CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that relevant to the topic that is about the public speaking class, Project-Based Learning, student response and previous relevant studies.

A. Public Speaking Class

    1. Definition of Public Speaking Class

        Public Speaking Class is "speaking to a group of people in structured, deliberate manner, intended to inform, influence, or entertain the listener" (Condi as cited by Ayu, 2017). The clearest definition of a public speaking class is an activity that involves taking in front of a group of people in a classroom, usually with some preparation. It could be in front of people you know in class or talking to strangers, strangers. Unlike presentations, there are usually not many opportunities for interaction between the audience and the speaker. Public speaking class is a speaker speaking in front of the class conveying intentions or messages to the audience spontaneously.

        Learning Public Speaking does not only include good speaking English but also gives attractive performance. According to Weny (2019), Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking can also take the form of a discourse community, in which the audience and speaker use discourse to achieve a common goal. Public speaking is different from common speaking activity. It is the speaker says his or her vision with a larger audience and often experiences apprehension and nervousness before and during the presentation.

        Furthermore, public speaking is delivering a speech, topic, or material in front of the audience with the aim to give information to the audience. With public speaking, the audience will know about topic or material, and the audience will attract with the material that

has been delivered by the speaker. Public speaking is the act of speaking to a group of people. The speech should be in a structured and deliberate manner, delivered with sincerity. Every public speaking speech usually will have a function, and it is whether intended to inform, influence or to entertain the audience (Nadiah Ma'mun, 2018).

Based on the statement above, students as graduates from universities must become graduates who can bring social change in society with down-to-earth social engineering in the sense that the changes they create must really be changes that are in accordance with the situation and conditions of the local community and are needed by the community. One of the success factors in making social change is how students can communicate their concepts, ideas and ideas with all elements of society.

2. **Public Speaking at University**

Unfortunately, not everyone can communicate great naturally. For this reason, communication education and training are needed. This is where the importance lies, a university with an educational function, it must be able to meet the needs of its students both theoretically-academically and practically, so that when students have graduated and play a role in the midst of society, they can overcome all problems that occur while proposing adaptive-creative solutions and this cannot be separated from communication, especially oral communication. Burhanudin (2016) stated that society is a group, so communication that must be practiced is public speking.

In addition, Baumeyer (2018) as an instructor in Organizational Leadership and Management and Teaches Business Courses said that: "Public speaking is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skill".

3. **The Condition of Public Speaking in Campus**

Public speaking is a course at IKIP PGRI Pontianak which is taught in semester 2 in the English language education study program that must be taken by students in addition to other courses related to communication which are expertise courses. However, considering that only one semester of time is available to learn theory and practice in the Public Speaking course, there are many students who state that their public speaking is very lacking, even though public speaking must be a tradition of IKIP PGRI Pontianak students, especially in the English Language Education Study Program considering the very large role of English Language Education Study Program Students when they are involved in the community, namely as agents of social change.

4. **Aspect of Public Speaking**

To be a good public speaker and be able to influence the audience to understand and hear the message conveyed, a student needs to pay attention to the public speaking aspect. Aspects of speaking are important things that must be done by public speakers so that what is conveyed can be understood and well received by listeners. Kulsum (2017) explains in her book about the aspects of public speaking, including:

1. Intonation: the high and low voice when speaking, so that the listener does not feel bored.

2. Mastery of the material: public speakers certainly need to master the material and package it with illustrations, so that what is conveyed becomes more interesting and acceptable to the audience.

3. Mastery of the stage: being a public speaker must be able to break the ice to captivate and direct the audience's attention to the event to be carried out. When the audience is not ready to start the event, you can break the ice with a joke or something else.

4. Emotional control: means mastering yourself first before controlling others and the most important thing is to remain confident and confident in your abilities that you can get through it perfectly. So, emotional control is very important in the world of public speaking.

5. Body language: Body language can reveal a person's self-image. Therefore must be able to behave well when performing. He must be able to minimize unnecessary gestures or even disturb the audience.

6. Characteristics and needs of listeners: a public speaker must also follow the situation and event he is presenting. Besides having to be good at presenting yourself in order to become a public speaker that is liked by the audience. which means speakers have to understand their audience's expectations and situations before they speak in order to connect with them during the presentation.

