

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 English Communication Skill**

The ability to communicate in English is one of the key competencies required in the workplace, especially in the era of globalization (Rao, 2019). English is widely used as an international language for cross-national and cross-cultural communication. Therefore, the ability to communicate in English has become an essential skill for students, interns, and entry-level employees in professional settings.

Communicating in a foreign language, particularly English, presents its own set of challenges (Hidayat et al., 2022). Common obstacles include a lack of self-confidence, fear of making mistakes, limited vocabulary, incorrect pronunciation, anxiety when speaking in public, and limited opportunities to practice English in daily life. Research conducted by Cahyani and Drajeti (2018) found that employees often experience problems with spoken English communication in the workplace due to limited communicative competence and a lack of practical exposure. Previous research has also shown that improving English communication skills requires continuous practice and practical learning methods. Roshid and Kankaanranta (2023) explain that English language learning in the workplace must integrate theoretical and practical communication activities to meet industry demands.

#### **2.2 Public Speaking Skill**

Public speaking is the process of speaking in front of a public or an audience to convey information, entertain, and influence the audience (Zainal, 2022). What existed in the past was rhetoric. The definition of rhetoric itself, according to Aristoteles in West & Turner (2017), is the art of speaking in which the listeners, the audience, determine the outcome and purpose of a speech. This art later developed into the art of public speaking.

The Greek philosopher Aristoteles formulated the “Three Essential Components of Persuasion” over two millennia ago (Yunisha et al., 2022), which serve as crucial indicators of public speaking. These include: the audience. The use of facts, data, and strong evidence is key to building effective logos.

1. Ethos (Ethics/Credibility)

Ethos relates to the speaker’s credibility and character. Aristotle argued that for a message to be credible, the speaker must demonstrate integrity, knowledge, and good ethics. Speakers with strong ethos are more easily trusted by their audience.

2. Pathos (Emotion) Ethos (Ethics/Credibility)

Pathos focuses on the speaker’s ability to evoke the audience’s emotions. By influencing the audience’s emotions, the speaker can make the message more engaging and heartfelt. Pathos is used to create empathy and emotional resonance in the delivery of the message.

3. Logos (Logic/Reason)

Logos refers to the use of logic and reason in arguments. Speakers must construct logical, clear, and evidence-based arguments to convince the audience. The use of facts, data, and strong evidence is key to building effective logos.

Public speaking is a crucial skill in many aspects of life. Based on research conducted by Zulhermindra and Hadiarni (Zulhermindra & Hadiarni, 2020), (Rahayu et al., 2022), and Kinasih and Olivia (Kinasih & Olivia, 2022), public speaking is considered an essential skill, particularly for university students, in conveying information clearly and convincingly. Public speaking involves various elements that need to be understood, such as vocal techniques, body language, presentation structure, and how to manage and interact with the audience. This skill plays a crucial role in both academic and professional settings. In the context of lectures and professional settings, public speaking is used to open a presentation in an engaging manner, present arguments logically and persuasively, and conclude

the presentation with a strong statement so that the message conveyed can be understood and remembered by the audience.

### **2.3 The Importance of Public Speaking Skills in the Workplace**

Public speaking is one of the most important communication skills in the workplace. Public speaking skills are essential for career advancement and leadership roles. Companies value not only technical expertise but also soft skills such as public speaking (Ndejjo et al., 2022). As individuals advance in their careers, the importance of public speaking skills tends to increase and becomes an integral part of many professions (Buser & Yuan, 2023).

In today's era of globalization and digitalization, public speaking skills are no longer exclusive to specific professions such as public relations, trainers, or managers, but have become a basic necessity for all employees, especially in collaborative work environments focused on team performance (Robbins & Judge, 2017). For example, for interns and early-career employees, public speaking skills are crucial because they often need to present reports, participate in meetings, or communicate with supervisors and colleagues.

Individuals with strong communication skills have a better chance of securing employment and advancing in their careers (Santoso and Widodo, 2021). Several previous studies have shown that public speaking training has a positive impact on improving individuals self-confidence and communication performance (Misra & Yadav, 2016).

Previous studies have emphasized that public speaking skills are essential for professional communication in the workplace. Effective public speaking supports presentations, meetings, negotiations, teamwork, and interactions with supervisors and clients. However, most previous studies primarily discuss the importance of public speaking skills conceptually or focus on academic contexts, such as classroom presentations and university learning. Limited studies have developed practical learning media that specifically prepare internship students and

early career employees to perform English public speaking in workplace situations. Therefore, there is still a need for a learning medium that bridges English communication skills and workplace public speaking for individuals who are transitioning into the professional world.

## **2.4 Internship Students and Early Career Employees**

Interns are individuals who participate in structured work based learning programs as part of their academic development. Internship programs provide opportunities for students to gain practical experience, enhance employability skills, and better understand workplace demands and professional environments (Shaheen, Muzamil, & Shiraz, 2022). Before fully entering the workforce, students need to be equipped with public speaking skills so they can clearly convey ideas, deliver business presentations, and build strong professional networks (Mulyana, 2020).

Meanwhile, early career employees refer to individuals who have recently entered the workforce and are in the early stages of their professional careers. At this stage, they are still adapting to workplace communication practices, such as delivering professional presentations, participating in meetings, and expressing ideas during work discussions (Robbins & Judge, 2017).

Both interns and early career employees often face various challenges in communication skills, particularly when it comes to public speaking. Therefore, public speaking skills are considered a crucial factor for internship students and early career employees in achieving their desired careers, while also fostering confidence when entering the professional world (Ayiz & Tauchid, 2025). Therefore, the availability of learning materials specifically designed to support the development of public speaking skills is crucial. These learning materials can help interns and new employees build confidence, improve their communication skills, and prepare them to handle various professional communication situations in the workplace.

