

## **Chapter Two**

### **Literature review**

This chapter presents some related theories about the public speaking in presentation, the definition of presentation, and the challenges in presenting. In this chapter, the researchers would like to support this study with theories of several studies. This chapter elaborates studies including theories related to this topic of this study and review of related studies. By the end of this chapter, the researcher shows the conceptual framework of this study.

### **Public speaking**

Public speaking is one of the most important things in the world of education because speaking is one way that people can communicate with others. According to Raja (2013), Communication has become one of the markers of social solidarity, social rank, and professional capabilities, and most of the components of the language are learned through this medium. In the world of education, teachers, as well as students, should be able to speak in front of the audience.

There are some scholars who explain the definition of public speaking. According to Qirbi (2016), public speaking is a public speech delivery process. Public Speaking is an art of oral communication that effectively involves audiences or listeners. Andriani added that public speaking is communication done orally, that is about a thing or topic that is presented

in front of many people with the aim to provide information to many people. This is supported by Dijkzeul and Moke (2005) explaining that public communication is defined as an activity and communication strategy aimed at target audiences. Dijkzeul and Moke added that the purpose of public communication is to provide information to the target audiences and to increase exceptions and influence attitudes or behaviors of target audiences.

### **Presentations as the Forms of Public Speaking**

There are several types of public speaking that are often used in daily life such as presentation, speech, oration speech, and event host (MC). The presentation is also one of the techniques that can be used to speak in public and convey ideas owned. Based on Tenia (2018), the presentation is an important activity in communicating an idea to others with various purposes, for example, to attract an audience to buy products, use services, or for the benefit of others. Tenia also added that a presentation is an act of speaking in front of a crowd with the aim to convey opinions, topics or information.

A presentation is also one form of communication. Besides, when doing a presentation, speakers must convey whether or not the meaning and the purpose of the presentation is successfully done. According to Tenia (2018), the sense of presentation is an active activity in which a speaker conveys and communicates ideas and information to a group of audiences. Talking is very important in the presentation and involves many others to listen to the content of the presentation presented which means the speakers should be able to

make presentations that will be presented in an interesting to follow by the audience. Therefore, they must master the content of the material in the presentation and be able to deliver the material well. It is supported by Triwahyuni and Kadir (2004), a presentation is an important activity in communicating an idea to others with various purposes.

**Presentation in the Academic World.** The presentation is also used in the academic world. Many people apply presentations as a way to communicate with others. In the academic world usually, the presentation is done in the presentation of a conference. According to Reich (2008), there are several procedures to be considered during the conference presentation: the first, usually 15-20 minutes for contributed talks, and maybe time for one or two questions. Second, the audience is usually the students, academics, and statisticians that work in the industry. The third, the talks are categorized by topic, so most of the audience will be at least somewhat familiar with the presenter's topic. And then, the presenter's objective is to get people interested in your work. Furthermore, the presenter's do not have time to present every detail of the presenter's thesis, or even a chapter from the presenter's thesis. And the last the presenter's final presentation in this class is great practice.

Raja (2017), listed few things that hold great importance during a speech or presentation: First, presenter must be intended to be open with the presenter's audience; second, the presenter must be intent to connect with the audience; third, the presenter intent to be passionate about the topic; and last, the presenter intent to listen to the presenter's

audience. These are a few tips that help students as presenters connect with the audience as to become a great speaker.

In the presentation, there are several things that must be considered for the presentation to be effective. According to Thody (2006), the first thing to note for presentations to be effective is preparation. In preparation, we have to do planning templates and rehearsals. The second, the presenter must be ready before and during the presentation. And the third, the presenter must be able to set the time before and after the presentation is done. Fourth, the presenter should be able to address the circumstances that will occur during the presentation. Fifth, the presenter must be able to meet the needs of the needs of the audience because the audience needs a different approach as in academic and in professionals as in business presentations. The sixth, the presenter must be able to achieve the purpose of the presentations which leads to the goal of the presentation itself. Then, the presenter should be able to present an enthusiastic presentation that shows that the research to be presented is important. The last after completing the presentation, the presenter should make contact with the audience who are interested in the presentation that has been done.