Davies (2011) said in his article that there are four terms might be considered as a speaker.

1. First is passion. He said just talk what you like to talk.

2. Second, is energy. Energy is infectious. If you are energetic, whether that be through movement of your body or full use of your voice, your audience will detect it and give positive feedback to you.

3. Third is voice. Always practice using your voice.

4. The last is spontaneity. The ability to be spontaneous re-assures your audience that the presenter knows his/her subject. Answering questions, or dealing with issues that you had not planned to cover, shows tremendous self-confidence.

Therefore, it can be concluded that public speaking is the process of delivering topics in front of the audiences, whether in the classroom for students or at work for those who are already working. As students, this ability will be very useful when they have to deal with their assignments

from their lecturers to be presented or shared in front of the class. The success of a public speaking is if the message delivered can be received by others clearly. That's why it's necessary for teachers to teach some learning model for public speaking.

B. Project-Based Learning

1. Definition of Project Based Learning

Students are given the widest and open opportunity to wade through all aspects of learning (attitudes, knowledge and skills), and develop all their intelligence (emotional, spiritual, social, and so on). According to Dimyati (2010), the learning process as an interactive activity should be able to work on all aspects of attitudes, knowledge and skills as learning actions in the context of the personal integrity of the learner. Interactive learning activities are expected to provide opportunities to develop all aspects and all strong intelligence for the achievement of academic and personal competencies of students from each desired subject.

Learning models that can help students to have creativity in thinking, problem solving, and interaction and help in investigations that lead to solving real problems, one of which is project-based learning (PBL). Futhermore, Thuan (2018) states that Project Based Learning is learning model in the progressive education movement, which advocated for more studentcentered and experiential approaches to education that support "deeper learning" through active exploration of real-world problems and challenges. Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems. Klein, et al. (2010) states that Project-Based Learning is the instructional model of empowering learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. "Project-Based Learning allowed the student to improve their communication

and interaction with others while applying themselves to self-learning tasks and overcoming the many challenges they encountered". Project-based Learning served many purposes such as solving the problem and collecting the information (Simpson, 2011).

Long-term, interdisciplinary, student-centered project-based learning activities are integrated with real-world issues and practices. Project-Based Learning involves students focusing on a difficult and complicated question or problem, then attempting to answer or finding solutions the question or problem through a cooperative method of research over a long period of time, with the goal of instilling a soul desire to learn. Projects are used to explore real-world topic areas found outside of the classroom. Ropi'i (2022) project-based learning can be done by creating digital wall magazine works. Therefore, Sumarni (2015) states that Project-based learning is a systematic teaching model that engages students in learning through research assignments, authentic questions and well-designed products.

Project-based learning is a form of constructivist and collaborative learning in which the learning process using student-centered learning, which allows students to work together to solve problems, and learn from one another along to build their knowledge (Aldabbus, 2018). Project Based Learning is a comprehensive examination of an actual issue that will be beneficial to the students' recognition and dedication (Putri, Artiniand Nirtiasih 2017). According to Fragoulis as cited in Bell (2010) who stated that Project-Based Learning increased students" motivation, students became personally involved in the project. Additionaly, Brown (2010) added that when the students claimed that they really enjoyed Project-Based Learning activities because they were really liked and wanted it, they could automatically do every task they found in the Project.

Additionally, Susanti, Retnaningdyah, and Trisusana (2020) explained there are features that can be identified as key components

of Project Based Learning. First, create a learner-centered environment. This component is intended to maximize student decision-making and initiative throughout the project, from topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to assist students in making thoughtful decisions and revisions. Teachers and learners will capture valuable material for assessing student work and growth by documenting learners' decisions, revisions, and initiatives. Second, there is collaboration. This component is intended to provide learners with opportunities to learn collaborative skills such as group decision making, interdependence, integrating peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

Project-Based Learning is a model for class activity that differs from the traditional learning environments of short, isolated, teacher-centered lessons. Project-based learning is important to be applied in learning activities on campus, this is shown by several research results that 90% of students who follow the learning process with the implementation of project-based learning are confident and optimistic that they can implement project-based learning in the world of work and can improve their academic achievement. This is in line with the results of Rais's (2010) research showing that the activities built among the project groups took place vigorously, students through observation seemed to enjoy the way of learning developed based on project-based learning scenarios. Students critically express ideas in collaborative groups, ranging from planning something about how to acquire knowledge, processing collaboratively and meaningfully, concluding, to exchanging information between groups before then a percentage of the group is carried out.

