

Examining Students' Communicative Competence and Language Classroom Anxiety

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Abstract:

Background: *This study examines the relationship of language anxiety on students communicative competence and to examine the most aspect of language anxiety which influence the students' communicative competence.*

Materials and Methods: *Purposive sampling were implied to select the sample and the instruments used were obtained by having speaking tests and anxiety questionnaires.*

Results: *The result shows that fear of negative evaluation is the highest aspect which influence the communicative competence while communication apprehension is the lowest aspect influences the communicative competence.*

Conclusion: *the communication strategies employed by the students were mostly affected by the direct feedback as the comment and also the test which were done by students.*

Keyword: *Language Classroom Anxiety, Communicative Competence, Dorm-based course.*

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I. Introduction

Examining the concept of Communicative competence is indeed gives a massive definition towards the language concept. The very basic concept which became the foundation of the communicative competence is proposed by Chomsky (1965) which he draws a distinction between the knowledge and the performance. He points out that the linguistic theory or competence is concerned about the ideal knowledge of the speaker-listener in a complete homogenous speech-community which he explains that the speech or the language is not affected by the grammatical issues, limitation of vocabulary, attention shifts, and errors. Yet, this ideas brings lots of many rejections from other linguists who concerns that the communication is not appeared only in homogenous site but also the heterogeneous which enables more issues to be examined.

For the last past century, as the result of the research of language acquisition fields such as psycholinguistics, sociolinguistics and semantics, there are lots of research which has been documented, especially on communicative competence. Yet, the studies on communicative competence and the relation to speakers' motivation in the EFL setting are very rare. To mention of several study which has been applied, Remache (2016) developed the students' communicative competence in University English language programs. Moreover, the research showed that the communicative competence which serves the teaching learning activity with several models. It considers that the communicative competence is a need for language program besides the linguistic competence. A similar study which also examined on the communicative competence in foreign language setting conducted by Varpe (2013) which explores the terms and the used of communicative competence in English language teaching and learning activities in Foreign language setting. It examines that the language teaching applied in India is still considering the language or linguistic competence which is based on the grammatical competence. Therefore he adds to explore and to gather the activity which employs the students' communicative competence.

Classifying the models of communicative competence in language learning into several models such as socio-context (Hymes, 1971), Socio-semantic network (Halliday, 1979), speaker-listener discourse (Munby, 1978), socio-linguistic competence (Canale and Swain, 1980) is become the models of communicative competence. Moreover, the classifying the models of communicative competence is predominantly inspired by the notion of communicative by Chomsky (1965). He points out that the communication will appear in homogenous environment within the limited issues of communication breakdown. However, Hymes (1971) propose to different notion of Chomsky. The nature of the communication will take place in any single circumlocution which there will be more issues to be encountered (Hymes 1967). Since the communication will enable the speaker not only to be the speaker in a certain community but also to be the communicative member of certain community in which there are numerous different of socio-cultural backgrounds.

Canale and Swain (1980) offers the models of communicative competence which covers the linguistic competence (grammatical competence) and also the communicative competence itself (sociolinguistics competence, discourse competence, and strategic competence). Regarding to those competences required in communication, it is obviously that more competence to be covered by the speakers and also the listener may face some issues toward the communication problem. One of the reasons why the issues occurred is because the heterogeneous of the speech community which serves different knowledge of speech act. s of the speech community which serves different knowledge of speech act. Hymes (1972) argues that the concept homogenous does not fit to the social interaction concept where the language is used as the means of communication.

Therefore, lots of studies examine on developing the language teaching procedure based on communicative competence approach to overcome and to set the learners on the native situation, the language community. One of which, Bakar, Noordin and Razali (2019) examined the effectiveness of Project-Based Learning activities in improving the communicative competence. They point out that the PJB is effective to improve students' proficiency in communicative competence. It showed that the PJB implementation was able to enable students to be more confident which means the students get lowered in level of anxiety. It provided the activity to improve the communication exposure which enables them to speak more.

