

The Causes Of Glossophobia In The Students Speaking Classroom

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Abstract.

Glossophobia, also known as “fear of public speaking” is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others. The objective of the research was to find out the causes of glossophobia of the students in speaking classroom at Study Program of Muhammadiyah Bengkulu. The design of this research was descriptive qualitative method. The instrument of the research was questionnaire 25 items. The results showed that there were three causes of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu they were: anxiety, fear and negative thinking. The dominant cause of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu was fear. They fear cannot give good performance, make mistake, not understand the material and cannot say something. So that, the other students laugh and humiliate their performance. From the result, the researcher will give suggestion for the students: It is suggested the students can overcome their glossophobia to make their speaking performance be better. The students must be prepare all of component that support before speaking performance in the classroom such as understanding the material and often practice to make it perfect.

Key words: **Speaking, Glossophobia**

Introduction

Speaking is the skill for showing to people if the students can speak English or master the English. So speaking is the skill that the students must know first. Speaking is a skill which is worthy of attention in both first and second language. Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. But, in the process some students in the classroom feel fear when following the speaking subject. They feel fear of speaking also known as glossophobia. Glossophobia, also known as "fear of public speaking" is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others. Glossophobia or public speaking anxiety is one of prevalent world fears, affecting approximately 75% of the population. People who are fear in public speaking known as to be glossophobic. Glossophobic may feel panic, nervousness, and fear when they must speak in public and tend to avoid public speaking. Related to Raja (2017) he states that people who feel anxiety while speaking in public generally tend to avoid situations where they have to perform but when they encounter such situations, they suffer intense distress and anxiety (p.96). Thus, it feels by every speaker of every language including English.

Glossophobia refers to a strong fear of public speaking. It is a specific type of phobia, an anxiety disorder characterized by a persistent and excessive fear of an object or situation. Individuals who suffer from glossophobia typically experience fear and anxiety when speaking in front of a group of people and, as a result, may avoid speaking in public in an effort to avoid being embarrassed or rejected by others.

Glossophobia, also known as "speech anxiety" is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others (Tse, in Perven et.al 2018: 58).

The statement above glossophobia, they are: First, Dr. Abha R Dixit (2020), analyzed about English Language Fluency and its Impact on Glossophobia in Business Communication Classroom. He found that the relationship between introversion and stage phobia revealed no significant relationship, which implies that introvert students are not necessarily stage phobic. Results of the relationship between English proficiency and Stage Phobia for female students showed a significant relationship between the two. The students samples show lesser stage phobia with increasing English proficiency. Second, Andrew Yau Hau Tse (2017) He analyzed about Glossophobia of University students in Malaysia. The findings revealed that a) the hypothesis was not supported that females would have a higher amount of anxiety than males and b) the students significantly experienced less anxiety after they had been taught how to manage their stress.

Third, Ajeng Intan Nur Rahmawati, Imam Ariffudin & Mulawarman (2017), Psychological Experience Dynamics of Students with Glossophobia through Narrative Counseling as seen from Gender: A Qualitative Study. The results of the analysis showed that most of the students are afraid to be laughed and humiliated. They are also anxious of past bad experience that would be repeated when speaking in public place. Fourth, Nahliah, Fathu Rahman (2021), She analyzed about Glossophobia in Training of Speech. She found that many problems faced by the students in training of speech related to glossophobia that mostly appear such as heart palpitations, dissatisfaction with own ability, comparing with other, feeling panic, self-doubt, nervous, excessive worry, afraid of making mistake, trembling, nausea, cold or sweaty hands or feet, fear, afraid of being criticized, irrational fear, perfectionist, pessimist, negative thinking, shy, lack of confidence, clumsy, lazy, pretending to be sick, afraid of being laughed and many others. Generally, the problems appear because the lack of confidence and self-believe where the students always think negatively about themselves and people's argument. The fifth, Tengku Elmi Azlina Tengku Muda (2018) Relationship between Glossophobia and Emotional Intelligence among Asasi Pintar Students. The result of the study proved that the level of glossophobia has a weak negative correlation with the level of emotional intelligence and the social skills component brings most effect to the level of glossophobia.

Sixth, Marqués-Pascual, J. and Violán, M. A. (2022). They analyzed about Glossophobia in postgraduate degrees. Online public speaking in times of Covid-19. The main result is that the vast majority of the group is aware of their oratorical weakness. Almost all show interest in improving this competence and consider that presenting the MT has been the greatest speaking challenge in their lives. Among the main conclusions, the need to introduce specific training in public speaking in the students' curriculum stands out. The last, Nurul Fatinah Dellah et.al (2020). They analyzed about Glossophobia: Evaluating University students' speaking anxiety in english oral presentations. They found that the participants experienced

moderate level of speaking anxiety during English oral presentations due to fear or negative evaluation by their peers. Moreover, there was no statistically significant difference detected in terms of the students' programs and their level of speaking anxiety; however, the students' English proficiency did affect their level of speaking anxiety. Based on explanation above, the researcher can conclude glossophobia is greatly affects students in learning speaking because they feel difficult to dare to speak in front of other people.

Research Method

This research used descriptive qualitative method. Qualitative research is research on collecting non – numeric primary data such as word and pictures that function as their own instruments making qualitative research suitable for providing factual and descriptive information. The subjects of this research are the whole students of the third and fifth semester who learn speaking subject of English Education Study Program at Muhammadiyah University of Bengkulu. The instrument of the research used in collecting the data was a questionnaire in form Linker Scale (always, sometimes, seldom, never). There were three causes of Glossophobia they were: anxiety; fear and negative thinking. The total of questionnaire was 25 items.

