

CHAPTER I

INTRODUCTION

A. Background of Study

In the process of English debate training, it is essential for students on mastering speaking skills in order to deliver their opinions. Speaking, as defined by Fitriah & Muna (2019) is one of the productive skills that requires English learners to have a lot of courage and confidence when speaking in front of an audience. It means that when students join English conversation in the English debate training, they must be able to speak a second language.

According to Brown (2007) foreign language courses are frequently insufficient as a training foundation for successful second language learning because there are several factors at play in second language learning. Few if any people achieve fluency in a foreign language solely through classroom instruction (p.12). Furthermore, Perveen, Hasan, & Aleemi (2018) discovered that low academic performance is also a result of students' dread of public speaking, rather than confronting this fear, they avoid being exposed to it.

Supporting this view, a survey conducted by Balasubramaniam, Nagarajan, Syed, & Velkumar (2013) showed that student aged 17-23 years have high levels of public speaking anxiety. This means that students' anxiety may affect their fluency while speaking English in public. In addition, public speaking anxiety is known as glossophobia from Greek glossa, tongue, and phobos (Khan, Ismail, Shafique, Goush, & Ali, 2015). In this regard, Black (2019) argues that up to 75% of people all over the world suffer from glossophobia.

In a very recent study, Dansieh, Owusu, & Seidu (2021) discovered that despite students' recognition of public speaking as an important and indispensable communicative skill required in both their academic and future professional lives, the majority of them have a glossophobia of speaking in front of a large audience. This means that many students struggle with public speaking fears when trying to become fluent in a second language. Consequently, their self-confidence levels dropped, they suffered from several symptoms of glossophobia, and this affected their fluency when required to show their English speaking skills in front of an audience.

In SMAN 1 Kelumpang Hilir, there were activities for students to speak English in front of an audience, specifically English debate training. This English debate training is a new extra-curricular activity so the students have a lot of learning in the process of English debate training. Debate defined by Pradana (2017) is one method for improving one's speaking abilities. It is not only about a type of discussion, but it is also about discussing ideas between pros and contra. However, not all students have the courage to express their thoughts in English because each student has his or her own courage and self-confidence.

According to Ramlan, Kassim, Pakirisamy, & Selvakumar (2016) the fundamental goal of these debates is to strengthen students' ability to think independently through a set of claims or argument in order to expand their understanding. Meanwhile, students who experience glossophobia in English debate training will definitely find it challenging to present their opinions in English, which is a second language that they do not use in their daily life. In this

regard, Nash, Crimmins, & Oprescu (2016) argue that even though there is awareness of students' glossophobia, many students struggled to get over their anxiety, especially while speaking in front of others.

According to Broughton, (1980) every speaker modifies the way they speak (or write) depending on the situation, the goals that motivate them, and the relationship between them and the person they are addressing (p. 6). Furthermore, (Dansieh, Owusu, & Seidu, 2021) discovered that public speaking has never been an easy task as nervousness even in the most experienced public speakers. Even though there is awareness of students' fear of public speaking (glossophobia), many students struggled to get over their anxiety, especially while speaking in front of others.

According to Nahliah & Rahman (2018) their findings showed that many of the problems encountered by students in speaking training are related to a lack of self-confidence and self-belief, in which students constantly think negatively about themselves and other people's arguments, to the detriment of physical and psychological health. Furthermore, Dellah, Zabidin, Nordin, Amanah, & Atan, (2020) he mentioned that students' competitive mentality, where they frequently compare themselves to their peers and want to protect their mental self-image, is a contributing factor to anxiety.

According to Rahmawati, Ariffudin, & Mulawarman (2018) argues that people experience speaking anxiety are likely to get nervousness, their voice gets low and their bodies start trembling, sweating, face redness, and feel palpitations. Similarly, Aslam, Hassan, & Rasheed (2019) argues that trembling, sweating,

clammy hands, hot/cold flushes, dry mouth, nausea, vomiting, vertigo or fainting, frequent urination, and an increased heartbeat are among symptoms of glossophobia.

According to Pratiwi, Suratman, Riyanto, & Werhandiantiwi (2018) observations of social science students at a public high school (SMA), 77.42% were terrified to speak in public (glossophobia). According to Tengku Muda (2018) also described the most typical physical symptoms, such as extreme anxiety and tremors, sweating especially in the hands and forehead, nausea and vomiting in extreme cases, shortness of breath and hyperventilation, dizziness, and neck muscle tension, having panic attacks, and going to the bathroom more often.

According to the previous study by Nahliah & Rahman, (2018) their study discovered the issues that students faced during speech training, such as heart palpitation, dissatisfaction with ability, comparing ability with others, feeling panic, self-doubt, nervous, excessive worry, afraid of making a mistake, trembling, nausea, cold or sweaty hands or feet, fear, fear of being critiqued, and so on. The second previous study by Santos & Kusno (2021) their determined that public speaking anxiety arises from a fear of being judged, negative experiences, and pressure from many external factors. Certain worried people, on the other hand, can employ the coping methods outlined above to lessen or improve their speaking abilities.

