The Influence of Grammatical and Competition on Communication Anxiety of Students of the Indonesian Language and Literature Study Program, Wisnuwardhana University, Malang

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ABSTRACT : In general, it is found that several students experience difficulties in pronouncing the language, do not dare to speak firmly, and seem to have difficulty with the grammatical meaning of what is said. The problem is a lack of understanding of grammatical meaning and competition at his age, sometimes appearing nervous, worried, feeling shy, tense, avoiding face-to-face and anxious when communicating. The student's condition needs to be studied with the aim of finding out the extent of the difficulties they are experiencing to be used to solve the problem. There were 87 students participating in the Indonesian Language and Literature Study Program at Wisnuwardhana University Malang, using a population study sampling technique. Quantitative research methods using competitive, grammatical and communication anxiety scales have been tested for validity with Moment Products, and reliability with Cronbach's Alpha, the results are valid and reliable. The results of data analysis using ANOVA show that the sig 0.161 is not significant because the result is > 0.05, meaning that communication anxiety is not only influenced by grammar and competition but can also be influenced by other aspects.

KEYWORDS: Gramatical, competition, communication anxiety, students.

I. INTRODUCTION

Students in everyday life get learning experiences according to what they experience. In the early development period as an individual, he learns about language in his life. During learning will allow opportunities to make changes within themselves. Changes in students in the learning process on campus change the main set, attitudes, knowledge, skills and cognitive and performance. The task of students during the learning process is to follow all the activities presented in the courses taught by their lecturers, so that students have more abilities after getting learning materials. However, in the learning process, some students experience difficulties in pronunciation. The difficulty, among others, is about grammatical mastery which can interfere with communication, especially in class.

However, despite the apparent difficulty in communicating in class, with the spirit of youth, they also have a competitive spirit with their friends. Difficulties in using grammar and a sense of competition between students, especially those who have a high competitive power, will cause a burden on a person. The ability of each student has a difference, some have high mental strength to compete, but there are also students who lack a strong mentality to compete. This difference can cause various impacts of anxiety to students who are less strong in terms of mental will lead to anxiety in speaking and anxiety in competing which can cause anxiety in communication.

Research conducted by Parrill et al., (2013) on Grammatical Aspect, Gesture and Conceptualisation: Using Co-Speech Gesture To Reveal Event Representation. The results of this research on grammatical aspects show that this evidence shows that people actually interpret events. In the era of changing times often accompanied by strong competition, sometimes followed by acts of violence that can cause difficulties in communication. Communication is less smooth because of the lack of ability to grammatical meaning.

Student problems are not only grammatical weaknesses, but also the competition between students will motivate the demands of the world of student life in accordance with the demands around them. Demands can also spur poor co-operative relationships, not caring about sharing with friends, attacking each other and pointing out mistakes to friends and there is a sense of empathy for friends who are having personal problems. Likewise, for someone whose grammatical mastery is low, related to exophorous or situational reference and textual reference, including the ability in it is anaphora and its core, namely persona pronouns, pointers, and comparatives. If there is competition with grammatical weaknesses, it is likely that there will be anxiety in communication.

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Research conducted by Alarcon & Morales, (2011) entitled Grammatical Cohesion In Student's Argumentative Essay. The results showed that the grammatical cohesion found was reference (90.67%), conjunction (9.08%) substitution (0.25%). Based on qualitative analysis, it was found that certain cohesion, using the conjunction but is most often used in contrast to the students which may signify that their knowledge in the use of this type of cohesive device is limited.

Anxiety in communication caused by competitiveness shows a cohesion with grammatical. If there is a weakness and mastery of grammatical experienced by someone, especially by individuals in early adulthood, it will cause anxiety. Anxiety during communication involves aspects of student mood, cognitive, affective and motor behaviour. People who are anxious usually often feel uneasy, nervous, motor activities become meaningless and aimless for example, toes tapping broken speech, not talking much, trembling, head down or trying to avoid eye contact and very surprised at the sound that occurs suddenly. This motor aspect is a reflection of the high cognitive and somatic design of the individual and is an attempt to protect oneself from anything that feels threatening.

The relevant research conducted by Azis, (2015), suggests that when viewed from the type of cohesion marker is a grammatical cohesion marker, namely the conjunction marker, which is 175 data, after that the most frequently used type of marker is the lexical cohesion marker, namely the repetition marker, which is 157 data, pronomina, 63 data, reference as much as 52 data, substitution as much as 39 data, antonym as much as 25 data. In addition, the types of lexical cohesion markers of correlation as much as 19 data, equivalent markers as much as 18 data, then synonym markers as much as 18 data, ellipsis type markers as much as 11 data, the least used is the type of hyponym lexical cohesion markers as much as 6 data differently when they use different grammatical aspects, but the aspects that were originally used to juxtapose events also play a role.

The learning process in student life that is experienced every day will change attitudes, have different knowledge from before someone does the learning process in their environment. In line with the rapid changes in the world, students must also be responsive and quickly follow the changes that are in front of them. Students who live full of changes must also quickly hold and follow changes, but not all students can adjust to changes that are so fast. Immature readiness causes the development of students to experience various shocks. Anxiety in students when communicating is often seen from appearances in class and when facing an event that will feature students in performing.

