Dian Rahma Santoso, M.Pd

PUBLIC SPEAKING

Drafting, Practicing, Presenting

ENGLISH EDUCATION
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Penulis

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Penulis :
Dian Rahma Santoso, M.Pd

Editor :
Puspita Handayani, S.Ag., M.Pd.I
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Copy Editor :
Fika Megawati, S.Pd., M.Pd.

Design Sampul dan Tata Letak :
Mochamad Nashrullah, S.Pd

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PREAMBLE

Assalamu'alaikum Wr. Wb.

The author is grateful to write this guide book for English Education Study Program Faculty of Teacher Training and Education of Universitas Muhammadiyah Sidoarjo. This book will be used for helping the students how to draft, practice and present speeches effectively in simple ways so students will be easier to present their speeches in front of public.

In addition, this book provide the students the opportunity to initiate, conduct, and take part in English communication skill of advanced level by giving some projects. The skill covers all abilities to deliver various kinds of formal and academic presentations and speeches in public.

By reading this book, the author expexts that the newbie speakers could perform their speeches greatly and attract the audience's attention during the speech.

Assalamu'alaikum Wr. Wb.

The Author

CONTENT

Unit 1
Public Speaking

Objectives:

After completing this unit, the students are able to:

1. Understand three types of public speaking in everyday life: informative, persuasive, and entertaining.
2. Recognize the different types of informative speeches
3. Follow proven guidelines for preparing an informative persuasive, and entertaining speech;
4. Construct an informative, persuasive, and entertaining speech.

What is in your mind about public speaking? Are these pictures answering your quriousity about public speaking?

Taken from: etalaseinfo.com

The President delivering a speech ?

Taken from: ddhongkong.org

The professor lecturing?

Taken from: news.detik.com

A politician arguing for an election?

A lawyer defending a client in a court room?

A motivator motivating lots of audience?

A salesman persuading clients?

All those pictures are small examples of public speakers. What everyone needs to really assure is that public speaking takes places in every day communication for people over the world. It is the process of designing and delivering a message to an audience.

Public speaking requires speaking objectives. It involves the audience's understanding by choosing the speech's elements from the topic until how the speakers deliver the message skillfully. In other words, good public speakers understand what they need to plan, organize, and revise their material to develop an effective speech.

No matter how tough it might seemed at first, public speaking within the perspective of communication aspect, became one of the renowned skill and valuable trait in this globalized world. Nearly over a millennia, public speaking become one of the most effective means of spreading a message, information, or even belief.

Countless orators has proven their contribution in shaping our current world ranging from the notorious dictator Adolf Hitler to the dauntless anti-apartheid politician Martin Luther King. In Indonesia, many actors, singers take some chances to be public speakers, although some of the are still categorized as public figures. Deddy Mizwar, Rachel Maryam, Primus Yustisio, Anang Hermansyah are some actors and singers who are now politicians, although they still make a lot of works of arts.

Another famous public speaker, Andhika Pratama is no longer singing but bringing a lot of television program as a host and he is still loved by his huge number of fans. Oky Setiana Dewi appeared on entertaining worlds as an actress, but now, she often shows up as a public speaker. Host and preacher are two most common jobs she focused today.

Some public figures above prove that oral communication skill is very useful in many kinds of occupations. Although public speeches are of various types, they can generally be grouped into three categories based on their intended purpose: informative, persuasive, and entertaining.

1.1 Informative Speaking

Taken from muslimvillage.com

The basic purpose of informative speech is to share someone's knowledge with an audience. Some reasons for giving an informative speech are various. Informative speaking can be integrated into many kinds of jobs.

Tucker & Baron (2016) mentioned that physicians often lecture about their areas of expertise to medical students, other physicians, and patients. Teachers find themselves presenting to parents as well as to their students. Firefighters give demonstrations about how to effectively control a fire in the house. Informative speaking is a common part of numerous jobs and other everyday activities. Therefore, learning public speaking becomes an essential skill nowadays.

History, biography, processes, ideas and concepts, and categories or division are several types of informative speaking according to Tucker & Barton (2016).

a. History

Selecting an informative speech topic is to discuss the history or development of something. Finding information

about the origins and evolution available in internet, almost anything is much easier than it has ever been. With that in mind, some of the areas that a historical informative speech could cover would include objects, places and ideas.