2. The Advantages of Project Based Learning for the Student in Campus

Project based learning have some advantages in teaching English as a Foreign Language, especially in teaching public speaking for student. According to, Bell (2010) as cited in Maulany (2013) added that there are many benefits of implementing Project-Based Learning :

a. Project-Based Learning gives contextual and meaningful learning for students.

b. Project-Based Learning can create an optimal environment to practice speaking English.

c. Project-Based Learning can also make students actively engage in project learning.

d. Project-Based Learning enhances students' interest, motivation, engagement, and enjoyment.

e. Project-Based Learning promotes social learning that can enhance collaborative skills.

f. Project-Based Learning can give an optimal opportunity to improve students' language skill.

Moreover, Fauziati (2014) stated that Project Based Learning technique can be used with specific teaching such as; to motivate students to become critical thinking and also build the students' confidence as well as this model can encourage students' participation.

It can be concluded that Project-Based Learning has great potential to make learning experiences interesting and meaningful. When students work in teams, they discover the skills of planning, organizing, negotiating and making consensus on issues of assignment to be done, who is responsible for each assignment, and how the information will be collected and presented.

3. **The Stages of Project Based Learning**

In implementing Project-Based Learning, it is necessary to know the steps in applying the Project-Based Learning method so that we know what to do while in class to apply it. There are several stages of Project-Based Learning implementation Bell (2010), namely starting the project/speculation, designing the project, conducting the project, and evaluation.

The first stage in Project-Based Learning is starting the projct/speculation in which teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that will lead to the projects smoothly. The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision, information source, etc.

The third stage is conducting the project. In this stage, the students are working on the project they planned and designed in the earlier stage. The students are asked to collect and discuss the problems with their friends before they consult the teacher. Afterward, they need to present their final products that could be in the form of presentation, performance, publication, etc. in front of the class, other classes, teachers, or the other media allowed by the teacher. The last stage is the evaluation. This stage refers to "the assessment of activities of the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process, and final products".

In can be concluded that Project Based Learning mentioned by other researchers in the preceding interpretation, it is clear that Project Based Learning provides significant benefits to students. Students will be given more opportunities to interact with one another as they finish the project and discuss it in the target language. Project Based

Learning addresses the problem that students must solve. Project-Based Learning is a student-focused learning model for developing and applying concepts produced by individually discovering and finding solutions actual issues through projects.

4. **The Rationale Between Project-Based Learning and Public Speaking**

An effective teaching and learning process will give good results to students. In other words, using appropriate teaching methods will help students improve their public speaking skills. Project based Learning is a method that can help students improve their public speaking skills in natural contexts where students learn through self-determined assignments with the help of the teacher so that students become active in learning.

Public speaking is the ability to speak in front of many people, convey a message that can be understood and trusted by the listening public. Public speaking can have an extraordinary role in our lives, including (Kulsum, 2017). In addition, Hendriyani (2012), states that public speaking is a skill needed to convey ideas, discuss something, and report work results to other people. These skills are even more important when we occupy leadership positions such as supervisors, managers, directors, in order to be able to lead meetings effectively, motivate subordinates at work, or even make successful speeches in front of all employees. Millar and Abrahams (2015) who stated that in the Project-Based Learning, learners could develop a product with the presentation by using English to communicate for a variety of purposes.

Project-Based Learning is a learning model that has been developed in many developed countries. Project-Based Learning is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning, and critically and creatively apply it to a real-life situation. It is

supported by Apriyanti, Sumira and Sariani (2018:144) "Project-Based Learning is a learning model that provides opportunities for teachers to facilitate learning in the classroom with the help of project work". Afriana (2015) claimed that "Project-Based Learning is a technique that specializes in the relevant principles and standards of a discipline, includes college students in hassle fixing investigations and different significant tasks, lets in college students to paintings autonomously to assemble their very own learning, and culminates in sensible products".

