CHAPTER II
LITERATURE REVIEW

2.1. Public Speaking

When people do public speaking, there will be interaction from one person to the audience in conveying the message. This is in line with the opinion of several experts. Cangara (2010) states that public speaking is a process of delivering a message by a speaker to a group of people. While, Imron & Hantari (2019) state that public speaking is the ability possessed by someone to talk to many people and it does not mean having to speak in a large forum but can be done in small forums depending on the purpose of public speaking. Moreover, Astuti (2011) states that public speaking is a technique to communicate a message or idea in front of people to make them understand the information that conveys. From the definitions, it can be concluded that public speaking is a communication process between the speaker and the listener to convey the message.

Furthermore, public speaking is not just conveying a message but has the purpose of informing, influencing, or entertaining the audience. This is the same with two experts, namely Novakovic & Teodosijevic (2017) & Otoluwa et al., (2020). Novakovic & Teodosijevic (2017) state that public speaking is the process or act of conducting a presentation (speech) focused on an individual speaking directly to a live audience in a structured and intentional way to inform, influence, or entertain them. Moreover, Otoluwa et al., (2020) state that public speaking is the act or process of making a speech in public and the art of science of effective oral communication with an audience that has a purpose such as conveying information, motivating people, talking to the audience, and even entertaining. From the definitions, it can be concluded that public speaking is a communication process between the speaker and the listener to inform, influence, or entertain. So, it can be concluded that public speaking is a process of delivering messages that have purposes such as entertaining and influencing the audience.

2.2. Elements of Public Speaking

There are several important elements in public speaking that cannot be separated from public speaking. According to Gallego et al., (2021) the elements of public speaking are as follows:

1. The speaker

   The speaker is a transaction center that acts as a communicator. Speakers need to recognize the tastes of the audience so that the audience can understand the speaker's intentions and understand the benefits of the contents of his / her speech for their lives.

2. Order

   All messages in public speaking activities flow, starting from the speaker to the listener. Messages sent and received simultaneously and vocally indicate effective message distribution because one and another complement each other.

3. Audience

   The listeners or audiences involved in the process of public speaking activities are essentially different and have their peculiarities. Moreover, each of these listeners is involved in a public speaking situation with different intentions, motives, expectations, knowledge, attitudes, beliefs, and values.

   Moreover, Ghaz (2019) states that the seven elements in public speaking are:

1. Speaker

   The speech communication process starts with the speaker to the person who initiated the conversation. The success of the conversation 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.

3. Channel

   The channel refers to the thing that makes communication or conversation possible. If 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. However, in public speaking, the crowd and everyone who gets to hear the speaker's message is 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.

2.3. Obstacle of Public Speaking

There are some types of obstacles in public speaking. Nadiah et al., (2019) state that obstacles in doing public speaking are anxiety, mastery of public speaking techniques, and mastery of the material. Anxiety is an obstacle that is often faced by many people when doing public speaking. The main cause of anxiety is a lack of self-confidence. Other than that public speaking is often faced with the inability to speak fluently and clearly both in words and meaning. Sometimes in public speaking people often find that they cannot also maintain their eye contact, gestures, and body language. The obstacles also are a lack of self-confidence, preparation, and practice in public speaking.

In addition, Liliweri (2014) states that public speaking obstacles can be classified into 2 types, namely:

1. Environmental obstacles

Environmental obstacles are external things that hinder the speaker in delivering the speech and it comes from around the speaker. There are 3 (three) types of environmental obstacles, the first is interference from the environment. For example, the sound of cars passing by is heard by the audience. The second is the

distance between the speaker and the listener. It can be too far or too close. The third is the width of the presentation space whether it is too wide or too narrow. Both the width of the room and the distance between the speaker and the audience can affect the way the speaker thinks and also how the speaker's voice reaches the audience. Based on research, a wider room can make a speaker think more broadly and vice versa because a smaller room can give the speaker more so that it has an impact on how they will express their thoughts when they make a presentation.

2. Semantic obstacles

Semantic obstacles are barriers that speakers face on the language side. The type of semantic obstacle is language, for example, language and terms between the speaker and the audience. In addition, differences in language dialects can also be an obstacle for speakers.

Moreover, Cangara (2010) classifies the obstacle of public speaking into 6 factors.

1. Technical Factor

   The technical factor is an external obstacle faced by the speaker that is supposed to support things for the speaker to do the speech, but it hampers the communication between the speaker and the audience.

2. Semantic Factor

   Semantic factor obstacles that caused by the language used by the speaker. For example, using too much jargon is hard to be understood by the listeners, using a different language because the speaker needs to use an uncommon language, using an uncommon structure, so makes the listeners confused, and different background of culture with the listeners.