❖ **Objects**

Look at the picture of traditional dance below.

Taken from: ulinulin.com

An object such as traditional dance, someone at some point in history was the first to create a traditional dance. The speakers can consider these following questions to make the historical object speeches. To perform this, the speakers can concept the speech by using these possible WH-questions. Each question is provided with the explanation of the exact answer commonly used to make a speech.

1. What was it originally created for?
   Answer: to express something
2. Who created it?
   Answer: person
3. When was it created?

Answer: date or year
4. Where was it created?
   Answer: original place
5. Why was it created?
   Answer: historical, philosophical reason
6. How did it involve into the part of the country history?
   Answer: the story of the dance

Small Quiz

1. Make your own concepts of your favorite thing (can be a real thing, or an activity). Draw WH-questions and then answer each of them.

   What : _____

   Who : _____

   When : _____

   Where : _____

   Why : _____

   _____

   _____

   _____

   How : _____

   _____

   _____

   _____

2. Perform in front of the class.
3. Duration: 1 – 2 minutes.

❖ **Places**

Look at the picture of a public place below.

Taken from: www.travellingyuk.com

A public place such Borobudur Temple is very famous in the world. People might think how people in ancient time built this amazing place. For what this place was buit will be very questionable for tourists. To inform this place, the speakers can concept the speech by using these possible WH-questions. Each question is provided with the explanation of the exact answer commonly used to make a speech.

1. What was it built for?
   Answer: the function of Borobudur Temple
2. Who built it?
   Answer: the person or community
3. When was it built?
   Answer: the time it was built
4. Where was it built?
   Answer: the location
5. Why was it built?
   Answer: the reason

6. How was it built till it becomes one of the amazing places in the world?
   Answer: the process it was made, or the journey of the temple (year to year)

   All of those concepts of WH-questions can be used as the outline of the speech. The speakers have to pay attention on the detail information and provide all understanding of the Bobobudur temple and its history.

Small Quiz
1. Make your own concepts of the best place you have visited. Draw WH-questions and then answer each of them.

   What   : _____

   Who   : _____

   When   : _____

   Where   : _____

   Why   : _____

   _____

   _____

   How   : _____

   _____

   _____

2. Perform in front of the class.
3. Duration: 1 – 2 minutes.

b. Biography

A biography is similar to a history, but it is specified to a person, whether living or deceased. There are specific and irrefutable facts that can help provide an overview of someone's life, such as dates that President Soekarno was born and died, and the years he was in office as president.

Taken from: www.tribunnews.com

This might be a good place to address research and support. The basic dates of Soekarno's life could be found in numerous sources. As a speaker, you would not have to cite the source in that case. But it you use the work of a specific historian to explain how Soekarno was elected to be the president before Indonesia got its indepence, that would need a citation of that author and the publication.

To deliver a speech about someone's biography, the speakers can concept the speech by using these possible WH-questions. Study the following questions and then write all the answers.

1. Who is Soekarno?

    _____

2. What had he done for country?

    _____

3. When was he born?

   _____

4. Where did he study about politics?

   _____

   _____

5. Why was he chosen as the first president of the country?

   _____

   _____

6. How did he lead the country?

   _____

   _____

c. **Processes**

Process speeches are sometimes referred to as demonstration or "how to" speeches because they often entail demonstrating something. These speeches require the speakers to provide steps that will help the audience understand how to complete a specific task or process. Examples of process speech topics would be how to bake chocolate chip cookies.

Taken from: vemale.com

The speakers, in this case students, have to tell a recipe for baking cheese cookies. All students will not tell the exact same recipe, probably similar.

Students who are demonstrating the speeches must be aware that every single word uttered is clear in meaning to the audience. See the following example:

"You can bake the cookies for 10 minutes."

The word "10 minutes" there is clear enough to the audience. Instead, the student should NOT say something like this:

"You can bake the cookies for 13 minutes" since that is not how everyone does it.

Besides, the steps must be clear. The speakers need to prepare ingredients and then the steps how to make it by giving transition first... second... third... and so on.