## **2.5 Handbook as a Learning Medium**

A handbook is a type of instructional material designed to provide structured guidance and practical instructions to support the learning process. It typically includes clear explanations, step by step procedures, and examples that help learners understand and apply knowledge independently in real life situations (Yosoa, Widian, & Jayanta, 2024). Due to its practical format, a handbook is often used as a supplementary learning resource that supports both formal and self-directed learning.

In the context of skill development, a handbook serves as instructional material that provides clear guidance and practical strategies for carrying out specific tasks. Compared to theoretical textbooks, handbook tend to emphasize practical application and real world implementation, making them effective learning resources for supporting skill development and independent learning (Darnawati et al., 2021; Yosoa et al., 2024). These characteristics make handbook well suited for developing professional skills such as communication and public speaking.

For interns and early career employees just starting their careers, a handbook can serve as an easily accessible learning resource that helps them understand common communication practices in the workplace especially in english communication. At this stage, individuals are still adapting to the professional environment and may need clear guidance on how to communicate effectively in situations such as presentations, meetings, and professional discussions (Robbins & Judge, 2017).

Additionally, a handbook specifically designed for interns and early career employees can support the development of english public speaking skills by providing practical examples, structured presentation techniques, and useful phrases that can be immediately applied in workplace communication. Through

concise explanations and practical exercises, this handbook can help learners boost their confidence and communication competence when speaking in front of others.

Therefore, the development of a public speaking handbook as a learning resource can be an effective way to support interns and early career employees in improving their professional communication skills and preparing them to handle various communication situations in the workplace especially in English communication.

Based on the literature above, this study offers a different approach by developing the *Speak Easy Handbook: English Public Speaking for Work*. Unlike previous learning materials that generally focus on theoretical explanations or academic public speaking, this handbook is specifically designed for internship students and early-career employees. It integrates workplace communication contexts, bilingual learning, role-play activities, workplace expressions, practical exercises, and QR-code video resources to support independent learning. Therefore, the handbook is expected to become a practical learning medium that better prepares users for professional communication in English

## **2.6 Previous Studies**

Several previous studies have investigated the development of learning media and public speaking skills in different educational and professional contexts. These studies provide valuable insights into communication skill development while also revealing gaps that justify the present study.

The first study was conducted by Darnawati et al. (2021) entitled "The Development of English Handbook as Learning Material for University Students." The study employed the Research and Development (R&D) method using the ADDIE model to develop an English handbook for higher education students. The findings indicated that the handbook was considered valid, practical, and effective in supporting English learning. Similar to the present study, this research focused on developing a handbook as a learning medium. However, the handbook primarily

emphasized general English learning rather than English public speaking in workplace contexts. Consequently, the current study extends this work by developing a handbook specifically designed to improve English public speaking skills for internship students and early career employees through workplace-based communication activities.

The second study was conducted by Yoso, Widian, and Jayanta (2024) entitled "Development of Handbook Based Learning Media to Support Independent Learning." Using the Research and Development (R&D) approach, the researchers developed a handbook aimed at promoting self-directed learning among students. The results showed that the handbook successfully enhanced students' learning independence and engagement. Although both studies emphasize the use of a handbook as a practical learning resource, the previous study did not specifically address English communication or public speaking skills in professional settings. Therefore, the present study contributes by integrating workplace communication, public speaking strategies, bilingual explanations, role-play activities, and QR-code video resources into one learning medium.

The third study was conducted by Misra and Yadav (2016) entitled "Public Speaking Anxiety and Its Effect on Students Performance." The study used a quantitative research design to examine the relationship between public speaking training and student's communication performance. The findings revealed that public speaking practice significantly improved students' confidence and speaking performance. While this study highlights the importance of public speaking training, it focuses only on evaluating training outcomes rather than developing instructional materials. In contrast, the present study develops a practical handbook that enables internship students and early career employees to independently improve their English public speaking skills with authentic workplace situations.

Overall, the fourth previous study demonstrates that the Borg and Gall Research and Development (R&D) model can be adapted by simplifying several development stages without compromising the systematic process of product

development. Specifically, the study combined the *Primary Field Testing* stage with the *Operational Field Testing* stage and integrated the *Operational Product Revision* stage with the *Primary Product Revision* stage. This adaptation was based on Borg and Gall's statement, as cited in Emzir (2013), that R&D research may be conducted on a smaller scale by limiting several research stages according to the research context. The simplification was carried out due to time and financial constraints while maintaining the quality of the product development process. This methodological approach serves as a reference for the present study, which also adopts a simplified Borg and Gall R&D model to develop and validate the *Speak Easy Handbook: English Public Speaking for Work*.

Based on the previous studies, it can be concluded that handbook development and public speaking training have proven to be effective in improving learning outcomes, communication skills, and learner engagement. However, existing studies have mainly focused on general English learning, independent learning, or public speaking performance without specifically addressing English public speaking in workplace contexts through an integrated instructional medium. Furthermore, although previous research has demonstrated the feasibility of simplifying the Borg and Gall R&D model, limited studies have applied this approach to develop learning materials for internship students and early career employees. Therefore, the present study fills this gap by developing the *Speak Easy Handbook: English Public Speaking for Work*, a workplace-oriented learning resource that integrates bilingual explanations, authentic workplace scenarios, role-play activities, public speaking strategies, and QR-code video materials using a simplified Borg and Gall Research and Development model