

## **CHAPTER II THEORY REVIEW**

### **2.1 Concept of Public Speaking**

Public speaking is an art that combines all of our knowledge and skills Sirait (2008, p.15), having the courage to speak publicly means being willing to reach people of all backgrounds. Of course, if it's your own family or a student, you already have a basic knowledge of them.

Speakers should be able to perform multiple tasks simultaneously. He must be able to inform, entertain and convince his ears. Without science, the information provided may not be correct. And without confidence, a speaker cannot convince others of this. The point is that good public speaking is close to the key word success. Therefore, public speaking is very important for teachers who want to be successful and is necessary to develop high self-confidence and competence.

Public speaking is basically public speaking. Public speakers are people who engage in public speaking activities that usually involve expressing opinions and ideas. what was said who faced, there are no particular restrictions. difference from ordinary speech is defined as the activity of public speaking being intentional or in other words, formalized, but the situation needs not be formal or rigid. And public speaking is really no different when understood in this way normal conversation. But in reality, many people are different. must speak publicly. fear and tension became the main problem for beginners and those who want to become famous. At least, at the end of the speech, the

audience should be able to bring back a message that they can learn from the speech. Templeton and Fitzgerald stated that public speaking has a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Public speaking is quite similar to the presentation, where the difference is the latter is usually meant for the commercial or academic environment Yee, Jafre, & Abidin (2014, p.127-135).

From the statement above, public speaking is delivering a speech, topic, or material in front of the audience with the aim to give information to the audience. With public speaking, the audience will know about the topic or material, and the audience will attract with the material that has been delivered by the speaker. There are various purposes for a speaker to speak in front of the public. It can be tell a story, to share experiences, to inform you about a message, or to motivate others to take action Yee et al (2014, p.127-135).

Public speaking is to convey information to the audience, to influence the audience so that the audience gets feedback from the material that has been heard. The purpose of public speaking is not only to provide information, but to change emotions, actions, and attitudes of the audience Dale Carnegie (AKA Dale Carnegie) and J. Berg Esenwein (2007, p.5).

## **2.2 Speaking Aspect**

The most crucial skill to master is speaking. It makes it possible to have a dialogue. People can apply oral communication through discussion to carry out the function of communication itself, both transactional and interactive. Speaking,

according to Harmer (2007, p.343), calls for the simultaneous application of several different skills, making it a complicated skill. They incorporate the element of speaking. Many professionals discuss the components of speaking.

The following are some elements of speaking English:

### **2.2.1 Pronunciation**

Pronunciation is the process through which speakers make their words more understandable when they speak. It deals with the phonological process, which is the part of grammar that makes up the components and rules that define how sounds change and how language is structured. Segmental characteristics, vowels, consonants, word stress, pitch pitch, and intonation patterns are some of these. Because of this, speakers need to be able to pronounce phonemes correctly, utilize the right stress and intonation patterns, and communicate in connected speech in order to speak English fluently. Speakers must be able to enunciate their words and produce meaningful physical noises.

### **2.2.2 Grammar**

Like words and a set of rules for arranging them into new sentences, grammar is the fundamental unit of meaning. Rodman and Fromkin (2014, p. 14). In a conversation, speakers must use proper sentence construction. The ability to manipulate and recognize the appropriate grammatical form in the appropriate form is required of speakers. Grammar can be used to learn the proper approach to become fluent in a language both orally and in writing.

### **2.2.3 Vocabulary**

A very fundamental component of language is vocabulary. They consist of singular words, predetermined phrases, flexible phrases, phrasal verbs, and idioms. Lack of vocabulary prevents a person from successfully communicating and expressing their ideas both verbally and in writing.

### **2.2.4 Fluency**

The capacity to speak on after starting out of the blue is known as fluency. Fluency can be defined as the capacity to talk easily and without excessive delay or hesitation. When speaking fluently, speakers should be able to convey a message using their available tools and abilities, errors and all.