Moreover, Ginaya, et al (2018) examined the implementation of scaffolding technique in improving the learners communicative competence. They arguescaffolding technique is able to promote students' communicative competence by serving more time to speak and more chance to explore their speaking time. Moreover, they claim that the scaffolding technique is able to decrease the students' level of anxiety level.

However, Ghomari (2015) research was examined on implementing the ICT-ESP based approach to bridge the communicative competence in Algeria. It provided the result that the students might face problem such as technical problem since they communicate through the computers or tools. Moreover, it was found that the problem also rose on psychological problem. Some students got more anxious when they met their listener or even when they share their ideas since they could be from the different background. He also added that the class becomes not natural since they communicate through the tools.

Numerous studies of communicative competence in language teaching activity has been well explored inspired by the Chomsky (1965) and several models have been explored by several theories Hymes (1972), Halliday (1979), Munby (1972). The finding of their result might be affected by the culture occurred in the location. Several studies which had been explored by Bakar, Noordin and Razali (2019), Ginaya, et al (2018), Ghomari (2015) are set in foreign language setting. Therefore, the study deals with the examining the communicative competence of learners and its correlation to the anxiety level of the learners is required.

II. Methodology

Sample

A purposive sampling was implied for data collection. The population of the study were members of Rumah Inggris who is taking one month program in Rumah Inggris. Moreover, the members are form different background social and study. In addition to the explanation of Rumah Inggris, the sample is learning and living in one place (a-dorm based course) where they need to speak english twenty-four-seventh.

Approximately, on the fourth week of the program, the member shall have the group discussion session as the part of accomplishing the program. After the members presented their material, they were briefed to the questionnaire and instructed to answer the questionnaire. There were thirty four members who attended and got the questionnaire. Yet, only thirty questionnaires were analyzed since only there are thirty members who joined the test.

Instrument

The instrument for the language anxiety was a self-report questionnaire (see Appendix A). The questionnaire was adapted from the Horwitz, Horwitz, and Cope (1986). There are three aspect which are explore in the questionnaires: (1) Communicative Competence is number 1,4,6,14,15,27,29; (2) Test Anxiety is number 5,8,10,11,12,16,17,21,22,25,26,28,30,33; (3) Fear of Negative Evaluation is number 2,3,7,9,13,18,19,20,23,24,31,32. Moreover, for the communicative competence, the group discussion is employed to examine the communicative competence of the students. The researcher used oral proficiency scoring categories from Brown (2004: 172-173) as a guidance in measuring students' speaking ability, it was the standard for scoring the students' speaking ability. The scoring consisted of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Score were reported in the range from 1-5. (see Appendix B)

Data Analysis

The data collected were examined through Statistical Package for Social Sciences (SPSS) 17.0. the data were analyzed for the reliability, for the anxiety questionnaire, Cronbach Alpha was applied to examine the learners anxiety questionnaire reliability.

Table 1 Questionnaire Scales and Inyernal consistency Coefficients

Scale	Number of Items	Cronbach's Alpha
Communicative Apprehension	7 Items	.965
Test Anxiety	14 Items	.797
Fear of Negative Evaluation	12 Items	.887

The reliability of the questionnaire was assessed by examining the items to their constructs. The alphas of the communicative apprehension are .965 and for the alphas of the test anxiety are .797 and also for the alphas level of fear of negative evaluation are .887 (see Table 1). The empirical evidence showed that the items had a high reliability.

Moreover, for the communicative competence results, the reliability of the data were analyzed through interater-reliability based on Hatch and Farhady (1982). The result of the communicative competence result was = 0.9554. The result of the reliability is considered as a high reliability (Slameto,1998)

III. Result

After analyzing the reliability of the questionnaire and also the communicative results, the correlation of the anxiety and the students communicaitve competence was conducted to identify how items f anxiety loading on factors were corelated one to another.

Table 2. Correlations Anxiety and Speaking

		Communicative Competence Score
Communicative Apprehension	R	-.327
	Sig. (2-tailed)	.000
Test Anxiety	R	-.528**
	Sig. (2-tailed)	.000
Neagtive Evaluation	R	-.662**
	Sig. (2-tailed)	.000
**. Correlation is significant at the 0.01 level (2-tailed).		

