

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses students' emotions of secondary high school in public speaking experience based on emotional geography perspective. Chapter one is divided into five parts namely background, formulation of the problem, operational definitions, aim of the research and significances of the research.

### **A. Background**

Public speaking has become one of the most important skills that can be acquired in modern times. We need to promote public speaking skill among of colleagues and another environment because of almost every profession requires public speaking (Parvis, 2001). In addition, Verderber & Verderber (2003); Osborn & Osborn (1991) argued that public-speaking skills allows a person to communicate more effectively, to affect someone's beliefs, actions, and to build self-confidence (as cited in Yu-Chih, 2008, p. 114). For instance, in educational context, public speaking offers a necessary social skill that is connected to the ability to interact with people in a way that is both appropriate and effective (Garcialeal, Graeff, & Del-Ben, 2014).

Public speaking can be potentially shape the emotions of students. It was agreed that emotion is an important factor influencing every aspect of human behavior, including their thinking and decisions (Yashar, 2012). As well as Hargreaves (2000) said that Emotions are integral part of education and organizations generally. Most of students view public speaking as the worse situation especially for EFL learners because the public speaking is in foreign language (Yu-Chih, 2008). The emotions in public speaking will result a good or bad process and performance depends on how these feeling are addressed (Rejeki, Kristina, & Drajati,

2018).

Related to public speaking, there is an activity in one of Islamic secondary high schools in Tasikmalaya, it called *Muhadoroh*. The students from different classes are required to practice speech publicly in *muhadoroh* that relates to religion by using English in every week. In this activity, student experienced various emotions both positive and negative emotions that can be occur in the process and performance of their speech. After conducting the nonformal interview, researcher knows that they felt comfortable when they gave the speech in front of female students. And, they felt stress because they have to do the speech by using English in that activity.

The previous study of public speaking focuses on undergraduate students' fears when doing public speaking course (Lefebvre, Lefebvre, & Allen, 2018). The results of this study that the categories of students' fears included both internal and external fears which have meaningful implications for teaching and learning within the public speaking course. However, students most commonly reported experiencing external fears.

Although many studies of public speaking have been conducted, but there are little studies that specifically point towards the issue of students' emotions of secondary high school in public speaking experience. To fill this gap, the researcher tried to investigate students' emotions of secondary high school in public speaking experience which is seen by emotional geographies perspective. Those involve students' emotions that arise from forms of distance and closeness in students' interactions or relationships with each students, teachers, and their contextual environment in *muhadoroh* activity. The data will be analyzed based on emotional geography framework (Hargreaves, 2001) which focuses on five aspects; physical, moral, sociocultural, professional, and political. It means that the emergence of those emotions are influenced by those five causes.

## B. Formulation of the Problem

In particular, a question address in this study is, “What are the students’ emotions of secondary high school that revealed in public speaking experience based on emotional geography perspective?”

## C. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follow:

1. Public Speaking : Activity of *muhadoroh* in secondary high school to give a speech that related to religion.
2. Emotional Geographies : An approach to understand secondary high school students’ emotions when doing public speaking in *muhadoroh*. It consist of five aspects of emotional geography; Physical indicates to the students’ emotions created by time and space. Moral indicates to the students’ emotions created by different purposes. Sociocultural indicates the students’ emotions created by differences of gender, race, language and culture. Professional indicates to the students’ emotions created by the different understanding of professionalism. Political indicates to the students’ emotions created by different power and status.

## D. Aim of the Research

This study aims to find out the students’ emotions of secondary high school that

revealed in public speaking experience based on the five aspects of emotional geographies framework, those are: Physical, Moral, Sociocultural, Professional, and Political.

### **E. Significances of the Research**

Theoretical            is study will develop Andy Hargreaves' emotional geographies framework in public speaking experience of secondary high school students.

Practical              e present study will help the students and teachers to be aware about the important of students' emotions of secondary high school in public speaking experience.

3. Empirical          is study will provide the evidence of students' emotions of secondary high school in public speaking experience.