### **2.2.5 Comprehension**

The speaker and listener discuss understanding. Because knowledge can influence individuals to obtain the information they seek. Understanding anything with a reasonable grasp of the subject or having knowledge of the actual circumstance is what is meant by comprehension. Despite the fact that speaking appears to be the most crucial of the four skills-listening, speaking, reading, and writing-people who know a language are typically referred to as speakers of that language (1996, p.43). Effective and precise communication is the basic objective of all forms of English. However, not all language learners who have studied English extensively are able to speak it precisely and fluently because they may encounter various challenges when doing so.

## **2.3 Type of Speaking**

Every teacher often uses a different approach while teaching speaking skills to their students. Teachers have their own methods for teaching English speaking skills to students who are learning the language for the first time so that their students can practice in front of the class. This depends on the subject matter the teacher will be covering. Short conversations, monologues, dialogue, plays, and other forms of expression can be used. There are various forms of speaking performance, as described in the following, according to Brown (2007, p. 327).

### **2.3.1 Imitative**

According to Darjowijoyo's (2005, p.1) psycholinguistic theory, most people do not consider language use to be particularly challenging. Language usage is simple since it is done frequently and out of habit. At the age of one and a half years, a baby will imitate the word he hears without understanding its meaning. The mimicked one-word phrases develop into two-word phrases, and finally become complex sentences.

Additionally, students should frequently record native speaker speech using a tape recorder, DVDs, or another method before practicing it. This is done to identify a specific vowel sound or to test an intonation counter. The goal of imitation is to concentrate on a specific aspect of language form rather than on a meaningful interaction. Given the chance to listen and repeat certain language chunks aloud, Brown (2007, p.328) claims that learners may have some linguistic difficulty, either phonologically or grammatically.

### **2.3.2 Intensive**

The development of brief spoken passages intended to signal the beginnings of a limited range of grammatical, phrasal, lexical, and phonological links, such as prosodic components such as intonation, stress, rhythm, and period, is another often utilized type of speaking and assessment context. Intensive speaking can be self-initiated or even included in some pair work tasks when the student "skips" some linguistic constructions. Brown (2007, p. 329) defines intensive speaking as any speaking performance intended to develop a particular phonological or grammatical component of language, going beyond imitation.

### **2.3.3 Responsive**

Interaction and understanding assessments are covered by responsive assessment activities, but at the level of very brief, slightly constrained discussions, common greetings and small talk, straightforward requests, comments, and the like.

### **2.3.4 Extensive**

Speech presentations and storytelling are examples of tasks that involve a lot of oral production, where the listener's chances for spoken involvement are either nonexistent or very limited (perhaps confined to nonverbal answers). Therefore, such speaking-related activities give the speaker's age a lot of consideration. With experience, a speaker's ability to construct complicated phrases will increase.

The conclusion drawn above may help to explain why every teacher has a unique approach to helping pupils improve their speaking abilities. Teachers of English as a foreign language have their own methods for getting pupils to practice speaking in front of the class. It depends on the subject matter the teacher would be covering. The technique can take the shape of brief exchanges of words, monologues, dialogue, theatre, etc.

## **2.4 Difficulties in Public Speaking**

According to Mulyadi (as cited in Iriani, 2011, p.17) difficulty is a certain condition which is marked with the existence of obstacles in the activity achieve the goal, so require try harder to get over it. Difficulties can be interpreted as a condition in a learning process marked by obstacles for learning outcomes.

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Based on the theory above, it can be concluded that difficulty in speaking in public is a feeling of fear to participate in certain conditions which is characterized by obstacles in speaking in public in certain situations.

### **2.4.1 Psychological problem**

Speaking problems caused by psychological factors are referred to as psychological speaking problems. Jannah and Wuli (2016, p.68) stated that Psychological problems are those that frequently involve emotional or physical health. Furthermore, Open Stax Collage (2014: 31) stated that psychology is

defined as the scientific study of the mind and behavior. Based on those statements, psychological speaking problems are difficulties caused by psychological factors such as the mind, mental, emotional, and behavioral factors that prevent students from speaking; some of these factors include anxiety, fear of making a mistake, lack of confidence, lack of motivation, and shyness. The following are non-linguistic/psychological issues that students face:

a. Fear of Mistakes

Fear of making a mistake stems from apprehension about making a required verbal error, as well as apprehension about appearing stupid in front of others. Juhana aftertat (2012, p.101) The issue of correction and negative evaluation is linked to fear. This is heavily influenced by the students' fear of being ridiculed by their peers or chastised by the teacher. Furthermore, Aydin (2004, p.22) defined fear of negative evaluation as an apprehension towards evaluation by others and avoidance of evaluative situations when foreign language learners feel incapable of making the proper social impression. It can be concluded that fear of making a mistake is related to fear of negative evaluation and evading evaluative conditions by others, as well as feeling incompetent to make a good social impression.

