

CHAPTER 2. LITERATURE REVIEW

This chapter is dedicated to a deeper understanding of this research. In this chapter, the researcher explains the theories related to English public speaking used in research to explain information that can answer research questions. This section has four sub-chapters: The definition of English public speaking and the main features of English public speaking, the nature of English public speaking in ELEP, the assessment of English public speaking and teaching English public speaking in ELEP during the Pandemic, definitions of learning interest and aspects of learning interest, and the previous study.

2.1. English Public Speaking

This section intends to outline the definition of English public speaking. In addition, this section helps articulate definitions of English public speaking that are relevant to current research.

2.1.1. Definitions

Public speaking using English is a communication skill. Public speaking is a form of communication carried out orally about a matter or topic in front of many people (Sari & Wiwitan, 2019). In addition, Novaković and Teodosijević (2017) state that public speaking is to convince the audience of the presented topic; the aim is to influence, change opinions, teach, educate, provide explanations, and provide information to the audience.

Shyam and Joy (2016, as cited in Pakpahan, 2022) defines public speaking as a structured speech pattern delivered to an audience with three main goals: informing, persuading, and entertaining. To inform means public speaking often involves giving information to the audience. It may include facts, statistics, examples, stories, or other evidence supporting the speaker's message. The information must be relevant to the interests and needs of the audience, accurate and truthful, and presented clearly and orderly. Persuade means in some cases, the objective speaker may persuade the audience to adopt a specific opinion, attitude, or behavior. It

requires more than just presenting information; the speaker must also make persuasive arguments that match the audience's values, beliefs, emotions, and interests. Effective persuasion often involves a combination of logical reasoning, emotional appeal, and credibility-building strategies. Entertain means while public speaking is often associated with severe or informative topics, it can also be a form of entertainment. For example, comedians, motivational speakers, and presenters who aim to engage and delight their audience with their message. It requires different skills than information or persuasion, such as humor, storytelling, and audience interaction.

Furthermore, Beebe (2009) defines English public speaking as an activity of speaking in public using English as the primary language. This includes reporting, speeches, or discussions conducted in formal or informal settings, such as conferences, seminars, meetings, or celebratory events.

So, the conclusion of English public speaking is verbal communication using English to the audience to provide a relevant, accurate, and trustworthy topic delivered in an informative, persuasive, and entertaining way.

2.1.2. Primary Features of English Public Speaking

Mastering public speaking skills requires paying attention to several features of public speaking. According to Santoso (2021), the basic features that need to be considered in public speaking are confidence, body language, and eye contact.

The first feature of self-confidence is key to conveying good information and establishing two-way communication. Body language is the second feature. Good posture and body language can strengthen your image and make you appear less stiff. Knowing the audience can help them to investigate your presentation's style and tone. The last feature, eye contact, can make them appear more authoritative and confident and help keep the audience engaged and focused. So that the information described can be appropriately delivered.

In addition, Beebe (2009) states that the primary features of English public speaking include: clear and concise language, pronunciation and enunciation, tone and pace, voice projection, and confidence. The first feature is clear and concise language: simple, easy-to-understand language can help ensure that your message is conveyed effectively to the audience. The second feature is pronunciation and enunciation: speaking clearly and distinctly can help to ensure that the audience is able to understand what you are saying.

The third feature is tone and pace: varying your tone and pace can help keep the audience engaged and emphasize important points. The fourth feature is voice projection. Speaking loud enough to be heard by the entire audience is important, while not speaking too loud makes it unpleasant for the audience. Confidence is the fifth feature. Speaking confidently can help establish credibility and authority and make you appear more persuasive. The last features of nonverbal communication are use of gestures, facial expressions, and eye contact to enhance your message, and make it more engaging for the audience.

