

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Learning Activities**

Learning is an activity that must be done by everyone to gain broad insight, especially for students. As stated by Regulation of the Minister of Education and Culture Republic of Indonesia No. 19 the Year 2016 about "Program Indonesia Pintar," this program is one of the government's efforts to support the implementation of universal secondary education or 12 (twelve) years of compulsory education pilot. Learning can be described as a process bringing together both the influences and experiences of cognition, emotion, and the environment to acquire, enhance, or make changes in one's knowledge, values, skills, and world views (Illeris;2005 & Ormrod;1995 as cited in Alomar(2014). Therefore, learning activities, as the name suggests, are activities designed or deployed by the teacher to bring about or create the conditions for learning. The learning activities can be done online or face-to-face learning, based on the situation.

These kinds of learning activities in public speaking class are the practice of speeches, English conversation in class, questions and answer sections between students and lecturers in class, group projects, individual projects, and the like. These activities will be in public speaking class. Most of the activities are done orally since this is a speaking class. However, when the learning took online, the learning activities in public speaking classes also switched to being online by using some platform that supports the learning process, such as Zoom meetings, WhatsApp groups, YouTube, and the like.

The learning activities in public speaking class eventually have course goals and objectives to make the activities beneficial to the students who take the course. Some of the course goals and objectives of this course are to construct (outline, organize, and research) public speeches for delivery to audiences, to experience delivering ceremonial, informative, and persuasive speeches, then to develop analytical and critical listening skills,

and to practice managing successful apprehension about communicating in public contexts.

#### **2.1.1.1 Online Learning**

Since early 2020, the COVID-19 pandemic has been spreading and disrupting formal education across the globe. As of March 24, 2020, 80% of the world's 1.37 billion students had been affected by school closures in 138 countries UNESCO (2020). To reduce the spread of COVID-19 through safe distancing, there has been an increased reliance on online instruction. As stated in Circular of the Minister of Education and Culture No. 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of the coronavirus disease, the teaching and learning process is carried out from the home to prevent the wider spread of the virus.

Because of that situation, almost all schools and colleges in the world have changed their way of learning to use the Internet or online learning. Online learning is education that takes place over the Internet. It is often referred to as "e-learning," among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. Hrastinski (2008) stated that the two types of online learning, namely asynchronous and synchronous online learning, are majorly compared but for online learning to be effective and efficient, instructors, organizations and institutions must have a comprehensive understanding of the benefits and limitations.

Online learning also has advantages and limitations. The advantages of online learning can be described as first navigation, which means that the internet makes it easier for users to search for documents, for example, to search for information from the internet easily without having to go to a bookstore or library. Second, the exchange of ideas means that online learning makes it easy to dig up information from experts in certain fields with the internet. Third, comfortable

communication means that students can easily communicate with others by using some platforms such as discussions using Zoom, message conversations using WhatsApp, and the like. The last is low cost, which means that the students do not spend a lot of money because they do not carry out intense mobility like traditional learning, which requires more costs such as transportation. On the other hand, there are limitations to online learning. Those are copyright, which means that on the internet, some information is easy to access so that students can easily copy text or copy-paste. Then there are signal problems, and the internet connection is not always stable it depends on the weather, the provider, and the like. The last is lack of quality control, informations on the internet are not always correct, so students must have critical thinking to avoid consuming fake news or hoaxes. Yuhanna et. al (2020)

### **2.1.2 Public Speaking**

Public speaking, as its name implies, is a way of making your ideas public, sharing them with other people, and influencing other people. It is a way to express your ideas and have an impact on issues that matter in society. As a form of empowerment, it can and often does make a difference. Astuti (2011, cited in Sugiyati & Indriani, 2021) revealed that public speaking is an approach to transferring a message or idea to people to build their understanding of the information or change the audience's point of view or opinion. By doing public speaking, speakers can spread information to the audience, which is expected to be beneficial for them.

Public Speaking activity trains to speak with confidence in front of an audience. According to Templeton and Fitzgerald (1999, cited in Yee et al., 2014), "Public speaking is having a speaker stand before the audience to deliver a speech in a structured manner, with the purpose of either persuading, informing or entertaining the audience." It is a process or act to perform a speech to a group of people in a structure to inform, influence, or entertain the listener.

Public speaking has different functions. These include being persuasive (e.g., trying to convince the audience to vote for you), informative (e.g., speaking about the dangers of climate change), entertaining (e.g., a best man's speech at a wedding), or celebratory (e.g., introducing the winner of an award). Some public speaking may have more than one of these aims. Sandmann (2013) suggests some basic structures in doing public speaking as follows:

### **1. Introduction**

In this part, the speaker introduces the topic of speech and tells the purpose of the speech, and also can preview the speaking structures to gain the attention of the audience.

### **2. Body**

The body may consist of two to three main points. It includes identifiable transition words or phrases in between paragraphs (Sandmann, 2013). When the speaker is speaking, this break should be shown verbally by using an identifiable word like "next," "finally," "moving on," and the like.

### **3. Conclusion**

In the conclusion part, the speaker can restate their speech to believe the audience. For public speaking, the speaker needs to provide this by using a clear ending statement like "to conclude," "to summarize," or "now we have seen," so that the audience knows that the speaker is going to end because of the verbal cues they have given them.

#### **2.1.2.1 Online Public Speaking Class**

Public Speaking class is a course in the English Education Department, Faculty of Educational Sciences and Teachers' Training in one of the State Universities in West Java, Indonesia). This course appears in the second semester as an introduction to speech communication that emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety and the use

of visual aids to enhance speaker presentations. This course is designed usually for 16 meetings.

