

**CORRELATION AMONG STUDENTS' CULTURAL AWARENESS AND
COMMUNICATION APPREHENSION TOWARD THEIR SPEAKING
PROFICIENCY AT THE ENGLISH DEPARTMENT OF
STATE ISLAMIC INSTITUTE OF KERINCI ON ACADEMIC YEAR 2025/2026**

A THESIS



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**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2025/2026**

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

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FAREL SYAUQI
NIM: 2210203008

*Submitted as a Partial Fulfillments of the Requirements for
Undergraduate Degree at English Department in
Faculty of Education and Teacher Training at State Islamic Institute of Kerinci*

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2025/2026**

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K E R I N C I**

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled **“Correlation among Students’ Cultural Awareness and Communication Apprehension toward Their Speaking Proficiency at the English Department of State Islamic Institute of Kerinci on Academic Year 2025/2026”** is the researcher’s original work. To the best of the researcher’s knowledge, this thesis does not contain any material previously published or written by another person, nor any material that has been submitted to other educational institutions for the award of a degree or qualification, except where proper acknowledgment is stated in the thesis.

The researcher also declares that any assistance or contribution from other parties during the completion of this research has been fully acknowledged. Furthermore, the content of this thesis is the result of the researcher’s own work, except for assistance related to the design of the research, language use, and presentation, which has been properly recognized.

Sungai Penuh, 21 May 2026
The Researcher



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Sungai Penuh,Mei 2026

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di
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TANGGAL : 21 Mei 2026
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Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Farel Syauqi, NIM 2210203008** yang berjudul **CORRELATION AMONG STUDENTS' CULTURAL AWARENESS AND COMMUNICATION APPREHENSION TOWARD THEIR SPEAKING PROFICIENCY AT THE ENGLISH DEPARTMENT STUDENTS OF STATE ISLAMIC INSTITUTE OF KERINCI ON ACADEMIC YEAR 2025/2026** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

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APPROVAL AND ACCEPTANCE



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APPROVAL AND ACCEPTANCE

This thesis with entitled of **Correlation among Students' Cultural Awareness and Communication Apprehension toward Their Speaking Proficiency at the English Department Students of State Islamic Institute of Kerinci on Academic Year 2025/2026** by Farel Syauqi with student's number 2210203008 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

This thesis is submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Department in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

Dedication

Bi-smi llāhi r-raḥmāni r-raḥīm, I would like to dedicate this thesis to:

- My beloved parents, my father (Mohd. Fajri, S.E., M.M.) and my mother (Dewenti Saputri, S.E.), and my brother (Dafin Zidane), for their endless love, prayers, support, sacrifice, and encouragement throughout my life and during the completion of this thesis,
- My beloved family, who always support and motivate me in every situation, and
- All of my friends who supported me during the writing of the thesis, especially my friends in the department.

Motto

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ
إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

“People, We created you all from a single man and a single woman, and made you into races and tribes so that you should recognize one another. In God’s eyes, the most honoured of you are the ones most mindful of Him: God is all knowing, all aware.” (Q.S. al-Hujurat: 13)

“Hai manusia, sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa-bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia di

antara kamu di sisi Allah ialah orang yang paling takwa di antara kamu.
Sesungguhnya Allah Maha Mengetahui lagi Maha Mengenal.” (Q.S. al-Hujurat:
13)



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Then, this thesis is one of requirements to get undergraduate degree at English Department of Faculty Education and Teacher Training at State Islamic Institute of Kerinci. As long as accomplish this thesis entitle **“Correlation among Students’ Cultural Awareness and Communication Apprehension toward Their Speaking Proficiency at the English Department of State Islamic Institute of Kerinci on Academic Year 2025/2026”**. In this connection, the researcher would like to express his sincere thanks to:

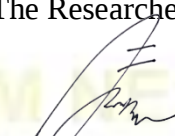
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The researcher realizes that this thesis is still far from perfect; however, the researcher hopes that this thesis will be useful for readers who are interested in learning more about the correlation between students' cultural awareness, communication apprehension, and speaking proficiency. Finally, the researcher prays to Allah SWT that this thesis may provide benefits for the readers and that Allah SWT may bless us all.

Sungai Penuh, 21 May 2026

The Researcher


Farel Syauqi

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ABSTRACT

Farel Syauqi, 2026 : "Correlation among Students' Cultural Awareness and Communication Apprehension toward Their Speaking Proficiency at the English Department of State Islamic Institute of Kerinci on Academic Year 2025/2026"

Advisor : Musdizal, M.Pd.

This research aimed to investigate the relationships among Cultural Awareness, Communication Apprehension, and Speaking Proficiency among students. This study employed a quantitative correlational research design using questionnaires and students' speaking scores as the instruments. The data were analyzed using SPSS through normality, homogeneity, linearity, heteroscedasticity, and Spearman's Rank-Order Correlation tests. The findings showed a very weak relationship between Cultural Awareness and Speaking Proficiency ($r = -0.028$; Sig. = 0.793) and between Communication Apprehension and Speaking Proficiency ($r = 0.095$; Sig. = 0.367). The results indicated that Cultural Awareness and Communication Apprehension weakly correlate with students' Speaking Proficiency, which may be affected more by other factors such as vocabulary mastery, confidence, motivation, and speaking practice. In conclusion, Cultural Awareness and Communication Apprehension were not significant correlate with Speaking Proficiency.

Key Words: cultural awareness, communication apprehension, correlation, EFL students, speaking proficiency

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ABSTRAK

Farel Syauqi, 2026 : "Correlation among Students' Cultural Awareness and Communication Apprehension toward Their Speaking Proficiency at the English Department of State Islamic Institute of Kerinci on Academic Year 2025/2026"

Pembimbing : Musdizal, M.Pd.

Penelitian ini bertujuan untuk mengkaji hubungan antara Kesadaran Budaya, Kecemasan Berkomunikasi, dan Kemahiran Berbicara di kalangan mahasiswa. Penelitian ini menggunakan desain penelitian korelasi kuantitatif dengan kuesioner dan nilai kemampuan berbicara mahasiswa sebagai instrumennya. Data dianalisis menggunakan SPSS melalui uji normalitas, homogenitas, linearitas, heteroskedastisitas, serta uji Korelasi Peringkat Spearman. Hasil penelitian menunjukkan bahwa terdapat hubungan yang sangat lemah antara Kesadaran Budaya dan Kemahiran Berbicara ($r = -0,028$; Sig. = 0,793) serta juga terdapat hubungan yang sangat lemah antara Kecemasan Berkomunikasi dan Kemahiran Berbicara ($r = 0,095$; Sig. = 0,367). Hasil penelitian menunjukkan bahwa Kesadaran Budaya dan Kecemasan Berkomunikasi memiliki korelasi yang sangat lemah terhadap Kemampuan Berbicara siswa, yang mungkin lebih dipengaruhi oleh faktor-faktor lain seperti penguasaan kosakata, rasa percaya diri, motivasi, dan latihan berbicara. Kesimpulannya, Kesadaran Budaya dan Kecemasan Berkomunikasi tidak memiliki korelasi yang signifikan terhadap Kemampuan Berbicara.

Kata Kunci: kesadaran budaya, kecemasan dalam berkomunikasi, korelasi, siswa EFL, kemahiran berbicara

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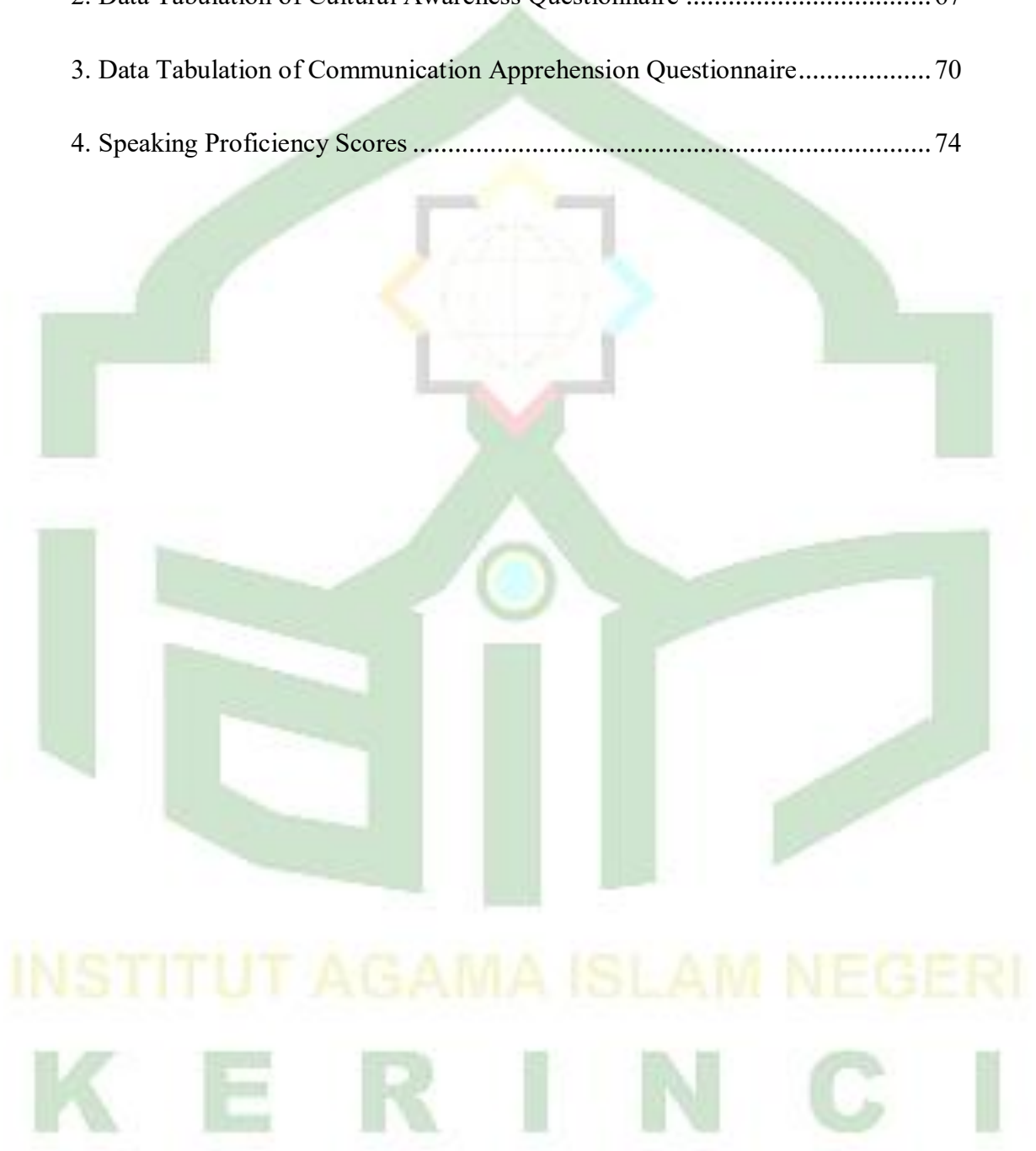
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CHAPTER I

INTRODUCTION

A. Background of the Problems

The impact of cultural awareness on language acquisition has attracted growing attention among educators and researchers in recent years. Language students have to improve not only linguistic skills but also cultural competence to communicate accurately with globalization advancing cross-cultural engagement. Studies reveal that cultural awareness improves students' motivation and ability to understand contextual distinctions, which are important for real-world communication (Brainee, 2024; Chung & Long, 2024). Promoting cultural awareness among English as a Foreign Language (EFL) students is notably relevant, whereas in Indonesia, diversity and multiculturalism are evident.

However, speaking proficiency acquisition in a second language persists as a barrier for many students, especially in English. The most notable barrier determined is communication apprehension, the fear or anxiety connected with speaking in a foreign language, which badly affects students' intention and competence to communicate (Yang & Wu, 2023). This apprehension can originate from many factors, including feeling insecure, unaware of cultural norms, or lack of experience in the situation of actual communication (Larawi et al., 2023).

Statistics from recent surveys show that about 60-70% of foreign language students encounter medium to high levels of communication apprehension

during speaking activities, which is connected with lower speaking proficiency scores (Chou, 2024). Nevertheless, especially in Indonesian higher education contexts, research focusing particularly on the mixed impact of cultural awareness and communication apprehension on speaking proficiency is still lacking.

Previous studies have investigated cultural awareness and language proficiency as significant factors in this context. For instance, several studies state that cultural awareness favorably influences language students' motivation and communicative skills (Shemshadsara, 2012; Wang, 2018). On the other side, communication apprehension has been investigated largely in connection with anxiety and motivation (Chou, 2024).

Research has studied communication anxiety and speaking ability in English language learning extensively. However, no studies have examined how cultural awareness and communication apprehension affects the relationship with speaking proficiency.

Amoah and Yeboah (2021) found that speaking difficulties among Chinese students are mainly caused by psychological factors, especially communication anxiety and fear, not language skill problems. However, they did not study whether cultural awareness could reduce these psychological barriers.