A. Findings and Discussion

Findings

This result consists of research findings and discussions. There are three causes of Glossophobia they are three main themes: *anxiety* with subthemes traumatic events and physical symptoms; *fear* with subthemes being laughed and being shamed; and *negative thinking* with sub theme prejudice. The researcher gave questionnaire for third and fifth semester students who learn speaking subject.

The data collected on 22 until 30 January 2022. For the details, the result of questionnaire Third and Fifth semester can be seen as follow:

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No	ITEM	3	5	Average
1.	ANXIETY	57%	49%	53%
2	FEAR	62%	58%	60%
3	NEGATIVE THINKING	53%	51%	52%

The percentages in average column are found the result above the students third and fifth semester have glossophobia when speaking practice. The causes of the students glossophobia were anxiety, fear and negative thinking. The dominant cause of glossophobia was fear 60%. So, it means that the students have feel high fear, worry and pressure when speaking practice.

Dicussion

Based on the results of the study, the result of this research about the causes of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu. Glossophobia, also known as "fear of public speaking" is the feeling of fear while speaking in front of public, often characterized as fear of speaking publically or nervousness in communication. It is a feeling of panic related with different physiological changes like elevated heart and breathing rates, over-rapid reactions, trembling of muscles and shoulder and neck area stiffness among others. There are three causes of Glossophobia they are three main themes: *anxiety* with subthemes traumatic events and physical symptoms; *fear* with subthemes being laughed and being shammed; and *negative thinking* with sub theme prejudice.

Based on the result of questionnaire, it found that the students in third and fifth semester have glossophobia in practice speaking. In third semester, found more than half of the students have three causes of glossophobia they were: anxiety, fear and negative thinking. In fifth semester found only two causes they were: fear and negative thinking because less than half of the students choose anxiety as factor causes of glossophobia. It can be happen fifth semester students more have experience and knowledge about speaking subject.

First, the dominant cause of the glossophobia of the students in third and fifth semester students was fear. They fear cannot give good performance, make mistake, not understand the material and cannot say something. So that, the other students laugh and humiliate their performance. It can make them have many negative thinking before speaking practice. The students are afraid or fear in expressing their opinion during the learning speaking process. They argue that being laughed and humiliated is bad thing, so they thought that everyone who speaks in front of the class must be a perfect person without any mistake.

The results of the analysis showed that most of the students are afraid

to be laughed and humiliated. They are also anxious of past bad experience that would be repeated when speaking in public place. It means that when the students have feel fear to start to speaking practice, it can make the students have many negative thinking such as fear their performance not good, the audience not understand and humiliated their performance.

Second, anxiety as causes of the students glossophobia. It found that the students feel anxiety, drooping, confused and even silent without saying a word. Some students also some students even show certain physical symptoms when speaking practice, such as body vibrates, sweating, heart beating fast. This result also support with statement of Muda (2018:223) psychological symptoms of glossophobia can lead to acute hearing loss or other physical symptoms. When the mind is cluttered with thoughts, extreme tension is developed which affects a person's hearing. Heart palpitations or increased heart rates can develop as a result of the intense anxiety or stress. This can lead to increased bloodpressure and the physical response causes the pupils to dilate and can cause the one to sweat. Some of the common physical symptoms are intense dread and trembling, sweating, particularly on the hands and forehead, nausea or vomiting in extreme cases, shortness of breath or hyperventilating, dizziness, muscle tension in the neck and upper back muscles, feeling of nervousness or panic attack and frequently needing the bathroom.

The last, negative thinking as causes of the students glossophobia. When the students feel anxiety and fear it can make the students have many negative thinking, so that they cannot focus with their performance anymore. The result showed some of students negative thinking when speaking practice they were: the students fear if their performance not good so that make the audience not understand, laughed and humiliated their performance. After that, their fear the audience correct their pronunciation, mention their mistake and ask some question about their performance. So that, the students prefer to be silent and not participate such as give comment, question in other students performance. This result also support with result of Dellah (2020) she found that the participants experienced moderate level of speaking anxiety during English oral presentations due to fear or negative evaluation by their peers. Moreover, there was no statistically significant difference detected in terms of the students' programs and their level of speaking anxiety; however, the students' English proficiency did affect their level of speaking anxiety.

All of the result also support with the result of Rahman research (2021) the result showed that many problems faced by the students in training of speech related to glossophobia that mostly appear such as heart palpitations, dissatisfaction with own ability, comparing with other, feeling panic, self-doubt, nervous, excessive worry, afraid of making mistake, trembling, nausea, cold or sweaty hands or feet, fear, afraid of being criticized, irrational fear, perfectionist, pessimist, negative thinking, shy, lack of confidence, clumsy, lazy, pretending to be sick, afraid of being laughed and many others. Generally, the problems appear because the lack of confidence and self-believe where the students always think negatively about themselves and people's argument.

So, from the explanation above it can be concluded that the third and fifth semester students have glossophobia when speaking practice. The causes of glossophobia were anxiety, fear and negative thinking. The dominant cause of glossophobia was fear.

Conclusion

Based on the result of the research, it can be concluded about the causes of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu. First, there were three causes of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu they were: anxiety, fear and negative thinking. Second, the dominant cause of the students' glossophobia in speaking classroom at Study Program of Muhammadiyah Bengkulu was fear. They fear cannot give good performance, make mistake, not understand the material and cannot say something. So that, the other students laugh and humiliate their performance.

Suggestions

For English Students, the students can overcome their glossophobia to make their speaking performance be better. The students must be prepare all of component that support before they speaking performance in the classroom, such as search material, understanding the material and often practice to make it perfect.

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