

# CHAPTER I

## INTRODUCTION

This chapter presents background of research, statement of problem, research objective, research significance, and definition of key terms.

### 1.1 Background of Research

Language cannot be separated from human daily activities. As Bloomfield (1933: 3) says, "Language plays a great part in our life." It obviously means that it has a great role in human life. It is because people use it as a communication tool. It helps people to communicate to each other. It is in line with people's need in communication, including the need of a verbal language which is understood and used together. To fulfill this need, people have to use the same language to communicate with people around the world that have different native languages. In this case, English which have spread to all over the world has become an international communication tool. In other words, English becomes the common means of communication.

The use of English as an international language makes people in non-English speaking try hard to learn English so that they can communicate with people around the world. Because of that, education of English is developed in many countries especially in the countries that consider English as a Second Language (ESL) and English as a Foreign Language (EFL). In this case, Indonesia which is included to country that considers English as a

Foreign Language (EFL) also develops English education by including it in the education curriculum of all education levels starting from pre-school until university level. It is also supported by private sides in which there are a lot of English courses for students in particular and people in general to learn English outside their formal subject at school.

The development allows us to know that Indonesian people are very eager to master English, although it is only treated as a foreign language. It means that it is only used to express ideas as West states “The foreigner is learning English to express ideas rather than emotion...” (1953 in Broughton, 2003: 8). However, people’s goal to learn English is not merely to express ideas, but more than that, they want to master it as a global language. Because of that, many ways are used by them to master English.

In fact, many problems appear especially in the process of mastering English, including in learning process. One of the problems is when the learners have to master English language skills such as listening, speaking, reading and writing. The problem appears because many differences in their mother tongue and English as new language that should be learnt. Those differences include vocabulary, pronunciation, grammar, and so on. Mastering English means mastering those language skills. Moreover, speaking is one of those language skills which is often considered as the most important one. As Ur (1996 in Zhang, 2009: 32) said,

“...of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know the language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.”

It implies that speaking represents someone's ability about the language. Other people can know directly that someone masters a language by his/her speaking of that language, in this case English. Above all, it will be seen clearly if that person can master speaking not only for daily conversation but also for specific purposes.

Most people often consider that to communicate well or mastering speaking is not an easy thing to do especially for those who are still in the learning process, for instance, EFL students in university level who learn a series of speaking subject. For that reason, speaking classes become one of solution to master their speaking ability including public speaking class which is the last series of speaking subject. It becomes place where they can practice because practicing is one of language learning strategy (Chi, 2011: 213). By practicing, they can also examine their speaking ability in front of their friends in the classroom. Following public speaking class indicates their mastery of English speaking ability because they can go through a series of speaking subjects which consist of Speaking 1, 2 and 3. In the highest level of speaking subject, they learn broader speaking material which is related to communicate with public.

Furthermore, there is a difference that differ this case from communication study which also discuss about communication in public. The difference is in language mastery. In communication study, the speaker masters the language that they use and emphasizes more on how to communicate well. In this case, the speakers are EFL learners, so the important point is not only about how to communicate well but also how they

master the language first. In public speaking class, they can improve English speaking skill and learn how to communicate well with public. In other words, they can practice more to speak English and the way to communicate well in front of their classmates before they do it in front of public.

Related to public speaking learning, some researchers have conducted research on this area. They are Kang-li (2009) focusing her study on the improvement of public speaking strategies which shows that EFL learners need to improve their public speaking strategies in the areas of logic, accuracy, fluency, environment for practice, and eloquence. Meanwhile, Hsu (2012), conducts the study that the yearlong public speaking course has helped diminish the students' Public Speaking Anxiety (PSA). Furthermore, relationship between PSA and gender differences of the audience is significant and female students have longer time of preparation of speech and higher PSA than male student which is caused mainly by their being grade conscious and fear of performing badly in front of their classmates.

Beside the researches above, the other important research which is related to the other aspect of public speaking has been conducted by Menzel and Carrell (1994) that focuses on the relationship between preparation and performance in public speaking. Their study shows that the quality of speech performance is correlated positively with cumulative grade point average, total preparation time, time spent preparing a visual aid, number of rehearsals for an audience, time rehearsing silently, time rehearsing out loud, number of rehearsals out loud, research outside the library (interviews, phone calls,

surveys, and so on.), preparation of speaking notes and past experience with public speaking instructions.

Related to the background above, the researcher is interested in conducting the research that is different from the previous study. The researcher tries to investigate the students' public speaking process especially in preparing their public speaking for public speaking class. It means this research tries to find out the different steps of students' preparation and what they face in preparing it included the difficulties in preparing public speaking and the way they cope with those difficulties. It leads the researcher to conduct a research which analyzes students' public speaking preparation entitled **"Students' Public Speaking Preparation for Speaking Class"**.

## **1.2 Statement of Problem**

Based on the background above, the student might have different ways of preparing their public speaking in public speaking class. Therefore, the researcher tries to find out and analyze students' process in preparing their public speaking with their own way before they speak in front of the class, whether or not they also face the difficulties in preparing it, and the strategies they used to cope with those difficulties.

The researcher formulates the problems in order to focus the research in the following questions:

1. How do the students prepare for their public speaking in public speaking class?
2. What are the difficulties that they face in preparing it?
3. What strategies do they use to cope with those difficulties?

### **1.3 Research Objective**

Based on formulated question above, the purpose of this research are as follow:

1. To know the process of students in preparing their public speaking with their own way before they speak in front of the class.
2. To know the difficulties that they face in preparing their public speaking.
3. To find out the strategies they used to cope with those difficulties.

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BANDUNG

### **1.4. Research Significance**

The significance of this research is useful for academic and practice purpose. Academically, this research can give contribution to speaking learning process especially in public speaking subject and this research also can be a reference to the other research especially in speaking learning. Furthermore, practically the research is expected to help students that have difficulties in speaking learning to cope with their difficulties.

## 1.5 Definition of Key Terms

In order to avoid misunderstanding, it is important to define some terms concerning this study. The terms are as follow:

### 1. Public Speaking

Public speaking is a way of making your ideas public—of sharing them with other people and of influencing other people (Lucas, 2009: 4). That means public speaking does not only concern to the speaker that have to speak in front of public about a topic to the audiences, but also it talks about the way that is used by speaker to make an effect to the audiences.

### 2. Preparation

Preparation is the things that you do or the time that you spend preparing for something (Cambridge Advanced Learner's Dictionary). In other words, preparation means someone spends time to prepare what he or she needs before doing something.