

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the findings and discussion of the research. The results of an analysis of data collected through observation and interviews about the symptoms and factors that cause glossophobia in English debating students at SMAN 1 Kelumpang Hilir are presented in this finding. The discussion focuses on the interpretation of research findings. The researcher collects data directly using the first instrument, an observation sheet. The researcher then conducted an interview with the participants to explain what she had discovered during the observation. The researcher also hopes to deepen and complete the data gathered from observation through interviews.

#### **A. Findings**

The researcher analyzes the results of the data through three steps based on the analysis of the Miles and Huberman model. According to the study that has been conducted, the researcher found some findings which are explained as follows:

##### **1. The Symptoms of Students' Glossophobia perceived by English Debate Training**

On the first step, the researcher found some symptoms of glossophobia from the problems identified from the initial observation. There were 11 students present for the training on the first day since the English teacher selected a variety of participants for the English debate

training. The researcher introduces herself and conducts observations once all of the students have come.

In this debate training, participants were divided into pro team, contra team, and the moderator. The motion at the opening of this debate was to “Prohibit Students from Riding Motorcycles to School”. The debate training was initiated by the moderator reading the motions at the beginning. In the second day of observation, the motion for the debate training was “Prohibition of Bringing Phones to School”. The pro and contra teams are the same as the first day. In the third day of observation, the motion for the debate training was “The Positive and Negative Impacts of Watching Korean Dramas”.

After the observation, the researcher discovered that glossophobia among students caused stuttering voices, nervousness, trembling hands, facial sweating extension, embarrassment and redness during English debate training. However, after conducting interviews, researchers discovered other symptoms which were physical symptoms and psychological symptoms after interviews. The findings are as follows:

**a. Physical Symptoms**

1) Trembling

The findings obtained through this interview were answered by third question. The third question “Do you experience any physical issues when speak English in front of an audience?” The findings showed that it is classified from their answers during the interview

which showed that there were 4 out of 11 students felt trembling when nervous while speaking English in public.

In observation, the participant JM, her hands could not stop tapping on the floor and shaking. In the second observation, the participant J was seen to have a hand tremor. The participant's GTN tremors, it was proved by GTN said in the interview that the symptoms she felt were hands shaking and feeling cold. In the third observation, the participant GTN to express his opinion but her hands was shaking. Also the participant J, she said in interview that trembling hands were usually the source of the physical problems she felt when performing English in public.

The participant RDS said that she usually felt trembling in her hands. In addition to the physical symptoms of trembling hands that students feel when speaking English in public but the participant LA, she said when she is nervous, her whole body shakes uncontrollably. Trembling is a common symptom but it often occurs in certain situations, such as public speaking, and is often associated with a person's nervous experience.

## 2) Palpitations

In general, nervousness will increase the heart rate In addition to the trembling symptom, the glossophobic students claimed to suffer from pounding heart when speaking English in public. There are 6 out of 11 students who feel beating heart when speaking

English in public. It was proved by the participant NN she said in the interview that her heart was beating when she spoke English in public.

The participant GTN said that in addition to the trembling and cold hands he also felt an increase in pounding heart. Also the participant J, she said that besides feeling tremors she also felt her heart pounding. The participant ER replied in the interview that she felt her heart palpitation and her hands were covered in cold sweat. The participant MRF answered in the interview besides feeling tremor he also felt his heart palpitation. Besides that, the moderator also experienced heart pounding during the English debate training.

### 3) Stuttering Voice

The third physical symptoms of glossophobia are stuttered voices. People who experience glossophobia tend to find it difficult to speak, because they become extremely nervous and are unable to express the ideas they want to convey. There are 3 out of 11 participants who have stuttering voice. In the observation, this was conveyed by the participant RDS began stuttering voice as she gave the argument. The participant J had a stuttering voice and lost through words as they expressed their opinion. The participant MRF had a stuttering voice and forgot vocabulary.

In the second day of observation, the participant SA her voice stuttered and he seemed to have difficulty remembering

vocabulary. The participant ER her voice stuttered and forgot vocabulary. The participant NN her voice stuttered. In addition, she said in the interview that when she gets nervous her voice becomes trembling. Similarly, the participant GTN said that the English words that came out of her mouth became convoluted because she was nervous and so she became afraid of making mistakes. Also the participant RT said in interview she was afraid of mispronouncing vocabulary, so she suddenly lost the English vocabulary she had in her memory and voice stuttered.

#### 4) Sweating Extension

On some students who experienced glossophobia felt that there was an excessive sweating. On observation, the moderator MTM was seen to sweat profusely on his foreheads. The participant J replied in the interview that she felt excessive sweating in the hands and on the forehead. The participant MRF seemed to be sweating excessively on his face and was just silent not expressing his opinion.