Anjarani (2022) claims that the primary features of English public speaking at ELEP University of Muhammadiyah Purwokerto referring to Brown's opinion, namely grammar, vocabulary, comprehension, fluency, and pronunciation. The first feature is grammar. Often defined as the system of rules of a language, it is also helpful to think of it as a source for conveying the meaning. The second feature is vocabulary. Mastery of one's language is called "vocabulary," which is Indonesian for "word power." This fact can help us understand that vocabulary is a collection of words that are familiar to everyone.

The third feature is comprehension. The term "comprehension in speaking" describes a listener's understanding and interpretation of the speaker's words. It is a crucial part of any speech, especially in front of an audience, as it ensures they will get what they say and care about it. Fluency is the fourth feature. It refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary. The last feature is pronunciation. They

make sounds to give meaning to language, such as the intonation, stress, rhythm, and movements associated with speech.

Apart from referring to Brown's opinion, the lecturer in ELEP UMP also added two other features of English public speaking, namely gestures and eye contact. The first feature is gestures. According to Anjarani (2022), gestures are the speaker's way of influencing the audience through body language so that the audience remains focused on the material presented. Public speaking would be monotonous if only with pretty words and no gestures. Eye Contact is the last feature. Furthermore, Anjarani (2022) defines eye contact as when speakers see the audience so that it can create a more interactive impression when speaking in public. In the case of lectures during online classes in ELEP, eye contact indicates whether students see the text when doing public speaking assignments.

These features will be used for the assessment of English public speaking in ELEP Muhammadiyah University Purwokerto, namely grammar, vocabulary, comprehension, fluency, pronunciation, gesture, and eye contact.

2.1.3. English Public Speaking Course in English Language Education Program

This section intends to describe the nature of English public speaking and assessment of the English public speaking courses at the ELEP of the Faculty of Teacher Training Education, Universitas Muhammadiyah Purwokerto.

2.1.3.1. The Nature of the English Public Speaking Course

Students in the English Language Education Program (ELEP) of the Faculty of Teacher Training Education, Universitas Muhammadiyah Purwokerto, are required to master the knowledge of English in the form of spoken and written communication concepts (UMP, 2018). In addition, students are also expected to have public speaking skills, namely the ability to speak in public, to create good communication. So, to fulfil this goal, the ELEP provides public speaking courses for students as a compulsory subject.

According to Anjarani (2022), the learning outcomes of public speaking courses at ELEP are students being able to speak English in the context of giving speeches or speeches, reporting news as news anchors or TV reporters, and master of ceremonies (MC) independently/in pairs using English public speaking indicators.

The Public Speaking course, which is now Speaking for public communication, with two credits. This course is taught in the third semester due to initial provisions for the next semesters. The part of learning oral communication (speaking), which emphasizes the skills of speaking in front of the public at certain events based on the primary features of English public speaking and also provides techniques to increase self-confidence and use aids in presentations.

2.1.3.2. Assessment of English Public Speaking in ELEP

With reference to an interview with the lecturer Anjarani (2022), prior to conducting this research, the assessment aspects of the English public speaking course at ELEP UMP used the basis of Brown's work. According to Brown (2004), indicators of public speaking are grammar, vocabulary, comprehension, fluency, and pronunciation as follows:

Table 2.1 Assessment of English Public Speaking

| Assessment | Scoring Categories |
|------------|--|
| Grammar | I Grammar mistakes are common, even if native speakers can understand the conversation. |
| | II It can handle basic construction well but needs more language control. |
| | III Good grammar. Can speak with enough structural accuracy to effectively participate in significant formal and informal discussions on practical, social, and professional topics. |
| | IV Using accurate language at all levels related to professional needs is very beneficial. There are no grammatical errors. |
| | V Comparable to that of a well-educated native speaker. |
| Vocabulary | I Need for more vocabulary to explain anything but the most fundamental demands. |
| | II They have a sufficient vocabulary to express themselves with a few circumlocutions. |