It can be concluded that Project-Based Learning is a learning model developed based on constructivist learning understanding that requires students to compile their knowledge. Project-Based Learning has great potential to make learning experiences interesting and meaningful. When students work in teams, they discover the skills of planning, organizing, negotiating and making consensus on issues of assignment to be done, who is responsible for each assignment, and how the information will be collected and presented. The skills that have been identified by these students are very important skills for the success of his life. Because the nature of project work is collaborative, the development of these skills takes place between students. In group work on a project, individual strengths and ways of learning that are referred to strengthen teamwork overall. Project-Based Learning can solve students' public speaking difficulties by providing activities that demand students' creativity that challenges the students to make something extraordinary, provide real-world materials in a real-life situation that can easily stimulate and motivate them to promote real communication, because the material is near them, then at the final students should present the result of the project to the other friends

C. Students Response

Students' response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and

receive students answer immediately. According to Suherdi (2012), that the students' response is actions from the students during interaction process in the classroom. In this study, students responses mean students action toward English teaching and learning process in class. In this research students' response is defined as students reaction toward learning process has done, especially model of learning used by the educator.

The term of response in communication is a communication activity that is expected to have a result or effect. Communication activities are communication between two or more people that give some effect or response in the form of a response from communication to the message distributed by the communicator. From the communication, then some people get a response or feedback. With the response or feedback from some people then the communication in the classroom runs smoothly

Response can be interpreted as a result or impression obtained from an observation. In this case, what is mean by response is observation about the subject, the events obtained by concluding information and interpret message. According to Rosenberg and Hovland in Anggoro (2017), there are three components of attitude called tripartite models.

1. The first component is cognitive. This component can be identified by the representation of what a person believes or thinks about something. The measured dependent variable of the cognitive component is based on perceptual responses and verbal belief statements.

2. The second component is affective which is defined as the emotional feeling toward something. Generally, emotional reactions are influenced by beliefs or what someone believes about something. It can be profitable and unprofitable to something.

3. The third component is conative, which is responses related to real behaviors, includes action or habits. As explain action is happened one at the times while habits happened continually.

The factors of Response : an individual's response can occur if the casual factor is met. In the initial process, the individual not only responds to the stimulus caused by the circumstances around him. Not all stimuli get an individual response, because individuals do the appropriate stimulus and withdraw. Hence then the individual besides dependent on the stimulus also depends on each country itself. According to Bimo Walgito in Tutupoho (2022) there are the factor actors that will get individual stimuli are two factors:

1. Internal factors are the factors that exist in the individual human being. It consists of two elements: spiritual and physical. Then someone who responds to something from the stimulus still affects one of the elements alone and they will stand the result of a different response of intensity in the individual that responds or will differ the response between the person and the other person. Physical or physiological elements include the existence, integrity, and workings of sensory devices, nerves and specific parts of the brain. Spiritual and physiological elements of existence, feeling, reason, fantasy, mental, mind, and motivation.

2. External factors are factors that exist in the environment. It's the intensity factor and the type of stimulant or people call it by the stimulus factor

It can be conluded students response is formed from the process of stimulation or the giving of action or causes that result in reaction and result from the student stimulus process. Responses arise from message reception after a series of communications between some people. Therefore the change in attitude is depending on the alignment between people are communicate, whether the stimulus can be accepted by the object or instead unacceptable. If the strategy stimulus acceptable means of communication can be effective and smoothly and also the opposite. Stimulus given to someone can be accepted or rejected. If the stimulus is not receive or rejected, it means that the stimulus is not effective in

influencing individual attention and stop here. But if the stimulus received by someone means there is attention from the individual and the stimulus is effective. If the stimulant has received attention from someone the he understand the stimulus is continued to the next process.