As additional points in doing a presentation, Thody (2006) added several things to need out for when presenting: First the presenter should smile with confidence because it will make a presentation let in clay confident and not nervous. Second, the presenter should be able to place body style, tone, and sound level to emphasize certain points. Third, the presenter should not stand in front of the projector and the screen will, therefore, cover the

audience to see the contents of the presenter's slide. Then the fourth, the presenter should see the audience not only focus on one view only. While presenting, the presenters should be able to set the style as it is talking to the audience does not look like it is reading. Furthermore, the presenters should be able to create an atmosphere when the presentation is more comfortable for the presenter and audience. And the seventh when the presenter exceeds 1 person each presenter must divide the section so that at the time of presentation all presenters get a turn to speak. Further when the presenter makes a note on the presenter's paper should make the points on the note so that at the time of reading it does not look like reading. And the last more oral presentations offer great opportunities because of the likelihood of higher success.

**Presentation in Oral Classroom Presentation.** In today's technologically driven society, the ability to communicate verbally continues to be an important skill for students both at school and university. Some experts explain the definition of oral presentation. According to Nadia (2013), Presentation is one of the activities, which are using oral expression courses to develop students' speaking skill. And according to Al-Nouh, Abdul-Kareem, and Taqi, (2015), Oral presentations are planned and practiced speeches that are not memorized or read from the notes but are introduced by the presenter to the audience. According to Nadia (2013), oral presentation is like a formal conversation, speaking to a group as a natural activity. Another statement she said is that doing a presentation is a very good learning experience.

There are some benefits of an oral presentation for students. According to Nadia (2013), understanding the style of presentation will help the presenters to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation, the speakers can decide the type of presentation. Brooks and Wilson (2014) said that using oral presentations in the classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. It is supported by Nadia (2013) who said that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners.

Based on Brooks and Wilson (2014), one of the main benefits of using presentations in the classroom is that oral presentations are student-centered. When students are asked to give an oral presentation it is one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom. Brooks and Wilson (2014) said that the benefit of using oral presentations in the language classroom is that they can provide students with additional motivation to study English. Oral presentations do more than just give students an opportunity to practice language skills; they also give students an opportunity to teach something to their peers. If the activity is properly scaffolded, students will be able to work independently to produce an effective presentation.

This can lead to higher levels of motivation for the students involved, as they are able to see the results of their hard work when they are successful in the presentation that they give. One of the joys of teaching a presentation class is seeing students gain confidence, self-esteem, and autonomy while they are working independently, or as a small group, to produce and give an effective presentation.

### **Challenges in Academic Presentation**

In this section, the researcher will explain the challenges faced by the speaker during the presentation. According Thody (2006), there are some challenges when making presentations in any of invited keynotes, conference papers, lectures, radio and TV interviews and programmers: First a short time, the time given to the presenter to make a short presentation so that the presenter should be able to manage the time as well as possible for the presentation to run smoothly. Second, audience concentration span is limited. The concentration of the audience is limited to the presentation of the presenter. The third, listeners' memories are fleeting for the content of a speech but lengthy for its success or failure as a performance. The audience's comprehension in the presentation depends on the presenter delivering the content of his presentation. Further, most spectators want entertainment with their education while others will regard entertainment as anathema. Not all spectators love the presentation style that will be presented by the presenter. The next presenter academic career needs solid respectability. Presentations presented must be perfect. Then the data have to be even more reduced than for text. The words used should be

shortened. Furthermore, the intricacies of reasoning and proof have to be simplified to be readily conveyed in speech. The oral presentation is more profitable and inspires the audience to be interested in the presentation than the text. And the last oral presentation provides a much better opportunity to inspire and enthuse an audience than does text. With an audience that makes many presenters feel nervous.

Other Challenges in Presentation that Al-Nouh, Abdul-Kareem, and Taqi, (2015) found are the first personal traits of students were the reason behind their feelings of anxiety during oral presentations. Second, the audience and the instructor are believed to be the main reasons students are unwilling to attend (eg, negative evaluation, difficult questions, insulting feedback, etc.). As the conclusion, Al-Nouh, Abdul-Kareem, and Taqi, (2015) said the lack of presentation skills are seen to play an important role in student anxiety feelings (eg, research, planning, organizing, training, and presentation).