3. Psychology Factor

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

4. Status Factor

   The status factor happens 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 burdened to communicate in some specific manner.

5. Framework of Thought Factor

   The framework of thought is a factor that happens because of the different perceptions between the speaker and the listeners of the message in their communication. It happens because of the different backgrounds of education and experiment.

6. Cultural Factor

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

2.4. Anxiety

The person that felt anxiety will be apprehensive about what to face. Horwitz et al., (1986) as cited in Santriza (2018) explain that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It is in line with Mohtasham & Farnia (2017). They say that anxiety is the state of an individual when someone feels "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxiety. On other hand Rumiyati & Seftika (2018) state that anxiety can be defined as a complex concept dependent not only on one's feelings of self-efficacy but also on appraisals concerning the potential and perceived threats inherent in certain situations. It can be concluded that anxiety is a subjective feeling of tension, anxiety, frustration, self-doubt, and fear as well as an assessment of the potential and perceived threats inherent in a particular situation.

2.5. Anxiety in Public Speaking

One of the obstacles in public speaking is anxiety. Fitri (2017) states that anxiety in public speaking is a feeling of anxiety felt by the speaker when making a presentation in front of the class that arises because of negative thoughts characterized by the appearance of physical and psychological symptoms and avoidance behavior. Moreover, public speaking anxiety is a threatened, unpleasant, and depressed feeling followed by physical and psychological reactions due to fear

of not being able to adjust or deal with situations when speaking in public without a definite specific cause that appears before or during speaking in public (Amali & Rahmawati, 2020).

According to Ririn et al., (2013) the anxiety of public speaking is the inability of individuals to develop a conversation that is not caused by a lack of knowledge but because of the inability to convey the message perfectly, marked by the reaction of psychological and physiological. Therefore, Sugiyato & Lilla (2021) state that when speaker encounters speaking anxiety in their public speech, it will affect their speaking quality, leading them to feel embarrassed if they make mistakes and further driving them to eliminate the chance to do a public speaking activity.

From those statements, it can be concluded that anxiety in public speaking is an individual's inability to develop conversational feelings because the anxiety felt by the speaker is caused by threatened, unpleasant, and depressed feelings followed by physical and psychological reactions for fear of not being able to adjust or face the situation when speaking in public.

2.6. Level of Anxiety

Ariani et al., (2020) state that some anxiety levels start from; very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety, and high anxiety. On the other hand, Bandura (1956) as cited in Farisy (2019), states that there are several levels of student speaking anxiety, they are low, medium, and high-level anxiety. To categorize the students into low-level anxiety here means that when students feel confident about the situation in their experience, they do not feel embarrassed to interact with others. However, they got difficulty in their experiences. Then medium-level anxiety means that students feel less confident about the situation in their experience with doubt in their abilities and still need help from others in a specific condition. So, they will also be comfortable if they get help and support from others. Lastly, a high level of anxiety means that students feel unconfident about their capability, making them afraid to do something in the acute condition. They do not feel any dependence, so it will not show an exaggerated attitude to seek or expect.

2.7. Factors of Anxiety

Anxiety that occurs when people do public speaking is usually caused by many factors. According to Monarth & Kase 2007 as cited in Haryanthi & Tresniasari (2012) the factors of anxiety in public speaking are:

1. Biological factors

   Everyone experiences fear and anxiety when faced with danger. When faced with a situation that makes one feel uncomfortable, there are some physiological responses that appear. First, the sympathetic nervous system produces and releases adrenaline, which is a fight hormone and flight (avoiding) dangerous situations. Second, the heart beats vigorously, blood pressure rises, and red face. Third, feel a cold and shaking sensation in the hands and feet. Fourth, rapid breathing, difficulty controlling breathing, and experiencing lightheadedness. Fifth, sweat all over the body.

2. Negative thinking factor

   Thought will trigger a biological response otherwise sometimes a biological response that shows anxiety and negative thoughts will accompany it. Negative thoughts generally arise that public speaking is scary and excessive thinking about the negative consequences of a social situation.

3. Avoidance factor

   When someone wants to avoid a stressful situation as quickly as possible and does not want to go back to the same situation. Therefore, behavior that appears related to this condition, namely avoiding scary situations.

Moreover, Muslim (2013) as cited in Khaerunnisa (2020) state that factors to influence the increase in public speaking anxiety are:

1. Degree of evaluation, the higher the individual feels evaluated, the anxiety will increase.

2. Subordinate status, this means that when individuals feel that other people have better communication skills or knowledge that is much broader than them, communication anxiety will increase.

3. Degree of conspicuousness, meaning that the more prominent an individual is, the higher the communication anxiety will be.