Cong and Li (2022) reviewed the connection between communication anxiety, confidence, and emotional intelligence. They found that emotional intelligence can reduce communication anxiety. However, they did not examine

whether cultural awareness or cross-cultural competence can also reduce communication anxiety.

Brainee (2024) investigated cultural awareness and its impact on language students' motivation and proficiency. The study found that cultural awareness significantly influences learner motivation and proficiency. However, Brainee did not examine communication anxiety as a factor in the relationship between cultural awareness and speaking proficiency.

One relevant research has investigated the correlation between different variables in English learning. It was conducted by Musdizal et al. (2022) entitled “A Correlation Study among Reading Habit, Intrapersonal Intelligence and Reading Comprehension Ability”. The research used a quantitative correlational design involving 44 English Department students at State Islamic Institute of Kerinci. The findings showed that the habit of reading had a very strong positive correlation with the ability of reading comprehension ($r = 0.867$), while the intelligence of intrapersonal also had a significant positive correlation with the ability of reading comprehension ($r = 0.576$). Furthermore, the research revealed a significant, simultaneous correlation among the habit of reading, the intelligence of intrapersonal, and the ability of reading comprehension in a multiple linear regression analysis.

The English Department's second, fourth, and sixth semester students is required to be able to speak English confidently and fluently. Nonetheless, some students at the State Islamic Institute of Kerinci continue to be reluctant to speak English, according to the researcher's first findings in the second, fourth, and

sixth semester classes. Several students avoid participating in discussions, speak in a low voice, and switch to Indonesian when they face difficulties. Informal interviews also show that many students feel anxious about making grammatical mistakes and being judged by their classmates. This condition indicates that students experience communication apprehension. In addition, their awareness of cultural aspects in English communication is still limited, as they focus more on grammar than on appropriate language use. As an outcome, it's critical to observe at the relationship between students' speaking proficiency, communication apprehension, and cultural awareness.

There are three main gaps in previous research. First, although cultural awareness and communication apprehension have been investigated separately, their relationship in cross-cultural communication contexts remains underexplored. Second, it is unclear whether cultural awareness is a separate way to reduce communication apprehension, similar to emotional intelligence and confidence. Third, while previous studies show cultural awareness influences motivation and proficiency, the mechanism by which cultural awareness affects speaking proficiency remains unknown. Does cultural awareness reduce communication apprehension, or does it work through other pathways?

Additionally, the relationship among cultural awareness, communication apprehension, and speaking proficiency has received limited attention in previous correlational studies. Furthermore, limited research has explored how cultural awareness is associated with communication apprehension and speaking

proficiency in foreign language learning contexts. This research intends to cover these gaps by assessing a quantitative approach to explore the correlation between students' cultural awareness and communication apprehension toward their speaking proficiency. The research served a comprehensive image of how these variables associate among English Department students at the State Islamic Institute of Kerinci by statistical analysis. The results are supposed to address the limitations of the prior research by linking numeric correlations within students' lived experiences, showing underlying reasons and possible interventions. This contributes new theoretical views into the interaction between affective and cognitive factors in language learning.

The research presents applicable suggestions for curriculum design and teaching strategies that mix cultural knowledge development while reducing communication apprehension. These pedagogical advancements can be more effectively prepare students for effective oral communication in academic and professional environments. Because of that, the main objective of the research is to analyze the correlation among cultural awareness and communication apprehension and how these are connected to speaking proficiency. This focus in line with the academic year 2025/2026 of the English Department at the State Islamic Institute of Kerinci.

In summary, this study connects cultural and psychological factors influencing speaking competency to address contemporary and pertinent concerns in English language instruction. Theoretical advancements and practical implementations that enable advanced English language learning

outcomes in Indonesian higher education are among the purported ramifications. The focus on a particular Indonesian Islamic higher education setting, the use of standardized intercultural and communication apprehension instruments along with analytically scored speaking tests, and the use of quantitative statistical analysis to examine how cultural awareness mitigates the detrimental effects of communication apprehension on speaking proficiency are further novel aspects of this study.

B. Identification of the Problems

The researcher found that some students still hesitate to speak English. Several students avoid participating in discussions, speak in a low voice, and switch to Indonesian when they face difficulties. Informal interviews also show that many students feel anxious about making grammatical mistakes and being judged by their classmates. This condition indicates that students experience communication apprehension. In addition, their awareness of cultural aspects in English communication is still limited, as they focus more on grammar than on appropriate language use. Therefore, it is important to analyze the correlation among students' cultural awareness, communication apprehension, and their speaking proficiency.

C. The Limitations of the Research

The limitations of this research focus on English Department students, start at second, fourth, and sixth semesters, at the State Islamic Institute of Kerinci, which limits the generalizability of the findings. The research only investigates the relationship between cultural awareness and communication apprehension

without considering other influencing factors such as motivation or teaching methods.

D. Research Questions

“Is there a significant correlation among students’ cultural awareness and communication apprehension in relation to their speaking proficiency?”

E. Purposes of the Research

The purposes of the research are to determine the correlation among students’ cultural awareness (X_1) and communication apprehension (X_2) toward their speaking proficiency (Y).

F. The Significances of the Research

The significance of the research remains in its capacity to improve the knowledge of how cultural awareness and communication apprehension together affect the English Department at the State Islamic Institute of Kerinci students’ speaking proficiency. This research gives valuable insights for the lecturers about the importance of combining cultural competence and apprehension-minimization approaches in EFL teaching. This research can also help improve oral communication skills, students’ confidence, and their effective intercultural interactions preparation by tackling these elements. Additionally, the research’s outcome offers practical choices for curriculum design and teaching strategies adjusted to the specific needs of the English Department at the State Islamic Institute of Kerinci students, contributing to the advancement of English Education in Indonesian higher education institutions.

G. Definition of the Key Terms

Some definitions are proposed in order to interpret the key terms applied in the research.

1. **Speaking Proficiency:** language-using ability to accomplish the objectives of communication (American Council on the Teaching of Foreign Languages, 2024).
2. **Cultural Awareness:** awareness of how culturally influenced behavior affects language use and communication (Tomalin & Stempleski, 1994).
3. **Communication Apprehension:** the level of anxiety or nervousness that a person experiences, in relation to an actual situation, or in anticipation of communication with another person, and/or with a number of people (McCroskey, 1977, as cited in Aisyah et al., 2019).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Speaking Proficiency

a) Definition of speaking proficiency

Speaking proficiency, according to Canale and Swain (1980), is the capacity to use language correctly, responsibly, and fluently in communicative circumstances. This multidimensional construct integrates four interdependent communicative competencies essential for effective oral performance. Grammatical Competence involves mastery of syntax, morphology, lexicon, and phonology/phonetics for accurate utterance production. Sociolinguistic Competence refers to appropriateness to social context, cultural norms, register, and politeness conventions (Canale & Swain, 1980). Discourse Competence is the ability to create cohesive and coherent spoken texts through appropriate connectors and information organization (Canale & Swain, 1980). Strategic Competence encompasses compensatory mechanisms such as paraphrasing, circumlocution, and approximation to overcome communication breakdowns.

Grammatical competence involves knowledge of vocabulary, pronunciation, sentence structure, morphology, and syntax that enables speakers to produce accurate utterances. Sociolinguistic competence refers to the ability to adjust language use according to social context, cultural expectations, level of formality, and politeness conventions (Canale &

Swain, 1980). In addition, discourse competence concerns the speaker's ability to organize ideas coherently and cohesively so that spoken messages can be understood clearly by listeners (Richards & Schmidt, 1996). Strategic competence, meanwhile, includes the use of verbal and non-verbal communication strategies, such as paraphrasing, clarification requests, gestures, and circumlocution, to maintain communication when difficulties or misunderstandings occur (Bachman & Palmer, 1996).

Furthermore, recent perspectives view speaking proficiency as a dynamic and interactive process that integrates linguistic knowledge, pragmatic understanding, fluency, and communicative effectiveness. Celce-Murcia, Dörnyei, and Thurrell (1995) argue that communicative competence also includes actional competence, which refers to the ability to perform communicative functions such as persuading, requesting, apologizing, or expressing opinions appropriately in conversation. Similarly, (Bachman, 1995) explains that speaking proficiency reflects communicative language ability, which combines organizational knowledge, pragmatic knowledge, and strategic competence in authentic communication. Therefore, speaking proficiency can be understood as the ability to use spoken language accurately, fluently, coherently, and appropriately to achieve communicative goals in real-life situations.

b) Components of speaking proficiency

Bachman and Palmer (1996) operationalize speaking proficiency through three empirically validated dimensions commonly assessed via

performance-based tasks. Fluency encompasses temporal aspects including speech rate, pause frequency, hesitation phenomena, and breakdown repair efficiency. Accuracy involves grammatical correctness, lexical precision, phonological intelligibility, and error-free production under real-time constraints. Interaction reflects communicative effectiveness including turn-taking, response appropriateness, topic maintenance, and negotiation of meaning (Bachman & Palmer, 1996).

The Common European Framework of Reference for Languages (CEFR) provides standardized descriptors for evaluating speaking proficiency (Council of Europe, 2020). The framework spans six proficiency levels from A1 (Beginner) to C2 (Mastery). These descriptors specify expected abilities in vocabulary range, grammar accuracy, pronunciation, fluency of delivery, and interaction effectiveness at each level (Council of Europe, 2020).

Speaking proficiency comprises multiple interrelated components that work together to produce effective oral communication. Fluency refers to the smoothness and natural flow of speech without excessive hesitations or repair behaviors (Skehan, 1998). Speech rate in fluent speech allows listeners to follow the message without difficulty. Minimal pauses and efficient use of time characterize fluent speech. Research indicates that fluency is perceived by listeners as a primary indicator of speaking proficiency (Skehan, 1998). Fluency encompasses both cognitive

fluency (underlying processing speed) and utterance fluency (observable characteristics of spoken performance).

Accuracy denotes to the use of grammar, vocabulary, pronunciation, and intonation correctly in oral production (Skehan, 1998). Accurate speech demonstrates appropriate grammatical structures and precise word choice (Ellis, 1994). Clear pronunciation with proper stress and intonation patterns indicates accurate speaking. While accuracy is an important component of speaking proficiency, students often prioritize fluency over accuracy in spontaneous speech. Trade-offs exist between fluency and accuracy depending on communicative situations and learner priorities (Ellis, 1994).

Pronunciation and Phonological Accuracy involves correct articulation of individual sounds with appropriate stress placement and natural intonation (Derwing & Munro, 2005). Effective communication depends on clear pronunciation, which also has a big impact on listener comprehension. Stress, intonation, and rhythm are examples of suprasegmental aspects of pronunciation that support intelligibility (Derwing & Munro, 2005). It is becoming more widely acknowledged that intelligibility, the extent to which communications are understood, is more significant than accurate pronunciation that resembles that of a native speaker.

Lexical Complexity and Range refers to the variety and sophistication of vocabulary used in oral production (Skehan & Foster,

1997). Speakers with higher proficiency employ a broader vocabulary range and use more sophisticated vocabulary appropriate to context. Idiomatic expressions, phrasal verbs, and collocations contribute to lexical complexity. Higher lexical complexity is associated with advanced speaking proficiency (Skehan & Foster, 1997).

Grammatical Range and Accuracy involves variety in grammatical structures employed in oral production (Skehan & Foster, 1997). Higher proficiency students use a wider range of grammatical structures including complex sentence types (Ellis & Barkhuizen, 2005). Grammatical structures are applied with greater accuracy at higher proficiency levels. Using grammatically diverse structures while maintaining clarity and coherence is a key indicator of advanced proficiency (Ellis & Barkhuizen, 2005).

Coherence and Cohesion refers to the logical organization and connections within spoken discourse (Brown & Yule, 1983). Coherence involves clear organization and logical progression of ideas throughout utterances. Cohesion is created through linguistic devices such as conjunctions, pronoun references, and discourse markers (Ur, 1996). Effective speakers organize ideas clearly and signal relationships between ideas (Brown & Yule, 1983).

Interaction Management and Pragmatic Competence requires the capacity to engage in interactive communication in an efficient manner. Essential elements include listening, taking turns, reacting correctly, and

negotiating meaning. (Canale & Swain, 1980). Pragmatic competence involves appropriate language use for specific communicative purposes and contexts. Social and contextual cues require appropriate interpretations and responses (Bachman & Palmer, 1996). These dimensions are particularly important in intercultural communication contexts (Byram, 2020). Pragmatic competence encompasses the competence of sociolinguistic, the competence of discourse, and the competence of strategic (Canale & Swain, 1980).

