

CHAPTER II

LITERATURE REVIEW

1. English Public Speaking

EPS is a distinctive activity to oral communication that combines physiological, linguistic, psychological, and cultural factors (Brown, 2004; Marinho, Medeiros, Gama, Teixeira, 2017). EPS competence is one of the determinants of professional accomplishment, a strategic skill to gain a competitive edge, credibility, and prestige (Raja, 2013) Thus, the communication transcends the function of conveying information. The voice, the rhythm, and the expressiveness of the speech are valued when it comes to persuading the people (Marinho et al., 2017).

Many people who converse easily in all kinds of everyday situations have become challenged at the idea of standing up before a group to make a speech (Lucas, 2011). Therefore, the approach to this discipline has been becoming wider. One of the approaches to study EPS is through formal instruction in the university. It is formed as a course so that students can learn it in a certain period with various practices and exercises.

Micro and macro-skills have been widely known to hold great importance during a speech (Brown, 2004) because it shapes the performances of the speaker. Thus, the domains are implied below:

Micro-skills: (a) producing correct phonemes and allophonic variant, (b) producing chunks of different length, (c) producing stress, words, rhythmic and intonation accurately, (d) producing words and phrases

effectively, (e) using sufficient lexical choice to accomplish pragmatic purposes, (f) Speech fluently, (g) monitoring oral productions such as pause, fillers, self-corrections and backtracking to enhance the clarity of idea, (h) using grammatical word classes, word order, patterns, rules and elliptical forms, (i) producing speech in natural constituents such as appropriate phrases, pause groups, breath groups and sentence constituents, (j) expressing meaning in particular grammatical form, and (k) using cohesive devices in spoken discourse.

Macro-skills: (a) be attuned with the communicative function according to the circumstances, participants and goals, (b) using appropriate styles, registers, implicative, terminations, pragmatic conventions, conversation rules and interrupting, (c) conveying links and connections between events and communicating peripheral ideas, feelings, new information, generalization and exemplification, (d) Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language, and (e) developing speaking strategies such as keywords, rephrasing, providing context for interpreting the meaning of words and appealing for help.

To facilitate the students in acquiring micro and macro-skills of EPS, the students can practice certain guidelines introduced by (Al-Tamimi, 2014). The domains are: (a) prepare an innovative and attractive topic, (b) elaborate the selected topic with reasonable structure and concise language, and (c) practice and get involved in a speech.

Since EPS is a multifaceted discipline as mentioned formerly, the performance can be carried out outstandingly if the student succeeds to manage their emotions (Bondi, 2012; Glendon et al., 2016; Nino, 2009). This is strengthened by the studies since the 'affective turn' in the social sciences in 1990. They grappled with the complexities of emotions and explored how a person embodied experiences and feelings influence interactions in certain spatial scales (Clough & Halley, 2007). Moreover, while emotions may be in and of the body, they equate to more than simply affect and influence experiences of environments both spatially and temporally (Brown, 2011).

2. Emotional Geographies

EG was first formulated by Andy Hargreaves (2001) as a pattern to describe closeness and distance between human interaction and geographical phenomenon that shape human's emotions. In teaching and learning process, emotions play a pivotal role in engaging the stakeholders as a whole (Denzin, 1985). Accordingly, when it was first framed, it was aimed to improve the standard of learning and teaching.

In community practice, students are expected to express and display certain emotions (Hargreaves, 2001). It is because emotions influence students' performance, identity and development (Schultz & Zembylas, 2011). Along with these factors, Hargreaves proposes five nascent key elements of EG to elicit the phenomenon: (a) socio-cultural geography, (b) moral geography, (c) physical geography, (d) professional geography, and (e) political geography (Hargreaves 2001, p. 1062-1075).

Sociocultural geography deals with the closeness or distance influenced by the differences of gender, race, ethnicity, language and culture. In the context of teaching-learning activity, students often come from myriad backgrounds and it makes each of them unique. The uniqueness portrays from various origins, mother tongues, languages, cultural beliefs, and appearances (Niu, Lu, & You, 2018). These divergences create vibrant personalities between the students.

Moral geography deals with the closeness or distance influenced by the differences of purposes and senses of accomplishment in professional practice. Emotions displayed by teachers and students come from different purposes. Hence, the performance, development and achievement enriched rely on the purposes and sense of value beliefs (Liu, 2016).

Physical geography deals with the closeness or distance by differences of time and space. The emotional understanding of students and their surrounding is made by the proximity of intensity, frequency, continuity and interaction (Holton, 2017). Thus, engagement, time and space play a pivotal role in learning.

Professional geography deals with the closeness or distance by the differences professionalism (Hargreaves, 2000). In the EG of learning, students often faced a dilemma in confronting the problem as they lack experience in managing it. Therefore, a lot of students are failed to expose their ability.

Political geography deals with the closeness or distance by the differences in status and power. In EG of learning, to some students who have self-esteem and self-confidence issues, they have inferior power because they are feeling inadequate to follow the instructions (Nino, 2009; Tanveer, 2008). Additionally, the reduction of status and power often leads to feeling anxiety, insecurity and anger (Dolan, 2017). Besides, increased status often leads to feeling satisfaction and contentment over the responsibility hold.

To adjust in the aforementioned circumstances, the students must have the ability to manage emotions. Those emotions can be coped if the students have **Personal Intelligence** (henceforth PI) (Gardner, 1993). It is a sub-framework within **Emotional Intelligence** (henceforth EI) which focus on a person's ability in controlling negative and positive emotions arouse during certain context (Goleman, 2006). By having this ability, a person can meet his or her personal needs and to fit in with (or stand out from) the environment (Mayer, 2009). To portray the domains, the researcher notes it below:

1. **Knowing one's emotion** – recognizing a feeling as it happens
2. **Managing emotions** – handling feelings so they are appropriate
3. **Motivating oneself** – being able to get in "flow" enables the outstanding performance of all kinds
4. **Recognizing emotions in others** – being subtle to the social signals that indicate what others need or want
5. **Handling relationships** – being able to interact smoot