Inability and difficulty in grammatical pronunciation can already cause anxiety, especially in addition to the competition between students, a psychological burden that seems small but is actually a heavy burden for students. The three conditions between grammatical difficulties and competition will be able to trigger anxiety in terms of communication. The effect of grammatical incompetence and competition between students becomes anxious because it causes insecurity in the student environment itself. Competition creates a sense of competitiveness in various things but there are some negative competitions that cannot be avoided if there is open competition between learners and other students.

Tools or markers of grammatical aspects that involve the use of elements of language rules are tools of grammatical aspects. This tool can be used to connect ideas between sentences that are quite limited in variety that students need to understand deeply. The life of the 5.0 era society is a digital electronic society with the latest sophisticated technology throughout the world that will roll towards the progress of the times, students in the Indonesian Language Science study programme need a deep understanding of grammatical. Especially the analysis of grammatical meaning in understanding grammatical aspects as a whole. Because in the era of society 5.0 it is possible that there is a lot of competition in various fields. If there is a lack of understanding as intellectuals in their fields, it can cause various impacts, including anxiety. The anxiety of the impact of grammatical influence can cause anxiety in communication. Students will be ready to deal with the era of the world community, especially for people who are interested in following the changing times in the industrial world and the wider community.

Many events are thought to be caused by competition, and difficulties in communication that easily affect the mental balance of a student. The development of student life from outside the city, outside the island has a sense of lack of confidence and difficulty in communicating in grammatical meaning. Various problems in the era of welcoming the times and the world that is changing rapidly, the problem is that students also make improvements in improving their achievements. Therefore, it is interesting to conduct research on the effect of grammatical ability and student competition on communication anxiety.

The problem that exists in students is whether there is an effect of inability to understand grammatical meaning with competition affecting communication anxiety. The purpose of this study is to determine the effect of grammatical and competition on communication anxiety and then to get a way to deal with student problems. Along with the research objectives, research on the Effect of Grammatical and Competition on Communication Anxiety of Indonesian Language Study Programme Students at Wisnuwardhana University Malang is interesting to research and to get benefits so that it can be used to help students and as a reference for future research..

II. THEORETICAL REVIEW

A. *Grammatical*

Grammaticality is the conformity of words or sentences with grammar, and the words can change flexibly according to the

context of the user of the words. Grammatical dat undergo changes in meaning caused by affixing, experiencing repetition, due to grammatical adjustments and are bound by the context of the user. Grammatical meaning is also known as the meaning of the sentence (Suhardi, 2015). In translating a written text, there are supporting factors in the language itself and factors outside the language that must be understood before the writer translates the text into the target language. Language is also an object of translation which is part of culture, therefore translation from one language to another cannot be done optimally without having a good knowledge of the culture and structure of the two languages (Sari, 2019). Errors result in the creation of incorrect forms of speech and writing by non-native speakers of the target language, due to a lack of knowledge of the rules of the target language (Putri, 2019).

The grammatical errors that students often make today can be divided into three errors, namely: global errors or errors that violate the entire existing sentence structure and because these errors can also make the translation difficult to process, then local errors where these errors only affect a single constituent in the sentence and it is likely that these errors will also cause translation processing problems, and other errors, where these errors cannot be categorised as global errors or local errors (S. Utami, 2017).

The act of producing errors is ingrained in the language. When translating texts from Indonesian to English, students often make mistakes. At some point in the course, the student's errors reveal the linguistic system that he or she uses (i.e., has learnt). It should be emphasised that students use a system, even if it is not yet the right system. Students make errors in both comprehension and production. Corder even states: Thus, it is difficult to determine the cause of failure and comprehension due to lack of knowledge of certain syntactic features of the misunderstood utterance.The author evaluated students' writing ability because she wanted to know how proficient prospective English teachers are in writing, particularly in interpreting descriptive passages (Londoño-Vásquez, 2008).

According to Kurniasari et al. (2016), the grammatical aspect is the birth structure of discourse or in terms of form which is analysed based on four aspects. Grammatical aspects include: Referencing (reference) Substitution (substitution) Elimination (ellipsis) Conjunction. Tools or markers of grammatical aspects that involve the use of elements of language rules are tools of grammatical aspects. This tool can be used to connect ideas between sentences which are quite limited in variety. According to Suwandi, (2011) Grammatical aspects related to the meaning system derived from the function of lexemes in sentences are explained/described as follows: 1) Referencing. Yule (2015) states that the reference of words itself does not refer to anything but it is the person who makes the reference as the speaker (writer) and listener (reader). Substitution is a grammatical relationship that lies not only in the meaning, but also in the grammar and vocabulary, so substitution is the process or result of replacing language elements by other elements to obtain distinguishing elements and explain certain structures (Kridalaksana, 2001). Djajasudarma, (2004) states that substitution is a linking element of a sentence by replacing the element that will or has been mentioned with a substitute.