As shwon inn table 2 that the sub scales of the anxiety were corelated. To the points of their correlation, the subscale varaiance and the magnitude of r^2 indicates the amount of variance that is interrelated (Hatch & Lazarton, 1991). Since the correlation ebtween the communication apprehension is -.327. Moreover, the variance of the test anxiety is -.528. Furthermore, the last is negative evaluation which shows that the scale is -.662. it may implied that the negative evaluation has the most impact of the students' communicative competence rather than amont anxiety aspects. This evidence that although the members are surrounded by english speaking area for almost 24 hours in a day, they are still fully aware of the negative input or comments from their friends. Moreover, the test anxiety, is become the second great of the cause anxiety of the members. However, interestingly, the communcation aprehensiion appears as the lowest aspects which influence the member communicative competene.

IV. Discussion

With the concept of Howritz (1986), anxiety influences teh learners' performance. Regarding to the corelation result, the students' communicative competence and the anxiety level were corelated. Moreover, it shows that the negative evaluation s the greates aspect which influences the students' communative competence. It means that students are aware enough about what they said in a formal situation where thay have a pride to keep and once they commit mistakes on grammatical rules or pronunciation, their friend suddenly give them the direct feed back. Although, it considered as the peer-feed back, most of the students feel incomfident if they were examined of they were given the comment directly. Clement (1980) claims that the direct feed back for the input in open situation is not appropriate for building sthe confidence of the learners. Despite the direct input in formla situation, the negative evaluation also give bad impact to students confidence which it will result in the students performance. Eventhough, some inputs or the comments of their friend or from the tutors are promoted them to better, it suggested to have the private session to give the input.

For the test anxiety, it appears as the second aspect influencing the communicative competence of the students. The result of the test anxiety may occur when the students did a bad result on previous test or even they know whether they are examined (Wu and Chan, 2004) The students develop a negative stereotype about tests and they have irrational perceptions in evaluative situation. It means that test anxiety is related to someones' fear of test-taking situation. The students tend to deal with test anxiety every time they got to face frequent test. Moreover, Dureing the test, most of the studes showed physical, mental, and emotional symptoms, which can vary signing that they are anxious enough in doing the test. For example. Some symtops ocured during the test were shortness of breath, heart palpitations, chest tightening, or sore throat, stomachache, trembling, headache and body aches. Those symptoms will lose students' concentration on the test material, then they are getting difficult to finish their test because accidentally they forget the material of the test that has been remembered before.

In addition, the last is communicative apprehension, it shwos that it gives a little influence on students communication apprehension. It shows that they do not have any hesitation to speak with their friend since they have been almost in a month living in a same building and also they have been engaged in several occasions which evolving their acquitant. Moreover, although they are from different background of social and family. Yet, their level of communication is showing no significant differenes therefore they do not hesitate to have a conversation with others. On the other hand, Ahmed et al (2016) explains that the communication apprehension was the most influencing aspect of language anxiety to the students communiation. It can be implied that the more students engaged with their friends, the less thay hesitate in delivering something and moreover, the more they get willingly to communicate with others.

V. Conclusion

The conclusin of this study needs to be considered more cautions since the reliability levels of he anxiety level, especially the test anxiety aspects does not employ the high reliability o the aspect. Moreover. The result of the research is not available to draw any conclusions of the students' communicative competence based activity in the teaching learning activities since the study does not provide the innate level of the samples. On the other hand, this study ellaborates that the more meetings or occasion engaged between poeple may facilitate them not to feel shy or hesitate in delivering or conveying thoughts. However, other aspects such as test anxiety and fear of negative evaluation are being the suggestion fur further study to examine the corelation and also the possibility actions to decrease the influecning towards the speaking aspects of communicative competence. It is highly suggested to explore more samples on the implementing certain technique to examine the possibility of anxiety anc ommunictaive competence flow.

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