2. Cultural Awareness

a) Definition of cultural awareness

Byram (2020) states that cultural awareness is the understanding of one's own and other cultures' social norms and cultural practices. It enables the ability to mediate between different cultures in communication. He positions cultural awareness as the foundational component of intercultural communicative competence (ICC). This awareness distinguishes itself from linguistic competence by emphasizing how cultural values, beliefs, and behavioral expectations shape communicative interactions. Cultural awareness enables language students to navigate cultural differences and interpret implicit meanings in cross-cultural contexts. This awareness helps students avoid ethnocentric misinterpretations that undermine cross-cultural communication effectiveness.

Furthermore, cultural awareness extends beyond factual knowledge about other cultures, as it also includes the development of openness, respect, empathy, and critical understanding toward cultural diversity. Kramsch (1998) explains that language and culture are inseparable because language reflects the values, identities, and worldviews of its speakers. Therefore, language learners need to understand the cultural context in which communication occurs in order to interpret meanings appropriately. Similarly, Deardorff (2006) argues that intercultural competence develops through attitudes of curiosity and respect, cultural knowledge, and interaction skills that enable individuals to communicate effectively and appropriately across cultures. Cultural awareness also helps learners avoid stereotypes and ethnocentric judgments that may hinder communication and mutual understanding in multicultural settings.

In addition, recent perspectives emphasize that cultural awareness supports learners in becoming more reflective and globally competent communicators. Gay (2018) states that culturally aware individuals are better able to appreciate differences in communication styles, social behavior, and perspectives, which contributes to more inclusive and effective interaction. Likewise, Crystal (2003) highlights that English as an international language requires speakers to develop intercultural sensitivity in order to communicate successfully with people from diverse linguistic and cultural backgrounds. Therefore, cultural awareness can be

understood as the ability to recognize, understand, respect, and appropriately respond to cultural differences in communication, enabling individuals to engage effectively in intercultural interactions.

b) Categories of cultural awareness

Byram (2020) systematically categorizes cultural awareness through five interdependent *savoirs*, each contributing to intercultural competence. *Savoirs* (Knowledge) refers to factual and theoretical understanding of cultural practices, social institutions, and value systems. *Savoir-comprendre* (Interpreting and Relating) develops skills to interpret cultural phenomena from both insider and outsider perspectives. *Savoir-apprendre/faire* (Discovery and Interaction) encompasses practical abilities to acquire new cultural knowledge and operate effectively in unfamiliar cultural environments. *Savoir-être* (Attitudes) includes essential affective dispositions such as curiosity, openness, and willingness to suspend ethnocentric views. *Savoir s'engager* (Critical Cultural Awareness) develops the ability to critically evaluate cultural practices from relativist viewpoints.

Bennett (2017) complements Byram's model with the Developmental Model of Intercultural Sensitivity (DMIS). DMIS defines six progressive intercultural sensitivity developmental stages. The three ethnocentric stages are Denial (lack of recognition of cultural differences), Defense (recognition with judgmental stance), and Minimization (seeing similarities over real differences). The three ethnorelative stages are

Acceptance (recognizing and respecting differences), Adaptation (shifting cultural perspective), and Integration (shifting between cultural frames comfortably). This developmental trajectory explains variance in EFL students' pragmatic competence based on cultural sensitivity maturity.

In the context of foreign language education, these categories provide an important framework for understanding how students develop intercultural communicative competence. Byram's model has been widely used in language education because it offers a structured explanation of the knowledge, skills, attitudes, and critical awareness required for meaningful intercultural interaction. This framework suggests that learners need more than grammatical knowledge in order to communicate effectively; they also need to interpret cultural meanings, respond appropriately to difference, and reflect critically on their own assumptions (Harper, 2023). As a result, cultural awareness can be understood not merely as recognition of diversity, but as an integrated competence that supports effective and appropriate communication across cultures (Jackson, 2012).

Bennett's developmental perspective further strengthens this understanding by showing that learners' responses to cultural difference change over time as their intercultural sensitivity becomes more complex. The movement from ethnocentric to ethnorelative orientations reflects a gradual shift from viewing one's own culture as central to recognizing the legitimacy of multiple cultural worldviews (Bennett, 2017). This

developmental progression is especially relevant in EFL contexts because students' pragmatic competence is often influenced by the degree to which they can understand context, politeness, implicit meaning, and culturally shaped communicative norms (Erton, 2017). Therefore, learners with more advanced cultural sensitivity are generally better positioned to engage in intercultural communication effectively and appropriately in academic and social settings (Bennett, 2017).

The concept of critical cultural awareness also adds an important evaluative dimension to this discussion. In foreign language classrooms, critical cultural awareness encourages learners to examine cultural practices not only descriptively but also analytically, especially in relation to issues such as ideology, representation, power, and social justice (Nugent & Catalano, 2015). This means that cultural awareness should not stop at understanding differences, but should also involve reflection on how such differences are constructed, interpreted, and valued in real communicative contexts (Nugent & Catalano, 2015). For this reason, combining Byram's five *savoirs* with Bennett's developmental stages offers a comprehensive theoretical basis for analyzing cultural awareness as both a set of intercultural competencies and a gradual process of sensitivity development in EFL learners.

3. Communication Apprehension

a) Definition of communication apprehension

Communication apprehension (CA) is understood as an individual's anxiety or fear associated with direct or anticipated interaction with others (McCroskey, 1984). McCroskey emphasizes that CA represents a relatively enduring aspect of personality rather than transient situational nervousness. This construct is specifically linked to communicative behaviors rather than general social anxiety. In EFL contexts, CA manifests predominantly as speaking anxiety that inhibits students' willingness to communicate. High communication apprehension reduces oral participation frequency and impairs spontaneous language production quality.

In foreign language learning contexts, communication apprehension is frequently associated with speaking anxiety that limits learners' willingness to communicate in the target language. Horwitz, Horwitz, and Cope (1986) explain that language anxiety emerges from learners' fear of negative evaluation, communication difficulties, and test-related pressure in language classrooms. Students who experience high levels of communication apprehension tend to avoid speaking activities, participate less frequently in classroom discussions, and encounter difficulties in spontaneous oral production. Similarly, MacIntyre and Gardner (1994) argue that anxiety negatively affects language performance because it interferes with cognitive processing,

concentration, and self-confidence during communication. As a result, learners may struggle to organize ideas, pronounce words accurately, or maintain fluency while speaking.

Furthermore, recent studies highlight that communication apprehension is influenced by both internal and external factors, including self-esteem, language proficiency, classroom atmosphere, teacher support, and peer interaction. Dewaele (2010) states that supportive and positive classroom environments can reduce learners' anxiety and increase their willingness to communicate in a foreign language. In addition, Arnold (2000) explains that learners who use appropriate affective and communication strategies are better able to manage anxiety during oral interaction. Therefore, communication apprehension can be understood as a psychological condition characterized by fear or anxiety toward communication activities that may hinder learners' participation, confidence, and effectiveness in spoken interaction, particularly in foreign language learning settings.

b) Types of communication apprehension

McCroskey (1984) divides communication apprehension into four types. Group discussion apprehension is the anxiety when speaking and sharing ideas in small groups, which can cause students to reduce participation and avoid taking turns. Meeting apprehension is the anxiety in more formal or semi-formal situations such as presentations or academic meetings, where the presence of authority figures makes students hesitant

to speak. Interpersonal communication apprehension is the fear in one-to-one interactions, for example with lecturers or classmates, which may lead students to avoid initiating or maintaining conversations in English. Public speaking apprehension is the anxiety that appears when delivering speeches or formal presentations in front of an audience, often followed by physical and cognitive symptoms that can lower students' speaking performance.

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). FLCAS identified three distinct and interrelated components of language learning anxiety. The first element is communication anxiety, which is closely related to oral communication dread. The second factor is testing anxiety, which has an impact on students while they are being evaluated. The third factor, which affects anxiety in social communication situations, is the fear of being negatively judged. Together, these three elements influence language learners' speaking avoidance behaviours. The fundamental distinction in CA theory is between trait and state communication apprehension (McCroskey, 1984). This distinction has been well-established through communication anxiety research (Spielberger, 1983). Trait Communication Apprehension represents a generalized predisposition to experience anxiety across most communicative situations. Trait CA is a relatively stable personality characteristic that remains consistent across different contexts and settings. Individuals with high trait CA experience

nervousness in small groups, large audiences, one-on-one conversations, and formal presentations. Trait CA is typically measured through the Personal Report of Communication Apprehension (PRCA-24) (Richmond & McCroskey, 1995).

State Communication Apprehension refers to the anxiety experienced in specific communicative situations or at particular moments in time. State CA is more temporary and situation-dependent than trait communication apprehension. The communication context, audience, and perceived importance of interaction influence state CA levels. Individual preparation level affects the intensity of state anxiety. A student might experience high anxiety in formal presentations but less anxiety in small group discussions (Spielberger, 1983).

Context-Specific Communication Apprehension extends beyond the trait-state distinction to identify anxiety in particular communication contexts (McCroskey, 1984). Dyadic (one-on-one) Communication Anxiety produces moderate apprehension levels among language students (Richmond & McCroskey, 1995). Small Group Communication Anxiety occurs during group discussions involving 3-12 participants, commonly encountered in EFL classrooms. Public Speaking Anxiety represents the most debilitating form and generates the highest levels of communication apprehension (Horwitz et al., 1986). Audience-Based Communication Apprehension emerges when communicating with specific individuals or groups (McCroskey, 1984). Students frequently report greater

apprehension when speaking with native speakers compared to non-native speakers (Horwitz et al., 1986). Communication with authority figures such as teachers produces higher anxiety than communication with peers (McCroskey, 1984).

B. Relevant Research

Amoah and Yeboah (2021) in "The Speaking Difficulties of Chinese EFL Learners and Their Motivation towards Speaking the English Language" employed a mixed-methods study with 75 Chinese EFL students using speaking difficulty and motivation scales, finding that speaking difficulties are primarily psychological rather than linguistic, with Fear of being judged negatively and having little exposure causing high anxiety while prior knowledge and teacher support reduce it.

Cong and Li (2022) in "The Relationship Between EFL Learners' Communication Apprehension, Self-Efficacy, and Emotional Intelligence" conducted a literature review synthesizing peer-reviewed research, finding that emotional intelligence positively correlates with self-efficacy and both negatively predict communication apprehension.

Brainee (2024) in "Investigating the Impact of Cultural Awareness on Language Learners' Motivation and Proficiency" analyzed cultural awareness using conceptual analysis and Hofstede's theory, showing that cultural awareness significantly influences learning outcomes, with individualistic cultures showing lower anxiety than collectivist cultures.

In "First-Year Students' Communication Apprehension in Learning French as Foreign Language," Darmawangsa, Sukmayadi, and Yahya (2020) used a mixed-methods approach to examine 57 first-year French students using PRCA-24 and semi-structured interviews. They found that the main cause of the moderate anxiety levels was fear of receiving a poor grade.

Kuluşaklı and Genç (2024) in "L2 Communication Apprehension and Communicative Competence of Pre-Service English Teachers" conducted a quantitative study with 200 pre-service teachers using PRCA-24 and Communicative Competence Scale, showing moderate anxiety with significant influence from perceived communicative competence, particularly affecting female students more than males.

Chan and Klayklung (2018) in "Critical Cultural Awareness and Identity Development: Insights from a Short-Term Thai Language Immersion" conducted a qualitative case study of two students using journals, interviews, and observations, finding that immersion facilitates critical cultural awareness development and identity reconstruction through legitimate peripheral participation.

Musdizal and Wilymafidini (2024) in "An Exploration of Factors Associated with Reading Strategy, Reading Anxiety and Reading Comprehension Ability among English Foreign Language Learners." Conducted an investigation on the relationship between reading strategy, reading anxiety, and reading comprehension ability among EFL learners using a correlational research design involving 151 students. The findings showed a moderate

correlation between reading strategy, reading anxiety, and reading comprehension ability, with an R-value of 0.418.

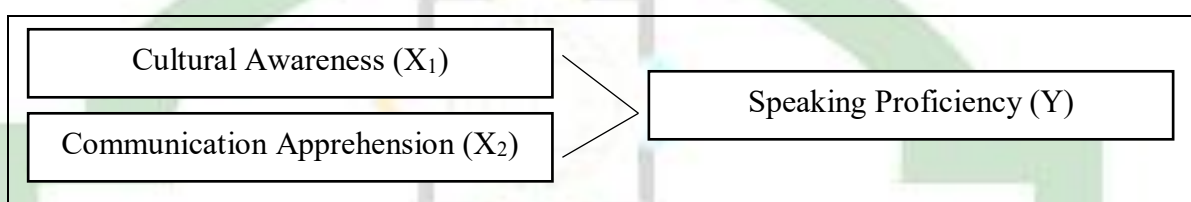
When taken as a whole, these studies show that communication anxiety is a major obstacle to language acquisition, with fear of being negatively judged being the main contributing element. In contrast, emotional intelligence, self-efficacy, and cultural awareness are protective variables. However, there is a crucial research vacuum that needs to be filled as no studies currently in existence specifically look at whether cultural awareness mediators or moderates the link between speaking proficiency and communication anxiety.