Otherwise, it is a bit different concept of making a *How To* speech with how to perform speaking well, or how to move on from a broken heart feeling, ingredients are probably not very important.

d. Ideas and concepts

An informative speech is somehow formed to explain an idea or concept. For example:

1. What does democracy mean?
2. What is justice?
3. What makes education for children and adult different?
4. What does politics mean?

In this case, the speakers need to use the definition methods such as classification and differentiation. In addition, the speakers need to make the concept concrete, real, and specific for your audience with examples.

e. Categories or divisions.

An _____ can be designed to inform general category by identifying several ways. For example: researching, writing the introduction and conclusion. Those all will be explained in the following units.

The benefit of using informative speech can help determine the organizational pattern that will need to be used. For example, a *"How To"* speech must be in chronological order. There is no other way to deliver the

"How To" speech other than how the process is done in a time sequence.

The speech about how to bake cheese cookies, the speakers need to make the following example of ordering points:

> *First:* get the ingredients (Main Point 1)
> *Second:* mix the ingredients (Main Point 2)
> *Third:* bake them (Main Point 3)

In other words, putting all those points in any other order will confuse the audience.

In relation with that, Histories and Biographies can be organized chronologically. Imagine to explain about the history of PSSI starting from the first it was created untill it develops today.

However, Histories and Biographies can be irrelevant. For example: an informative speech about BJ. Habibie. The speakers may choose three main points:

1. His time as an overseas student.
2. His time as an engineer.
3. His time as the Minister.

These main points are not in chronological order, because Habibie is an engineer since studying as an overseas students even until now. Then, take a look at this other three main points:

1. His time as an overseas student.
2. His time as a Minister.
3. His time as a President.

Those three points inform the audience about Habibie by using the chronological organizational pattern.

So, it is good idea when Tucker & Baron (2016) stated that as for General informative speeches, since the topics that can be included in here are very diverse and cover a range of subject matter, the way they are organized will be various.

However, if the topic is "types of" something or "kinds of" something, the organizational pattern would be topical; if it were the layout of a location, such as the White House, it would be spatial. More explanation about this part will be explain in unit 4.

1.1.2 Persuasive Speaking

Taken from: alexanderspeakersbureau.com

Instead of informative speaking, another reason why people do public speaking is to persuade others. It is usually called to convince, motivate, or even persuade people to change their beliefs, take an action to do something, or reconsider a decision they have decided. So, persuading people is somehow very challenging. The speakers should develop the skill to persuade effectively since the audience members, can be a group or

individually, are thinking differently from the speakers' original idea.

In doing persuasive speaking, you are proposing the truth or validity of an idea, in this case, the audience may not find true or acceptable, to be valid. Sometimes the word "claim" is used for proposition or central idea statement in a persuasive speech, because you are claiming an idea is true or an action is valuable. The topic can be vary.

a. **Selling Products**

A salesman, for example, should give brief explanation about a certain product to the buyer candidates. The persuasive process used in sales to help the audience better understand the presentation's objectives and to evaluate the presentation.

In this position, the speakers need to pay attention the following aspects before starting their speeches:

1. Introduce yourself politely
2. Introduce a situation before attacking audience's attention on the product you sell.
3. Explain in retail sales of inexpensive items
4. Build rapport with the buyer
5. Make effective questions to audience

6. Elicit more information
7. Show attentiveness and concern for the buyer
8. Knowledgeable information about the product(s)
9. Be friendly, courteous, and polite
10. Obtain commitment from the buyer

b. Winning a Proposal

Taken from: studybreak.com

The speaker is asked to prepare and present a proposal advocating an idea or course of action which would the audience like to approve. It is suggested you read the entire project before the presentation.

1. The proposal's objective must be clear
2. Proposal must be directed to the intended audience
3. The speaker needs to address the negative and positive aspects of the proposal
4. Well-organized and logical proposal
5. Effective speech delivery

c. Addressing Opposition

Taken from: naikmotor.com

The speaker prepares a talk on a controversial subject that persuades an audience to accept or at least consider your viewpoint. The talk should appeal to the audience both logically and emotionally. The speaker is then to field questions from the audience. In addition to your speech evaluation, pay attention on some points below.

