, it could be proven that students experienced communication apprehension in their speaking practices at different levels. Some students had a low, medium or high level of communication apprehension. Compared with other subjects, most of the students tended to be more afraid of speaking practices, as we saw from the student's responses in the following conversation:

Interviewer: How apprehensive do you feel when using English reading, writing, listening, speaking, and translation? Which activity is more apprehensive to you?

Tasfiyata Salsabila: "For fear is at 75% when speaking. Yes, speaking, I have to talk to people, while my English is still passive, not that high, sir."

Many factors caused why the students had a fear of communicating in English. Among them were caused by internal factors such as feelings of unconfidence, shame, and nervousness and by external factors such as linguistic competence (poor pronunciation and grammar, lack of vocabulary), lack of preparation, lack of practice, fear of being laughed at, negative judgment, and fear of being corrected by friends and lecturers. This was revealed by the students explicitly in the conversation below:

Interviewer: What are the reasons leading to your apprehension in speaking English?

- feelings of unconfidence, shame, and nervousness

Indah khoirunissa: "The cause is a lack of confidence, then it's like being afraid of saying the wrong thing, afraid that the interlocutors don't respond and understand what is being talked about."

- Fear of wrong pronunciation and grammar

Laela Zuhrotul A'yun: "As for the pronunciation, sometimes I'm afraid it's like I'm wrong, sir, fear of mispronunciation ….. So it's difficult to speak English."

Dina Febriyana Suri: "I don't know when I'm talking ….. the grammar sequence regarding the simple present or whatever is correctly used by me or not."

- Lack of preparation

Riris Wijayanti: "When feeling afraid, it's because of a lack of preparation, sir. Moreover, if there is, for example, a lecturer asking questions by using English unexpectedly, it makes me scared."

- Lack of practice

Yossa Genta Routrecia: "Maybe because of my lack of knowledge in English, and because it is difficult to make progress in learning, because in my daily life I always use Javanese, Indonesian, and English is almost never used, and there is no environment where English can be spoken to either in the family or work environment."

- Fear of being laughed at

Adib Muhammad Fadlol: "To be honest, when I see other people talking, there's still something wrong, so I'm a bit like that. I'm like that with other people, what if I'm laughed at later, what if other people don't like me."

- Negative judgment, and

Selvi Rahmawati: "Yes as I said earlier when I encounter the audience face to face, they were directly looking at me. Their gaze as if judges whatever I say, whatever I move as an expression of my limbs, and that makes me feel a little uncomfortable to be seen by every audience that makes me more nervous than before."

- Fear of being corrected by friends and lecturers.

Tasfiyata Salsabila: "From what people say, sir. I'm afraid that if my English is lacking, it doesn't match grammar, it doesn't suit this or that. Fear of being corrected from friends, from teachers. Sometimes their intention is to correct me, but it hurts instead. When eager to correct me, it is better not in public in order not to be embarrassed, just come straight to me."

When the students were asked about the effect of communication apprehension on their English learning, they revealed that almost all of them were negatively affected by such fear. Among them were the first, students would go blank. They forgot what they should say, and everything they had already prepared would be gone. The second, the students' abilities would not develop. The third might be the worst, but they felt mentally pressured. See the snippets of students' responses:

- Students went blank

Laela Zuhrotul A'yun: "There is. When I'm going to speak English but I don't know what to say, so everything goes blank, sir …..."

Qonitatin Wafiah: "In my opinion, it's influential. Because when speaking, I'm afraid when my communication is wrong, ….. makes the materials that I have prepared disappear."

- Students' ability would not develop.

Riza Nur Diana: "Yes, it was very influential for me. Because whatever it is, when we are in a state of fear or nervousness, then everything does not develop. So especially in terms of speaking, as I said before, speaking wants to make people understand what we are saying. And if we are afraid or we are nervous, it is automatically possible for me even though I have prepared the words and are filled with such feelings, slowly or automatically the fear will affect my speaking, will affect when I speak English, whether there is a wrong vocabulary or maybe a decrease of inappropriate grammar….."