This research and the pertinent studies are comparable in that they both emphasize communication anxiety as a major barrier to speaking ability, which is frequently motivated by fear of receiving a poor grade. They position psychological factors, like self-efficacy, emotional intelligence, and cultural awareness, as protective elements that reduce anxiety and boost performance. Each target EFL or foreign language learners in educational settings, emphasizing the need for context-specific interventions to enhance oral skills.

Despite the similarity, there are also differences between them. The studies are mostly descriptive or correlational without testing mediation/moderation (e.g., cultural awareness's role between communication apprehension and speaking proficiency), while the thesis proposes direct empirical examination of these pathways via quantitative correlations. Reviewed works span diverse languages (English, French, Thai), samples (Chinese learners, pre-service teachers), and methods (mixed, qualitative, reviews), whereas the thesis is

narrowly quantitative, focusing on English Department students at the Islamic Institute of Kerinci on academic year 2025/2026. Prior studies identify gaps in integrated models; the thesis fills this by unifying cultural awareness, communication apprehension, and speaking proficiency in an Indonesian Islamic higher education context.

C. Conceptual Framework



The conceptual framework adopts a correlational research design to investigate relationships among students' cultural awareness, communication apprehension, and speaking proficiency among second-, fourth-, and sixth-semester English Department students at the State Islamic Institute of Kerinci in 2025/2026. Cultural awareness serves as an independent variable, hypothesized to positively correlate with speaking proficiency by enhancing contextual understanding, motivation, and intercultural communicative competence, while negatively correlating with communication apprehension by reducing anxiety through familiarity with cultural norms. Communication apprehension, another independent variable, is expected to negatively correlate with speaking proficiency, acting as a psychological barrier inhibiting fluency, accuracy, and confidence. Cultural awareness is posited to moderate the negative impact of communication apprehension on speaking proficiency, such that higher cultural

awareness weakens this adverse relationship, aligning with Krashen's Affective Filter Hypothesis (1982).

This integrates Communication Apprehension Theory (McCroskey, 1977), explaining anxiety as a predictor of reluctant communication; Willingness to Communicate Model (MacIntyre et al., 1998), emphasizing motivational factors in intercultural settings; and Sociocultural Theory (Vygotsky, 1978), highlighting cultural mediation in language development. Speaking proficiency is the dependent variable, measured via analytically scored oral assessments on fluency, accuracy, and pragmatic appropriateness, drawing on communicative competence frameworks proposed by Canale and Swain (1980) and later elaborated by Bachman (1995).

CHAPTER III

RESEARCH METHOD

A. Kind of the Research

The kind of research used descriptive correlational research held through a quantitative research approach (Creswell & Creswell, 2023). Descriptive correlational research is a kind of correlation analysis that describes data that has been gathered exactly as it is, without attempting to draw generalizations or conclusions that are applicable to the wider population (Sugiyono, 2013).

In correlational research, data are gathered to ascertain if and to what extent two or more measurable variables are related (Creswell & Creswell, 2023). In quantitative research, the researcher selects topics for exploration, develops specific questions, and obtains quantitative data from participants, uses statistics to evaluate these numbers, and undertakes the investigation in a neutral and objective way (Sugiyono, 2013). This research analyzed the correlation among three variables: Cultural Awareness (X_1), Communication Apprehension (X_2), and Speaking Proficiency (Y).

The quantitative approach was selected because the research aims to test specific hypotheses about the relationships among the three variables through statistical analysis (Creswell & Creswell, 2023). The strength and significance of the correlations between the independent factors and the dependent variable can be assessed using statistical techniques on the numerical data generated by this method.

B. Population and Sample

1. Population

A population is a compilation of pieces or cases, subjects, objects, or occurrences that satisfy some standards and serve as the basis for researchers to generalize the findings of the research. (McMillan, 2015). According to Creswell and Creswell (2023), the population is the target demographic that the researcher intends to undertake research in order to obtain outcomes.

The research population comprised of 99 students in the second, fourth, and sixth semesters of the English Department at the State Islamic Institute of Kerinci, as shown in the following table.

Table 1. Population

No.	Semester	Male	Female	Total
1.	Second	23	30	53
2.	Fourth	8	19	27
3.	Sixth	4	15	19
Overall				99

2. Sample

A sample is a collection of components, or a portion of the population, used to collect data (McMillan, 2015). Creswell and Creswell (2023) define a sample as a target population subgroup that the researcher aims to examine to draw conclusions about the population as a whole. Based on this definition, the sample should ideally be representative so that it can generalize the population's characteristics.

For this research, the researcher employed a total sampling technique to select participants from the second, fourth, and sixth semesters of students in the English Department at the State Islamic Institute of Kerinci. Total

sampling was chosen for several specific purposes. First, the population size is relatively small, making complete enumeration feasible and representative. Second, total sampling eliminates selection bias by including every member of the target population, ensuring that all students contribute to the measurement of X_1 , X_2 , and Y . Third, it maximizes statistical power to detect significant correlations among the three variables, given the required sample size. Fourth, practical constraints of limited time, access, and resources make studying the entire accessible population more efficient than complex probability sampling methods.

A total of 99 students were selected as the sample across three semesters (Second, Fourth, and Sixth). This sample size was sufficient to conduct the correlational analysis while remaining practically feasible for data collection and analysis. The total sampling technique enabled the researcher to select a sample that best reflects the population features pertinent to the study variables.

C. Instruments

Instruments are tools used to collect data from the sample (Creswell & Creswell, 2023). In this research, three instruments were used to collect data on the three variables under study. These instruments are carefully designed and validated to measure cultural awareness, communication apprehension, and speaking proficiency.

1. Cultural Awareness Questionnaire

The Cultural Awareness Questionnaire was adapted from the Intercultural Communication Competence Questionnaire (ICCQ) by Fantini (2000), based on Byram's ICC model, to measure students' level of cultural awareness, comprising 39 items from five dimensions: knowledge (9 items), attitudes (10 items), interpreting and relating skills (3 items), discovery and interaction skills (7 items), and critical cultural awareness (10 items). A 5-point Likert scale with responses ranging from "Strongly Disagree" to "Strongly Agree" was used in the questionnaire (Creswell & Creswell, 2023).

Table 2. The variables of the Cultural Awareness Questionnaire

Variables	Items
Knowledge	1, 2, 3, 4, 5, 6, 7, 8, 9
Attitudes	10, 11, 12, 13, 14, 15, 16, 17, 18, 19,
Interpreting and relating skills	20, 21, 22,
Discovery and interaction skills	23, 24, 25, 26, 27, 28, 29,
Critical cultural awareness	30, 31, 32, 33, 34, 35, 36, 37, 38, 39

Based on the classification adapted from the cultural awareness levels proposed by Maghfirotilah (2014) in "Students' Cultural Awareness Level and Their Techniques for Incorporating Target Cultural Content into English Language Teaching", the questionnaire results were categorized into five interpretations: Very Low, Low, Moderate, High, and Very High.

Table 3. Students' cultural awareness questionnaire results interval

Score Interval	Interpretation
97-113	Very Low
114-130	Low
131-147	Moderate
148-164	High
165-181	Very High

2. Communication Apprehension Questionnaire

The Communication Apprehension Questionnaire were adopted from McCroskey's Personal Report of Communication Apprehension (PRCA-24) to assess students' apprehension level related to oral communication (McCroskey, 2016). The questionnaire comprised of 24 items designed to evaluate both trait and state communication apprehension across different communication contexts, including one-on-one conversations, small group discussions, and public speaking situations.

The researcher employed an answer scale of 5-point Likert ranging "Strongly Disagree" to "Strongly Agree" for the questionnaire (Creswell & Creswell, 2023). Students requested to answer to statements about their feelings and anxiety levels in various communication situations.

Table 4. The variables of the Communication Apprehension Questionnaire

Variables	Items
Group discussion	1, 2, 3, 4, 5, 6
Meetings	7, 8, 9, 10, 11, 12
Interpersonal	13, 14, 15, 16, 17, 18
Public speaking	19, 20, 21, 22, 23, 24

Based on the interpretation adapted from James McCroskey's PRCA-24 communication apprehension scale, as discussed in Hashemi et al. (2020) in "Communication apprehension and level of anxiety in the medical students

of Rafsanjan University of Medical Sciences”, the questionnaire results were categorized into five levels: Very Low, Low, Moderate, High, and Very High.

Table 5. Students’ communication apprehension questionnaire results interval

Score Interval	Interpretation
55-67	Very Low
68-80	Low
81-93	Moderate
94-106	High
107-119	Very High

3. Speaking Proficiency Score

Speaking proficiency score (Y), the research’s dependent variable, consists of students' Informal Speaking scores obtained during their first semester. Although the respondents are students in the second, fourth, and sixth semesters of the English Department at the State Islamic Institute of Kerinci, the speaking scores used in this study are their archived informal speaking scores. These scores represent the students’ speaking performance at the end of the Informal Speaking course. The data was collected from academic records by obtaining each student's score from their speaking lecturer.

Based on the classification adapted from the article “Meningkatkan Kemampuan Berbicara Bahasa Inggris Melalui Storytelling Pada Siswa Kelas XI Otomotif D di SMK Negeri 3 Kota Sorong” by Rizky and Suharmoko (2019), the speaking proficiency scores were categorized into five levels: Very Poor, Poor, Moderate, Good, and Very Good.

Table 6. Students' speaking proficiency score interval

Score Interval	Interpretation
0-54	Very Poor
55-64	Poor
65-79	Moderate
80-89	Good
90-100	Very Good

D. Technique of Data Collection

Data collection was conducted approximately four-week period in the classroom environment. The researcher follows established procedures to ensure consistency in data collection and to minimize potential threats to validity.

1. Questionnaire Administration

The questionnaires (Cultural Awareness Questionnaire and Communication Apprehension Scale) were administered to students during free time. The researcher provided clear instructions about how to respond to each item. Students were assured of confidentiality and informed that their responses were used only for research purposes. Completing both questionnaires took approximately 20-25 minutes.

2. Speaking Proficiency Score Gathering

Gathering speaking proficiency scores for Y (dependent variable) involves obtaining official informal speaking grades directly from the informal speaking lecturers of the English Department second-, fourth-, and sixth-semester students at the State Islamic Institute of Kerinci. This method ensures accurate and verified data capture alongside X_1 and X_2 measurements.

3. Data Recording and Storage

All questionnaire responses were entered into a Google Form database and then transferred to SPSS for analysis. All data, including the collected speaking scores, are securely stored, and only the researcher has access to them.

E. Technique of Data Analysis

Data analysis involved several stages: descriptive analysis, testing assumptions for statistical analysis, and hypothesis testing using correlation and regression.

1. Descriptive Analysis

Descriptive statistical analyses, including the computation of means, standard deviations, minimum values, maximum values, and frequency distributions, were carried out for all three variables in order to present a general description of the characteristics of the data.

2. Assumption Testing

Before conducting correlation and regression analysis, the researcher tested the following assumptions:

a. Normality Test

The Kolmogorov-Smirnov test was applied to assess whether each variable's data followed a normal distribution. The significance level for this test was established at $\alpha = 0.05$. When the p-value surpassed 0.05, the data regarded as normally distributed. Conducting this test was essential

because many parametric statistical procedures assume normally distributed data.

b. Homogeneity of Variance Test

Levene's test was employed to examine whether the variances among groups were equal. The level of significance for the test was determined at $\alpha = 0.05$.

c. Heteroscedasticity Test

The heteroscedasticity test assessed whether the variances of speaking proficiency scores (Y) are equal across levels of cultural awareness (X_1) and communication apprehension (X_2) among English Department students at State Islamic Institute of Kerinci in the 2025/2026 academic year. Glejser's test was applied in SPSS, at a significance level of $p > 0.05$ indicating heteroscedasticity, thereby ensuring the validity of the correlation analysis for this study's multiple regression model.

d. Linearity Test

The linearity test verifies a linear relationship between independent variables, cultural awareness (X_1), communication apprehension (X_2), and the dependent variable, speaking proficiency (Y). This was conducted via scatterplots and ANOVA linearity tests in SPSS, confirming statistical significance ($p < 0.05$) for linearity. If the data meet the assumption of linearity, Pearson Product-Moment Correlation is used. However, the data do not meet the linearity assumption, so Spearman's Rank-Order Correlation applied as a non-parametric alternative.

3. Hypothesis Testing

a. Bivariate Correlation Analysis

The analysis tested:

- 1) the relationship between Cultural Awareness (X1) toward Speaking Proficiency (Y)
- 2) the relationship between Communication Apprehension (X2) toward Speaking Proficiency (Y).

Pearson Product-Moment Correlation is employed if the data meet normality and linearity assumptions. However, these assumptions did not meet, so Spearman's Rank-Order Correlation employed as a nonparametric alternative.

