

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Public speaking encompasses the process, act, and art of delivering a speech before an audience. Nikitina (2011) pointed out that public speaking involves the process, act, and art of delivering a speech in situations where individuals are required to speak publicly. Meanwhile, Fabian (2019) defined public speaking the capacity to share thoughts, ideas, and opinions with an audience, which can be both influential and empowering for the speaker. Simply speaking in front of a group of people does not suffice to become an exceptional public speaker. The objective should not be limited to informing the audience or expressing the speaker's thoughts; instead, it should aim to evoke emotions, incite action, and shape attitudes, leaving the listeners moved by the words and touched by their significance. In conclusion, based on the aforementioned explanations, public speaking is identified as a means for speakers to express their thoughts to an audience, allowing them to learn how to effectively communicate their ideas publicly.

Public speaking course is an education program that allows the students to learn the target language in practical skills to speak in front of people. The public speaking course lets the students experience learning the target language to communicate in public contexts. According to Rahmat (2017), this course emphasizes how to compose meaningful and coherent messages; conduct responsible research on appropriate topics; and how to argue, develop, and polish effective presentation skills. In addition, Akhyak and Indramawan (2013) argued that public speaking is a competency that university students should acquire, encompassing various aspects such as pronunciation, structure, vocabulary, text organization, content, and fluency.

Numerous studies have revealed positive insights into public speaking. In line with this, Ibrahim and Yusoff (2012) posit that public speaking involves

mental and physical presentations that differ from social conversational skills. Effective public speaking requires physical coordination, mental concentration, organizing content, practicing skills, and a wealth of experience. In addition, Siahaan (2020) asserts that acquiring public speaking skills is crucial, as individuals will inevitably encounter situations where they must speak in front of an audience to convey messages, ideas, and questions. Based on these explanations, it becomes evident that public speaking offers substantial benefits for developing speaking skills in front of an audience.

The integration of appropriate media as an adjunct to teaching methods is crucial in the classroom setting. Halimah et al. (2018) argued that modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. The incorporation of modern technologies is essential to elevate the standard of English education. Furthermore, the Orai application has been shown to alleviate students' anxieties and equip them with the confidence to speak effectively in front of others (Hardman, 2018 as cited in Halimah et al., 2018).

In this study, the researcher found the use of the Orai application as a medium to enhance students' public speaking skills in a university in Tasikmalaya. Consequently, the researcher aimed to investigate students' perceptions of the Orai application during the public speaking course. The phenomenon identified in this study pertains to a reflective method employed in the public speaking course, whereby students use the Orai application to assess and rectify their performances. Specifically, the Orai application was utilized after students completed their final tests, allowing them to reflect on their performance. Additionally, this phenomenon was observed among students who had taken public speaking classes and utilized the Orai application during the final exam. Therefore, the researcher seeks to explore students' perceptions regarding this phenomenon.

The public speaking course is a mandatory component of the curriculum at the state university in Tasikmalaya, specifically for students majoring in English Education. The uniqueness of this course lies not only in the theoretical teachings but also in the requirement for students to maintain a reflective journal using the

Orai application to evaluate their performances when speaking in front of an audience. Moreover, the public speaking course provides students with opportunities to explore their own potential, such as delivering information, presenting arguments, introducing guest speakers, or commemorating special events. These activities enable students to gain firsthand experience and become competent and credible speakers. Moreover, supported by the following descriptions provided by Rahmat (2017), this course is designed to introduce speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaking anxiety, and the use of visual aids to enhance speakers' presentations. Students will acquire the necessary skills and strategies to prepare and deliver ceremonial, informative, and persuasive speeches.

Previous studies have provided limited insights into students' perceptions of the implementation of the Orai application in the context of public speaking (Halimah et al., 2018; Saripudin et al., 2020). Besides, these studies primarily focused on investigating students' perceptions regarding the use of the Orai application for reflective purposes. Hence, it is imperative to examine students' perceptions of the Orai application comprehensively, allowing students to assess its usefulness. Additionally, the utilization of media is pivotal in facilitating flexible speaking skills. Putri (2021) defines the Orai application as particularly beneficial for students who lack confidence in speaking in front of their peers, as it enables them to practice directly in the classroom. Therefore, the present study aims to explore students' perceptions of using the Orai application specifically in the public speaking course within the English Education Department at the state university in Tasikmalaya.

## **1.2 Formulation of the Problem(s)**

In this study, the writer focused on answering the following question: "What are the students' Perceptions on Using Orai Application in Public Speaking Class?"

### **1.3 Operational Definitions**

To avoid misunderstanding about the terms used in this study, the researcher provides some definitions related to this study, as follows:

#### **1.3.1 Students' Perception**

Students' perceptions during enrolled public speaking course refers to students' involvement in certain activities and/or feelings.

#### **1.3.2 Public Speaking Course**

The Public Speaking course is a course that design to introduce speech communication which emphasizes the practical skill of public speaking such as ceremonial, informative, and persuasive speeches.

#### **1.3.3 Orai Application**

An application that used on public speaking course as a media to reflect the students' performance after they passed the final exam. Orai application is a kind of application that can be downloaded into the Smartphone, where the application is very useful in implementing learning in English. This application helps students to better understand the extent to which students

speak in English. this application is also able to hear with a clear voice that is issued in English and directly can be in providing value, shortcomings, and advantages of students in English.

#### **1.4 Aim(s) of the Research**

According to the research question, the present study intends to investigate what the students' perceptions about Orai application during the public speaking course are.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Use**

Theoretically, this study aimed to expands the literature of using Orai to teach public speaking in Siliwangi University and hopefully, it might enhance the teacher in implementing Orai application.

##### **1.5.2 Practical Use**

Practically, this study present study contributes to inform the students' perceptions on Orai application as a media to reflect the students' public speaking skill in Indonesian EFL classrooms.

##### **1.5.3 Empirical Use**

Empirically, this study showed empirical understanding on what is the students' perception on using Orai application in Public Speaking to enhance students' skill in public speaking.