| Assessment | Scoring Categories | |
|---|--|---|
| | III They possess the adequate vocabulary to participate successfully in most official and casual conversations on practical, social, and professional themes. Their vocabulary is sufficiently extensive that they rarely have to search for a term. | |
| | IV They can understand and participate in any discourse within their experience range with good vocabulary precision. | |
| | V Speech on all levels is entirely accepted by educated native speakers in all of its forms, including vocabulary breadth, idiomatic expressions, colloquialisms, and cultural references. | |
| | Comprehension | I In their limited language experience, they can understand simple questions and answers if presented with a pause, pause, or paraphrase. |
| | | II Can get insight from a sizeable non-technical subject (that is, a topic that does not require special knowledge). |
| III Knowledge is completed at an average pace. | | |
| IV They can understand any conversation in your experience. | | |
| V Comparable to that of a well-educated native speaker. | | |
| Fluency | I No specific description of fluency. For a basic level of fluency, consult the other four language areas. | |
| | II They can confidently manage most social situations but not fluently, including introductions and casual conversations about current events, work, family, and autobiographical details. | |
| | III They can discuss specific areas of expertise with reasonable ease. They rarely struggle to find words. | |
| | IV Capable of using the language fluently at all levels, with a specific focus on professional requirements. Participates with a high degree of fluency in any conversation within the scope of this experience. | |
| | V They are so proficient in the language that educated native speakers accept their speech in its entirety. | |
| Pronunciation | I Errors in pronunciation are frequent but can be understood by a native speaker dealing with foreigners attempting to speak his language. | |
| | II The accent is intelligible, though it often needs to be corrected. | |
| | III Errors never interfere with understanding and rarely disturb the native speaker. The accent may be foreign. | |
| | IV Errors in pronunciation are pretty rare. | |

| Assessment | Scoring Categories | |
|-------------|--------------------|--|
| Eye Contact | V | Equivalent to and entirely accepted by educated native speakers. |
| | I | They make almost no eye contact during presentations or conversations, exhibiting a lack of effective communication and low self-esteem. |
| | II | They make less eye contact during presentations or conversations, needing more confidence and focus on the material. |
| | III | They make eye contact sporadically during presentations or conversations, indicating moderately effective communication but with room for improvement. |
| | IV | They make regular and appropriate eye contact during presentations or conversations, demonstrating practical and professional communication. |
| Gestures | V | They make intense and frequent eye contact during presentations or conversations, demonstrating confidence and concern for their audience. |
| | I | They do not show gestures appropriate to the material being discussed or have no clear expressions during presentations or conversations, indicating a lack of excellent communication skills. |
| | II | They show inappropriate gestures to the material being discussed and are less expressive during presentations or conversations, indicating a lack of communication skills. |
| | III | They show gestures appropriate to the material being discussed but may be less expressive during presentations or conversations, indicating potential improvement. |
| | IV | They show gestures appropriate to the material being discussed and express clearly during presentations or conversations, demonstrating good communication skills. |
| | V | They show gestures appropriate to the material being discussed and give clear and precise expressions during presentations or conversations, demonstrating excellent communication skills. |

Source : Anjarani (2022) and Brown (2004)

2.1.3.3. Teaching English Public Speaking in ELEP UMP During the Pandemic

According to Anjarani (2022), public speaking in ELEP o during the pandemic was carried out online. Every activity carried out by students is carried out via video recording, then the results of the recording are uploaded to YouTube, the assignment collection link of Flipgrid. Therefore, public speaking lectures during a pandemic have drawbacks, namely the loss of the essence of public speaking itself because it is not carried out directly in front of an audience.

The first thing that was done to manage a class during the pandemic was to brainstorm on the Zoom platform. Then, activities in the form of a division of tasks related to public speaking material were checked. Afterward, students worked on assignments and submitted them through predetermined platforms, such as YouTube, assignment collection links, or Flipgrid. In addition, Anjarani (2022) states that this platform has chosen because her online public speaking learning was challenging to move activities that were initially offline to online. Therefore, special treatment was needed so that learning public speaking would run more effectively and efficiently when learning online (Anjarani, 2022).