The interpretation of correlation coefficients was based on the following guidelines:

Table 4. Interpretation of correlation coefficients guidelines

Correlation Coefficient	Interpretation
0.00 - 0.20	Very Weak or No Correlation
0.20 - 0.40	Weak Correlation
0.40 - 0.60	Moderate Correlation
0.60 - 0.80	Strong Correlation
0.80 - 1.00	Very Strong Correlation

b. Multiple Linear Regression Analysis

Multiple linear regression analysis implemented if the data meet the necessary assumptions, including normality, linearity, and homoscedasticity. However, these assumptions were not met, so alternative non-parametric analysis were considered.

4. Statistical Hypotheses

For Bivariate Correlation Analysis:

- a. $H_0: r = 0$ (A correlation does not exist between the variables)
- b. $H_a: r \neq 0$ (A correlation exists between the variables)

For Multiple Regression Analysis:

- a. $H_0: b_1 = b_2 = 0$ (The independent variables do not significantly predict the dependent variable)
- b. $H_a: b_1 \neq b_2 \neq 0$ (A minimum of one independent variable significantly predicts the dependent variable)

5. Decision Rule

In bivariate correlation analysis, the null hypothesis is denied if the identified correlation coefficient surpasses the critical value from the correlation table at the 0.05 significance level, signaling a statistically significant association between the variables.

In multiple regression analysis, an F-test assesses the model's overall significance. The null hypothesis is denied when the determined F-value surpasses the critical F-value at $\alpha = 0.05$, demonstrating that the independent variables as a group significantly predict the dependent variable.

All analyses were conducted using SPSS, with a significance level of $\alpha = 0.05$ for every test, corresponding to a 95% confidence level.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

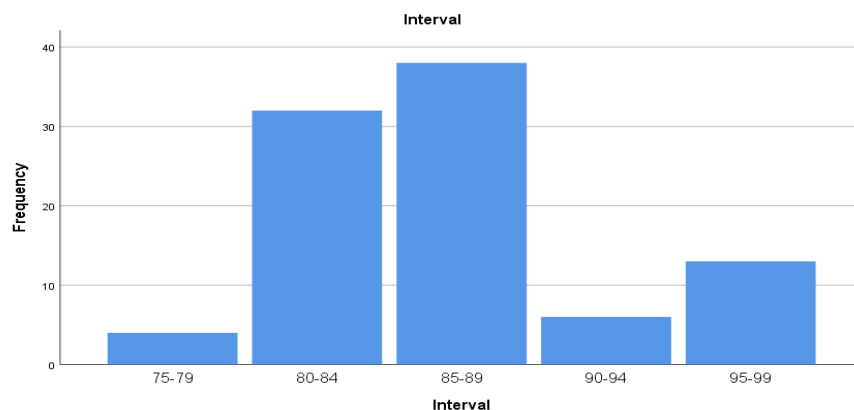
1. Descriptive Analysis

The total population of this research consisted of 99 students of the English Department at State Islamic Institute of Kerinci in the Academic Year 2025/2026. However, only 93 students completed the questionnaires; therefore, they were included as respondents in this research.

a) Students' Speaking Proficiency Score (Y)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75-79	4	4.3	4.3	4.3
	80-84	32	34.4	34.4	38.7
	85-89	38	40.9	40.9	79.6
	90-94	6	6.5	6.5	86.0
	95-99	13	14.0	14.0	100.0
	Total	93	100.0	100.0	

The students' speaking proficiency scores distribution frequency can be shown in the histogram below:



The table presents the frequency distribution of the students' speaking proficiency scores. The data were divided into five score intervals ranging from 75 to 99.

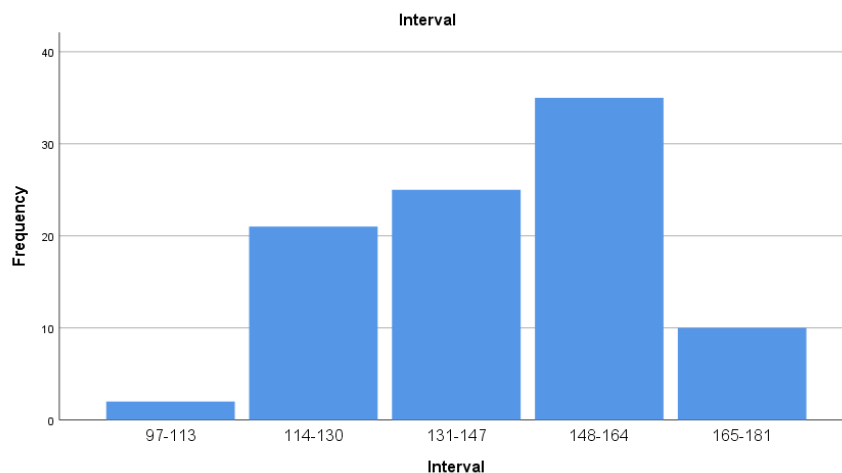
The interval of 85-89 had the highest frequency, with 38 students (40.9%), indicating that most students achieved speaking proficiency scores within this range. The second highest frequency was found in the 80-84 interval, which consisted of 32 students (34.4%). Meanwhile, 13 students (14.0%) obtained scores in the 95-99 interval, showing that a smaller proportion of students achieved very high speaking proficiency scores.

In addition, 6 students (6.5%) were in the 90-94 interval, while the lowest frequency was found in the 75-79 interval with only 4 students (4.3%). Overall, the distribution indicates that the majority of students had moderate to relatively high speaking proficiency scores (Rizky & Suharmoko, 2019), particularly within the 80-89 score range.

b) Students' Cultural Awareness Questionnaire Results (X1)

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	97-113	2	2.2	2.2	2.2
	114-130	21	22.6	22.6	24.7
	131-147	25	26.9	26.9	51.6
	148-164	35	37.6	37.6	89.2
	165-181	10	10.8	10.8	100.0
	Total	93	100.0	100.0	

The students' cultural awareness questionnaire results distribution frequency can be shown in the histogram below:



The table illustrates the frequency distribution of the students' cultural awareness questionnaire results, which were classified into five score intervals ranging from 97 to 181.

The interval of 148-164 showed the highest frequency, with 35 students (37.6%), indicating that most students had relatively high levels of cultural awareness. The second largest group was found in the 131-147 interval, consisting of 25 students (26.9%). In addition, 21 students (22.6%) were in the 114-130 interval.

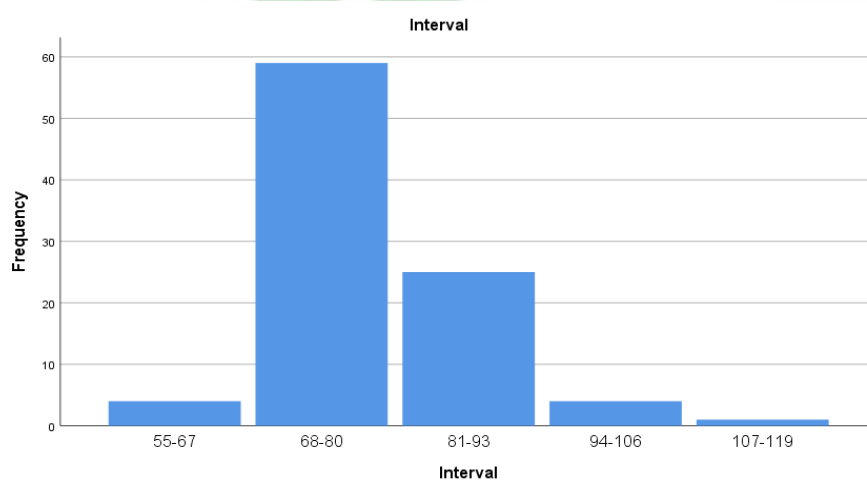
Meanwhile, 10 students (10.8%) obtained scores within the 165-181 interval, reflecting a smaller number of students with very high cultural awareness scores. The lowest frequency appeared in the 97-113 interval, with only 2 students (2.2%). Overall, the distribution suggests that the majority of students demonstrated moderate to high levels of

cultural awareness (Maghfirotilah, 2016), particularly within the 131-164 score range.

c) Students' Communication Apprehension Questionnaire Results (X2)

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-67	4	4.3	4.3	4.3
	68-80	59	63.4	63.4	67.7
	81-93	25	26.9	26.9	94.6
	94-106	4	4.3	4.3	98.9
	107-119	1	1.1	1.1	100.0
	Total	93	100.0	100.0	

The students' communication apprehension questionnaire results distribution frequency can be shown in the histogram below:



The table shows the frequency distribution of students' communication apprehension questionnaire results, which were categorized into five score intervals from 55 to 119.

The highest frequency was found in the 68-80 interval, with 59 students (63.4%). This indicates that most students had a moderate level

of communication apprehension. The 81-93 interval was the second most common category, consisting of 25 students (26.9%).

In addition, 4 students (4.3%) were included in the 55-67 interval, while another 4 students (4.3%) were in the 94-106 interval. The lowest frequency appeared in the 107-119 interval, with only 1 student (1.1%).

Overall, the data distribution indicates that the majority of students experienced moderate communication apprehension (Hashemi et al., 2020), particularly within the 68-80 score range.

d) Summary

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Cultural Awareness	93	97.00	179.00	142.6129	16.88647
Communication Apprehension	93	55.00	118.00	78.1720	9.05973
Speaking Proficiency	93	77.00	98.00	85.9140	5.15553
Valid N (listwise)	93				

The students' communication apprehension distribution frequency can be shown in the simplified table below:

Table 7. Descriptive statistics summary

No.	Parameter	Y	X1	X2
1	Minimum	77	97	55
2	Maximum	98	179	118
3	Range (R)	21	82	63
4	Class Multiply (I)	5	5	5
5	Class Interval	5	17	13
6	Mean	85.91	142.61	78.17

The table shows that the Students' Speaking Proficiency Scores (Y) had a minimum score of 77 and a maximum score of 98, resulting in a range of 21. The data were grouped into five classes with a class interval

of 5. The mean score was 85.9140, indicating that the students generally had relatively good speaking proficiency (Rizky & Suharmoko, 2019).

For Students' Cultural Awareness Questionnaire Results (X1), the minimum score was 97 and the maximum score was 179, producing a range of 82. The data were classified into five intervals with a class interval of 17. The mean score of 142.6129 suggests that the students generally demonstrated a relatively high level of cultural awareness (Maghfirotilah, 2016).

Meanwhile, Students' Communication Apprehension Questionnaire Results (X2) obtained a minimum score of 55 and a maximum score of 118, with a range of 63. The data were divided into five classes with a class interval of 13. The mean score was 78.1720, indicating that the students generally experienced a moderate level of communication apprehension (Hashemi et al., 2020).

2. Assumption Testing

a) Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Cultural Awareness	.109	93	.008	.977	93	.100
Communication Apprehension	.131	93	.000	.919	93	.000

a. Lilliefors Significance Correction

In this research, the normality test was performed using the Kolmogorov-Smirnov test in SPSS to examine whether the data followed

a normal distribution. According to the testing criterion, data are considered normally distributed when the significance value (Sig.) is higher than 0.05. Conversely, if the significance value is below 0.05, the data are regarded as not normally distributed.

Referring to the table above, the Cultural Awareness variable had a significance value of 0.008. As this value was smaller than 0.05, the Cultural Awareness data can be categorized as not having a normal distribution.

Meanwhile, the Communication Apprehension variable obtained a significance value of 0.000. Since the significance value was also lower than 0.05, the Communication Apprehension data were not normally distributed.

Therefore, based on the results of the Kolmogorov-Smirnov Test, both variables were not normally distributed. Consequently, a non-parametric statistical analysis, namely Spearman Rank-Order Correlation, was used in this research.

b) Homogeneity of Variance Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Total of X1 & X2	Based on Mean	39.718	1	184	.000
	Based on Median	36.149	1	184	.000
	Based on Median and with adjusted df	36.149	1	156.977	.000
	Based on trimmed mean	39.944	1	184	.000

To identify whether the variances of the data were homogeneous, a homogeneity test was performed using Levene's test in SPSS. The test criterion indicated that a significance value (Sig.) above 0.05 means the data variances are homogeneous. However, when the significance value is below 0.05, the data variances are considered not homogeneous.

Referring to the table above, the significance value obtained from the test based on the mean was 0.000. Because this value was below 0.05, it can be interpreted that the data variances were not homogeneous.

Furthermore, the significance values obtained from the median, adjusted median, and trimmed mean analyses were likewise 0.000, which were all smaller than 0.05. Therefore, these results consistently demonstrate that the data failed to satisfy the homogeneity of variance assumption.

c) Heteroscedasticity Test

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.220	3.418		.942
	Cultural Awareness	-.028	.023	-.143	.231
	Communication Apprehension	.059	.043	.163	.172

a. Dependent Variable: Abs_RES

To examine the presence of heteroscedasticity in the regression model, the Glejser test was applied using SPSS. The basis for decision-making stated that when the significance value (Sig.) exceeded 0.05, the

regression model was considered not to have heteroscedasticity. However, if the significance value was below 0.05, heteroscedasticity was assumed to be present in the model.

