

# CHAPTER 1

## INTRODUCTION

This chapter presents the discussion on the background of the study, research question, objective of the study, significances of the study, scope and limitation, and definition of the key terms.

### **A. Background of the study**

Proficiency in the English language is increasingly recognized as a crucial factor in nowadays advancement. English serves as a medium of interaction, connecting individuals across countries and spanning numerous fields like business, education, engineering, technology, finance, and tourism. The fundamental abilities of English, encompassing listening, speaking, reading, and writing. Speaking is frequently seen as the most crucial part since it helps people to communicate thoughts, convey meaning, and even transmit information in a more direct manner (Mulyani, 2021). However, achieving fluency in the target language is not an easy.

Public speaking is an essential skill for undergraduate students to master because public speaking is crucial not only for educational purpose, but also for personal lives and professional lives. Baccarani & Bonfanti (2015) stated that public speaking is an enduring and crucial activity in today's professional settings. In many careers, the ability to present information coherently and confidently is a highly valued skill. Proficiency in public speaking can set students apart in job interviews, team meetings, client presentations, and conferences. Proficiency in public speaking can enhance an individual's career, and successful speakers are often regarded as leaders (Rowh, 2009). Public speaking can help speakers enhance the quality of their ideas and enable them to share knowledge that benefits others. When individuals can

communicate their ideas effectively to a group, they demonstrate authority, confidence, and the ability to influence others. These qualities are integral to leadership roles in any field. More than that, public speaking is also crucial for educational purposes. It can help students improve their critical thinking, research, and writing skills. It can also help them develop their ability to organize and present information in a clear and concise manner (Bilgin, 2022; Abella & Cutamora, 2019).

Consequently, mastering public speaking becomes a vital skill considering the demands in numerous fields today. However, speaking in public is the most commonly reported fear in the general population (Dwyer & Davidson, 2012; Sawyer, 2016 as cited in Gallego et al., 2022). Based on preliminary study, the researcher found that there are still many factors that cause students face difficulties in Speaking in public using English such as fear, panic, nervous, not confidence, etc.. A person who speaks in public should be able to pronounce the words correctly, use appropriate diction, and strive to be grammatically right. Those problems faced by students in Speaking are caused by linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Mulyono, 2019; Perez-castillejo, 2019 as cited in Gallego et al., 2022). Aside from linguistic competence, students also have difficulty to cope up with their psychological barrier, such as lack of confidence, fear, and anxiety (Woodrow, 2016; Galante, 2018). Public speaking is a typical occurrence for many people, including students, and it has become one of the challenges that students face in their academic journey (Pratama, 2018). As a result, individuals are unable to actively communicate their thoughts and opinions owing to issues such as fear of making mistakes, unfavorable appraisal, and inadequate preparation. This negative emotion feelings than prevents them to succeed in speaking their target language.

Public speaking is the process of designing and delivering a message to a public audience (Stand Up, Speak

Out, 2016). It is the process of speaking to a group of people with a unique point of view (Novaković & Teodosijević, 2017). Public speaking may occur in classrooms, workplaces, and other places. Public speaking requires the use of critical thinking, listening, and nonverbal communication skills to convey the message (Blikstein, 2006 as cited in Ferreira Marinho et al., 2017). Becoming proficient in the art of public speaking and presentations sets a speaker apart from average individuals whose ideas, quality, and attributes often go unnoticed and unacknowledged by society as having potential worth their attention (Novaković & Teodosijević, 2017).

To depict the students feeling in public speaking class, therefore the researcher applied photovoice design. Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique (Wang & Burris, 1997). Researchers perform photovoice research to interpret images or photographs, and it has a high level of confidence in interpreting the value, story, or meaning of an image (Suprpto et al., 2020). The reason photovoice was chosen is because photovoice enables participants to explain their ideas, stories, emotion and personal experience in depth even though the presentation activity has been completed. Photovoice emphasizes the expression of the participants' perspectives through the combined use of imagery and narrative (Stroud, 2014). This method could also be used in public speaking classroom in which helping the students to express their own thoughts on some pictures they have. One of the reasons that the students are anxious and cannot express their own thoughts because they do not have any ideas.

## **B. Scope and limitation of the study**

Based on the background of the study that has been explained, the scope and limitation of this research is focus on

exploring students' perception in public speaking class through photovoice.

### **C. Research question**

Based on the background of the study that has been explained above, the following study would like to discuss about exploring students' perception in public speaking class through photovoice. Therefore, the statement of this research is:

1. What are the students' perception in public speaking class?

### **D. Objective of the study**

Based on the research questions above. The objective of the study is:

1. To find out students' perception in public speaking class

### **E. Significance of the study**

Regarding the study's objectives that has been explained above, this research anticipated various benefits, which are outlined in more detail below:

1. Students  
This study provides students additional insight into the use of photovoice to exploring students' perception in public speaking class and depict their emotion using photo.
2. Teachers  
This study can be an additional knowledge to have a good pedagogical content knowledge and to prevent the difficulties when teach public speaking.
3. Other researchers  
The result of this study can be a reference for conducting other research related to this study.

## **F. Definition of key terms**

This part provides a few key terms that need to be explained in context to ensure that the reader understands the reasoning of this study.

### **1. Public speaking**

Public speaking is the process of designing and delivering a message to a public audience (Stand Up, Speak Out, 2016). It is the process of speaking to a group of people with a unique point of view (Novaković & Teodosijević, 2017).

### **2. Photovoice**

Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique (Wang & Burris, 1997).