Meanwhile, during normal times or after a pandemic, public speaking lectures at ELEP focus on the practice of public speaking so that students can gain real experience in lectures.

2.2. Learning Interest

This section intends to outline the definition of learning interest. In addition, this section helps articulate definitions of learning interest that is relevant to current research.

2.2.1. Definitions

Learning interest is one of the factors that can indicate a person's success in the learning process. According to Sanjaya (2016), learning interest is an important aspect that can investigate one's motivation in carrying out learning activities. In addition, Nurhasanah and Sobandi (2016) state that learning interest is a preference, a sense of interest, attention, focus, persistence, effort, knowledge, skills,

motivation, behavior regulation, and the result of a person's or individual's interaction with content or learning activities. So that it can make students have obedience and seriousness in learning (Olivia, 2011). This can make students happier in learning so they can learn without coercion, resulting in changes in knowledge, skills, and behavior (Darmawan, 2015). Furthermore, Puntadewi and Engliana (2018) define learning interest is the full involvement of a student by engaging in mindful activities attentively to acquire knowledge and achieve an understanding of the knowledge he demands at school.

From the theories above, learning interest is an internal component that causes individuals to acquire new knowledge.

2.2.2. Aspects of Learning Interest

According to Mailawati (2017), learning interest is obtained through a learning process and is developed through an assessment of objects that arouse this interest. In addition, Hurlock (2003) states that learning interest is the result of experience or a learning process that has two aspects, namely cognitive aspects and affective aspects.

Cognitive Aspects are based on concepts developed by someone regarding areas related to learning interests. Concepts that build cognitive aspects are based on experience and what is learned from the environment (Hurlock, 2003). Furthermore, Zimmerman (2011) defines that the processes involved in learning in this environment include attention, understanding, application, analysis, synthesis, and evaluation. This aspect also involves metacognitive skills such as planning, monitoring, and self-evaluation.

Then the affective aspect is a concept that builds cognitive concepts and is expressed in attitudes towards activities or objects that generate learning interest. This aspect has a big role in motivating someone's actions (Hurlock, 2003). The affective aspect of learning interest includes feelings, emotions, and motivation related to learning. This includes factors such as the desire to learn, self-confidence, positive attitudes toward learning, and enjoyment of learning (Zimmerman, 2011).

In addition, aspects of learning interest explained by Schunk et al. (2014) include general attitudes towards activities, specific awareness of like activities, feeling happy with activities, whether these activities have meaning or are significant for individuals, and participation in activities. The general attitude towards an activity refers to one's feelings about liking or disliking an activity, while specific awareness refers to one's decision to like an activity or object. Then feeling happy with the activity refers to the pleasure one feels when doing the activity. In contrast, the activity's meaning or importance refers to the activity's importance in one's life. Finally, participating in activities refers to a person's choice to participate. These aspects are interrelated and necessary to form a strong and stable learning interest.

2.2.3. Factors of Learning Interest

In contrast to learning interest, a component or part of a learning interest, factors of learning interest are elements that influence or cause a condition or event in the context of learning interest, according to Syahputra (2020, as cited in Mesra & Kuntarto, 2021), the factors that underlie learning interest come from within the student, namely internal factors, and from outside themselves, namely external factors.

In addition, Syahputra (2020, as cited in Mesra & Kuntarto, 2021) states that internal factors in learning interest come from within students and affect students' learning interest. Several internal factors that influence student learning interest include: attention in learning, curiosity, need (motives), and motivation. The first factor is attention in learning, namely the concentration or concentration of all activities aimed at something or a group of learning objects. Students with good attention to learning will absorb and remember the information they receive more easily.