Based on the Coefficients table, the significance value obtained for Cultural Awareness was 0.231, while Communication Apprehension produced a significance value of 0.172. Because both significance values exceeded 0.05, the regression model can be considered free from heteroscedasticity. This means that the residual variances were relatively constant across the model.

Although the previous homogeneity test conducted through Levene's test indicated that the data variances were not homogeneous, the Glejser test results showed a different outcome for the regression model. The Glejser Test confirmed that no heteroscedasticity problem existed in the model, indicating that the assumption of homoscedasticity had been fulfilled. Therefore, the regression model was appropriate to be used for further statistical testing.

d) Linearity Test

The linearity test was conducted using the ANOVA Test in SPSS to determine whether there was a linear relationship between the independent variables and the dependent variable. The decision criterion states that if the significance value of Deviation from Linearity is greater than 0.05, the relationship between variables is considered linear. Conversely, if the

significance value is lower than 0.05, the relationship is considered not linear.

1) Linearity between Cultural Awareness and Speaking Proficiency

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking Proficiency * Cultural Awareness	Between Groups	(Combined)	1476.195	43	34.330	1.736	.031
		Linearity	.445	1	.445	.023	.881
		Deviation from Linearity	1475.750	42	35.137	1.777	.027
	Within Groups		969.117	49	19.778		
	Total		2445.312	92			

According to the ANOVA results, the Deviation from Linearity test between Cultural Awareness and Speaking Proficiency produced a significance value of 0.027. Because this value was smaller than 0.05, the association between the two variables could not be categorized as linear.

Moreover, the significance value reported in the Linearity section was 0.881, which was above the 0.05 threshold. This finding indicates that no significant linear relationship was found between Cultural Awareness and Speaking Proficiency.

2) Linearity between Communication Apprehension and Speaking Proficiency

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking Proficiency * Communication Apprehension	Between Groups	(Combined)	833.524	33	25.258	.925	.588
		Linearity	33.423	1	33.423	1.223	.273
		Deviation from Linearity	800.101	32	25.003	.915	.599
	Within Groups		1611.788	59	27.318		
	Total		2445.312	92			

Referring to the second ANOVA table, the Deviation from Linearity value between Communication Apprehension and

Speaking Proficiency showed a significance level of 0.599. As the value exceeded 0.05, the relationship between the two variables could be regarded as linear.

In addition, the significance value presented in the Linearity row was 0.273, which was also higher than 0.05. This result indicates that, although the linearity assumption was satisfied, the linear relationship between Communication Apprehension and Speaking Proficiency was not statistically significant.

3. Hypothesis Testing

a) Bivariate Correlation Analysis

Correlations					
Spearman's rho	Cultural Awareness		Cultural Awareness	Communication Apprehension	Speaking Proficiency
		Correlation Coefficient	1.000	.429**	-.028
		Sig. (2-tailed)	.	.000	.793
		N	93	93	93
	Communication Apprehension	Correlation Coefficient	.429**	1.000	.095
		Sig. (2-tailed)	.000	.	.367
		N	93	93	93
	Speaking Proficiency	Correlation Coefficient	-.028	.095	1.000
		Sig. (2-tailed)	.793	.367	.
		N	93	93	93

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

The bivariate correlation test was conducted using Spearman's Rank-Order Correlation because the data did not fully meet the assumption of normality and linearity. This test was used to determine the relationship between Cultural Awareness, Communication Apprehension, and Speaking Proficiency.

1) Correlation between Cultural Awareness and Speaking Proficiency

The correlation coefficient between Cultural Awareness and Speaking Proficiency was -0.028 with a significance value of 0.793. Since the significance value was greater than 0.05, the correlation was not statistically significant.

The coefficient value of -0.028 indicates a very weak negative correlation or almost no relationship between Cultural Awareness and Speaking Proficiency.

2) Correlation between Communication Apprehension and Speaking Proficiency

The correlation analysis revealed that the correlation coefficient between Communication Apprehension and Speaking Proficiency was 0.095, with a significance value of 0.367. Because the significance value exceeded 0.05, the correlation between the two variables was not considered statistically significant.

Moreover, the coefficient value of 0.095 reflects a very weak positive association between Communication Apprehension and Speaking Proficiency.

According to the findings of the Spearman's rank correlation coefficient analysis, a very weak relationship was identified between cultural awareness and speaking proficiency. Likewise, the results also indicated that communication apprehension did not have a significant correlation with speaking proficiency.

b) Multiple Linear Regression Analysis

Multiple linear regression was not applied in this study because the data failed to satisfy several important assumptions required for parametric regression analysis. The assumption testing conducted in SPSS showed that the data were not normally distributed, as the significance values obtained from the Kolmogorov–Smirnov test were below 0.05. Furthermore, the data also did not fulfill the assumptions of homogeneity of variance and linearity (Field, 2013).

Because multiple linear regression depends on assumptions such as normality, linearity, and homoscedasticity, violations of these assumptions may reduce the reliability and validity of the regression outcomes. For this reason, the study employed Spearman's rank correlation coefficient as a non-parametric alternative, since this technique is considered more suitable for data that do not meet the requirements of parametric statistical tests (Field, 2013).

B. Discussions

The findings of this study showed that Cultural Awareness or Communication Apprehension had a very weak relationship with students' Speaking Proficiency. The correlation analysis indicated that neither variable significantly influences students' speaking proficiency. These results suggest that speaking proficiency may be affected more by other factors beyond cultural awareness and communication apprehension.

The very weak relationship between Cultural Awareness and Speaking Proficiency indicates that understanding cultural differences alone does not automatically improve students' speaking ability. Although cultural awareness helps learners understand intercultural communication and social norms, speaking proficiency still depends on linguistic aspects such as vocabulary mastery, grammar, pronunciation, and speaking practice. Byram (2020) explains that intercultural competence supports communication effectiveness, but it may not directly determine oral language performance.

Similarly, the findings showed that Communication Apprehension had a very weak correlation with Speaking Proficiency. Although communication apprehension is often considered a barrier in speaking activities, some students may still perform well despite experiencing anxiety. According to MacIntyre and Gardner (1994), anxiety affects learners differently depending on their confidence, preparation, and learning environment. Therefore, students with moderate communication apprehension may still achieve good speaking performance if they have sufficient language competence and practice opportunities.

In addition, speaking proficiency is a multidimensional skill influenced by many interconnected factors, such as motivation, self-confidence, classroom interaction, language exposure, and speaking practice. Supportive classroom environments and interactive speaking activities may help students improve their oral communication skills regardless of their anxiety level or cultural awareness.

Finally, this research contributes to the understanding of Cultural Awareness, Communication Apprehension, and Speaking Proficiency in EFL learning contexts. The findings imply that English lecturers should focus not only on reducing students' anxiety and improving cultural understanding, but also on increasing communicative practice and students' participation in speaking activities. Future researchers are encouraged to investigate other variables affecting speaking proficiency, such as motivation, willingness to communicate, and self-confidence, to gain a broader understanding of students' speaking development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it can be concluded that there was a very weak relationship between Cultural Awareness and Speaking Proficiency, as well as between Communication Apprehension and Speaking Proficiency. The correlation analysis showed significance values higher than 0.05, indicating that both variables did not significantly influence students' speaking proficiency. Speaking ability may be affected more by other factors such as vocabulary, grammar, pronunciation, confidence, motivation, and speaking practice.

Furthermore, the assumption tests revealed that the data did not fully meet the requirements for parametric analysis, particularly in terms of homogeneity and linearity. Therefore, Spearman's rank correlation coefficient was considered the most suitable statistical method for this study. Overall, the findings suggest that improving speaking proficiency requires not only cultural understanding but also supportive learning conditions and sufficient opportunities for speaking practice.

B. Suggestions

Based on the conclusions above, the researcher would like to provide several suggestions for students, teachers, and future researchers.

1. For Students

Students are encouraged to improve their English-speaking proficiency through regular speaking practice, active participation in classroom discussions, and increased exposure to English communication. Students should also develop self-confidence and reduce excessive anxiety when speaking English. In addition, cultural awareness should be used positively to improve intercultural understanding without creating excessive fear of making communication mistakes.

2. For Teachers

Teachers are expected to create supportive and interactive classroom environments that encourage students to speak confidently in English. Teachers should provide more opportunities for speaking practice through discussions, presentations, role plays, and group activities. Furthermore, teachers should help students understand cultural differences in communication while also motivating them to communicate without excessive apprehension.

3. For Future Researchers

Future researchers are suggested to conduct further studies involving larger samples and different educational contexts to obtain broader findings. Future studies may also examine other factors influencing speaking proficiency, such as motivation, self-confidence, language exposure, learning strategies, classroom environment, or teaching methods. In addition, future

researchers may use different research designs or statistical methods to gain deeper understanding of the relationships among cultural awareness, communication apprehension, and speaking proficiency.



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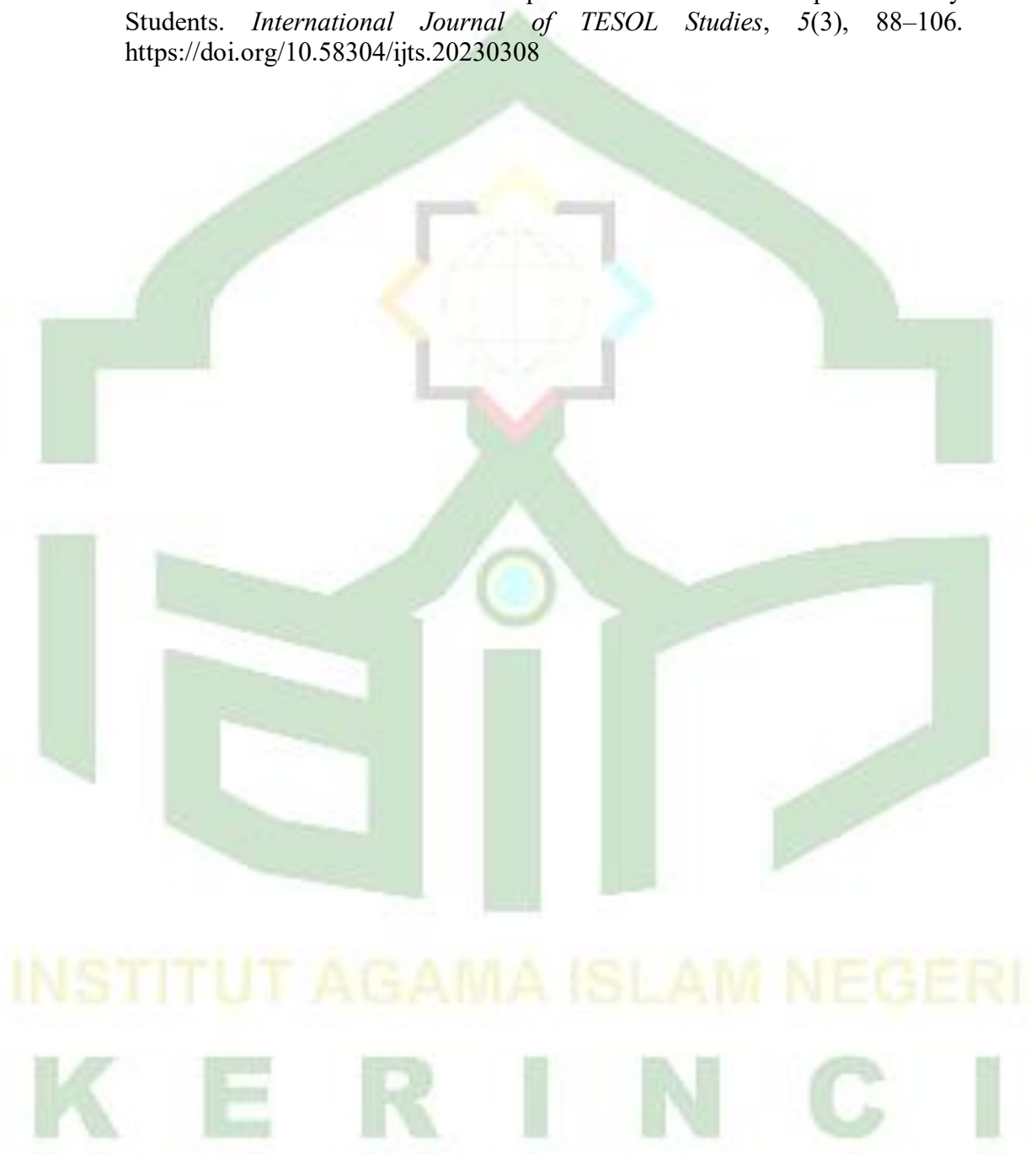
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APPENDIX 1

Cultural Awareness and Communication Apprehension Questionnaires

Data Diri

Nama :

NIM :

Semester/Kelas :

Jenis Kelamin :

Petunjuk Pengisian

1. Pernyataan yang ada, mohon dibaca dan dipahami sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi maupun terlewati.
2. Berilah tanda centang pada kolom respons (*response*) yang telah disediakan.
3. Pilihlah jawaban sesuai dengan pendapat atas pernyataan.