#### 5) Cold Sweat

A cold sweat is the most common thing that happens when a person gets nervous in public. There are 5 out of 11 participants who experience it. The participant NN said in the interview that she feels cold sweat on her hands when she is nervous about speaking English. The participant J also said in the interview that she usually

sweats excessively on her head and her hands become cold. Also the participant RDS, she said that the physical problem experienced when she is in front of an audience is that her body feels cold. This often happens when students practice English debates and speak in public. It can be stressful and affect your health.

6) Nausea

In extreme symptoms of glossophobia, one may experience nausea. There were 1 out of 11 participants who experienced symptoms of nausea. The Participant GTN, she said in the interview that she felt nauseous even before performing in public because she was nervous. This case is rare because people generally get nervous when speaking English in public. This is a symptom of extreme verbal phobia in high school.

7) Dizziness

The dizziness symptoms occurred when participants were overly anxiety during rehearsals and public speaking performances. This was experienced by 2 of the 11 participants. This was said by the participant ER she said when the duration of the debate practice was too long and she continued to speak English it made her dizzy. Similarly, the participant JM said in the interview that the symptoms she felt were usually shaking, then also stammering, if she was very nervous she became dizzy.

8) Face Redness

The Face Redness occurred when participants were overly shyness during public speaking performances. This symptom was seen when the researcher made observations. This was experienced by 3 of the 11 participants. This can be seen in the students' red faces looking embarrassed when stammering because they forgot English vocabulary. Similarly, the participant ER looks embarrassed and her cheeks are red.

## **b. Psychological Symptoms**

### 1) Shyness

Shyness when appearing before an audience is one of the most difficult problems to overcome when speaking in public, due to a lack of practice or experience performing in front of a crowd or community. Shyness when appearing before an audience is one of the most difficult problems to overcome when speaking in public, due to a lack of practice or experience performing in front of a crowd or community.

In the observation, the participant GTN she looks shaking hand, an anxious and embarrassed response. In the second observation, the participant JM tended to only convey his opinion to other speakers in a whisper and was embarrassed to express his opinion to the opposing team. Additionally, the participant NN remained silent throughout the training. In the third observation,

the participant ER looked shy and sometimes forgot vocabulary. The participant JM spoke fluently but her expression was shy

In the second interview question, “Do you have any problems with English public speaking?” The moderator responded that he felt ashamed. This was conveyed by the participant RDS she said that she was embarrassed to be seen by many people and that made her want to avoid the audience.

## 2) Anxiety

The anxiety is a common symptom when experiencing glossophobia. Many factors cause students to be anxious when speaking English in front of an audience. This relates to questions 7 and 8, “Are you afraid of making mistake and getting negative opinion from the audience?” There were 8 out of 11 participants who said they had experienced anxiety disorders when speaking English in public.

Additionally, in the eighth interview question “Do you know what the factors influence your difficulty public speaking?” The participant JM answered in the interview that the cause of her difficulty speaking English was because she felt less confident, and felt anxious.

## 3) Avoiding Public Exposure

When a person experiences anxiety they will choose between fight or flight. In the case of glossophobia, people tend to avoid



when anxiety starts to attack them. There are 5 out of 11 participants feel like avoiding when speaking English in public. The participant SA and RT had also wanted to avoid because she was not confident. The participant JM said in the interview that she used to want to avoid speaking English in public, but now she is trying to face the fear slowly. Lastly, MTM as the moderator also had a feeling of avoidance when speaking English in public.

## **2. The Factors Influencing Students' Glossophobia perceived by English Debate Training**

This section is the result of the research on students' glossophobia factors in English debate training. This relates to the first question asked during the interview, "How often do you speak English in public?" In the interview, the participant RT responded that he speaks English in public frequently, even up to ten times more. The participant JM indicated that he frequently speaks English in public. Similarly, participant GTN frequently speaks English in class. In addition, participant SA said that she often speaks English especially since joining this debate club. Participant RDS said that she often uses English in public. Participant ER said that she also often uses English in public. However, it was found that even students who have a lot of speaking practice may still experience glossophobic.

### **1) Self -Negative Thinking**

Negative thinking usually arises when a participant does not believe in their abilities and tends to compare themselves with

others. The first factor is negative thinking. Negative thinking usually arises when a participant does not believe in their abilities and tends to compare themselves with others.

This relates to the second question in the interview “Do you have any problems in English public speaking?” The participant RT replied that she has problems when speaking English in public, she feels scared when she does not prepare the material. Sometimes the vocabulary she had in mind was lost, and she said that she was afraid of mispronunciations.

Additionally, in the eighth interview question “Do you know what the factors influence your difficulty public speaking?” The participant JM answered in the interview that the cause of her difficulty speaking English was because she felt less confident, and felt anxious because she was afraid that the spelling or vocabulary she conveyed in English was wrong, she also felt worried about people’s judgment of her.

