CHAPTER II

LITERATURE REVIEW

This chapter explains about theories related to the problem that will be discussed. It discusses the concept of Public Speaking in Educational Context and Emotional Geographies in EFL Classroom.

A. Public Speaking in Educational Context

Public speaking is a common activity in academic settings (Yu-Chih, 2008). By the definition, public speaking occurs when one person prepares and delivers a message with specific purpose to a group of people who are present during the delivery of the speech (O'Hair, Rubenstein, & Stewart, 2010). It is important to acknowledge that the purpose of public speaking is to teach students to prepare and deliver appropriate and effective messages for various context (Lefebvre, Lefebvre, & Allen, 2018). It has become apparent that public speaking is an asset a professional individual must acquire and share with others. In other words this skill has to be taught to the students and needs to be honed throughout the college and into the job market (Parvis, 2001).

Public speaking activities are easy way to enhance language learning. Language skills will improve, because students are using language in meaningful ways for specific purposes and are working toward personal goals. Students also learn how to access information and gain knowledge. These are skills that can effect ively transfer to future learning and employment contexts (Shea, 2009). In addition, Bygate (1987) pointed out that public speaking can help students (1) Improve memory, (2) Make appropriate adaptation to public speaking based on feedback received from others, and (3) Enhance motivation for learning (as cited in Yu-Chih, 2008, p. 114).

In a study by Clark & Jones (2009) on a public speaking course at a community

college were compared online sections with traditional sections. The findings reported the students select the two formats that did not differ significantly in communication apprehension or self-perception of public speaking abilities either before or after the course. On the other hand, the students' public speaking ability at the end of the course did not differ significantly for the two formats.

Additionally, Herbein, et al. (2017) carried out the study on developed and evaluated a public speaking training for elementary school children. The results revealed positive training effects on public speaking skills overall. Participating in the training more appropriate for speeches and organizational skills but did not influence speech anxiety. Finally, LeFebvre, LeFebvre, & Allen (2018) summarized a study on students that described fears related to public speaking. The results also revealed that the categories of students' fears included both internal and external fears about public speaking. Its' providing meaningful implications for teaching and learning within the introductory communication course.

B. Emotional Geographies in EFL Classroom

Research on emotions has produced many theoretical perspectives (Veen

& Sleegers, 2006), and many concepts. A number of researchers have agreed that learners' emotions are formed in of personal, contextual, and social aspects of learning (Ainley & Hidi, 2002; Nolen & Ward, 2008; Schutz & Pekrun, 2007; Volet & Jarvela, 2001, as cited in Hanna & Sanna, 2009, pp. 465). The concept and theoretical framework of emotional geographies that is original to social science as well as educational research (Hargreaves, 2001).

The term 'emotional geography' derived from the understanding and

misunderstanding in the social relationship between members of community and it can be both positive and negative emotions (Liu, 2016). Hargreaves (2005) noted that emotional geographies consist of spatial patterns of closeness and distance in human interactions and relationships that help create our feelings and emotions we experience about ourselves, our world, and each other. Consequently, these emotional geographies are contextually active (Wood & Smith, 2004).

The concept of emotional geographies draws attention to the way emotions associate with places, which means emotional geographies attempts to understand emotional experiences and conceptual (Molz, 2017). It provides a tool for analyzing the complexities of these relationships, and a framework for understanding the factors underlying emotions as well their impact on relationships with others (Knudson, 2016). Emotional geographies that addresses how students' emotions are embedded in the complex conditions and interactions of them with each students, teachers and the environment. Some aspects are included in emotional geographies which focuses on the sociocultu-

ral, moral, physical, professional, and political (Hargreaves, 2001).

1. Sociocultural geography refers to the closeness and/or distance created by the differences of gender, race, ethnicity, language and culture. The students in public speaking have variety of characteristics, because they are in different gender, they come from different city, speak a different language as their mother tongue. It can produce the emotions because of the differences they have.

2. Moral geography refers to the closeness and/or distance created by different purposes. Each student who participates in public speaking have common and personal purposes,

therefore they have different ways to achieve their purposes in public speaking and it created various emotion because of the differences of purposes.

3. Physical geography refers to the closeness and/or distance created by time and space. Public speaking activity provides a space and time for the students to prepare themselves to speech. Lack of time to practice the speech with the teacher and by them self might produce different students' emotions.

4. Professional geography refers to the closeness and/or distance created by different understanding of professionalism in doing public speaking. In this activity students have different understanding of being a professional speaker which leads them to their performance. In this activity, they try to responsible of their task and perform their speech well as they can, but some of students are irresponsible of their task given. Thus, it create emotions of students due to different understanding of professionalism.

5. Political geography refers to the closeness and/or distance created by power and status in doing public speaking. The school requires each student to take part in these routine activities, and the teacher determines which students will perform. It can turn into various emotions of students.

The previous study (Liu, 2016) reported on an in-depth narrative case study of an immigrant background English as a Second Language teacher's emotional experience in a teacher professional community in England. The result represented that the teacher had experience in different emotional geographies aspects, which gave rise to various emotions, both positive and negative emotions about teacher's sense of fairness in teaching, teacher's professional relationship with students, teacher's self-awareness as a non-native speaker of English and teacher's experience of the power relationships in the community.

Furthermore, Rejeki, Kristina, & Drajati (2018) carried out a study towards teacher

emotions experienced by an EFL teacher in one rural areas while dealing with those challenges that is in Papua. The result of their study is to explore one teacher's emotions. The teacher had three emotional geographies aspects namely physical, sociocultural, and professional. In physical geography, the teacher felt worried because it was not safe taking ship to Asmat, Papua. Related to sociocultural geography, the social background of the students caused some troubles in the classroom. In professional geography, he felt worried and powerless dealing with the teachers who do not have the same value in education as him. Hargreaves (2001) demonstrated that emotional understanding and misunderstanding occur not just as a result of personal emotions, however it also because of the ways that organizations promote the experiences and interactions that emerge the emotions.