This theory bases the assumption that the cause of behavior change depends on the quality of the stimulus of communicated by someone. That is the quality of the source of communication such as credibility and the style of speak very determine the success of changes in what a person believes or thinks about something (cognitive), emotional feeling toward something (affective), and the behavior of a person, groups, or society. In this situation, the researcher connects to the component student responses with one type of learning model to ensure the learning process in public speaking class that is Project Based Learning.

D. Conclusion Remaks

There are several conclusions can be made after having reviewed the relevant literature. Firstly, public speaking is the process of delivering topics in front of the audiences, whether in the classroom for students or at work for those who are already working. As students, this ability will be very useful when they have to deal with their assignments from their lecturers to be presented or shared in front of the class. The success of a public speaking is if the message delivered can be received by others clearly. That's why it's necessary for teachers to teach some learning model for public speaking.

Secondly, implemention by using PBL can make encourage students' participation actively in the learning process to improve on their ability, increase enthusiasms, behavior, response participant learn and also repair their scores, especially speaking and reading. Because, advantages that used PBL method that are: increasing self-motivation, self-confident and self-responsibility to learn, PBL facilitates more enjoyable and more effective learning, develops teamwork and communication skills, trains students to be reflective and asses their own and other's work. Not only

that, this method is recommended in the learning process and a good alternative. Not only exist in education, the application of PBL methods also exist in the financial world even in the political world that has its own goals.

Third, Project-Based Learning can solve students' public speaking problems by providing activities that demand students' creativity that challenges the students to make something extraordinary, provide real-world materials in a real-life situation that can easily stimulate and motivate them to promote real communication, because the material is near them, then at the final students should present the result of the project to the other friends.

E. Previous Relevant Studies

Relevant research is needed to notice some previous researches carried out by other researchers that are relevant to our research (Toffel, 2016). The researcher must tindout and analyze the point that was focused on, as well as the design, findings, and conclusion of the study of the previous researcher, that of:

1. A research by Aziz, A. (2022). "The Implementation of Project-Based Learning in Students' Speaking Skills". The aims of this study were to investigated Project-Based Learning in improving students' speaking skill. The findings of this study, teachers and students they agreed if the PBL method was applied in class activities and in PBL activities they were given the freedom to express opinions and share information and also it was found that there are strengths to the implementation of PBL in teaching speaking.

2. A research by Apriyanti, D., Sumira, S., & Sariani, S. (2018). "Learning English Public Speaking Based on Project-Based Learning". The study found that it is true that anxiety or fear will arise if there is no real experience of being a public speaker who gives performances in a new place and in front of newly known people and Project-Based Learning can be a learning method that can improve

public speaking judging from the results of student presentation videos and also the results of interviews with students.

3. A research by Bakhtiar, M. R. (2020). "The Implementation of Project Based Learning in Teaching Speaking Recount Texts to the Students of Vocational High School". In this study showed that the teacher has already implemented the Project-Based Learning appropriately. The teacher was good enough in implementing each important step of project-based learning although there were several problems during the implementation. By the implementation of this technique, it was found the students were actively involved to speak up in the teaching and learning process and they were brave enough to answer the question from the teacher. They also become confident presenting in front of others and giving comments or feedback during the implementation of this technique.

4. A research by Riswandi, D. (2018). "The Implementation of Project-Based Learning to Improve Students' Speaking Skill". In this study found that the implementation of PBL in teaching speaking can improve the students' speaking skills and motivation. This improvement is proven by the students' speaking achievement, and the score gained. The score of the speaking test has fulfilled the criteria of success. In addition, the students actively involved in learning activities and had high motivation when they work in a group in the speaking class.

5. A research by Rohmahwati, P. (2016). "Project-Based Learning to Raise Students' Speaking Ability: Its' Effect and Implementation". in this study showed that the students showed significantly positive attitude toward the implementation of Project-Based Learning in speaking class. The students actively participated in every steps of implementation.

The previous study above have similarities and differences with this research. Their similarities mostly describe the implementation of project-based

learning in speaking. In addition, several previous studies that became the subject were students and school students. Meanwhile, in this study, researcher will focus the process of implementation project-based learning in public speaking class. In this researche, the participants are second semester student of English Education Study Program of IKIP PGRI Pontianak in the Academic year of 2022/2023.