Keterangan respons (*response*):

SA : *Strongly agree*/sangat setuju

A : *Agree*/setuju

N : *Neutral*/netral

D : *Disagree*/tidak setuju

SD : *Strongly disagree*/sangat tidak setuju

4. Setiap pernyataan hanya membutuhkan satu jawaban saja.

5. Selamat mengisi kuesioner!

Questionnaire 1: Cultural Awareness

No.	Statement	Response Options				
		SA	A	N	D	SD
1	I know what intercultural communication is.					

2	I understand the Indonesian lifestyles and values.					
3	I understand Indonesian social etiquette.					
4	I have basic knowledge of intercultural communicative activities.					
5	I know the social rules in Indonesia.					
6	I understand which aspects of privacy matter to people from other cultures.					
7	I understand Indonesian customs, culture, and students' daily activities.					
8	I understand the mode of interpersonal communication in intercultural communication activities.					
9	I understand basic information about Indonesia (geographical location, history, etc.).					
10	I am willing to communicate with people from different cultures.					
11	I am willing to work hard to improve intercultural communication skills.					
12	I am willing to understand the characteristics of intercultural learning and communication activities.					
13	I will not give up when I encounter a barrier in communicating with people from different cultures.					
14	I am interested in the cultural aspects of other countries, such as their lifestyles, customs and etiquette, and art.					
15	When there is a misunderstanding in the communication with foreigners, I will reflect on and seek solutions.					
16	In the exchange of cultures, I am very confident in my own culture.					
17	In intercultural communication, I will take the other side's perspective and look at issues rather than take them for granted.					
18	I can tolerate cultural differences, such as different values, eating habits, and taboos.					
19	I want to understand the cultural differences between Indonesia and other countries in terms of values and lifestyles.					
20	When communicating with foreigners, I will avoid offending them in language and behavior.					
21	When there is a misunderstanding in intercultural communication, I will consult and explain					

	Indonesian culture to each other, and try to make both parties satisfied.					
22	When it is difficult to communicate in English, I use body language such as gestures or other non-verbal means.					
23	I avoid the topic of privacy when communicating with people from different cultures for the first time.					
24	When looking at cultural events in other countries, such as politics, economy, religion, etc., I will not only start from my own culture and national psychology, but also look at problems from as many angles as possible.					
25	In intercultural exchange and learning activities, I will observe the other party's subtle changes.					
26	I will try to avoid prejudice when communicating with others.					
27	I am familiar with the cultural connotations of common English words.					
28	I can gain knowledge of cultural and intercultural communication through exchanges with foreigners.					
29	I can successfully communicate with people from different cultures and fields (such as gender, age, social status, religion, etc.).					
30	When communicating with people from different cultures, I can realize the cultural differences between them.					
31	I know my cultural identity in intercultural communication.					
32	I must have intercultural communication skills in different cultural exchanges.					
33	When I communicate with foreigners, I know that I will also be restricted by my own culture.					
34	I can objectively evaluate the behavior of foreigners.					
35	When communicating with people from different cultures, I can be aware of potential cultural conflicts and try to avoid them.					
36	I have an objective attitude toward different cultures.					
37	I think it is necessary to learn different cultural knowledge related to the major.					
38	I understand that my values will influence me to resolve cultural conflicts in communication.					

39	I understand the influence of the language environment on my language and behavior in intercultural communication.					
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Questionnaire 2: Communication Apprehension

No.	Statement	Response Options				
		SA	A	N	D	SD
1	I dislike participating in group discussions.					
2	Generally, I am comfortable while participating in group discussions.					
3	I am tense and nervous while participating in group discussions.					
4	I like to get involved in group discussions.					
5	Engaging in a group discussion with new people makes me tense and nervous.					
6	I am calm and relaxed while participating in group discussions.					
7	Generally, I am nervous when I have to participate in a meeting.					
8	Usually, I am comfortable when I have to participate in a meeting.					
9	I am very calm and relaxed when I am called upon to express an opinion at a meeting.					
10	I am afraid to express myself at meetings.					
11	Communicating at meetings usually makes me uncomfortable.					
12	I am very relaxed when answering questions at a meeting.					
13	While participating in a conversation with a new acquaintance, I feel very nervous.					
14	I have no fear of speaking up in conversations.					
15	Ordinarily I am very tense and nervous in conversations.					
16	Ordinarily I am very calm and relaxed in conversations.					
17	While conversing with a new acquaintance, I feel very relaxed.					
18	I'm afraid to speak up in conversations.					
19	I have no fear of giving a speech.					
20	Certain parts of my body feel very tense and rigid while giving a speech.					
21	I feel relaxed while giving a speech.					

22	My thoughts become confused and jumbled when I am giving a speech.					
23	I face the prospect of giving a speech with confidence.					
24	While giving a speech, I get so nervous I forget facts I really know.					



APPENDIX 2

Data Tabulation of Cultural Awareness Questionnaire Results

1. Second Semester

Respondent	Items																																							Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
2ND-1	4	5	4	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	5	5	5	3	3	3	5	3	4	5	5	4	4	4	4	157
2ND-2	4	4	4	4	3	2	4	4	3	4	4	3	4	5	4	3	5	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	148	
2ND-3	3	5	5	3	4	3	5	3	5	3	5	5	5	5	3	5	5	5	5	5	3	5	5	3	3	3	3	3	4	3	3	3	3	5	2	3	3	3	3	150	
2ND-4	3	4	4	4	5	3	4	3	4	3	5	3	4	5	4	5	3	4	5	4	4	4	4	3	4	4	4	3	4	4	4	3	4	4	3	3	4	3	4	149	
2ND-5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	1	4	5	5	4	2	4	4	4	4	4	5	5	3	4	2	4	4	3	4	4	5	168	
2ND-6	2	4	4	3	4	4	4	3	3	4	4	4	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	130	
2ND-7	3	3	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	152	
2ND-8	4	4	3	4	3	4	4	3	4	3	4	3	4	3	4	4	3	4	4	2	3	3	4	3	3	4	4	3	2	3	4	4	4	4	3	4	3	3	3	134	
2ND-9	5	5	5	4	5	4	5	4	4	3	4	4	4	5	5	5	4	4	5	4	4	4	4	5	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4	165	
2ND-10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	118		
2ND-11	2	2	2	3	3	2	3	3	3	2	2	2	3	3	3	2	3	3	3	3	3	2	3	2	2	3	2	2	3	2	2	3	1	2	2	3	3	2	3	97	
2ND-12	4	5	5	3	4	4	5	4	4	4	5	3	4	4	4	5	3	4	5	4	5	4	5	4	5	4	5	5	3	5	5	4	5	4	4	3	4	4	5	166	
2ND-13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	117	
2ND-14	2	2	3	2	3	2	3	2	4	2	3	3	3	3	2	3	2	3	2	3	3	2	3	2	4	3	2	3	3	3	2	3	3	2	2	2	2	3	3	102	
2ND-15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	117	
2ND-16	1	5	5	1	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	3	4	4	5	179	
2ND-17	4	4	3	4	3	3	3	3	4	4	3	4	4	3	3	3	3	3	4	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3	3	3	3	4	4	138	
2ND-18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	117	
2ND-19	3	3	3	3	4	3	4	3	4	3	5	5	4	4	4	4	5	4	4	4	5	4	4	3	3	4	4	4	4	3	3	3	3	3	3	3	4	5	4	3	145
2ND-20	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	118	
2ND-21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	117	
2ND-22	3	3	4	4	4	3	4	3	4	3	3	4	4	3	4	3	4	4	4	3	4	3	3	3	3	3	3	3	3	3	4	2	3	2	3	4	2	2	2	125	
2ND-23	4	4	4	4	4	4	5	5	5	4	4	4	4	4	5	4	5	4	3	5	4	5	4	4	4	2	4	4	3	3	4	3	4	4	3	3	4	4	4	156	
2ND-24	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	1	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	138	
2ND-25	4	4	4	4	5	4	4	4	4	4	4	4	3	4	4	4	4	5	4	2	4	4	4	4	4	3	4	4	4	4	4	3	3	3	4	3	4	3	4	149	
2ND-26	2	2	3	2	3	2	2	1	4	4	4	4	3	4	3	5	4	4	4	5	4	5	4	5	4	3	3	4	3	4	4	3	4	4	4	3	4	4	4	138	
2ND-27	3	4	3	2	4	3	3	3	4	4	3	3	3	3	3	3	4	3	4	3	3	4	3	3	3	4	2	3	3	3	3	3	3	3	3	3	4	3	3	124	
2ND-28	1	3	1	4	5	5	5	5	4	5	5	4	3	5	2	3	2	2	4	5	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	131	
2ND-29	4	5	3	4	4	2	3	3	1	3	4	2	4	4	5	1	3	3	5	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	125	

2. Fourth Semester

Respondent	Items																																							Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
4TH-1	4	4	4	5	5	5	5	4	5	4	4	4	5	4	5	5	4	3	4	3	4	4	3	3	3	3	3	4	4	4	4	3	4	3	3	3	3	3	4	4	152
4TH-2	3	4	4	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	124	
4TH-3	3	3	4	3	4	5	4	3	4	5	4	4	3	5	4	5	4	5	3	3	4	5	5	3	4	4	3	4	4	5	4	5	3	4	5	4	5	3	3	3	157
4TH-4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	154	
4TH-5	3	4	4	4	4	4	4	3	3	4	3	3	4	4	4	3	3	3	3	4	3	3	4	3	4	3	3	3	4	4	4	3	3	3	3	4	4	4	4	4	138
4TH-6	3	4	4	4	4	5	4	2	3	5	5	5	4	4	4	3	4	4	5	4	4	5	5	3	3	4	4	5	3	3	3	3	3	3	3	4	3	5	4	4	151
4TH-7	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4	4	4	4	3	3	3	3	3	4	138	
4TH-8	3	4	4	3	4	4	4	3	4	3	4	3	4	4	4	4	4	4	4	3	4	3	3	4	3	3	2	3	3	4	3	3	3	3	3	4	3	3	4	135	
4TH-9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	156	
4TH-10	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	3	4	4	150	
4TH-11	3	4	3	4	4	4	4	3	4	5	3	5	4	3	4	5	4	4	3	5	4	4	4	5	3	4	4	3	4	4	4	3	5	4	3	5	4	5	4	154	
4TH-12	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	119	
4TH-13	4	4	3	3	3	4	2	4	4	3	4	3	4	3	4	4	4	5	4	4	5	5	4	3	3	3	4	5	2	4	3	4	3	2	4	4	3	4	3	142	

4TH-14	4	3	3	4	4	3	2	2	2	2	3	2	2	3	2	5	5	4	4	2	3	1	3	3	4	5	4	4	3	3	4	4	4	4	4	3	3	3	127	
4TH-15	5	4	5	4	4	4	4	3	4	5	3	3	4	4	4	4	3	4	4	5	3	4	3	4	3	4	5	4	5	4	4	3	4	3	4	3	4	151		
4TH-16	4	4	4	5	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	133		
4TH-17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	117		
4TH-18	4	3	4	3	4	4	4	3	4	5	3	4	4	3	3	4	4	4	4	3	4	4	4	3	4	3	4	4	4	4	3	3	4	3	4	4	4	145		
4TH-19	4	4	4	4	2	4	4	4	4	4	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	3	3	140	
4TH-20	4	4	4	3	4	3	3	3	2	4	4	3	3	4	3	5	3	5	4	5	5	3	4	4	4	5	3	3	5	4	4	4	3	5	4	4	4	148		
4TH-21	5	4	3	4	3	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	3	3	3	4	3	4	4	144	
4TH-22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	156		
4TH-23	4	4	4	4	4	4	3	4	3	5	3	3	4	4	3	4	3	3	3	3	3	4	3	4	3	3	4	3	4	4	3	3	4	4	3	4	3	3	137	
4TH-24	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	4	4	5	4	4	5	4	5	3	3	3	3	4	3	4	4	3	3	3	4	4	148	
4TH-25	4	4	4	4	4	5	4	4	3	4	4	4	4	3	3	3	3	4	4	3	3	3	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	4	139	
4TH-26	3	4	2	4	2	4	3	3	2	4	4	2	3	3	4	2	4	2	3	5	3	2	2	4	4	2	2	3	3	3	1	5	3	2	4	4	3	3	2	118
4TH-27	4	4	4	3	4	4	5	4	5	4	5	5	4	4	5	4	4	5	5	3	4	5	4	3	4	4	4	4	3	3	3	3	3	3	4	3	3	4	4	153

