

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Public Speaking**

Astuti (2011) stated that public speaking is technique to communicate a message or idea in front of people in order to make them understand the information or alter someone's view or opinion.

According to Zarefsky (2014), public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners.

According to Cangara (2010), public speaking is a process of delivering message by a speaker to a group of people.

Based on those statement above, writer conclude that public speaking is two-way communication between speaker and listeners in order to deliver messages.

##### **2.1.1. Elements of Public Speaking**

There are several important elements of public speaking that cannot be separated from public speaking. Schreiber and Hartranft (2013, p.83) explained that the elements of public speaking are:

###### **1. Speaker**

In conversation the speaker's role occurs in short spurts. In public speaking you deliver a relatively long speech and are usually not interrupted. As the public speaker you are the center of the transaction, you and your speech are the reason for the gathering.

###### **2. Message**

In both conversation and public speaking your message has a purpose. For example, in conversation you might want to tell a friend about what happened at a recent basketball game. In this case your purpose is to inform. Or you might want to convince a coworker to switch vacation schedules with you. Here your purpose is to persuade. In public speaking, you also communicate with a purpose. Generally, in conversation you do not give any real thought to how you are going to organize your message. In public speaking, however, organization is crucial because it adds clarity to your message and therefore makes it easier for listeners to understand and to remember what you are saying. In conversation you vary your language on the basis of the person with whom you are speaking, the topic you are talking about, and where you are. When talking with children, for example, you might use easier words and shorter sentences than you would with classmates. In public speaking you also adjust your language to your audience, the topic, and the situation.

### 3. Channels

The channel is the medium that carries the message signals from sender to receiver. Both the auditory and the visual channels are significant in public speaking.

Through the auditory channel, you send spoken messages—your words and your sentences. Through the visual channel—eye contact (or the lack of it), body movement, hand and facial gestures, and clothing—you send visual messages. Increasingly, public speaking is mediated, public speeches are frequently delivered in a television studio and heard by millions in their own living rooms. Similarly, speeches are digitally recorded and made available day and night to millions of Internet users. As video and sound capabilities become more universal, public speaking on the Net is likely to increase dramatically in frequency and in cultural significance.

### 4. Noise

Noise is anything that distorts the message and prevents the listeners from receiving your message as you intended it to be received. Noise may be physical

(others talking loudly, cars honking, illegible handwriting, “garbage” on your computer screen), physiological (hearing or visual impairment, articulation disorders), psychological (preconceived ideas, wandering thoughts), or semantic (misunderstood meanings).

Public speaking involves visual as well as spoken messages and so it is important to realize that noise may also be visual. The sunglasses that prevent someone from seeing the nonverbal messages from your eyes would be considered noise as would dark print on a dark background in your slides. All public speaking situations involve noise. You will not be able to totally eliminate it, but you can try to reduce its effects.

## 5. Audience

In conversation the “audience” is often one listener or perhaps a few. The audience in public speaking is relatively “large,” from groups of perhaps 10 or 12 to hundreds of thousands, even millions.

In some public speaking situations say, you are addressing work colleagues you may know your audience quite well. In other situations, however, you would not know your audience quite so well and would have to analyze them, to discover what they already know so you do not repeat old news, what their attitudes are, so you do not waste time persuading them of something they already believe, and so on.

But public speaking is not just the art of adjusting messages to listeners, it also involves active involvement by the listeners. The listener plays a role in encouraging or discouraging the speaker, in offering constructive criticism, in evaluating public messages, and in performing a wide variety of other functions. Because listening is so important (and so often neglected) in public speaking, it is covered in two ways. First, a complete discussion of listening explains the nature of listening, the forms of listening, and suggestions for improving your listening effectiveness. Second, a series of “Critical Listening/Thinking Link” boxes are distributed throughout the text. These boxes relate critical listening and thinking to

the topic of the chapter and serve as frequent reminders that listening and thinking critically are essential parts of the public speaking act.

## 6. Context

Speaker and listeners operate in a physical, socio-psychological, temporal, and cultural context. The context influences you as the speaker, the audience, the speech, and the effects of the speech. The physical context is the actual place in which you give your speech (the room, hallway, park, or auditorium). A presentation in a small intimate room needs to be very different from one in a sports arena. The socio-psychological context includes, for example, the relationship between speaker and audience: Is it a supervisor speaking to workers or a worker speaking to supervisors? A principal addressing teachers or a parent addressing principals? This socio-psychological context also includes the audience's attitudes toward and knowledge of you and your subject. Influencing a supportive audience will require you to use very different strategies than you would use in front of a hostile audience. The temporal context includes, for example, the time of day and more importantly where your speech fits into the sequence of events. For example, does your speech follow one that has taken an opposing position? Is your speech the sixth in a series exploring the same topic?