b. Anxiety

Anxiety is one of the most significant impediments to affective language learning. In other words, anxiety affects students' language learning. As a result, paying attention to this aspect of learning should also be taken into account. Ansari (2015, p.39) stated that anxiety is a negative way of expressing human

emotions. When we are anxious, we feel nervous, worried, and fearful. We struggle, tremble, perspire, and our hearts race.

It can have an impact on the quality of oral language production and make people appear less fluent than they are. We feel nervous, worried, and fearful when we are anxious. We struggle, tremble, sweat, and our hearts race. It can have an effect on the quality of oral language production and make people appear less fluent than they are. This explanation implies that teachers should make an effort to create a learning environment that provides students with more comfortable situations in their learning activities.

c. Shyness

Students have difficulty speaking English because they are always shy. Shyness is an emotional condition that many students experience when they are required to speak in English class. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in the class of speaking. The students are not very confident and tend to be shy because most of them find speaking English in front of their friends and teacher to be very intimidating. Harmer (2007, p.345) stated that students are often hesitant to speak because they are shy and are not accustomed to expressing themselves in front of others, especially when asked to provide personal information or opinions.

d. Lack of Motivation

Students find it difficult to speak English because they are unmotivated. Motivation is one of the many factors that can influence students' ability to speak English. Motivation is one of the factors that influence the success of foreign language learning. It can have an impact on students' reluctance to speak in

English. In this sense, motivation is an important factor in determining learners' readiness to communicate. when it comes to defining a lack of motivation.

According to Aktif (2013: 170), lack of motivation occurs when the desire that leads a person to act is not at its peak. Thus, a lack of motivation to speak is a lack of energy or desire to speak in English. In other words, teachers' teaching performance has a significant impact on students' motivation. As a result, it is critical that teachers demonstrate enthusiasm in their teaching performance. Students are difficult to speak English because they have lack of motivation.

e. Lack of confident

This demonstrates that boosting students' confidence is an important part of the teacher's focus. This means that the teacher should learn how to build students' confidence from both theories and practical experience. According to Juhana (2012, p.102), fear of negative evaluation becomes one main causes of students' anxiety. One of the main causes of student anxiety is fear of negative evaluation. It is widely assumed that students' lack of confidence occurs when they realize their English ability is inadequate and would prefer to remain silent.

#### **2.4.2 Linguistic Problem**

Linguistics is the scientific study of language, including language structure (grammar), words, and phonology. Spolsky and Hult (2008, p.40) stated that linguistics generally includes the details of vocabulary, grammar, and pronunciation. Linguistic problems are those that cause students' speaking abilities to deteriorate. Some linguistic issues that affect someone's ability to

speak include lack of pronunciation, lack of vocabulary, and lack of grammar.

Here are explanation:

a. Lack of Grammar

Grammar and speaking are inextricably linked. Grammar is the language system. Grammar is sometimes referred to as a language rules. Grammar is an important language component in language learning. Because of their ability and understanding of grammar, speakers and writers can communicate and convey their messages clearly and meaningfully. Coghill and Magendanz (2003, p.50) stated that a language grammar is the set of rules that govern its structure. Grammar governs how words are arranged to form meaningful units. Swan (2005, p.35) stated that the rules that show how words are combined, arranged, or changed to show different types of meaning.

b. Lack of Pronunciation

Pronunciation is another challenge that EFL students face. Typically, EFL students find it difficult to pronounce English words correctly. It's because they do not know how to properly pronounce a word in English, where each word must be pronounced differently. Gilakjani (2012, p.45) stated that pronunciation is more than just the correct production of individual sounds. Instead, it should be regarded as an important aspect of communication that should be incorporated into classroom activities. Thus, if a student pronounces a word improperly, it can change the meaning of the word that can lead into misunderstanding of the listener. If someone speaks with wrong pronunciation, it can make people who listen to her or him did not understand since sometimes the change of the sound will change the meaning of a word as well.