- Students felt mentally pressured

Riris Wijayanti: "Influential sir, very influential….. mentally, we feel pressured, especially when we are in front of many people."

This study also explored more deeply students' reactions when having communication apprehension. Both physical and psychological reactions were asked to the students. Physically, the students said they would look around, their mouth twisted, tremble, break out in cold sweat, stammer, shake feet or play with nails, and even be quiet. Psychologically, they would be unconfident, anxious, embarrassed, and nervous. See the following responses:

- Physical reactions

Yossa Genta Routrecia: "….. The reaction when I'm afraid is to tremble, break out in cold sweat."

Tasfiyata Salsabila: "…..The reaction when I'm afraid is ….. I stammer….."

- Psychological reactions

Selvi Rahmawati: "Emm, maybe a little. The effect is that I am not confident in communicating ….. and there is a little excessive anxiety. Like that sir, I experience it the most."

Lutfiana Anggraini: "Usually it's like feeling embarrassed, nervous….."

Further investigation was also done to know more about students' communication apprehension tendencies, whether in front of a teacher or classmates. In this regard, the researchers asked, "Which is more apprehension-arousing to you: speaking English in front of your classmates or teachers? Why?". The results indicated that the students had a fear of speaking both with the teacher and with classmates. The students were afraid of speaking in front of teachers because teachers were considered more professional than students. As proven in the following response:

Laela Zuhrotul A'yun: "In front of the teacher. Because the teacher is definitely more professional. As for friends, we are all still learning. So if with the teacher, we are afraid of talking, because there are people above us."

Another reason for students to fear the teachers was that teachers were still strangers to them. Usually, particular teachers would come to the class once or twice a week. This made the meeting frequency rare. The lack of meeting frequency was what made students still think of teachers as

foreigners who had not yet integrated with them and made students less flexible in speaking English, as proven by the following students' extracted response:

Silvia Zahrotul Jannah: "I'm more afraid of speaking in front of strangers, ….. If in front of the teacher, I feel a bit nervous, sir……"

Finally, what made the students feel afraid of speaking English with teachers the most was due to their closeness. Students perceived that there was still a distance between the teacher and them. Their relationship was not as intimate as that with their classmates. Therefore, interlocutors who were more familiar and closer made students not feel nervous, and they were freer to say anything without worrying about being afraid of saying the wrong words, like the following students' extracted responses:

Yossa Genta Routrecia: "Actually both, because there is something which I forget to say. However, if in front of friends it's more fun. If in front of the lecturers, I don't dare. Because if with friends more intimate."

Besides having a fear of their teacher, students were also afraid of speaking in front of their classmates. There were some reasons why this happened to them. Firstly, they would be more afraid of speaking English when many people watch them. Secondly, they worried about negative judgments. See the below-extracted responses from students:

Marwah Qurrota A'yun: "More afraid when speaking in front of the class. Because if in front of the class, there are more people paying attention to me. So if the audience pays attention to me, it makes me even more afraid because of going blank."

Riza Nur Diana: "I think I'm more afraid of speaking English in front of my friends. Because as a teenager or fellow friends, they can immediately judge like that sir, immediately judge when for example I am not good or maybe some friends can immediately judge. So I'm afraid if it happens….."

#RQ2: How does varied communication apprehension affect students' willingness to communicate in English during their speaking practices?

Validity and reliability were needed in order to assess the data. Data validity and reliability might be attained by carefully evaluating the measurement. Average Variance Extracted (AVE) values were used to assess the convergent validity of

conceptions and their constituents by measuring all convergent and discriminant items' average Variance extracted (AVE). The resultant number was expected to be more than 0.50 (Hair et al., 2017). Passing values were defined as AVEs more than 0.50, and both the CA and WTC met or exceeded that standard. We used Table 1's data to show the numbers in this case.