The participant LA also said that she was afraid of mispronunciation when practicing in front of the teacher. The participant RT team said that she was afraid of mispronunciation, afraid that hers efforts would be wasted and afraid of disappointing the school. The participant NN said that she was afraid of getting a negative response from the audience because she had been ridiculed by friends.

Similarly, the participant SA said there were two factors that influenced her. First, because she was seen by a lot of people she did not know. Secondly, because of the school name at stake, especially when her team gets the last performance order it makes her less confident after seeing other school has better performance in public speaking.

## 2) Lack of Material Preparation

The second factor is lack of preparation of materials. Speaking English certainly requires preparation or practice, as they will express messages or ideas by using a second language. This has become one of the factors why students experience glossophobia. This is supported by the answers from the participant ER she said that lack of automatic practice made her less confident in speaking English. Similarly, the participant SA said that she often forgets vocabulary and lacks confidence.

## 3) Lack of Practice Performing in Front of an Audience

When students will speak English, they already prepare the material but on the other hand, many of them are shy to express their opinions because they are not used to talking in front of an audience so they are anxious and not confident to deliver their opinion. The participant RDS said that he was embarrassed and felt shy when seen by many people during his performance.

The participant J said that she became shy due to lack of preparation and not used to being seen by many people. The participant SA, the factor that influenced her to become nervous was the first because she was seen by many people and did not know the audience. Therefore, students who tend to be underprepared are more likely to experience glossophobia.

#### 4) Traumatic

The last factor is traumatic who someone has had a bad experience will certainly be worried if the experience happens again. During the interview, the participant GTN said that he had felt disappointed because there was an error when doing storytelling, and received negative opinions from the audience. The participant NN has also been laughed at and ridiculed by her friends when she speaks English.

This was also felt by the participant GTN that she had experience when she was in elementary school, when she failed in the selection of a story telling competition. At that time she felt like she should say anything in public using English, but due to nervousness and fear, she spoke little and failed in the end. It traumatized her.

The participant SA said that when she was in grade 7, she told a Cinderella-themed story, then forgot the text on the second sheet because the vocabulary was difficult to understand, it traumatized

her, lacked confidence, and made her feel like crying. Therefore, students who experience negative experiences or trauma will be anxious when facing the same situation so they tend to be afraid to speak English in public again and feel more careful. This is a challenge for students to come to terms with negative experiences so that they can bounce back and get out of glossophobia.

## **B. Discussion**

Based on the research results, this study examined the symptoms and causes of glossophobia among English debate training students at SMAN 1 Kelumpang Hilir. 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. In this case, a person suffering from glossophobia is likely to feel both physical and psychological symptoms.

During the observation process, the researcher found that students experienced the symptoms of glossophobia as mentioned by Perveen, Hasan, & Aleemi (2018) such as students' trembling hands when speaking in English, students' stuttering voices and feeling nervous, they became forgetful of vocabulary, students also tried to avoid speaking during the training, students felt embarrassed to express their opinions and students were only silent during the debate training process.

Based on this observation, it was found that English debate training students experience glossophobia when speaking in front of an audience.

Observations revealed that the students were experiencing the following physical symptoms of glossophobia. There were trembling, stuttering voices, sweating extensions, shyness, and face redness. It is possible for English debate training students to experience this since they communicate their thoughts to the other team more often and enhance their English speaking skills.

Meanwhile, in the interviews conducted by the researcher, there were two symptoms of glossophobia, which were physical symptoms and psychological symptoms. After conducting interviews, the students' responses to the symptoms of glossophobia speaking English are varied. English debate training students feel some physical symptoms. There were trembling, palpitations, stuttering voice, sweating extension, cold sweat, nausea, and dizziness. In addition, there were three psychological symptoms including shyness, anxiety, and avoiding public exposure. This symptom is caused by situations that influence students who have glossophobia.

First, self-negative thinking is the most common cause of glossophobia among English debate training students. They are afraid of failing because they are risking the school's reputation, discovering other teams perform more effectively in public speaking, worrying that the training they have received will be ineffective later when competing, fearing disappointing the school when competing, making mistakes in front of the teacher, and fearing negative judgments from the audience. Whenever they think negatively, they lose confidence in their abilities.

Data from participants showed that pressure from the audience or others made learners anxious and shy about speaking, leading them to compare themselves and want to avoid the situation. For example,

SA: *“Banyak penyebab cemas yang saya rasakan. Pertama, dilihat banyak orang yang tidak dikenal. Kedua, karena mempertaruhkan nama sekolah, apalagi ketika team kami dapat urutan tampil yang terakhir itu menjadikan saya kurang percaya diri setelah melihat sekolah lain lebih bagus public speakingnya.”* There are numerous sources of my anxiety.