Substitution is the process of omitting words or linguistic units with the statement of Sumarlam, (2008) this release or ellipsis is one of the grammatical cohesion in the form of omission or release of certain lingual so it can be concluded that part of the grammatical aspects in the form of omission of words or linguistic units. 4) Conjunction. Conjunction is one type of grammatical cohesion by combining one sentence element with another sentence element in a discourse and conjunction is referred to as a means of connecting language elements. According to Kurniasari et al. (2016), the grammatical aspect is the birth structure of discourse or in terms of form which is analysed based on four aspects. Grammatical aspects include: Referencing (reference) Substitution (substitution) Elimination (ellipsis) Conjunction. Grammatical aspects in the form of certain language elements referring to the language elements that follow are called references. Traditionally, reference is the relationship between words and objects. For example, the word "book" refers to a collection of papers bound together that are used for writing and can also be read. Reference is the relationship between a word and its referent.

According to Halliday and Hasan (in Rani, 2006) distinguish references into two kinds, namely:

a) Exophoric Reference.

Exophoric (situational) reference is when referring to antecedents that exist outside the discourse outside the text, such as animals, humans, the surrounding nature in general or references in activities.

For example: The house, the sun

The word that in data (1) refers to something, namely a house. The house in question is "the place" this word is not contained in the text, but is outside the text. Likewise, in data (2) the word refers to something outside the text, namely the word sun which is a glowing object and illuminates this nature. So both data are exophoric references because they relate directly between the text and something that is referred to outside the text.

b) Endophoric (textual) Reference

Endophoric reference is when what is referred to is contained within the discourse. Endophoric references are divided into two types, namely.

1) Anaphora Reference.

According to Achmad & Abdullah, (2013) anaphora reference is the relationship between one part and another in the text.

This relationship refers to something mentioned earlier.

Example: Fitri read the book. The word she in the second sentence refers to fitri, which is a name that has been mentioned before..

2) Phrasal Reference

According to Achmad & Abdullah, (2013) katafora reference refers to the antecedent that will be mentioned before.Example: because his clothes were dirty, Farhan went home. His enclitic promina in the first sentence refers to the antecedent Farhan in the second sentence..

According to Rani, (2006) anaphora and katafora references use persona pronomina, pointer pronomina, and comparative nouns.

1) Persona pronomina is an alternating reference depending on who is playing the role. This reference can be realised through persona pronomina (personal pronouns) including first, second, third and plural personas. In Indonesian, persona referents are detailed as follows

Table 1. Persona Referencing

Persona Referencing	Singular		Plural
First persona	Aku, saya, hamba, gue/gua	ane/ana,	Kami, kita, kamisemua
	Tied left tackle: ku		
	Tied right tackle: ku		
Second persona	Kamu,engkau, anta/ane	anda,	Kalian, kamu semua,kalian semua
	Tied left tackle: kau-		
	Tied right tackle: -kau		
Third persona	Dia, ia, beliau		Mereka, mereka semua
	Tied left tackle: di		
	Tied right tackle: -nya		

2) Demonstrative Pronomina is a reference to a lingual unit that is used to refer to a noun. This reference can be divided into demonstrative pronomina of time and place.

Table 2: Demonstrative Pronomina

Demonstrative	
Time	**Place**
- Present time : sekarang, saat ini	- Close to the speaker: sini, ini
- Past time: kemarin,dulu, yang lalu	- Somewhat close to the speaker: situ, itu
- Future time: besok,...depan,... yang akan datang.	- Away with speakers: sana
- Netral: pagi, siang, sore pukul.	- Pointing explicitly: sala, yogya

3) Comparative Pronomina is a deictic that is a comparison for its antecedent (Rani, 2006). Words included in the category of comparative pronomina include: the same, identical, similar, exactly, other than, different, so similar, not much different and so on.

B. Competition

Competition or what is known as sibling rivalry is a hostile and jealous attitude between siblings and between peers or other people. According to Yati & Mangunsong, (2008) the aspects of competition are:

a) Communication aspects

Related to the demands of the environment and parents on a child's self. Smooth communication between all family members, be it mother, father or siblings, will minimise the possibility of sibling rivalry.

b) Aspects of affection

The affection expected by a child includes the expression of affection as well as the attention received from parents or family. The child will feel safe when he can express his affection and also get attention from both parents.

c) Motivational aspects

It includes motivation to behave in accordance with environmental demands as well as self-desires. Sometimes parents' demands on their children will affect the motivation of the children themselves.

According to the results of Çitak et al.'s study, (2023), the findings suggest that competition has no mediating role in resilience. What's more, when participants reported high achievement support funtexts, they perceived a mediating role in resilience. Moreover, if we assume that higher parental achievement fluency, higher sibling conflict support, and resilience among siblings may constitute conflict even though conflict is observed at the same position, and the perceived strength of the ladder may not create a relationship context free of suffering. As an illustration, positive sibling relationships. The goal as an expansion of the interaction area, such as the development of social skills to integrate skills.

According to Andriyani et al. (2018), mothers' knowledge and awareness of the dynamics of sibling rivalry is not only important, but also crucial in identifying early signs and implementing effective prevention and coping strategies. Although sibling rivalry is considered a common and almost inevitable phenomenon in family dynamics, it is important for parents to remain vigilant. The perception that it is a normal part of growing up should not preclude proactive monitoring and intervention. Inappropriate handling or lack of preventive measures can exacerbate rivalry into a long-term problem that affects emotional health and sibling relationships.