Meanwhile, the third previous study by Sahara & Nurcholis (2022), it is possible to deduce that the causes of students' glossophobia in speaking class at

Universitas Muhammadiyah Bengkulu's English Education Study Program are worry, fear, and negative thinking. Second, fear is the most common reason of pupils' glossophobia in speaking class. They are terrified of not being able to perform well, of making mistakes, of not grasping the content, and of not being able to speak up. As a result, other pupils mock and degrade their performance.

In addition, Khan (2015) People who suffer from public speaking anxiety tend to become uncomfortable easily before giving a speech or interacting with others, neglecting such events that draw a group's attention to a person personally, experience discomfort, nausea, and become nervous rapidly. Furthermore, Wardani & Trisnani (2022) the ability to speak in public is very essential for students because it can be a measure of success in seeking a career. However, the Holy Qur'an said:

إِنَّهُ لَا يَأْتِيَنَّكَ مِنَ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ (يوسف: 87)

In other words, attachment to foolish things causes people to become reliant on sources other than Allah and to lose faith in Allah's compassion and mercy (Azadbakhti & Parvini, 2020). According to Tamayo & Caber (2022) investigated learners' communication obstacles in English language classroom, and she reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for learners. As a result, it is critical for students' mental health to enhance their English speaking skills in public, so that they will not be left behind by the passage of time one day due of studying English. It is possible to improve one's English speaking skills by practicing independently or in groups.

However, Allah said in surah Al Baqarah verse 286:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

According to Tafsir Jalalayn (Allah burdens a person solely according to his ability), implying merely his ability. (He gets from what he earned) signifies the prize (and he also obtains from the consequences of his crime), specifically his sin (JavanLabs, 2023). Based on the verse above, it is implied that English debate students should not despair of this phobia. They must believe in Allah will definitely provide a way out because Allah never burdens someone except his ability. That is why everyone has a chance to recover from this phobia if they do not despair and find a solution.

Consequently, this study aims to investigate the causes of glossophobia when speaking English and the strategies students use to overcome it. Conduct an interview to identify symptoms of glossophobia. In addition, the researchers decided to sample the English debate trainees of SMAN 1 Kelumpang Hilir. Students need an English discussion to express their opinion in English, because they may still have tongue phobia.

Based on the study background above, the writer is interested in doing this study entitled **“Analyzing Student’s Glossophobia in English Debate Training.”**

B. Research Question

Based on the background above, the writer defined the problem of study as follows:

1. What were the symptoms of glossophobia perceived by English debate training students in SMAN 1 Kelumpang Hilir?
2. What were the factors influencing students' glossophobia perceived by English debate training students in SMAN 1 Kelumpang Hilir?

C. Objectives of Study

Related to the research questions above, the objectives of this research are stated as follows:

1. To find out the symptoms of glossophobia perceived by English debate training students.
2. To find out the factors influencing students' glossophobia perceived by English debate training students.

D. Significance of Study

1. For the students

They can get an insight the symptoms of English glossophobia and gain insight into the factors of glossophobia to identify their personality, and it is hoped that students' will be able to overcome glossophobia and speak English well enough to gradually increase their self-confidence.

2. For the teacher

In this research result of the English teachers' can be used to provide information about the symptoms experienced by glossophobia students, which is useful for building students' self-confidence and the factors that can cause them to speak glossophobia, so English teachers can provide steps to help and motivate glossophobia students.

3. For the researcher

This research might add to the scientific treasure in the field of education, especially regarding the symptoms of glossophobia and the factors that cause glossophobia in English language students. The findings of this study are also expected to help other researchers as a source of reference.

E. Definiton of Key Terms

There are several key terms dealing with the research that the writer should define as the following:

1. Glossophobia

Glossophobia is a social phobia of public speaking, which means that a person will feel anxious and nervousness whenever they are required to speak in front of an audience or introduce themselves to new people. It refers to the glosophobia in speaking English perceived by the students of English debate training at SMAN 1 Kelumpang Hilir.

2. Students' Glossophobia

Students' glossophobia has a connection, especially in relation to students' speaking ability. Glossophobia affects students' academic performance, and becomes a barrier to students' success in education and future employment. Students' glossophobia, this refers to the association of English-speaking students performing in public with glossophobia.

3. English Debate Training

English debate training is an exercise to discuss a topic by exchanging opinions that can sharpen their way of thinking and improve their English

Speaking Skills. It refers to students of SMAN 1 Kelumpang Hilir who hold field English debate training. This is a group discussion of a topic and an exchange of ideas to express an opinion by using English.