The first is being watched by a large number of unknown persons. Second, seeing other schools with better public speaking made me less confident because the school's name was at stake, especially when our team was the last to perform.

Second, lack of material preparation is a factor in the students' glossophobia. This causes English debate training pupils anxious because they are afraid of making pronunciation or vocabulary errors. Students develop physical symptoms such as voice stuttering and difficulties speaking as a result. This result also supports the statement of Ansari (2015), who suggested that this might be caused by their limited knowledge of the second language. Students have negative perspectives and lack confidence when it comes to learning English, for example, due to limited vocabulary, being ungrammatical, poor pronunciation, a lack of familiarity, and others. For example,

JM: *“Faktornya menurut saya karena merasa kurang percaya diri, merasa cemas karna takutnya ejaan atau kosakata yang saya sampaikan dalam bahasa inggris itu salah, khawatir terhadap penilaian orang-orang terhadap sayai disaat berbicara di depan umum dengan menggunakan bahasa inggris.”* The factor, in my opinion is that I feel less confident, anxious because I am afraid that the spelling or vocabulary that I convey in English is incorrect, and concerned about people’s judgment of me when speaking in public using English.

Third, a lack of practice performing in front of an audience is a factor for students with glossophobia. It found that students feel anxiety, shyness, trembling, palpitations, sweating extension, cold sweat, nausea, dizziness, and face redness. Supporting this result, Dansieh, Owusu, & Seidu, (2021) state that some specific factors of glossophobia include a lack of confidence, a lack of practice public speaking, natural shyness, people laughing during public speaking, a lack of knowledge about public speaking, insufficient preparation for public speaking, tension in public speaking, fear of making mistakes, and a lack of expression due to poor English speaking skills.

The last, trauma is a factor for students with glossophobia. In this regard, Atrup & Fatmawati (2018) revealed that trauma, lack of self-confidence, low self-awareness of one’s weaknesses and strengths, fear of making mistakes, fear of being the center of attention, feeling in a foreign situation, fear of being judged, fear of being laughed at, fear of forgetting what to say it is a student’s glossophobia factor. Based to the students’ interview responses,



negative experiences and trauma also contributed to their lack of self-confidence and fears about their ability, therefore they felt they had to avoid this situation. For example:

GTN: *“Pada saat saya tampil story telling bahasa inggris, penampilan saya kacau karena saya gugup banget Miss, dan hal itu membuat saya kecewa sampai sekarang.”* My performance in English story telling got messed up because I was nervous, and it has left me unsatisfied until now.

NN: *“Saya pernah ditertawakan dan dibully teman ketika bicara bahasa inggris.”* I have been laughed at and bullied by friends when speaking English.

SA: *“Ketika kelas 7 saya ditunjuk untuk tampil story telling dengan tema, Cinderella. Saya lupa teks pada lembar gambar bagian kedua karena kosakatanya sulit dimengerti dan saya bingung harus berbicara apa, pada saat itu saya merasa ingin menangis, trauma, dan tidak percaya diri”*

When I was in seventh grade, I was assigned to tell a Cinderella story. I don't recall the language in the second section of the illustrated page since the vocabulary was difficult to understand and I didn't know what to say; at the time, I was sobbing, traumatized, and insecure.

JM: *“Pengalaman saya ketika masih SD, saya pernah mengikuti seleksi lomba story telling. Namun, saat terdapat banyak kesalahan dan waktu tampil hanya sebentar sehingga saya gagal dan tidak terpilih. Dari pengalaman itulah, ketika saya berbicara bahasa inggris didepan umum*

*menjadi lebih gugup dan takut, dan ada rasa trauma, Miss*” When I was in elementary school, I was selected for a story telling competition. However, when there were many mistakes and the time to perform was only short so I failed and was not selected. From that experience, when I speak English in public I become more nervous and afraid, and there is a sense of trauma, Miss.

All of the result also support with the result of 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. Meanwhile, the psychological symptoms describes by Aslam, Hassan, & Rasheed (2019) that acute dread and nervousness are felt when asked to appear in front of a large crowd and talk. Constant worried thoughts and the fear of being embarrassed in public while speaking, decreased tone of voice and less energy, strong panic attacks during a public speaking experience.

So, from the above it can be concluded that English debate training students in SMAN 1 Kelumpang Hilir experience glossophobia. There were eight physical symptoms such as trembling, palpitations, stuttering voice, sweating extension, cold sweat, nausea, dizziness, and face redness. There were three psychological symptoms of glossophobia including shyness, anxiety, and avoiding public exposure. The results of the analysis show that there are four factors that influence students to experience glossophobia,

which are self-negative thinking, lack of material preparation, lack of practice performing in front of an audience, and trauma.