The second factor is curiosity is a strong feeling or attitude to know something, a strong urge to know more about something. Students with high curiosity will be more interested in finding information and pursuing new knowledge. Needs (motives) are the third factor. The situation in a student self that encourages him to

carry out certain activities to achieve a goal. Students who have high needs will be more interested in learning and pursuing the goals they want to achieve. The last factor is motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals. Students with high motivation will be more interested in learning and more motivated to achieve their goals.

As claimed by Syahputra (2020, as cited in Mesra & Kuntarto, 2021) states that external factors include encouragement from parents/guardians, teachers, and the surrounding environment. These external factors include environmental, and family factors, including how parents educate children's significant influence on children's learning. The home atmosphere is also significant in supporting children's learning. The economic situation of the family also affects children's learning. Children from underprivileged families may have difficulty obtaining the facilities and learning materials needed for school, which includes teaching methods, teacher-student relationships, school discipline, building conditions, and learning tools. Furthermore, the last factor is the surrounding community's life factor, which can also affect children's learning, such as socializing with friends so that students can study well.

In this study, researchers focused on learning interest factors originating from students' internal sources using the indicators put forward by Darmawan (2015) to measure student learning interest.

2.2.4. Indicators of Learning Interest

The indicator of learning interest is an essential measure in assessing the quality of student learning (Darmawan, 2015). In the teaching and learning process, an indicator of learning interest is a factor that can investigate students' success in absorbing the subject matter. By measuring learning interest, the researcher can investigate how much students can absorb and remember the information provided.

This study will use indicators of learning interest by Darmawan (2015). There are a fourth indicator namely feeling pleasure, student engagement, interest, and student attention, which is described in the following table:



Table 2.2 Indicators of Learning Interest

| Factors | Indicators | Description |
|----------|--------------------|--|
| Internal | Feeling Pleasure | If students have a feeling of pleasure towards the lesson, this results in no sense of being forced to participate in learning activities. |
| | Student Engagement | Student involvement in learning will result in a sense of excitement and excitement to carry out every activity in learning. |
| | Interest | Relates to the student's trust towards attraction to something, object, person, or activity, or it can be an affective experience stimulated by the activity itself. |
| | Student Attention | Students' attention is the student's concentration on learning that is continuous by leaving aside other things. |

Source: Darmawan (2015)

2.3. Previous Studies

Nurhasanah and Sobandi (2016) did a study titled "Learning Interest as a Determinant of Students Learning Outcomes". This study aimed to investigate the correlation of learning interest on student learning outcomes. The method used in this study was a survey method with data collection techniques using an angle model rating scale with data analysis using regression analysis. The research sample was 58 Class X Office Administration Vocational High School (SMK) students in Bandung. The results obtained were that learning interest has a significant influence on learning outcomes. The coefficient of determination obtained by 21.77% indicates that learning interest contributes 21.77% to student learning outcomes. While the rest, namely 78.23%, is influenced by other factors not examined in this study. The calculation of the coefficient of determination shows that 100% of the factors influencing learning outcomes, learning interest contributes 21.77% influencing learning outcomes, and the remaining 78.23% is influenced by other factors not examined in this study.

The study by Nurhasanah and Sobandi (2016) involved SMK students when investigating the effect of learning interest on student learning outcomes. Whereas this present study invited students of the English Language Education Study Program.

Hafsah (2016) did a study titled "The Effect of Interest and Motivation to Learn on English Learning Achievement." This study aimed to empirically find and analyze the effect of learning interest on learning achievement, the effect of learning motivation on learning achievement, and the influence of interest and motivation to study together on students' English learning achievement. The reachable population in this study were students of class X at Three State Vocational Schools in South Jakarta. The research sample was obtained through a simple random sampling method with a total sample of 84 students. The research method was quantitative, with data analysis using correlation and multiple regression techniques. The results showed that: there was a significant influence between interest and learning motivation jointly and partially on English learning achievement, with a correlation coefficient of 0.794 and a coefficient of determination of 0.63 or 63%. This can be interpreted that a student's English learning achievement is influenced by his learning interest. This study shows that the factor of learning interest is more influential than motivation on student learning outcomes. This is shown from the results of t-count where the result of the t-count, of learning interest of 4.564 while the t-count of motivation is 2.526.