1. Construct the speech to appeal to the audience's logic and emotions.
2. How convincing was the speaker's presentation on his or her viewpoint?
3. How effectively did the speaker appeal to listeners' logic and emotions?
4. How well did the speaker use stories, anecdotes, and humor to add impact to the presentation?
5. Did the speaker appear sincere, friendly, and concerned for the audience?
6. How did the speaker's voice and use of eye contact contribute to the presentation's effectiveness?

d. Persuassive Leader

Taken from: monkeysonline.com

The purpose of this presentation is for the speaker to communicate a vision and mission and convince the audience to help achieve them. It is suggested you read the project before hearing the presentation. When you are listening someone delivering this kind of speech, consider the questions below.

1. How effectively did the speaker convey the vision and mission?
2. How did the speaker connect the vision and mission to the needs, wants, and hopes of the audience?
4. Did the speaker use stories and anecdotes to enhance the persuasive message?
5. What other devices (gestures, body language, vocal variety, etc.) did the speaker use to make the presentation more persuasive?
6. Did the speaker convince and motivate the audience to act?

Small Quiz

It is now your time to prepare persuasive speaking. Do your job with these clues:

1. Choose one of the topics, either selling products, winning a proposal, addressing opposition, or persuassive leader.

   _____

2. Make an outline by answering those points of evaluation.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

3. Perform in front of the class
4. Duration 1 – 2 minutes

1.1.3 Entertaining Speaking

Taken from: presentationclasses.com

Entertaining speaking involves an array of speaking occasions; for example: presenting and accepting awards, after-dinner speeches and motivational speeches.

There are professionals in this kind of speech. Religious leaders and comedians make a living simply from delivering entertaining speeches.

As anyone who has watched an awards show on television, the speakers deliver an entertaining speech can attest that speaking to entertain is a great task that requires preparation and practice to be effective.

A frequent trap is that people often think of entertaining speeches as corny. Instead of being entertaining, the speech falls flat.

To help us think through how to be effective in delivering entertaining speeches, let us look at four key ingredients: preparation, adaptation to the occasion, adaptation to the audience, and mindfulness about the time.

a. Be Prepared

The biggest mistake that the speakers usually make when standing to deliver an entertaining speech is lack of preparation or simply unprepared at all. Like it or not, preparation throughout the text.

If the situation is impromptu, even taking some basic notes on a napkin is better than not having any plan for what you are going to say.

Remember, when you get anxious, as it inevitably happens in front of an audience, your brain does not function as well as when you are having a relaxed conversation with friends. You often forget information. By writing down some simple notes, you will be less likely to deliver a bad speech.

b. Be Adaptive to the Occasion

Not all content is appropriate for all occasions. If you are asked to deliver a speech commemorating the first anniversary of a school shooting, then obviously using humor and telling jokes would not be appropriate.

Some decisions about adapting to the occasion are less obvious. You might consider the following examples:

- ❖ You are the maid of honor giving a toast at the wedding of your younger sister.
- ❖ You are receiving a Most Valuable Player award in your favorite sport.
- ❖ You are a sales representative speaking to a group of clients after a mistake has been discovered.

❖ You are a cancer survivor speaking at a high school student assembly.

Different occasions will call for different levels of social appropriateness. One of the biggest mistakes entertaining speakers can make is to deliver one generic speech to different groups without adapting the speech to the specific occasion.

In fact, professional speakers always make sure that their speeches are tailored for different occasions by getting information about the occasion from their hosts. When we tailor speeches for special occasions, people are more likely to remember those speeches than if we give a generic speech.

b. **Be Adaptive to Your Audience**

Different audience will respond differently to the speech material, so the more you know about your audience the more likely you will succeed in your speech. One of our coauthors was once at a conference for teachers of public speaking.

The keynote speaker stood and delivered a speech on the importance of public speaking. While the speaker was good and funny, the speech really fell flat. The keynote speaker basically told the public speaking teachers that they should take public speaking courses because public speaking is important.

c.   Be Mindful of the Time

The last major consideration for delivering entertaining speeches successfully is to be mindful of your time. Different entertaining speech situations have their own conventions and rules with regard to time. It's also important to recognize that audiences on different occasions will expect speeches of various lengths.

