

## **Chapter Two**

### **Literature Review**

In this section, the researcher discusses the existing literatures that are related to the topic of this study. The discussion is about experience, public speaking, types of public speaking, benefits of public speaking, problems in public speaking, and theoretical and conceptual framework of speaking English in public.

#### **Experience**

Experience is an event that has been experienced (lived, felt, borne etc.) either long or just happened. Experience can be the most important of the experience is the lessons or lessons to be learned. Experience also the process of getting knowledge or skill from doing, seeing, or feeling things. In Big Indonesian Dictionary (1993) experience is interpreted: (n) ever experienced (lived, felt, and borne, and so on). Various experiences can happen to everyone, funny, moving, sad, exciting, and proud experience. According to Roth & Jornet (2014) stated that Experience is one of the most-used terms in (science) education, and it is recognized as being related to learning (education). Yet what experience is and how it is related to learning and change remains untheorized.

#### **Feeling**

Feeling is an emotional state or reaction. Pierce (2004) defines that a feeling is a state in which its completeness in every moment of time as long as it

endures. Patton (2002) also defined that feeling refers to the expression of a particular object. Pyle (2010) as cited in Kurniawan (2016) adds that feeling are related to the instincts and habits. Feelings are closely related to emotions as defined by Pettinelli (2010) as cited in Reno (2016), feelings are closely related with emotions. They occur in the affective dimension of human life. When a person asked how someone feels about something, the answer needs adjective responses such as happy, sad, afraid, disappointed, anxious, confident and so on (Patton, 2001). In other word, it focuses on the feeling related to the experience they have. Therefore, students' feelings toward speaking English in public identified from what the students feel in doing speaking English in public.

### **Public Speaking**

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.

**Types of public speaking.** As public speaking has become a serious career option, many people are enrolling for classes where they are taught skills and techniques to speak well and speak effectively before a gathering. However, to be a good speaker, you should know the four types of public speaking and the

peculiarities of each one of them. According to Wrench (2011), there are four types of speeches that most speakers utilize in delivering a speech.

***Extemporaneous Speeches.*** Extemporaneous speeches are speeches that are carefully prepared and practiced by the speaker before the actual speaking time. A speaker will utilize notes or an outline as a guide while they are delivering the speech. The notes or outline will usually include any quotes and sources the speaker wants to cite in the presentation, as well as the order the information in the speech should be delivered in. The speech is delivered as if the speaker is having a conversation with the audience. Since the speaker is not reading the entire speech, the extemporaneous speaker uses the notes as a guide only – a sort of memory trigger – and the speaker will also be able to respond to the audience since her head isn't trapped by reading every word on a paper. This is the type of public speaking you should strive to use in Fundamentals of Oral Communication for your informative and persuasive speeches as this is most practical type of public speaking – the type you are most likely use in a real life situation when you might be asked to give a formal presentation.

***Impromptu Speeches.*** Impromptu speeches are speeches that are delivered without notes or a plan and without any formal preparation – they are very spontaneously delivered. This is one of the most nerve wracking situations for most students to find themselves in because there is not a plan or agenda to follow – they just have to get up and speak without any “thinking” time. They are afraid of not knowing what to say when they get up in front of the audience so they might make a fool of themselves. If this type of speaking situation makes you

nervous, you are not alone. The reality is that this is the type of public speaking you are the most prepared for. Your daily life is filled with impromptu experiences and conversations. Every phone conversation, exchange between you and a loved one, and discussion amongst friends is impromptu by its very nature – even if we “practice” our conversations, they are still impromptu in their delivery. So, while most students are nervous about impromptu speeches, they are the type they are the most prepared for from their daily experience.

***Manuscript Speeches.*** Manuscript speeches are speeches that are delivered with a script of the exact words to be used. If they have to give a speech, most students prefer to have every single word in front of them so they can basically “read” the speech to the audience. While this is very reassuring for a speaker and they feel like they won’t “forget” anything if they have every word in front of them, manuscript speaking is one of the worst traps to fall into for a speaker. The speaker who utilizes a complete manuscript will often spend more time looking at the script than at the audience. By doing this, the speaker is unable to react to the audience or respond to the audience members questions. Therefore, the manuscript becomes a trap for the speaker.

***Memorized Speeches.*** Memorized speeches are speeches that are committed to memory. The speaker completely memorizes the text of a speech and then delivers the speech from memory without reliance on notes or an outline. This is a very fearful speaking situation for most people because they fear they will forget what they had planned on saying when they get in front of the group – and, they might make a fool of themselves in front of the audience if they forget

what to say. This type of speaking is not very common to daily living unless you are in a profession like acting. Most of us memorize very little in our daily lives – we don't even have to remember telephone numbers since we have cellular phones. I don't require memorized speeches for fundamentals of oral communication because I think they lead to bad experiences for some students and they are not something most people have to do in the course of their daily living. Unfortunately, public speaking tends to get a bad rap because some junior high and high school teachers require students to memorize speeches which can lead to some bad experiences in front of an audience for a student.