According to Hurlock, (2002) there are 5 forms of competition, namely:

a) Unwilling to help and co-operate between siblings: Usually this happens to an older sibling who when asked by the younger sibling to help do something but the older sibling does not want to help, refuses and even ignores the younger sibling.

b) Unwilling to share with siblings: Sharing things is common between siblings. Especially for siblings who do not have sibling rivalry between them. But for those siblings who experience sibling rivalry to share with their siblings is difficult.

c) Aggressive attacks on siblings: These aggressive attacks usually occur when competition between siblings turns into a fight. There are various forms of aggressive attacks: there is verbal aggression in the form of mocking, scolding, shouting, yelling, and accusing while non-verbal aggression usually takes the form of hitting, kicking, slapping, pulling hair, pushing or throwing an object.

d) Telling each other about siblings' mistakes to parents: In order to get more attention and affection from parents, siblings tend to do everything, one of which is to complain about the mistakes of their siblings with the aim of getting parents' attention or parents' judgement of their siblings changes.

e) Damaging a sibling's property: Destroying one's sibling's belongings is a clear form of rivalry or envy shown towards one's sibling.

With the increase of a functional family environment, children can also transfer these skills into relationships with their peers (Volling & Blandon, 2005). In other words, parental support can enhance children's conflict management skills, which do not pose a threat to the functioning of sibling relationships and their resilience. Increased warmth ensures continued interpersonal interactions in sibling relationships, where conflict is inevitable. Therefore, the destructive impact of conflict may become less frequent as siblings adapt to new situations (Sherman & Cohen, 2006).

Similarly, conflict increases as the warmth between siblings decreases Buist et al. (2013), meaning that the destructive aspects of conflict may also decrease in warm relationships. Thus, the results showing that conflict between siblings can increase resilience as well as the positive effects of warmth are consistent with the related literature. Similarly, well-managed conflict processes (mediation and others) in Shahmohammadi's school, (2014), the environment enhances students' problem-solving skills ensuring that conflict can have a satisfactory effect on resilience. In addition, competition does not mediate the relationship between parental achievement support and resilience skills.

Lamb et al., (2014), when belief in warm sibling relationships, high self-perceptions, and value-giving behaviours exist, personal attitudes such as gaining superiority Due to positive sibling relationships can be seen as relationships where warmth and perceptions of power or advantage may not be so increased. McHale et al., (2012) because children's self-perceptions will be high in such positive relationships they are not expected to compete for advantage or respect. It is also possible that perceptions of power, meaning warmth and closeness between siblings without boundary violations, would also be increased in a family environment where parental achievement support is increased.

Sheehan, (2000) literatur terkait mengungkapkan bahwa perselisihan antara saudara kandung tidak diharapkan terjadi di lingkungan tanpa perlakuan berbeda antar individu, membenarkan temuan bahwa kompetisi tidak memediasi hubungan antara dukungan prestasi orang tua dan tingkat ketahanan siswa. Menurut Prayogi, dalam dinamika keluarga, objek persaingan bagi anak-anak seringkali melibatkan waktu, perhatian, cinta, dan pengakuan dari orang tua, yang kesemuanya menjadi sumber daya berharga yang mereka dambakan (Miswanto et al., 2023). According to Islaeli & Purnama, (2020), states that competition with siblings is a feeling of jealousy and hatred that a child usually experiences towards the presence of his siblings. These feelings arise not because

of hatred for the new sibling, but because of a change in situation or condition.

C. Communication Anxiety

Shobah & Laily, (2012); Sudjiwanati & Pinastikasari, (2020), suggest that anxiety is a condition experienced by individuals when they feel worried and complain about events that are being and will be experienced. According to Kuper & Kuper, (2000), anxiety is a feeling of fear, nervousness, panic accompanied by increased heart rate, sweating, muscle tension, increased breathing and dry mouth. Communication anxiety is basically a negative reaction to the pressure of individual inability to communicate.

Meanwhile, according to Nisa et al., (2023) the results of another study conducted in 2020 stated that 70.9% of 155 new student respondents experienced moderate stress and 16.1% experienced severe stress in relation to the adaptation process (Yuni & Nurjanah, 2020). This shows that adaptation skills are needed for new students, besides that new students also need to recognise and understand themselves regarding the best coping management that can be used to deal with a new environment and adjust to the world of lectures.

Communication anxiety experienced by individuals can be influenced by several factors. According to Powell & Powell, (2010), namely:

a) Genetic : Genetic communication anxiety is fear related to factors such as socialisation, physical appearance, body shape.
b) Skill Acquistion : Individuals will feel anxious influenced by their success in developing communication skills. Such as language use, sensitivity to nonverbals, interaction management skills with others.
c) Modelling: Communication anxiety develops from the process of imitation of others observed by an individual in their social interactions. When individuals observe others experiencing anxiety, communication anxiety tends to emerge from within the individual.
d) Reinforcement.
   Communication anxiety is influenced by how often individuals receive reinforcement to communicate from their surrounding environment.

Tian et al., (2016), anxiety is an emotional state that is characterised subjectively, consciously feeling tension, fear, nervousness, which is related to the autonomic nervous system. According to McCroskey, (1984) communication anxiety can be defined as the level of fear or anxiety associated with real situations or anticipated communication with other individuals in interactions with each other.