For example, although it's true that graduation commencement speakers generally speak for ten to twenty minutes, the closer that speaker heads toward twenty minutes the more fidgety the audience becomes. To hold the audience's attention and fulfill the goal of entertaining, a commencement speaker would do well to make the closing minutes of the speech the most engaging and inspiring portion of the speech.

Unit 2
Benefits of Learning Public Speaking

Taken from: sumseltribunnews.com

Objectives:

After completing this unit, the students are able to:

1. Develop critical Thinking.
2. Well intonate verbal and non-verbal skill.
3. Overcome fear of public speaking.
4. Influence the audience
5. Develop leadership

2.1 Develop Critical Thinking

Taken from: cwhispers.com

One of the very first benefits in learning public speaking is an increased ability to think critically. Problem solving is one of many critical thinking skills For example, when preparing a persuasive speech, the speakers have to think through real problems affecting your campus, community, or the world and provide possible solutions to those problems. The speakers also have to think the positive and negative consequences of solutions and then communicate the ideas to the audience.

At first, it may seem easy to come up with solutions for a campus problem such as a shortage of parking spaces. That building costs, environmental impact from loss of green space, maintenance needs, or limited locations for additional spaces make this solution impractical.

Being able to think through problems and analyze the potential costs and benefits of solutions is an essential part of critical thinking and of public speaking aimed at persuading others. These skills will help you not only in public speaking contexts but throughout your life as well. As we stated earlier, college graduates in Zekeri's study rated oral communication skills as the most useful for success in the business world.

Another benefit to public speaking is that it will enhance your ability to conduct and analyze research. Public speakers must provide credible evidence within their speeches if they are going to persuade various audiences. So your public speaking course will further refine your ability to find and utilize a range of sources.

2.2 Improve Verbal and Nonverbal Skills

Taken from: bakrie.ac.id

A second benefit of learning a public is helping you fine-tune your verbal and nonverbal communication skills. Whether you competed in public speaking in high school or this is the first time speaking in front of an audience, having the opportunity to actively practice communication skills and receive professional feedback will help the speakers become a better overall communicator.

Often, people do not even realize that they twirl their hair or repeatedly mispronounce words while speaking. Here, both teacher and each mate in public speaking class can be set to do peer evaluating with the WH questions or even evaluating questions in unit 1.

2.3 Reduce Fear

Taken from: anxietyattack.sollution

An additional benefit of taking a public speaking class is that it will help reduce your fear of public speaking. Whether they have spoken in public a lot or are just getting started, most people experience some anxiety when engaging in public speaking.

People often have little exposure to public speaking. By learning public speaking, students become better acquainted with the public speaking process, making them more confident and less apprehensive. Besides, the students will also find themselves specific strategies for overcoming the challenges of speech anxiety.

2.4 Influence People

In case, you do not like something about your local government, you then can speak out about the issue. One of the best ways to get our society to change is through the power of speech. Common citizens in Indonesia and around the world, are influencing the world in real ways through the power of speech.

For example, by speaking out against "fracking" for natural gas (a process in which chemicals are injected into rocks in an attempt to open them up for fast flow of natural gas or oil) or in favor of retaining a popular local sheriff.

One of the amazing parts of being a citizen in a democracy is the right to stand up and speak out, which is a luxury many people in the world do not have. So if you don't like something, be the force of change you're looking for through the power of speech.

2.5 Develop Leadership

Have you ever thought about climbing the corporate ladder and eventually finding yourself in a management or other leadership position? If so, then public speaking skills are very important. Hackman and Johnson (2004) assert that effective public speaking skills are a necessity for all leaders.

The main idea about leadership is actually how a person can have more followers, become the leader in a community or a society. To reach this goal, the speakers, in this case leaders, have to communicate effectively and clearly what followers should do.

Unit 3
Boosting the Opening Speech

Taken from: chirpstory.com

Objectives:

After completing this unit, the students are able to:

1. Make challenging statements.
2. Express the challenging statement orally.
3. State appropriate quotation to begin the speech.
4. Mention appropriate objects to begin the speech.
5. Perform the opening speech by using either challenging statement, quotation, or objects in one minute orally.