This course teaches students the skills and strategies necessary to prepare and deliver ceremonial, informative, and persuasive speeches. Special consideration is given to adapting communication styles and content to diverse speakers and audiences. This course emphasizes how to compose meaningful and coherent messages, conduct responsible research on appropriate topics, and argue, develop, and polish effective presentation skills.

Since the COVID-19 pandemic appeared, the learning process has taken over the internet, or it can be said as “online learning.” Joshua Stern (2020) stated Online Learning is Internet-based courses offered synchronously or asynchronously. This COVID-19 pandemic has also had an impact on the public speaking class learning process from the traditional classroom to online learning.

In short, an online public speaking class is an introduction course to speech communication that emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety and the use of visual aids to enhance speaker presentations by using the internet as a way of learning. This online public speaking class offered synchronous and asynchronous learning meetings. Zoom is used as a platform for synchronous meetings. For asynchronous meetings, it uses Google Classroom, YouTube, and WhatsApp groups as a tool. Since Public Speaking is a practice course that often has tasks of making a video, YouTube is used as a tool for uploading the video’s task, and then the link of it is collected on Google Classroom. WhatsApp Group is also used for communicating between students and lecturers for effective communication since it is easy to use and affordable.

### 2.1.3 Students' Public Speaking Challenges

Even though many people routinely give speeches or presentations, they may still experience fear at the idea of having to stand in front of others and talk, in other words, public speaking. These problems also occur among the students in speaking class. Another commonly used term is *glossophobia*, which is the fear of public speaking or speaking in general. The term *glossophobia* comes from the Greek *glōssa*, meaning tongue, and *Phobos*, fear or dread. Therefore, some speakers can become debilitated by thoughts of what to say, how to keep the audience's interest, and how to calm nerves.

The student's public speaking challenges appear because of each factor, such as cognitive factors, psychological factors, and social factors. As stated by Hanifa (2018) and Humaera (2015), the cognitive factors are a lack of knowledge in English competence, namely spoken grammar, vocabulary, and pronunciation (cited in Pratiwi et al., 2020). For psychological factors, Juhana (2012) explained that students often fear making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. The social factor that causes public speaking difficulties means external factors, as stated by Daud et al. (2019); in social-related factors, students feel uncomfortable performing in front of many people; they feel under pressure and blank, and they call it the crowd factor.

The students' challenges in public speaking class are crucial to finding the solutions. As stated by Penny Ur (1991), there are four main points about the students speaking challenges those are:

- a) Inhibition: Learners often feel inhibited about speaking in a foreign language due to fear of making mistakes, criticism, or attracting attention.
- b) Nothing to say: Even when not inhibited, learners might struggle to find something to say, feeling pressured to speak without genuine motivation.
- c) Low or uneven participation: In large groups, only one person can speak at a time, leading to limited speaking opportunities. Additionally, some learners may dominate the conversation while others remain silent.

- d) Mother tongue use: Learners often revert to their native language because it is easier, feels more natural, and makes them feel less exposed. This tendency is especially problematic in less disciplined or motivated groups, making it difficult to enforce the use of the target language.

## **2.2 Study of the Relevant Research**

This present study is relevant to some researchers written by LeFebvre et.al (2018), Ratnasari (2020), Grieve et .al (2021), Sabariyanto (2021), and Li and Zou (2021). First, the research from LeFebvre et al. (2018) focuses on exploring the most common and recurring fears about speech experienced by undergraduate students in a Public Speaking course. Participants' fears fell into 12 categories, comprising both internal and external fears. This study is related to this research since this study aims to find undergraduate students' fears in offline public speaking courses. Therefore, this research will find out the students' challenges in online public speaking classes.

Second, the previous studies from Ratnasari (2020) focus on students' challenges and strategies to face challenges in speaking classes in the Mechanical Engineering Department. The case study is used as a research design. For collecting the data, the researcher used interviews and students' speaking grades from classroom presentations. The result showed four challenges, such as lack of vocabulary, nervousness, unsupportive environment, and lack of grammar knowledge. Besides, there were five strategies such as code-switching, seeing the audiences as statues, using Google translate machines, making a personal approach to the English teacher, and encouraging self. This study is relevant to this research since this study also finds out the challenges and solutions in speaking class. Therefore, this study was done in different contexts with different majors.

Third, Grieve et al. (2021) on their research focus on the fears of students in higher education while doing oral presentations and public speaking activities, and they also find out the strategies that they use to solve the fear and determine whether the fear affected their experience in higher education. This study is related to this research since it researched students' fears in higher education

while doing oral presentations and public speaking activities. Therefore, this research aims to find out student's challenges in online learning public speaking classes, not only in oral presentations and public speaking.

Fourth, Sabariyanto (2021) investigates foreign learners' difficulties in English speaking and how to solve the problem. He analyzed Junior High School students' speaking difficulties while having English conversations. Most students worry about making mistakes, are nervous, and not fluent in speaking English, so they prefer to be passive and be silent. Because of that, to solve those difficulties, they often do repetition and improvise. This study is related to this research since this study aims to find out students' difficulties and solutions in speaking class in Junior High School. Therefore, this research aims to investigate students at one of the State Universities in Tasikmalaya.

Fifth, Li and Zou (2021) conducted a case study research that explored Chinese undergraduate EFL students' attitudes to and perceptions of an online English public speaking course, which employs a virtual flipped classroom model and MOOCs during the COVID-19 pandemic outbreak. Since all classes were moved online, a previously flipped public speaking course integrated with MOOCs was converted into a virtual flipped classroom. This study related to this research since this study explored undergraduate students in online public speaking classes and their attitudes and perceptions. Therefore, this research aims to find out the students' challenges and solutions in learning online public speaking classes.