According to Muslimin, (2013) there are seven factors that affect the level of communication:

1) Degree of evaluation, the higher the individual feels they are being evaluated, the more anxiety will increase.
2) Subordinate status, when individuals feel that others have better communication skills or wider knowledge than them, communication anxiety increases.
3) The degree of conspicousness, the more prominent an individual is, the higher the communication anxiety.
4) Degree of unpredictability, the more unpredictable the situation, the greater the level of anxiety.
5) Degree of dissimilarity, when individuals feel a little anxiety with their interlocutors, then the individual will feel communication anxiety.
6) Successes and failures, the success or failure of the individual in the situation will affect the individual's response in the next situation.
7) Lack of communication skills and experience, lack of skills and experience will cause communication anxiety, especially if you do not try to improve your skills.

Aspects of Communication Anxiety. According to Zimbardo in (Winarni, 2013) that communication anxiety has 5 aspects, among others:

a) Mood Aspects. The mood aspects in anxiety disorders are anxiety, tension, panic, and worry, where the individual has a feeling that there is a threat from a certain unknown source.
b) Cognitive Aspects. The cognitive aspects of anxiety disorders show worry and concern about the anticipated disaster.
c) Somatic Aspects. The somatic aspects of anxiety can be divided into two groups. The first is: immediate aspects consisting of sweating, dry mouth, short breathing rapid pulse, increased blood pressure, head throbbing and muscle tension. Second: if anxiety is prolonged, additional aspects such as chronically elevated blood pressure, and bowel (difficulty in digestion, and pain in the abdomen) may occur.
d) Affective aspects are feelings of embarrassment, anxiety, and confusion.
e) Motor Behavior. Anxious people often feel uneasy, nervous, motor activities become meaningless and aimless for example, toe tapping, broken speech, not talking much, trembling, head down or trying to avoid eye contact and very surprised at sudden sounds.These motor aspects are a picture of high cognitive and somatic design in individuals and are an attempt to protect themselves from anything that feels threatening.

According to Anita W et al., (2014) individuals who experience anxiety in communication have several characteristics.Horwitz explains the characteristics of communication anxiety, as follows:

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1) Fear before and during the activity.
2) Physiological generation (anxiety caused by increased activity of the autonomic nervous system).
3) Generation of subjective reactions in the individual.
4) Unable to control feelings.
5) Fear or anxiety in stating something.
6) Fear of being judged by others.

Communication anxiety is divided into four dimensions according to Mccroskey, (1992), namely:

a) Small group: communication by a small number of people gathered together.
b) Meetings: communication made in a gathering of people for a specific purpose, especially for formal discussions.
c) Dyad (interpersonal): communication between two or more people.
d) Public speaking: communication made in front of a public gathering.

Humaidi et al., (2022), researchers analyzed by using additional data to find out more about English through English videos and films during the Covid-19 pandemic Basically, students like English lessons because it is an important language to learn at school. Mastery of English speaking skills in English is a priority for many second or foreign language learners. As a result, learners often evaluate their success in language learning on how much they feel they have improved in their English speaking skills. As such, a wide variety of approaches to learning to speak English have emerged, ranging from direct approaches that focus on the specific features of spoken interaction to indirect approaches that create the conditions for spoken interaction.

D. Student

According to Wahyuni et al., (2023), suggest that individuals who enter at the age of 15-64 years are a population with a productive age and final year students are included in this group. (Kirsh et al., 2021), suggest that the age range in early adulthood is 20-30 years. Final year students belong to this age and have developmental tasks that must be undertaken. Hurlock, (2002) suggests that work is a form of developmental task in early adulthood. Fresh graduate students will find situations that are threatening and can cause anxiety, especially in the world of work. Anxiety facing the world of work can be caused by internal and internal factors. Biological, psychological, and social contributions are factors that underlie the emergence of anxiety in individuals (Durand & Barlow, 2006).

Quoting from the opinion of McCroskey, (1984), Communication anxiety has become one of the focuses of research in a broad scope, high levels of communication anxiety have been shown to be negatively related to interpersonal relationships, in the educational environment, and in the work environment. Communication apprehension (CA) is an individual response both affective and subjective to a communication context. One of the internal effects of communication anxiety that applies universally is the feeling of discomfort experienced by the individual, where the higher the level of communication anxiety, the greater the feeling of discomfort. For this internalized impact, the only potentially valid indication of communication anxiety is the feelings individuals have about the experience (Nisa et al., 2023).

In educational settings, students with high levels of Communication Apprehension (CA) tend to avoid classroom interactions. In general, communication anxiety research measures students' anxiety levels in relation to oral communication and presentation styles, as well as speaking skills and writing processes. In addition, this communication anxiety research also talks about ways to reduce communication anxiety. Therefore, so far, communication anxiety research in education has focused on overcoming public speaking anxiety by measuring variables related to oral delivery, face-to-face interactions with peer groups, skills related to writing anxiety, and training to reduce students' communication anxiety (Munz & Colvin, 2018).