### c. Lack of Vocabulary

A student lacks confidence in speaking English because they are afraid of using the incorrect word. Nauli (2014, p.30) stated that without a sufficient vocabulary, one cannot communicate effectively or express one ideas in both oral and written form. Vocabulary is an important factor in determining a student's ability to communicate effectively. The words that speakers use when they want to talk are referred to as their vocabulary. In this case, the students must have a large vocabulary in order to communicate effectively

For example, when students are speaking and become stuck because they do not know what words to say, the point of communication cannot be delivered to the listener. Finally, in order for the conversation to flow smoothly, the speaker should have a large vocabulary. Students with those problems of vocabulary will be confused to express ideas and feeling because they don't know which words they will say. So, that is why most students prefer to keep silent or speak in their mother tongue when they communicate each other.

## **2.5 Type of Speaking Activities**

Speaking instruction should take place in engaging activities that promote communication. Activities involving speaking come in a wide variety. There are twelve speaking actions, according to Harmer (2001, p. 271-274). They include such activities as role-playing, brainstorming, filling in information gaps, finishing stories, conducting interviews, using playing cards, reporting, narrative drawing, describing pictures, and spotting distinctions.

The following activities will each be explained in detail:

a. Discussion

Students will be required to discuss events in class, come to conclusions, or come up with solutions in their discussion groups. Here, the instructor can divide the class into groups, and each group will work on its topic for a specific amount of time. Then, the teacher can have the groups present their findings to the class, and the individual students will be able to express their ideas individually. The fundamental goal of group discussions is to help students speak English more fluently.

a. Role play

Role playing involves students taking roles and having discussions with the team or group that plays the role. For example, the local council wants to introduce a new system and site for waste disposal. Some students serve as members of local councils, others are members of ward organizations and still others are managers and company employees who are asked to do work. The teacher explains and manages the situation. Students prepare in their respective groups, and students who play the same role prepare together. Then students form new groups to carry out discussions. Another way of role playing is to get students to talk. Role play has an attraction for students because it allows students to be more creative, have many ideas and put themselves in the shoes of others for a while.

b. Information gap

Each group member knows some of the information needed to do the assignment, or this group's primary goal is to share information and finish the assignment. Students will talk directly since they are unsure of what other people may say. Among them is: Students collaborate in pairs, each student has a basic (image) that the other student does not have, and student B has a piece of paper A that is empty. Student B sketches the image after listening to Student A describe it. Students then contrast what B proudly drew.

So from the above statement it can be concluded that there are many ways for students to spend more time practicing english speaking skills. Not only in the classroom but also outside the classroom to help them become more proficient in english and socially besides that they are more active in the process of learning to speak english.

## **2.6 How to Overcome Nervous In Public Speaking**

In their research, Younes and Albalawi (2016, p.272) identify a number of factors that make teaching and learning challenging, including students' fear of making mistakes, students' fear of criticism, their shyness when speaking English, their lack of anything to say, their low participation in speaking, and their mother tongue. The following list of techniques describes numerous strategies to deal with stage fright:

1. Inhale Breathing/training

It is essential to take a deep breath, relax your muscles, and rest for a brief period of time when standing at the platform. to prevent pronunciation errors in public.

2. Pause

If you feel uneasy during a conversation, take a brief break, then resume speaking. Before you do so, take a deep breath, smile, and direct your attention to the audience you are most familiar with.

3. Master the material

Study each topic, comprehend it, and become an expert on the greatest conversational subjects you can. If required, conduct some data study to ensure that you are not left out of the discourse. You will become proficient in public speaking without any anxiety or fear if you grasp a subject, such as yourself and your family. Additionally, the best method to increase public confidence is to master the content (you know best and are most prepared to present the topic of conversation, because you have learned a lot, while the audience does not)

4. Preparation exercise

Practice is used to prepare in addition to learning the subject that will be delivered. Increased exercise will result in more launches and flight hours. Spend some time practicing; for instance, practicing in front of a mirror can help boost confidence a bit. Additionally, you can practice in front of your friends or even your cat or other pet.