The study by Hafsah (2016) involved SMK students in South Jakarta when investigating to empirically find and analyze the effect of learning interest on learning achievement, the effect of learning motivation on learning achievement, and the influence of interest and motivation to study together on students' English learning achievement. Whereas this present study invited students of the English Language Education Study Program.

Puntadewi and Engliana (2018) did a study with the title "The Role of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners". This study aimed to explore whether there was an effect of vocabulary

mastery and students' learning interest on the English-speaking skills of students at State Junior High Schools in Bogor City - West Java. This research was conducted at several state junior high schools in Bogor City, including Bogor 1 Junior High School, Bogor 2 Junior High School, and Bogor 5 Junior High School. This study's population was all class VII Junior High School in Bogor City - West Java. Samples were taken by simple random technique. The research method used was quantitative, with data analysis carried out by multiple linear regression analysis. The results showed that EFL speaking skills required good vocabulary mastery and high learning interest. The study shows that in EFL speaking skills, the interest factor in learning has a more significant influence of 14.44% compared to vocabulary mastery which is only 9.97%. Because learning interest encourages students to be more motivated to be more active in learning to speak, even though they have a good vocabulary without having enough learning interest, it allows students not to learn actively in learning English specializing.

The study by Puntadewi and Engliana (2018) involved SMP students when investigating to explore whether there was an effect of vocabulary mastery and students' learning interest on the English-speaking skills of students at State Junior High Schools in Bogor City - West Java. Whereas this present study invited students of the English Language Education Study Program.

Maharani (2022) did a study with the title "The Correlation Between Eff Students' Self-Efficacy and Their Speaking This study aimed to find out a significant relationship between students' self-efficacy and public speaking performance in English learning programs. The population in this study was 50 students from a high school in Lamongan. This study used quantitative methods to collect, analyze, and interpret research results. Furthermore, this research was classified as correlational research, a quantitative method formulated to reveal the correlation between two variables. The product-moment correlation coefficient developed by Pearson was selected in this study by involving the SPSS program in processing data to examine the relationships. The results of this study indicate that the calculation of r for students' self-efficacy and the public speaking performance

score was 0.844, which indicated a positive relationship between the two variables. Based on this correlation interpretation, it can be stated that the interpretation between variables X (self-efficacy) and Y (public speaking) is classified as a very high correlation (0.80 - .999). In addition, from the significance (2-tailed), the researcher obtained a score of 0.01 which determined $\text{Sig} < 0.05$ so that the null hypothesis (H_0) was rejected. Thus, it is clear that a positive correlation was found between students' self-efficacy and their speaking ability.

The study by Maharani (2022) involved SMA students when investigating to find out a significant relationship between students' self-efficacy and public speaking performance in English learning programs. Whereas this present study invited students of the English Language Education Study Program.

2.4. Basic Assumptions

From the theory that has been explained, learning interest is a person's tendency to enjoy the learning process without any coercion so that it can cause changes in knowledge, skills, and behavior (Darmawan, 2015). This causes students to have the desire to continue learning and developing themselves. High learning interest encourages students to seek and learn new things, in this case, in public speaking in English. According to Lucas (2013), public speaking in English is spoken in English delivered with clear, consistent, and convincing communication objectives. High learning interest will encourage students to continue learning and improve their public speaking skills in English. In addition, a high learning interest will also help students to understand public speaking in English quickly.

2.5. Hypothesis

The researcher describes the hypothesis that learning interest has an influence on students' English public speaking at ELEP. In detail, the hypothesis related to the correlation of learning interest on English public speaking is as follows:

H_0 : There is no correlation between learning interest on students' English Public Speaking.

H₁: A positive/negative correlation exists between learning interest and students' English Public Speaking.