4. Degree of unpredictability, the more unexpected situations, the greater the level of anxiety.

5. Degree of dissimilarity, when individuals feel a little in common with their interlocutor, then the individual will feel communication anxiety.

6. Prior success and failures, meaning that individual success or failure in one situation will affect the next response.

7. Lack of communication skills and experience, meaning that lack of ability and experience will cause communication anxiety, especially if do not try to improve the abilities.

Furthermore, Burgoon & Ruffner (1978) as cited in Anwar (2010) state that one of the factors that influence public speaking anxiety is lack of experience felt by the individual. This causes individuals to tend to have negative thinking patterns and then avoid speaking in public. Individuals believe that bad things will happen.

Aryadillah (2017) also gives information that the cause of communicators who have down syndrome is a lack of preparation, then the audience affects their self-concept (communicators who experience anxiety) so that self-defense is "stressed" and has an impact, tension that makes communicators feel anxious. The way to overcome this communication apprehension is to prepare the material that will be presented before the day, face all forms of "attacking psychology", and face it calmly by controlling the breathing.

Villar (2010) adds that there are several factors cause individuals to experience anxiety in public speaking. They are expectancy factor, factors of practice and experience, audience factor, confidence factor, rejection factor, factors fluency of speech, preparation factor, and the unpleasant experience factor in the past.

In addition, Fatma & Ernawati (2012) state that there are two factors influence the students' anxiety that is the internal and external factor.

1. The external factors. Regarding to the external factors consists of:
    a. Lack of preparation

      Many previous study studies stated that preparation becomes one of the main factors that made students anxious. Liu (2007) mentioned that "preparation", in the top lists how to overcome anxiety.

b. Limited vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form (Fauzi, 2021).

c. Friends

Classmate are also having important role in learning language. Yet, friends often make anxious situation makes learners feel nervous and uncomfortable when speaking. Feeling uncomfortable when being stared at by other students while speaking is one of anxiety sources which commonly experienced by language learners.

d. Embarrassment

Embarrassment is an emotional thing that many students experience that makes their minds go blank, and they forget anything. So, in learning foreign language, embarrassment become one of the factors contributing students' anxiety.

2. The internal factors. Regarding to the internal factors consists of:

a. Lack of self confidence

According to Sugiharta (2016) students with adequate self-confidence will be able to minimize the anxiety that occurs to them when holding a presentation or speech, and these students can respond to a presentation or speech process with a positive response. It means a lack of self-confidences is one of the important factors needed to be concerned because it is determined to one successful performance.

b. Shyness

Shyness is an emotional thing that many students experience because sometimes they are asked to speak in English especially speaking in front of people and it is one of the common phobias students face and feeling shy makes their minds blank and forget anything. So, shyness plays an important role in speaking performance done by the student.

c. Motivation

Nunan (1999) as cited in Januariza & Handriandevii (2016) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

d. Fear of Mistake

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom.

In addition, Yaikhong & Usaha (2012) state that PSCAS (Public Speaking Class Anxiety Scale) included the components of communication apprehension (a type of shyness characterized by anxiety and fear about interaction with people or difficulty speaking in groups and oral communication in public), test anxiety (test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is failure), fear of negative evaluation (the apprehension about other peoples' evaluations), and comfort in using English in a public speaking class.

It is same with Najiha & Sailun (2021) state that the factor of anxiety from The Foreign Language Classroom Anxiety Scale (FLCAS), as follows:

1. Communication Apprehension

According to Horwitz et al., (1986) communication apprehension is a type of anxiety that evokes speakers' fear of making a communication transaction. In communication apprehension, the students feel uncomfortable, shy, and fear when they have to engage in real communication with other people. It can be said that communication apprehension may be the primary source of anxiety for low proficiency students. In addition, Suleimenova (2013) as cited in Neman & Ganap (2018), noted that "anxious students may not be able to take in a spoken dialogue fast enough because anxiety interferes with their ability to process information." Someone with apprehension about communication gets difficulties speaking in groups or in front of many people or even listening to the message being conveyed.

2. Test Anxiety

Horwitz & Young (1986) as cited in Mohtasham & Farnia (2017) defined Test anxiety which is a feeling of dread that refers to student performance affects

students' assessment which comes from fear of failure or unpleasant experiences. So, students feel they do not enjoy the test and are worried about the results. It arises since the students have thoughts that the only acceptable performance in a test is when they can do it perfectly.

3. Fear of negative evaluation

Fear of negative evaluation deals with students' apprehension of others' evaluation. It emerges them to avoid evaluation situations and build the expectation that others would evaluate them negatively. This type of anxiety is not limited to test-taking situations; instead, it may occur in any social, evaluative situation, including an interview for a job or speaking in a second or foreign language class.