Both Cronbach's alpha and the composite reliability (CR) were calculated to assess the consistency of the scales more precisely. According to Hair et al. (2017), Cronbach's alpha and composite reliability are the most useful metrics for assessing the constructs' reliability. The Cronbach's alpha and the composite reliability value must be more than 0.70 for this research to be successful. Table 1 demonstrates that the reliability criterion was successfully reached for all structures with strong internal consistency.

Table 1. Validity and Reliability

Constructs	Average Variance Extracted (AVE)	Cronbach's Alpha	Composite Reliability
Communication Apprehension	0.501	0.856	0.887
Willingness to communicate	0.512	0.943	0.950

After assessing the validity and reliability of the data, it was continued to test the model. Concerning path coefficients, CA negatively affected students' willingness to communicate in English with the value of β -0.813. In order to measure how much the endogenous variable was influenced, a determinant of coefficient (R^2) was used. Using Hair et al. (2017), the R^2 value for the application varied from 0 to 1. It was then graded into 0.75 (75%) as substantial, 0.50 (50%) as moderate, and 0.25 (25%) as weak. As seen in Table 2, the R^2 value of the endogenous variable comprising willingness to communicate was 0.873 (87%). The results showed that the effect of CA on willingness to communicate was substantial. Then, to see how significant the effect of CA was on students' willingness to communicate in English, the p-value was calculated. As seen in Table 2, the p-value was p 0.000. Hair et al. (2017) stated that the threshold for the p-value to measure the significance was < 0.050. It meant that the effect of CA on students' WTC was significant.

Table 2. The effect of CA on WTC

	Path Coefficient	Positive/ Negative	R^2	Criteria	P-Value	Threshold < 0.050
CA → WTC	-0.813	Negative	87%	75% (substantial), 50% (moderate), and 25% (weak)	0.000	Significant

The effect of CA was then broken down based on its level (i.e. low, medium, and high) to see whether there was variation or distinction among them. The researchers conducted a Multi-Group Analysis (MGA) on the data using SmartPLS tools. The results were (i) the effect of low CA on students' WTC in English during their speaking practice was insignificant; (ii) the effect of medium CA on students' WTC in English during their speaking practice was insignificant. Observation data supported this evidence (see Figure 3). In a class, for example, in semester 2, the students with low communication apprehension tended to dominate the conversation and be more active in responding to the teacher's questions. (iii) the effect of high CA on students' WTC in English during their speaking practice was significant. See Table 3 for detailed information.

Figure 3. Riris Wijayanti, a student in the second semester, was actively responding to the teacher's questions.

Table 3. The Effect Of CA on WTC with MGA

Levels of CA	Path Coefficient	Positive/ Negative	R^2	Criteria	P-Values	Threshold < 0.050
Low	-0.151	Negative	12%		0.061	Insignificant

Medium	-0.472	Negative	67%	75% (substantial), 50% (moderate), and 25% (weak)	0.075	Insignificant
High	-0.782	Negative	80%		0.000	Significant

Discussions

From the quantitative analysis, the researchers gathered information that most of the students had higher WTC. They were willing to communicate in English both with their classmates and teacher. However, some students preferred to keep silent in class because speaking English agitated them. The findings aligned with the theory that people with high anxiety levels are more likely to avoid communication in general (He, 2018). According to McCroskey (1980), because they avoid most forms of contact, people who suffer from communication apprehension cannot succeed in their attempts to participate in social activities.

Related to the student's experience of communication apprehension in English during their speaking practice, the findings revealed that the students experienced communication apprehension in their speaking practices with different levels. Many factors caused why students had a fear of communicating in English. Among them were caused by internal factors such as feelings of unconfidence, shame, and nervousness and by external factors such as linguistic competence (poor pronunciation and grammar, lack of vocabulary), lack of preparation, lack of practice, fear of being laughed at, negative judgment, and fear of being corrected by friends and lecturers. The findings supported the theory that people's reluctance to communicate can be due, in part, to the fact that they lack the abilities necessary to do so (McCroskey & Richmond, 1987; Phillips, 1965). At the same time, the findings also rejected the theory proposed by MacIntyre et al. (1998) that most of the time, persons who suffer from communication anxiety do not lack communication abilities; instead, they have a negative attitude towards speaking with others.