Based on National Institutes of Mental Health (2014) stated there are five major characteristic of anxiety; the first characteristic, generalized anxiety disorder (GAD), is an anxiety disorder characterized by chronic anxiety, exaggerated worry and tension, even when there is little or nothing to provoke it. The second, obsessive- compulsive disorder (OCD), is an anxiety disorder and is characterized by recurrent, unwanted thoughts (obsessions). Repetitive behaviors such as hand washing, counting, checking, or cleaning are often performed with the hope of preventing obsessive thought or making them go away. Performing these so-called “rituals”, however, provides only temporary relief, and not



performing them markedly increases anxiety. The third, panic disorder is an anxiety disorder and is characterized by unexpected and repeated episodes of intense fear accompanied by physical symptoms that may include chest pain, heart palpitations, and shortness of breath, dizziness, or abdominal distress. The fourth, post-traumatic stress disorder (PTSD), is an anxiety disorder that can develop after exposure to a terrifying event or ordeal in which grave physical harm occurred or was threatened. Traumatic events that may trigger PTSD include violent personal assaults, natural or human-caused disasters, accidents, or military combat. And the last, social phobia (or Social Anxiety Disorder), is an anxiety disorder characterized by overwhelming anxiety and excessive self-consciousness in everyday, social situations. Social phobia can be limited to only one type of situation- such as a fear of speaking in formal or informal situations, or eating or drinking in front of others- or, in its most severe form, may be so broad that a person experiences symptoms almost anytime they are around other people.

The undergraduate thesis defense has the same characteristics as oral presentation which is usually done by students in the classroom and the same as the presentation made in public speaking and at the conference. With the same characteristics as the oral presentation, the challenges are the same between the undergraduate thesis defense and oral presentation.

### **Contextualizing the study**

The undergraduate thesis defense is one of the final projects for students to graduate after they have previously finished all lectures, assignments, and assessments. The students should finish Community Service program, Bridging soft skill, Internship, BTA, and TOEFL with score min 500. One of a private university in Yogyakarta, Indonesia which has specific rules for students who will complete their studies at the undergraduate. Which specific rules are about writing a thesis. After students write their thesis and get approval from their supervisor, the student must present the results of the thesis that have been made in the presented in a undergraduate thesis defense.

When students ELED doing the undergraduate thesis defense, they will be given 2 hours with time division of 15 until 20 minutes to students present the content of their thesis in the undergraduate thesis defense, and the remaining time will be used for the question and answer session. During the question and answer session, the examiners will give questions about the research that has been made and presented by the student. Besides giving questions the examiners will also give feedback to students.

But before students present their theses in the undergraduate thesis defense students must complete several requirements that have been set by their respective study programs. In the thesis defense, students will present the contents of their thesis in front of a supervisor and two examiners and some audience. Students must answer the questions that will be given

by the examiners or from the audience in reality usually the question was asked more by the examiner than from the audience. When doing a undergraduate thesis defense, students will be examine by the lecturer and the grade determines the passing score when doing a undergraduate thesis defense.

The students who do a undergraduate thesis defense will be assessed by the lecturers as examiners, but when students want to do undergraduate thesis defense, the student has taken all subjects and has taken a minimum of 140 credits, then write and presents the contents of his thesis in the undergraduate thesis defense. The assessment that will be given by the lecturer when the student has conducted a undergraduate thesis defense is also a challenge for students because it will be assessed whether it is pass or not pass. To pass the undergraduate thesis defense, there were three categories of revision for the thesis including minor revision, major revision and without revision. Minor revision is a revision given by the lecturer a little to be improved or added so that the thesis has been made even better, while major revision is a more extensive revision given by the lecturer, whether it is to add or refine the contents of the thesis.

And without revision is when students pass without revision after doing undergraduate thesis defense. As for students who did not pass during the undergraduate thesis defense, the students had to repeat their writing thesis and repeat to make presentations in the thesis defense. Therefore, from the explanation above, this study will find challenges in undergraduate thesis defense.