In relation to first-year students, a study conducted in 2021 showed that there is a relationship between adaptability and the level of depression, this is indicated by the results, namely as many as 50.9% of 110 new student respondents experienced severe depression in relation to student adaptability (Nisa et al., 2023; Rahayu et al., 2021).

III. METHOD

Population, Sample and Research Variables

The population in the study was the Indonesian Language Studies Program at Wisnuwardhana University Malang, a total of 103 students consisting of the first semester of 18 people, III 29 people, V 28 people and VII a total of 28 people. The sampling technique uses population study techniques, so the entire population is used as a sample of everything. The research variables are Grammatical and Competition are independent variables and communication anxiety is the dependent variable.

A. Operational definition

1) Competition : The notion of competition or what is known as sibling rivalry is a hostile and jealous attitude between covering aspects of communication, affection and motivation and is measured by a competition scale.
2) Grammatical: Grammatical is related to the meaning system derived from the function of lexemes in the sentence. The structure of the discourse or the form aspect is analyzed based on four aspects, namely reference, substitution, release and association which are measured by a grammatical scale.

3) Communication anxiety : Communication anxiety is a subjectively characterized emotional state, consciously feeling tension, fear, nervousness, which is related to the autonomic nervous system. Basically, it is a negative reaction to the pressure of the individual's inability to communicate. Characterized by feelings of fear, nervousness, panic accompanied by increased heart rate, sweating, muscle tension, increased breathing and dry mouth. Can be measured with the Communication Anxiety scale.

4) Student : Students are citizens of the academic community who have rights and obligations on campus that are bound by academic regulations and campus ethics which are the research sample.

B. Measurement Tool

1) Scale of Competition : The aspects of sibling rivalry according to Yati & Mangunsong, (2008) are:

a) Aspects of Communication : Related to the demands of the environment and parents on a child's self. Smooth communication between all family members, be it mother, father or siblings, will minimise the possibility of sibling rivalry.

b) Aspects of affection: The affection expected by a child includes the expression of affection as well as the attention received from parents or family. The child will feel safe when he can express his affection and also get attention from both parents.

c) Aspects of motivation : motivation to behave in accordance with environmental demands as well as self-will. Sometimes parents' demands on their children will affect the motivation of the children themselves.

Table 3. Competition Blueprint

No	Aspects	Indicators	Favorable	Unfavorable	Total
1	Communication	Neighbourhood	1,2	3,4	4
		Parents	5,6	7,8	4
		Smooth Communication	9,10	11,12	4
2	Affection	Expressions of affection	13,14	15,16	4
		Attention	17,18	19,20	4
3	Motivation	Self-will	21,22	23,24	4
		Demands	25,26	27,28	4
al			14	14	28

C. Grammatical Scale

According to Suwandi, (2011) Grammatical aspects related to the meaning system derived from the function of lexemes in sentences are explained / described below:

1) Referencing : Yule's Theory of Reference (2015) states that words themselves do not refer to anything but it is the person who makes the reference as the speaker (writer) and listener (reader).

2) Substitution : It is a grammatical relationship not only lies in its meaning, but in its grammar and vocabulary so substitution is the process or result of replacing a language element by another element to obtain a distinguishing element and explain a certain structure Djajasudarma, (2004); Kridalaksana, (2001) states that substitution is a sentence connecting element by replacing the element that will or has been mentioned with the substitute.

3) Disengagement (ellipsis) : Is the process of omitting words or linguistic units with the statement of Sumarlam, (2008) this release or ellipsis is one of the grammatical cohesion in the form of omission or release of certain lingual so it can be concluded that part of the grammatical aspects in the form of omission of words or linguistic units.

4) Concatenation (conjunction) : According to Sumarlam, (2008) states that conjunction is one type of grammatical cohesion by combining one sentence element with another sentence element in a discourse and conjunction is referred to as a means of connecting language elements. Djajasudarma, (2004) connects sentence elements by replacing the element that will or has been mentioned by the replacer Disengagement (ellipsis) in the form of omission of words or language units. Conjunction combines one sentence element with another sentence element in a discourse as a means of connecting linguistic elements.

Table 4. Grammatical Blueprint

No	Aspects	Indicator	Favourable	Unfavourable	Total
1	Reference	The person making the reference as the speaker (writer)	1.2	3.4	8
		The person making the reference as the listener (reader)	5.6	7.8	

2	Substance	The process of replacing a language element by another element to acquire a distinguishing element	9.10	11.12	16
		The result of replacing a language element by another element in order to occupy a distinguishing element	13.14	15.16	
		Explaining a certain structure	17.18	19.20	
		Sentence linking element by replacing an element	21.22	23.24	
3	Ellipsis	Word omission	25.26	27.28	8
		Omission of linguistic units	29.30	31.32	
4	Conjunctions	Combination of sentence elements with other sentence elements in one discourse	33.34	35.36	8
		The combination of sentence elements with other sentence elements in a discourse as a basis for connecting linguistic elements.	37.38	39.40	
		Total	20	20	40

Communication Anxiety Scale

According to Zimbardo in Winarni, (2013) that communication anxiety has 5 aspects, among others:

1) Mood Aspects. The mood aspects of anxiety are anxiety, tension, panic, and worry, where the individual has a sense that there is a threat from some unknown source.
2) Cognitive Aspects. Cognitive aspects of anxiety disorders show worry and concern about the anticipated disaster.
3) Somatic Aspects. The somatic aspects of anxiety can be divided into two groups. The first is: immediate aspects consisting of sweating, dry mouth, short breathing rapid pulse, increased blood pressure, head throbbing and muscle tension. Second: if anxiety is prolonged, additional aspects such as chronically elevated blood pressure, and bowel (difficulty in digestion, and pain in the abdomen) may occur.
4) Affective Aspects are feelings of embarrassment, anxiety, and confusion. Motor Behaviour. Anxious people often feel uneasy, nervous, motor activities become meaningless and aimless for example, toe tapping, broken speech, not talking much, trembling, head down or trying to avoid eye contact and very surprised by sudden sounds. These motor aspects are a reflection of the individual's heightened cognitive and somatic design and are an attempt to protect themselves from anything that feels threatening.
5) Motor Behavior. Anxious people often feel uneasy, nervous, motor activities become meaningless and aimless for example, toe tapping, broken speech, not talking much, trembling, head down or trying to avoid eye contact and very surprised at sudden sounds. These motor aspects are a picture of high cognitive and somatic design in individuals and are an attempt to protect themselves from anything that feels threatening.

Table 5. Communication Anxiety Blueprint

No	Aspects	Indicator	Fafourable	Unfafourable	Total
1	Moods	Anxiety and worry	1,2	3,4	8
		Tension and panic	5,6	7,8	
2	Cognitive	Concern about the anticipated disaster by the individual	9	10	4
		Distraction of concern regarding anticipated disasters by individuals	11	12	
3	Somatic	1) Anxiety with signs:	13	14	14
		2) Sweating	15	16	
		3) Dry mouth	17	17	
		4) Shortness of breath	19	20	
		5) Head throbbing	21	22	
		6) Muscle tension	23	24	
		7) Chronically elevated blood			

		pressure such as:			
		8) Intestinal (digestive difficulties) Abdominal pain	25	26	
4	Affective	Feelings of shame	27	28	6
		Restlessness	29	30	
		Confused	31	32	
5	Motoric	Not calm	33	34	18
		Nervousness	35	36	
		Tapping toes	37	38	
		Speaks brokenly	39	40	
		Doesn't talk much	41	42	
		Trembling	43	44	
		Head down	45	46	
		Avoiding eye contact	48	48	
		Very startled by sudden noises	49	50	
		Total	25	25	50

D. Validity Test and Reliability Test

Validity Test

The results of the validity test using the Produck Moment Formula with the SPSS 22.0 application show that the valid items on the competition scale are 15 items, 14 items on the grammatical scale and 29 items on the anxiety scale. The results of the validity test on the competition scale, grammatical scale and anxiety scale were then used in collecting research data.

Reliability Test

The results of the reliability test using the Cronbach Alpha method with the SPSS 22.0 application show the following results.

Table 6. Reliability Test Results

Scale	Cronbach's Alpha	N of Items
Competition Scale	,734	15
Grammatical Scale	,748	14
Anxiety Scale	, 812	29

Based on the results of the reliability test on the competition scale, grammatical scale and anxiety scale, it shows that the items on the scale used are reliable and have met based on the Cronbach Alpha test showing the value $\alpha > 0.650$. Thus the items in the scale used in the study are reliable to be used as research measuring instruments.

IV. RESULT

The results of statistical tests of research on the influence of grammatical and competition on student communication anxiety obtained the following results.

Table 7. Hypothesis Test Results

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	323,594	2	161,797	1,865	,161[b]
	Residual	7286,843	84	86,748		
	Total	7610,437	86			

a. Dependent Variable: Communication Anxiety

b. Predictors: (Constant), Competition, Grammatical

The results of the study based on hypothesis testing using the SPSS 22.0 application with the Anova method showed an effect of sig 0.161 > 0.05. This means that grammatical and competition do not significantly affect communication anxiety in students. The results showed that grammatical ability and the presence of competition in students did not statistically affect the level of anxiety possessed by students.

V. DISCUSSION

Based on the results of hypothesis testing using the SPSS 22.0 application with the Anova method, it means that grammatical and competition do not significantly affect communication anxiety sig 0.161> 0.05. It shows that students with grammatical weaknesses when communicating do not significantly affect, as well as even though there is competition between students, it is not significant to affect student anxiety. Broadly speaking, other factors besides grammatical ability, competition between students, such as individual experience and surrounding environment and knowledge, emotions can be factors that contribute to communication anxiety. After analysing and discussing the students' errors in translating texts from the language that the types of errors particularly in translating descriptive texts from the language are weaknesses of word addition and word rearrangement.

In line with the research of Nisa et al., (2023), that the process of transitioning from student to university student and adjusting to a new academic environment can provide great challenges for first-year students. The main objective of this study was to assess the level of communication anxiety experienced by university students and investigate the various elements that contribute to this anxiety. The author collected data from 106 students majoring in Communication Studies at a University in Indonesia. To achieve the research objectives, a mixed-methods approach was used. After analysing quantitative data with McCroskey's Personal Report of Communication Apprehension (PRCA-24), qualitative interviews were conducted to gain a comprehensive understanding of students' communication anxiety experiences. The findings showed that the majority of first-year Communication Science students exhibited moderate levels of communication anxiety. With individual personality and fear of others' reactions found to be the main factors for high levels of communication anxiety. In the context of student communication anxiety, it is widely recognised that individual experience and the influence of the surrounding environment are significant contributing factors (McCroskey, 1984).