3. Sixth Semester

Respondent	Items																																							Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
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6TH-2	5	4	3	4	3	4	5	4	5	4	3	4	4	4	3	4	3	5	4	4	4	3	3	3	3	3	3	3	3	4	4	3	4	3	4	3	4	3	4	3	142
6TH-3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	3	5	5	5	3	4	4	5	4	4	162	
6TH-4	5	5	4	5	5	5	4	3	4	4	3	5	4	3	4	5	5	4	5	4	3	4	4	4	3	4	4	3	4	4	3	3	3	4	4	3	4	4	3	154	
6TH-5	3	3	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5	4	3	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	156	
6TH-6	4	4	3	4	4	3	4	5	5	3	4	4	4	3	2	3	3	4	4	5	3	4	4	5	5	5	5	4	4	4	4	5	5	3	4	4	4	4	4	155	
6TH-7	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	155	
6TH-8	4	4	4	2	4	5	2	2	1	4	4	2	5	5	4	5	1	5	4	5	5	4	5	3	2	4	5	4	5	2	4	3	5	4	4	4	2	5	5	147	
6TH-9	4	4	4	3	4	3	4	3	4	4	4	3	4	4	4	1	4	4	1	4	4	1	4	4	3	4	3	4	3	4	4	1	4	3	4	4	1	4	4	133	
6TH-10	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	155	
6TH-11	5	5	5	5	5	5	5	5	5	4	3	5	3	5	3	4	3	4	5	4	3	4	4	4	5	4	4	4	4	4	4	4	4	3	3	4	4	4	3	3	160
6TH-12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	156	
6TH-13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	156	
6TH-14	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	2	3	4	3	3	4	148	
6TH-15	4	5	5	3	4	4	3	3	3	3	3	3	3	4	4	4	3	4	4	2	2	4	3	2	2	2	4	2	3	3	3	4	2	2	3	3	4	4	2	125	
6TH-16	4	3	4	4	4	4	5	4	3	5	4	3	3	4	4	4	3	5	5	4	4	3	4	5	4	3	5	4	4	3	4	4	3	5	4	4	4	3	5	154	
6TH-17	5	5	4	5	4	5	4	4	3	4	5	4	4	4	4	4	4	5	4	4	5	5	5	4	4	3	4	4	4	4	5	5	5	5	4	4	5	5	5	170	

APPENDIX 3

Data Tabulation of Communication Apprehension Questionnaire Results

1. Second Semester

Respondent	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2ND-1	1	4	4	4	4	5	2	4	5	4	5	5	5	4	4	4	5	5	5	4	4	5	4	4	100
2ND-2	3	4	4	4	3	4	4	3	4	4	4	4	4	3	3	3	4	4	4	4	3	4	4	4	89
2ND-3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	4	1	3	3	3	70
2ND-4	2	4	3	3	4	4	3	3	4	4	3	4	3	3	4	3	3	3	2	4	3	4	3	3	79
2ND-5	3	3	2	3	3	2	2	3	4	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	69
2ND-6	2	4	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	75
2ND-7	2	3	2	3	4	3	4	3	3	4	4	3	4	3	3	3	3	4	3	3	3	3	3	3	76
2ND-8	3	4	3	3	3	3	3	4	4	2	3	4	3	2	2	4	4	3	3	3	4	3	4	3	77
2ND-9	3	4	3	4	3	3	3	4	3	3	4	3	3	2	2	2	3	3	4	4	4	3	4	4	78
2ND-10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-11	2	2	2	2	3	3	2	2	2	3	1	2	3	3	2	2	2	3	2	3	2	2	3	2	55
2ND-12	5	5	4	3	5	4	3	4	4	5	4	3	3	1	3	5	4	4	4	5	5	4	4	5	96
2ND-13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-14	3	2	2	3	3	2	2	2	3	2	2	3	3	3	2	3	3	3	4	3	2	4	2	2	63
2ND-15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-16	1	5	1	5	5	5	1	5	5	1	5	5	5	1	5	5	3	2	5	5	4	4	4	4	91
2ND-17	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	93
2ND-18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-19	3	3	5	3	5	4	4	3	3	4	4	3	4	3	4	3	3	3	2	4	2	3	3	3	81
2ND-20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72

2ND-21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72	
2ND-22	2	3	4	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	68	
2ND-23	2	4	2	4	4	4	3	4	4	3	2	4	3	3	2	4	3	4	4	3	3	3	2	3	77
2ND-24	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	71	
2ND-25	2	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	4	2	4	3	4	3	4	87
2ND-26	2	2	4	5	4	2	4	2	1	5	4	4	4	2	4	2	4	4	2	4	2	4	4	4	79
2ND-27	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	3	4	3	3	3	4	3	76
2ND-28	1	2	5	3	2	1	1	4	2	3	2	2	5	3	3	2	4	5	4	1	5	2	3	3	68
2ND-29	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	5	3	1	72
2ND-30	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	71	
2ND-31	4	4	3	3	4	3	4	3	4	4	3	3	3	4	3	3	3	4	3	4	3	3	4	4	83
2ND-32	4	3	4	3	4	4	4	3	3	4	4	5	2	2	3	4	4	3	4	4	4	3	4	3	85
2ND-33	1	5	2	4	3	2	4	3	3	4	3	3	3	4	3	2	2	3	3	4	3	4	3	4	75
2ND-34	1	5	5	5	5	2	5	5	1	5	3	1	5	1	5	1	1	3	1	5	1	5	2	5	78
2ND-35	2	4	3	4	3	3	2	4	4	3	2	4	3	4	3	4	3	2	3	4	3	4	4	4	79
2ND-36	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	118
2ND-37	4	3	3	4	3	4	4	3	3	4	3	3	4	4	3	3	4	4	4	4	4	4	3	4	86
2ND-38	5	4	4	4	4	3	4	4	4	3	3	2	5	4	4	5	5	5	5	5	4	4	4	3	97
2ND-39	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-40	3	4	4	4	4	4	4	4	2	4	4	3	3	4	3	4	3	4	4	4	4	4	3	4	88
2ND-41	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-42	3	3	4	3	3	4	4	3	3	3	1	4	5	1	4	3	3	3	3	3	3	2	3	4	75
2ND-43	3	4	3	4	2	5	1	3	4	3	2	3	5	3	5	3	4	1	2	3	3	3	2	3	74
2ND-44	2	3	3	4	4	3	4	4	4	4	4	4	4	4	3	3	3	4	4	3	3	3	3	3	83
2ND-45	4	3	2	2	3	3	2	4	4	4	3	3	4	3	2	3	3	3	3	4	3	3	3	3	74
2ND-46	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
2ND-47	2	5	3	5	4	5	4	2	5	3	2	5	3	3	3	3	3	2	3	4	3	4	3	3	82
2ND-48	3	3	3	3	4	3	4	2	3	3	3	3	3	3	3	3	2	3	2	4	3	4	3	3	73
2ND-49	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96

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2. Fourth Semester

Respondent	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4TH-1	2	3	3	3	3	3	3	4	3	3	4	4	4	4	3	3	3	2	2	3	3	2	3	3	73
4TH-2	2	4	3	2	3	3	3	3	3	3	3	3	3	4	2	4	3	2	3	3	3	3	3	3	71
4TH-3	1	5	3	5	2	5	2	5	3	2	2	5	4	3	3	4	3	2	3	3	3	3	3	3	77
4TH-4	2	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	4	3	4	4	89
4TH-5	4	3	3	4	4	3	4	4	4	3	4	3	4	3	4	3	4	4	3	3	4	4	3	3	85
4TH-6	5	1	4	2	5	2	5	2	4	5	4	1	4	3	4	4	3	5	1	5	2	5	3	4	83
4TH-7	2	4	3	4	3	4	3	4	4	3	2	4	3	3	3	4	4	3	2	3	4	3	3	3	78
4TH-8	2	4	2	4	3	4	3	3	3	2	2	4	4	2	3	3	2	3	2	3	2	4	3	5	72
4TH-9	3	4	2	4	4	4	4	4	4	4	4	4	2	3	3	3	3	3	4	3	3	3	3	3	81
4TH-10	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	74
4TH-11	3	4	3	4	3	4	4	4	4	3	4	4	3	3	3	3	3	3	4	3	3	3	3	3	81
4TH-12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
4TH-13	1	4	4	3	4	3	4	3	2	3	2	4	4	1	3	2	2	4	1	3	3	4	4	5	73
4TH-14	4	2	4	3	3	2	1	3	3	3	3	3	3	3	3	4	4	3	2	2	4	3	3	2	70
4TH-15	3	4	4	4	3	3	3	4	3	3	3	3	3	4	3	3	4	2	3	4	3	3	3	3	78
4TH-16	3	5	3	3	3	3	3	3	3	4	3	5	3	3	3	3	3	3	3	3	3	3	3	3	77
4TH-17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
4TH-18	3	4	4	3	4	2	4	3	3	4	4	2	4	2	4	2	2	4	2	4	2	5	3	5	79
4TH-19	4	4	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4	3	3	3	4	4	4	4	89
4TH-20	2	5	3	4	4	3	4	3	4	4	3	4	5	2	3	3	1	2	3	4	2	3	3	4	78
4TH-21	4	4	4	4	4	4	4	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	81
4TH-22	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	84
4TH-23	3	3	5	3	5	4	4	2	2	4	3	2	5	2	4	2	1	4	1	4	2	3	3	3	74
4TH-24	1	5	1	4	1	4	3	3	3	3	2	3	2	4	2	4	4	2	3	3	3	2	3	1	66
4TH-25	2	3	2	3	3	3	4	4	3	3	3	3	4	2	2	3	3	4	2	3	2	3	3	3	70
4TH-26	3	4	2	4	3	3	2	3	2	5	1	2	3	3	2	2	3	2	2	1	3	4	4	2	65

4TH-27	3	3	5	4	3	2	5	4	3	3	3	3	3	3	3	3	3	3	3	3	4	5	3	4	81
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3. Sixth Semester

Respondent	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
6TH-1	2	4	2	5	2	4	2	4	4	1	2	4	2	4	2	4	3	1	3	2	4	2	4	2	69
6TH-2	5	4	3	5	4	3	4	4	3	5	4	4	5	3	3	4	3	3	5	3	4	3	4	3	91
6TH-3	3	3	4	3	4	3	4	3	3	3	3	3	4	3	3	3	3	3	3	4	2	4	3	3	77
6TH-4	3	3	4	4	4	4	4	3	3	4	4	3	4	4	4	4	3	4	3	4	3	3	4	5	88
6TH-5	2	4	4	2	4	2	4	3	3	3	3	3	3	4	3	4	4	2	3	3	4	3	3	4	77
6TH-6	4	4	5	4	3	3	4	3	4	3	3	4	5	3	3	4	4	4	4	4	4	4	4	3	90
6TH-7	2	4	2	4	2	4	2	4	4	2	2	4	2	4	2	4	4	2	4	3	4	2	3	3	73
6TH-8	4	4	4	4	2	3	3	4	4	4	4	5	5	4	3	4	3	3	2	5	5	5	4	4	92
6TH-9	2	4	3	4	4	3	4	3	3	3	3	3	4	3	3	3	3	3	2	4	3	4	3	4	78
6TH-10	2	4	2	2	2	4	4	3	3	4	3	3	4	1	4	4	3	4	2	3	2	4	4	3	74
6TH-11	4	2	3	3	3	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	4	77
6TH-12	2	4	4	4	4	3	4	3	3	3	3	4	4	3	4	3	3	3	2	4	2	4	3	4	80
6TH-13	2	3	3	4	3	3	3	4	3	2	2	4	3	3	3	3	3	2	3	3	3	3	3	3	71
6TH-14	2	2	3	3	4	4	4	3	2	4	4	4	4	2	4	3	2	3	2	4	2	4	3	4	76
6TH-15	3	3	3	3	3	4	4	3	3	3	4	4	3	3	4	4	3	4	4	2	4	4	4	3	82
6TH-16	4	2	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
6TH-17	2	5	2	5	2	4	2	4	4	2	2	4	2	4	2	4	4	2	4	3	4	2	4	2	75

APPENDIX 4

Speaking Proficiency Scores

No.	Semester		
	Second	Fourth	Sixth
1	90	98	83
2	90	98	83
3	90	98	83
4	89	98	83
5	89	98	83
6	89	98	83
7	88	95	83
8	88	95	83
9	88	95	82
10	87	95	81
11	87	95	81
12	87	95	81
13	87	95	80
14	86	90	79
15	86	90	79
16	86	90	78
17	86	85	77
18	86	85	
19	86	85	
20	85	85	
21	85	85	
22	85	85	
23	85	85	
24	85	85	
25	85	85	
26	85	85	
27	85	80	
28	85		
29	85		
30	85		
31	85		
32	84		
33	83		
34	83		
35	83		
36	83		
37	83		
38	83		

39	83		
40	82		
41	82		
42	81		
43	80		
44	80		
45	80		
46	80		
47	80		
48	80		
49	80		



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KERINCI