

**STUDENTS' PERCEPTIONS ON GLOSSOPHOBIA:
A CASE IN ENGLISH EDUCATION STUDY PROGRAM OF
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2019**

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THESIS

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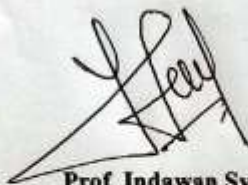
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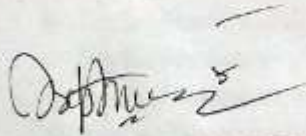
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ABSTRACT

Grenina Ester Pramory, 2019. *Students' Perceptions on Glossophobia: A Case in English Education Study Program of Universitas Muhammadiyah Palembang*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Prof. Indawan Syahri, M.Pd., (2) Prof. Maribel Casinto-Abalos

Keywords: Mixed method, Perceptions, Glossophobia.

The title of this study is *Students' Perceptions on Glossophobia: A Case in English Education Study Program of Universitas Muhammadiyah Palembang*. This study was conducted to find out about students' perceptions on Glossophobia and the reason why students anxious when they have to speak English in public. Glossophobia is a phobia which students feel anxious when they have to speak English in public. One of its advantages is to know students' perceptions and the reason behind of students' anxiety in speaking English in public. This research was regarded on a mixed method study. In collecting the data, the writer used questionnaire which consisted of 25 items question and also interview some students as the representative of the sample in this study. The population of this study was English department of *Universitas Muhammadiyah Palembang*. There were 169 students of the population but only the eighth semester which consisted of 39 students as the sample by using purposive sampling. The questions consisted of 25 items. The result of this study showed the students' perceptions on Glossophobia and the reason why they have anxiety when they have to speak English in public.

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Palembang, August 2019

The Writer,

Pramory

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CHAPTER I

INTRODUCTION

This chapter consists of: (1) Background of the Study, (2) Problem of the Study, (3) Formulation of the Study, (4) Objective of the Study. (5) Limitation of the Study, (6) Significance of the Study

1.1 Background of the study

Students need to be encouraged in public speaking because it help them to improve their communication skill and speaking ability. According to Yee and Abidin (2014), students learn many skills and learn public speaking skill. It can help the students to brush up on their personal and social interaction, academic improvement and most importantly on their career benefits (p.127). It means that public speaking influence people's social life. However, despite from the meaning and exposure above people still uncomfortable in speaking in front of the audience. Nikitina (2011) states that our anxiety and fright before the speech, it may be caused not by fear of public speaking but by the audience's reaction to our performance (p.15). This can be understood that social interaction causes anxiety in speaking.

According to Swenson (2011), Glossophobia or public speaking anxiety is one of prevalent world fears, affecting approximately 75% of the population (p.1). 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.

According to Zhipping and Paramasivam (2013), English is the major language of science and the profession and the official language of many international and professional organization (p.1). It can be concluded that, English is the most spoken language which is really important. The writer is aware of how students speaking English in public.

According to Januariza and Hendriani (2016), students' fear of making mistake in speaking English has been common issue especially in an EFL context like in Indonesia (p.470). It can be concluded that, students afraid to speak because they worry about making mistake especially EFL's (English as Foreign Language) students like in Indonesia. However, it can be solved by practicing. Raja (2017) states that people can overcome anxiety in public speaking by practicing in small group of peers and then moving on to larger audiences (p.96). Also, this study has benefits for the reader or teacher to encourage the students in speaking English. Moreover, Indrianty (2016) defines that

obtaining the data of students' anxiety would give valuable input for the teachers so that they are able to give appropriate solution to overcome the anxiety and they could improve their teaching and encourage the student to be able to speak without having feeling anxious in speaking English inside or outside classroom (p.29).

Therefore, the purpose of this study is to identify and investigate the cause behind the students' anxiety in speaking English by conducting the study of students' perceptions on Glossophobia in speaking English by giving questionnaire and also by interview the student to know why they have anxiety in speaking English in public.

In doing this study, the writer decided to choose eighth semester of English Department of Faculty Teacher Training and Education in *Universitas Muhammadiyah Palembang* as a sample because they are going to be a teacher which has responsibility to speak in public. Additionally, they have studied some subjects which focus on practicing in public speaking such as speech, drama and speaking class but they might be still glossophobic.

From the description stated, the writer is interested in doing this study entitles "Students' Perception on Glossophobia: A Case in English Education Study Program of *Universitas Muhammadiyah Palembang*".

1.2. Problem of the study

The problem of this study referred to the anxiety which is faced by students of speaking English in public. Thus, the writer would like to identify the reason behind of students' anxiety in public speaking by conducting students' perceptions on Glossophobia in speaking English by giving questionnaire and interview to know why students have anxiety speaking English in public.

1.3 Limitation of the study

In this study, the writer focused on students' perceptions on Glossophobia about speaking English in public among the eighth semester year 2015 of English Department of *Universitas Muhammadiyah Palembang*.

1.4 Formulation of the study

In doing this research, the writer formulated the problem with these questions:

1. What are the students' perceptions about fears of speaking English in public?
2. Why the students have anxiety in speaking English in Public?

1.5 Objective of the study

In relation to the problem, the objective of this study as follows:

1. To know about students' perceptions on fears of speaking English in public
2. To know why they have anxiety speaking English in public.

1.6 Significant of the study

1. For the writer herself

To get knowledge, information and also know more on Glossophobia while she is doing this study.

2. For the teacher

The writer hopes this study could give benefits to the teacher to understand about students' behaviour toward speaking the language and consider effective approach for students who have Glossophobia that student's face in learning process and help them to overcome it.

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