Grammatical difficulties in students can also occur due to lack of practice in communication from an early age, how to train communication is to practice with the selection of sentences, language and words. Choice is actually an easy way to do every day, but the background of students' lives is different from their city of origin and life traditions can produce different language styles. Parents, lecturers, and teachers can encourage students to engage in unstructured professional learning and practice independently. Therefore, it is necessary to have a habit that is easy to do when communicating, but if parents, families cannot do it then professional training can be carried out.

Like I. G. A. L. P. Utami & Mahardika, (2023), based on their findings, specialised professional development aimed at improving NNESTs' grammar knowledge should be organised. English was taught to non-native English teachers during their formal education. The teachers find the focus of workshops and seminars sometimes irrelevant to their needs, so many of them attend structured professional development programmes to obtain certificates for their career advancement, not for their professionalism (I. G. A. L. P Utami & Prestridge, 2018; S. Utami, 2017). Some scholars (see (Easton, 2008; Jones & O'Brien, 2014; Nilsson et al., 2012) criticise traditional models of structured professional development, such as inviting experts to schools, as these models place teachers as passive recipients of training. As a result, teachers are encouraged to engage in unstructured but more independent professional learning. As the research shows, Grammarly is effective for reducing all types of errors classified by Dulay et al., (1982), NNESTs might use Grammarly as a professional learning tool. They can learn from and review the suggestions provided by Grammarly.

Grammatical difficulties can lead to poor communication skills with symptoms of nervousness when speaking, mispronunciation of words. And difficulty speaking in class. Not only grammatical difficulties but there are other problems, students also have a sense of competition against peers, college friends who appear or do not appear in the form of competition. Therefore, students need to be able to understand the psychological conditions of themselves, especially in understanding their own abilities. at the fourth meeting onwards, members have understood better and are getting used to implementing the deep breathing technique given by the group leader.Students need to get psychological help, among others, in the form of counselling services, forms of services in the form of individual counselling and group counselling.

Likewise, according to Fikrah et al., (2023), suggested that changes were seen at each meeting. The first meeting members began to understand the group counselling services given, at the second meeting group members understood the deep breathing technique, the third meeting group members actively gave opinions as well as suggestions and applied deep breathing then at the fourth meeting and so on members had more understanding and began to get used to implementing the deep breathing technique given by the group leader. Communication anxiety in students can be caused by the daily management of emotions. Emotion management also depends on the ability to understand one's own emotions. Students who are less able to understand their own emotions can control competitive urges as a young soul can experience anxiety. Students who are able to understand their own emotions will easily control competitive urges in a healthy manner and have good emotional regulation. Emotion regulation is a method used to control negative emotions in individuals. Students are faced with situations of interpersonal communication anxiety to reduce it given counselling techniques such as deep breathing techniques to reduce communication communication anxiety.

In line with the research of Fikrah et al., (2023); Wida Ningsih et al., (2023) about group counselling services and deep breathing techniques can have an effect in reducing students' interpersonal communication anxiety. That the deep breathing technique has an influence on students' emotional regulation. Emotion regulation is a way used to control negative emotions in

individuals, which means it is related to interpersonal communication anxiety which is a negative emotion felt by individuals when faced with communication situations. With the provision of group counselling services with deep breathing techniques can improve emotional regulation so that communication anxiety can also be controlled.

According to Nisa et al., (2023). The adaptation process of new students is inseparable from the influence of external factors, such as the support provided by the closest people such as family and friends, the process of interaction with friends in the learning process, to the learning environment created and the interactions that occur with lecturers during lectures. Fitriyana & Niko, (2020) state that the adaptability of new students is related to how their ability to adjust to the learning system, teachers, and the main thing is how their skills in adjusting how to communicate in the scope of lectures such as with teachers and friends. However, in addition to these factors, the most important thing that affects the self-adjustment process is the internal factors that come from oneself. Success in the effort to adjust to a new environment is strongly influenced by the feelings that are believed by oneself.

Research on the influence of grammatical and competition on student communication anxiety obtained results that affect or if it does not affect will still be a study that needs attention from various parties, especially lecturers and researchers. Various factors that cause students to experience anxiety can be a study that can be used to analyse and discuss students' weaknesses in the field of grammatical and translating texts from languages and other issues about the encouragement of a young person to compete in competition but can overcome and prevent anxiety in communication.

VI. CONCLUSION

After analysing and discussing about grammatical related to substitution errors, omission errors, word addition errors, and word rearrangement errors. Weaknesses in translating texts from meaningful languages are related to interpersonal communication anxiety which is a negative emotion felt by students when faced with communication situations can be carried out counselling techniques to reduce interpersonal communication anxiety. It is concluded that the types of errors that students often make when translating a language, especially in translating descriptive texts from language are substitution errors, omission errors, word addition errors, and word rearrangement errors and accompanied by a sense of competition affect communication anxiety.\

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