CHAPTER I

INTRODUCTION

1. Background

Public Speaking (henceforth PS) is a vast method for fostering personal enhancement on diverse converges since possessing communication skills is advantageous in a pragmatic situation (Dolan, 2017; Nikitina, 2011). Whether the target is to amplify the leadership skills, enlarge the professional network, evolve the career, or to magnify social connections, PS can aid the urges of the speaker (Cook, 2007; Dolan, 2017; Nikitina, 2011). To obtain the urges, the speaker should be able to think clearly, be attuned to the needs of audiences, organize their thoughts, select and combine words artfully and judiciously, and express themselves with power and conviction (Osborn, Osborn, Osborn, 2015).

It is noted that talking publicly has always been one of the most challenging and demanding glitches of the speaker due to the high influence of emotional factors such as the feeling of anxiety, apprehension and nervousness (Tanveer, 2008). Furthermore, self-confidence and self-esteem also yield a part in causing communication hindrances. It roots the speaker scared to speak publicly and interacting orally with other people as well as in academic or daily situations (Nino, 2009).

In English as a Foreign Language (henceforth EFL) context, EFL students are expected to be able to interact orally in front of the class in the target language. Nevertheless, most foreign language students go through emotional trembling, they feel highly anxious and tremendously stressful due

to their inability to control their nervousness (Nino, 2009; Paradewari, 2017). This phenomenon influences their oral performances and outcomes. Hence, managing fears and emotions under control remain fundamental to become a great public speaker (Glendon, Clarke, McKenna, 2016).

Contextually, there was one of the students majoring English Education (henceforth Coco) took an English Public Speaking (henceforth EPS) class in one of the State Universities in West Java, Indonesia. His performance during the class was outstanding so that he gained the title as the best speaker in the final test. His skill as a good speaker can be seen from his manner throughout the speech such as confidence, excitement, authenticity, speak in a natural voice, and connect with the audiences (Dolan, 2017; Nikitina, 2011). This along with a study carried by (Wesson, 2005), "A highly confident speaker is viewed as being more accurate, competent, credible, intelligent, knowledgeable, likeable, and believable than the fewer hesitant speaker." He attained his ability from the exercise and practice that conducted personally. Further, he practised communication in English, as well as his surrounding, is encouraging him to maintain the habit (personal communication, February 17, 2020). Additionally, he often was chosen as a leader in such events since he was in the high school level such as class leader, chief executive of student orientation, vice president of English Education Department Student's Association (henceforth EDSA), etc. (personal communication, February 17, 2020). These factors require him to practice a lot. Therefore, he produced better outcomes than the rest students.

During a few decades, a plethora of studies have accentuated on EPS from different foci (e.g. public speaking anxiety, public speaking instruction and public speaking curricula) that generates the quality of EPS' student directly proportional to the practice providing inside and outside the classroom. However, scarce of research has been addressed in documenting the student's practical experience from Emotional Geographies (henceforth EG) perspective (Herbein, Golle, Tibus, Zettler, Trautwein, 2018; Raja, 2017; Webster, 2018). Though EG is broad, it can expand interpersonal interactions which elicit the feeling of excitement, pleasure, personal meaning, boredom, alienation, frustration, inadequacy or anxiety (Bondi, 2012). Moreover, EG prompts political opportunities for academic engagement in policy formation as well (Massey, 2000; Peck, 1999). Thus, the researcher fascinated to scrutinize this void by deploying Hargreaves' (2001) framework of EG conjoined with narrative analysis framework by Labov and Waletzky (1967).

2. Formulation of the Problem

One research question is addressed in the present study. The researcher interrogates, "What are the Emotional Geographies represented by an English Education student during English Public Speaking class?" By employing this formula, the researcher expects to gain EG insight during EPS class.

3. Operational Definitions

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

1. English Public Speaking:	English Public Speaking is a course in the 2nd semester of English Education Department, Faculty of Educational Sciences and Teacher's Training in one of the State Universities in West Java, Indonesia. It is designed for 16 meetings to prepare the students to succeed in typical public speaking situations and to provide them with the basic principles of organization for effective speeches.
2. Emotional Geographies:	Emotional Geographies is a subtopic framework within human geography, dealing with the relationships between emotions and geographic places and their contextual environments. It is exclusively focused on how English Education student's emotions relate to or affect, the environment around them.

3. Aims of the Research

This research aims to investigate EG represented by an English Education student during the EPS class.

4. Significances of the Research

1. Theoretical contribution

The theoretical contribution of this study is to expand Hargreaves' (2001) EG framework to the English Education student in the EPS class.

2. Practical contribution

The practical contribution of this study is to provide learning strategies for the English Education students in the EPS class viewed from EG perspective.

3. Empirical contribution

The empirical contribution of this study is to portray the English Education student's EG phenomenon during the EPS class.