The cultural context refers to the beliefs, lifestyles, values, and behaviors that the speaker and the audience bring with them and that bear on the topic and purpose of the speech. Appealing to "competitive spirit" and "financial gain" may prove effective with Wall Street executives but ineffective with those who are more comfortable with socialist or communist economic systems and beliefs.

## 7. Delivery

In conversation you normally do not think of how you had delivered or presented your message, you do not concern yourself with how to stand or gesture or how to raise or lower your vocal volume. In public speaking, the situation is different. Because public speaking is a relatively new experience and you will probably feel uncomfortable and self-conscious at first, you may wonder what to do with your hands or whether or not you should move about. With time and

experience, you will find that your delivery will follow naturally from what you are saying, just as it does in conversation. Perhaps the best advice to give you at this time is to view public speaking as “enlarged” conversation and not to worry about delivery just yet. In your early efforts, it is better to concentrate on content, as you gain confidence you can direct your attention to refining and polishing your delivery skills.

## 8. Ethics

Because your speech will have an effect on your audience, you have an obligation to consider the moral implication of your message. When you develop your topic, present your research, create the persuasive appeals, and do any of the other tasks related to public speaking, there are ethical issues to be considered. You also have ethical obligations in your roles as listener and as critic. Because of the central

While according to Ghaz (2019) there are 7 elements in public speaking.

### 1. Speaker

The speech communication process starts with the speaker – the person who initiated the conversation or talk. The success of the talk will be based on the credibility, preparation, and knowledge of the speaker about the topic.

### 2. Message

The message refers to whatever the speaker is telling the audience about a certain topic. Speakers should deliver it in a clear way for it to reach the listeners in the same way the speaker is trying to convey it.

### 3. Channel

The channel refers to the thing that makes the communication or conversation possible. If you are talking over the phone, the phone is the channel in the process.

### 4. Listener

The listener is the receiver of the message on the other end of the line. In private conversations, probably just have 1, 2, or 3 listeners. In public speaking, the crowd and everyone who gets to hear the speaker's message are the listeners in the process.

#### 5. Feedback

The feedback refers to the response of the listener or the receiver of the message based on the post. It may be verbal or non-verbal.

#### 6. Interference

Interference is anything that affects the communication process. It may be internal or external. The former may include the relationship between the speaker and the listener while the latter may include what's going on around.

#### 7. Situation

In the communication process, the situation refers to the time and place where the conversation happened. It is the physical setting of the event.

### **2.1.2. Obstacle of Public Speaking**

Schreiber and Hartranft (2013) states that obstacle of public speaking is intervention to one of element of public speaking, thus the process of communication is not effective. It also makes the process of communication cannot run based on the expectation of the speaker and listeners.

There are some types of obstacles of public speaking. Cangara (2010) classified the obstacle of public speaking into 6 factors.

#### 1. Technical Factor

Technical factor is external obstacle faced by the speaker that happen to supporting things for the speaker to do his/her speech and it hamper the communication between the speaker and the audiences. For example, there is an

error that happen to the equipment like microphone, thus the information cannot be transferred well.

## 2. Semantic Factor

Semantic factor Obstacle that caused by the language that is used by the speaker. Semantic factor happens because of:

1. Using too much jargon, so it is hard to be understood by the listeners.
2. Using different language because speaker need to use uncommon language
3. Using uncommon structure, so it makes the listeners confused.
4. Different background of culture with the listeners.

## 3. Psychology Factor

Psychology factor happen because of the individual problem of the speaker, such as nervous, afraid of the listener, or bad situation that is faced by the speaker for example mourning situation.

## 4. Status Factor

Status factor happen because of the status gap between the speaker and the listeners, for example the status gap between the senior and junior or between boss and subordinate. The speaker with lower status will be burden to communicate in some specific manner.

## 5. Framework of Thought Factor

Framework of thought is factor that happen because of the different perception between the speaker and the listeners to the message in their communication. It happens because of the different background of education and

experiment. Based on the study about the affectivity of KKN program in villages, the study found that the college students is tend to use the theoretic framework on delivering their program, while the villagers are tend to think about practical things.