**Benefits of public speaking.** Public speaking has a lot of advantages for those who learn and develop their public speaking skill. Gambel & Gambel (2016), suggest that there are at least three benefits of public speaking which are personal benefit, professional benefit and public benefit.

***Personal Benefit.*** Personal benefit includes knowledge and the confidence. When someone brainstorms an idea, develops it into sequential main points and delivers them to the audience, he has gained more knowledge. The progress of preparing the material and practicing speaking in public also help someone build his/her confidence.

Students can discover several personal benefits of public speaking includes: increased self-confidence, improved communication skills, increased organizational skills, greater social influence, enhanced ability to listen, greater possibility of meeting new people, lesser anxiety and fear when speaking in front

of others, improved memory, enhanced persuasion ability, greater control over emotions and body language (Nikitina, 2011).

***Professional Benefit.*** By learning and practicing effective public speaking, someone will develop their quality, increase the chances to get a job and improve the success in his career. If you are a professional, and particularly if you are independent or work for a consultancy or other 'body shop', public speaking can give significant skills. First, skill-building, for example a manager may want to address his/her department. You may also want to talk persuasively with individuals in any situation from getting a job to getting a raise in salary. Second, Professional credibility, speaking at events, conferences and so on is very good for adding to your credibility. The larger the event the better, as you can add these achievements to your CV. Third, networking, when you are a speaker at an event; you will suddenly find that everyone wants to talk with you. This is of course a splendid opportunity for making friends, building business contacts and more. Not only this, but you also get the opportunity to network with other speakers, some of whom may be very difficult to contact in the 'normal' world. Forth, finding work, the credibility and networking opportunities that public speaking gives also provides you with the chance of finding work, from people who might offer you a full-time job to consulting engagements.

***Social Benefit.*** Public speaking also provides public benefit by creating an active, well-informed and quality society. Improving your ability to speak in front of others and learning to talk about who you are and what you do with natural

grace and authenticity can go a long way in expanding your social circle, building strong relationship with successful, like-minded people and making new friends.

**Problems in public speaking.** Many influencing factors have been considered speakers struggle with stage fright in speaking English in public. For instance, Self-consciousness in front of large groups, fear of appearing nervous, concern that others are judging you, past failures, poor or insufficient preparation, narcissism, dissatisfaction with your abilities, discomfort with your own body and movement, poor breathing habits, comparing ourselves to others (Nikitina, 2011).

Tuan & Mai (2015), showed that the difficulties in speaking focus on three areas, such as linguistic difficulties, mother tongue and inhibition. Linguistic difficulties could be observed when students struggling to find the appropriate vocabulary items when trying to speak in English. This reflects their insufficient vocabulary collection. After that they find it hard to get the words to build sentences when they try to express their ideas. Mother tongue or first language use is also as the other students' speaking difficulties. Students' inadequate vocabulary collection and weak sentence building skills are the reasons that the students tend to use the mother tongue. Lastly is inhibition. It happens when students' participation are very low, students feel afraid and shy when they speak English in front of the class due to they are afraid of making mistakes and foolishness. There are some psychological factors that hinder students from practicing their speaking in English such as: fear of mistake, shyness, anxiety, lack of confident and lack of motivation.

***Fear of Mistake.*** As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Juhana, 2012). With respect to the fear of making mistake issue, this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see those. In addition, He & Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like in Indonesia. As argued by Juhana (2012), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

***Shyness.*** Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the



classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

With regard to the cause of shyness, some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher.

In addition, most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

**Anxiety.** Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz, Horwitz, & Cope, 2001). Further Horwitz et al writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. For example, there are students who feel anxious if they are requested to in front of the class, or if they do not understand many of the teachers' words during the class. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like Horwitz (2001). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

Regarding the causes of anxiety, Horwitz (2001), based on the findings of their study, found out three main causes of students' anxiety i.e communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause which is test anxiety deals with students' fear of being tested. The last cause has to do with other students' evaluation. In this case,

as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Zhou, et al, 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

***Lack of Confidence.*** It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

He and Chen (2010), state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing

students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

***Lack of Motivation.*** It is mentioned in the literature that motivation is a key to students' learning success. With regard to the issue of motivation in learning, Nunan (1999), stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Juhana (2012), further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Nunan (1999), elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become

source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital.

In response to the issue of motivation, Juhana (2012), argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with Tsai & Chang (2013), believes that motivation is a product of good teaching. In his further explanation, Tsai & Chang emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

### **Theoretical Framework**

Experience is what something means to people. It is the responses of people toward the world or certain phenomena. It covers many aspects such as their past experience, understanding, desire, intention or expectation, anticipation, relations with others, feeling, belief or sight, behavior, etc. this study, however, emphasized the aspects covering the students past experience, understanding, benefit, and feeling. These four aspects are interrelated to each other. Therefore students experience at the English public speaking in this study means How are

students' experiences in doing public English public speaking? How do students' feel in English public speaking? What benefits do students get from English public speaking?

**Figure 1. Conceptual Framework**