Communication apprehension had brought a negative effect on students' English learning. They revealed that almost all of them were negatively affected by such fear. The findings supported the previous ones. According to Horwitz (2002), the fear of communicating with others significantly impacts their performance and hampers students' ability to advance in their

jobs. Horwitz (2002) claims that fear of communicating is common and multifaceted. As a neglected psychophysiological problem, performance anxiety warrants investigation within the field of communication disorders.

Communication apprehension was also proven to disturb the students both physically and psychologically. This supported the previous findings that sometimes students' inappropriate behaviour may cause disturbance in the classroom (Cetinkaya, 2005; He, 2018; Horwitz, 2002; Palinkašević & Brkić, 2020). They claim that people who struggle with CA are more likely to be anxious, isolated from others, and unsuccessful while participating in social interactions. Other findings were that the students had a fear of speaking both with the teacher and with classmates. Interlocutors' higher knowledge, unknown interlocutors, closeness, more people, and negative judgments were some of the reasons found in the research. This was supported by other researchers that those who suffer from anxiety are less inclined to initiate discussions with unknown people (Burgoon, 1976), teacher-student relationships may be fostered by open lines of communication, emphasizing the significance of both parties' feelings and emotions (Griffin, 2011), and people may experience CA in a variety of settings, including not just public events but also interacting in meetings and small groups, as well as one on one (Horwitz, 2002).

The last findings revealed that although communication apprehension among the students negatively affected their willingness to communicate in English, only a high level of communication apprehension showed a significant effect. This was in line with Asmal et al. (2015) and Rahmatollahi and Khalili (2015), that negative relationships were found between communication apprehension and willingness to communicate. Hence, to enhance the students' WTC in English, they should lower their CA just like past researchers (Palinkašević & Brkić, 2020) said that a higher anxiety level leads to lower English mastery.

4. CONCLUSION AND SUGGESTIONS

Conclusion

This study is conducted with some objectives. This study aims to investigate how students experience communication apprehension in English related to their WTC during their

speaking practice. After a long investigation, the researchers conclude some important points.

The presence of communication apprehension perceived by the students when the speaking practices occur enables obstacles to arise. This is, of course, very detrimental to the students. The communication apprehension itself, after being examined, can be caused by internal and external factors, which can generate negative physical and psychological reactions in students.

How students deal with such communication apprehension certainly determines their emotional stability, which could directly impact their willingness to communicate in English. The faster students cope with this, the higher their willingness to communicate in English. The level of communication apprehension greatly influences their willingness to communicate in English. So, lower communication apprehension is an important aspect of a higher willingness to communicate in English. The research implies that communication apprehension, an emotional state that may provide a substantial challenge, may make it much more difficult for students to enhance their communication abilities. This is because such fear can present a significant barrier. In order for students to be able to effectively overcome the obstacles they are confronted with, it is necessary for them to have the option of obtaining assistance from their instructors in addition to having to fight their battles alone.

Suggestions

Because of several restrictions that needed to be better addressed in the research, the findings of this study cannot be generalized to an extremely high degree. It will be essential to gather data from a bigger and more diverse sample of individuals who have gone through a broad range of life events to carry out a follow-up research study effectively. In addition, to ensure that the project is carried out properly, it is necessary to collect contributions from students currently enrolled at various universities to validate the results. This research may serve as a useful beginning point and recommend more comparative studies to evaluate the effect of different language and sociocultural circumstances on users' perceptions. Second, the method of teaching that the teacher used in the classroom may have had a factor in influencing the participants'

perspectives towards the English language, their degree of communication anxiety, and their readiness to speak in English. Nevertheless, this particular piece of work needs to examine such a facet. Because teachers have a significant impact on how students comprehend such structures, future research may need to consider variables about teachers, such as their perspectives and methods of instruction.

ETHICS STATEMENT
Researchers have informed respondents the objectives of the research. By filling out the questionnaire, the respondents' signed consent was validated.

FUNDING

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