## 6. Cultural Factor

This factor happens because of the different of norm, custom, and common value that is used on communicating

While Dewi (2013) narrowed that the obstacle of public speaking is only the fear of the speaker to do public speaking. Natalie Roger on her book states that there are several symptoms that show that a speaker has a fear to perform in front of the public. Those symptoms are:

### 1. Physical Symptoms

This symptom could be felt before the show. The speaker will have stomach-ache or insomnia. When the presentation is going, this symptom also could come, usually the symptom will be:

- a. Faster heartbeat
- b. Shaking knees
- c. Vibrating sound
- d. Abdominal cramps
- e. Hyperventilation
- f. Watery eyes, runny nose
- g. Cold hands, etc.



## 2. Mental Symptoms

These symptoms usually come when the speaker is doing their presentation. Generally, the mental symptoms are:

- a. repeating some words
- b. unable to remember some part, number, fact or words from the speech
- c. clogged mind, speaker do not know what they need to say to continue their speech

## 3. Emotion symptoms

Physical and mental symptoms usually will be started or come with the emotion symptoms; they are:

- a. Big fear before doing the presentation
- b. Feeling unable to do the presentation
- c. feeling embarrassed when the presentation is over
- d. feeling panic

### **2.1.3. Fear of Speaking**

Tsiplakides (2009) stated that speaking anxiety is a person's reluctance to participate in conversations using a particular language. It is due to lack of motivation and low performance. Cohen and Norst (1999) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and their teacher. These fears and anxiety are reflected not only through the use of such words as embarrassment, trauma, unnerving, frightening, resentment, frustration and so on, but also through their physical responses.

Kayaoğlu and Sağlamel (2013) found several causes of language anxiety. They are (1) linguistic difficulty in the form of lack of vocabulary, lack of

grammatical understanding and bad pronunciation; (2) cognitive challenges in the form of feelings of fear cannot communicate, fear of failing the test, the fear of making mistakes, shame to fail in front of others, low self-esteem; (3) lack of understanding of the original language; (4) teacher's role and competitiveness. The results showed that the speaking anxiety of respondents more due to linguistic difficulty, especially the lack of vocabulary, less understanding of grammar, and bad pronunciation.

There are so many kinds of fear in speaking, especially speak in public. One of the causes that writer can conclude that is lack of confidence.

## **2.2. Self Confidence**

Murray (2006) states that self-confidence is a firm belief. If a person is convinced of something, he/she is not worried about the outcome, he/she simply takes it for granted that it will go well. According to Ansari and Oskrochi (2004) self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition and ambitious influence of one's self.

Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeed. A similar opinion is stated by Adalikwu (2012) that self-confidence as a belief that someone has it in his/her ability to succeed in a task, based on whether he/she is able to do that or not a task in the past. So, when students are confident about their abilities irrespective of their past experiences, they will succeed in their learning. Lawrence (2006) states that self-confidence is a set of beliefs about one's talents and abilities. Thus, students who are confident are successful in their learning because they believe in their abilities and never give up.

From those statements, the writers can conclude that self-confidence is a person's attitude in facing something without fear and feeling that the person can do it well.

### **2.2.1. Benefit of Self Confidence**

Social self-confidence would be expected to play an important role in the emergence of natural opinion leaders who are able to influence the decisions of peers. Individuals with greater self-confidence are generally more motivated to undertake the behaviour in which they are confident. This arises from the belief that they are able to handle the full range of challenges that undertaking that behaviour can manifest (Schunk, 1990). Social self-confidence will lead people to be more sociable with those around them. They will have the belief that they can manage their social interactions, effectively dealing with the good and bad experiences that normally arise during social exchanges. A more sociable person will naturally create more social bonds in a peer group relative to others in the group, increasing their ability to influence all the members of the group through social contact (Berndt, 2002). This will lead their purchase behaviour to be more visible, and potentially more attractive to mimic among those around them, as it is an indicator of a higher social position in the group.

Not only can higher self-confidence motivate a person to engage in a behaviour more often, research has found they more effectively manage their behaviour through time (Sanna and Pusecker, 1994). A person with greater social self-confidence would be able to assess a social setting and understand their position within it. A person with greater social self-confidence tends to spend more time and mental resources understanding the wider implications of their actions and managing external factors that can influence their personal social success (Bandura, 1990). Self-confidence leads them to focus less on their own abilities, as they believe they have those abilities and don't need to develop them (Bandura, 1990). So, a self-confidence will lead the person into a great speaker in a speaking in public.