The takeaway from this is that the best method to deal with stage fright is to plan out what you'll say before speaking in front of an audience so that your heart and mind can become more at ease. To speak clearly and fluently, you should avoid speaking with an accelerated intonation.

## **2.7 Related Review Research**

Research on the subject of public speaking challenges, among others: First, Hanum mufidah, a student in the 2016–2017 academic year at UIN Raden Fatah Palembang a person who examined "Factors Affecting Speaking Difficulty in Class X Students of Hotel Accommodation at SMK Negeri 6 Palembang". The purpose of this study is to identify the causes of students' difficulties speaking English and the remedies to these speaking issues. This study used qualitative research techniques and a variety of instruments, including interviews, questionnaires, and documentation. According to the study's findings, five factors, including (1) students' affective factors (9.89%), (2) students' social factors (12.44%), (3) teachers' factors (30.38%), (4) Indonesian educational system and facilities (14.56%), and (5) students' linguistic factors, all have an impact on students' speaking difficulties (7.31 percent ). For each element, researchers also discovered 31 solutions. Documents based on professional explanations from books, journal articles, and even theses are used to find the answer. Both of these studies center on students' speaking challenges, but Hanum Mufidah's research seeks to identify the causes of students' speaking challenges as well as potential solutions. The researcher looked at how the sixth-semester English Education Study Program

students at the University of Muhammadiyah Kotabumi struggled with public speaking. There are similarities and differences between these studies. In contrast to Hanum Mufidah's research, this study looks for student difficulties and solutions to them in English-speaking activities. The researcher wants to concentrate on improving public speaking abilities. The difference, among others, is that Hanum Mufidah uses questionnaires, interviews, and documentation. While surveys and interviews are the tools utilized by researchers. The research environment is what differentiates things. In Palembang, at SMKN 6, is Hanum Mufidah. While this study was carried out at Muhammadiyah Kotabumi University.

Second, Muhammad examined the "Speaking Difficulties Faced by English Students at Al Magreb University" while he was a student at Al Magreb University. The editor of this International Journal is Mohamed Dalem. The purpose of Muhammad's study is to investigate and identify the root reasons of the speaking issues that English students at Al Magreb University experience. This study employs a descriptive qualitative methodology. Based on these findings, the researcher highlighted the speaking challenges experienced by Al Magreb University English language students, including the fear of making mistakes, embarrassment, anxiety, lack of confidence, and lack of drive. This research and other studies both sought to identify pupils' English-speaking challenges. The gap between earlier studies and the current study is that the earlier studies failed to identify the causes of students' English-language barriers as well as strategies for helping them do so.

Both this study and earlier research adopted a qualitative descriptive methodology.

Third, The "Difficulties Faced by Non-English Speaking Students of the English Speaking Department" were examined by Rima Rahmania. Investigating the challenges non-English speaking students in the English Department face when speaking English is the goal of Rima Rahmania's research. The participants were 15 students from the second semester of the Muhammadiyah University of Mataram's Indonesian language program. A quantitative descriptive method is used in this investigation. According to statistics from exam problems experienced by second-year students in the Indonesian Language Department, the majority of students (80%) virtually always expect stock phrases to be used incorrectly. Second, 73 percent of people have very slow, inconsistent speech, with the exception of short, simple statements. Third, 73% of students make serious pronunciation mistakes, and a very strong accent makes understanding challenging and necessitates frequent repetition. Fourth, there is the vocabulary issue. Only personal and basic survival terms make about 60% of the students' vocabulary. The final one, which requires 33 repeats and continuous repetition, is from the perspective of understanding; only sluggish and extremely simple speech about general social tourist subjects is understood by 55% of pupils. Additionally, there are two forces at play: internal and external ones.

The prior research, which was outlined above, and this research vary in that the former sought to identify the issues facing students and the contributing elements. The researcher's current area of interest is Difficulties

in Public Speaking Skills. Research uses quantitative methodologies that are descriptive, whereas research employs qualitative methods. So, In the academic year 2021–2022, the researcher wants to do research on "Difficulties in Public Speaking Skill of the Six Semester Students of English Education Study Program at Muhammadiyah Kotabumi University."