3.1 **Opening Speech**

Taken from: youthinmag.com

Opening speech, also regarded as a welcome speech, plays as an introductory phase or part from the whole portion of the speech. It is important for those who wanted to deliver a meaningful speech to have a moderately "astounding" starting punch-line, to open the whole following speech's content. However, most English speaker, especially those who are not native speakers, did not know what to do in utilizing this feature called opening speech.

It is important for you to understand this well, that the sole aim of opening speech is none other than fixating your audience's attention towards your performance. It is recommended for newbie speaker to create a handicap support during their speech in form of speech's road map. This will help amateur public speaker in adjusting their speech flows and topic.

In answering this difficulty this chapter will unveil the arrangement of successful speech, with the intention of helping learners in creating powerful opening speech. Now, let us have a look at the following speech transcript of

Obama's inaugural address on the 20th January 2009 taken from obamaspeeches.com.

My fellow citizens:

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.

So it has been. So it must be with this generation of Americans.

That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land - a nagging fear that America's

decline is inevitable, and that the next generation must lower its sights.

To make you easier understanding the opening speech, let us break down each detail position of the opening speech. Study this figures.

My fellow citizens:

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

Starter: Introducing of Obama's condition

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.
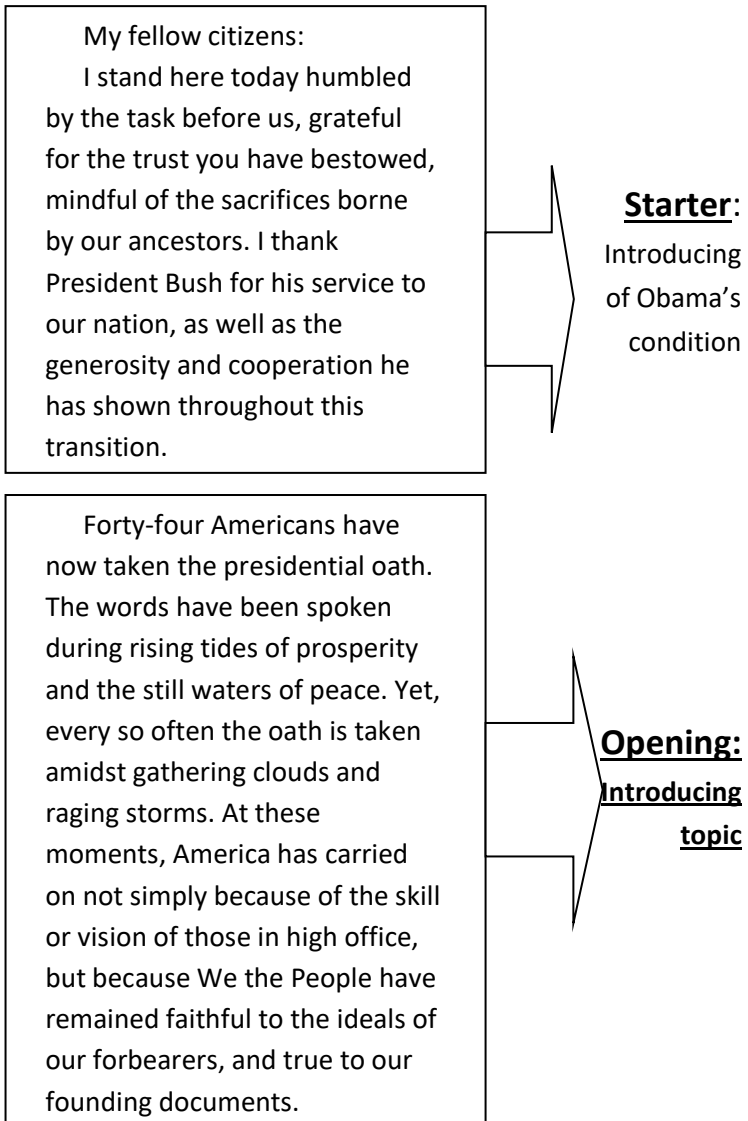
Opening: **Introducing topic**

So it has been. So it must be with this generation of Americans. → **Emphasizing**
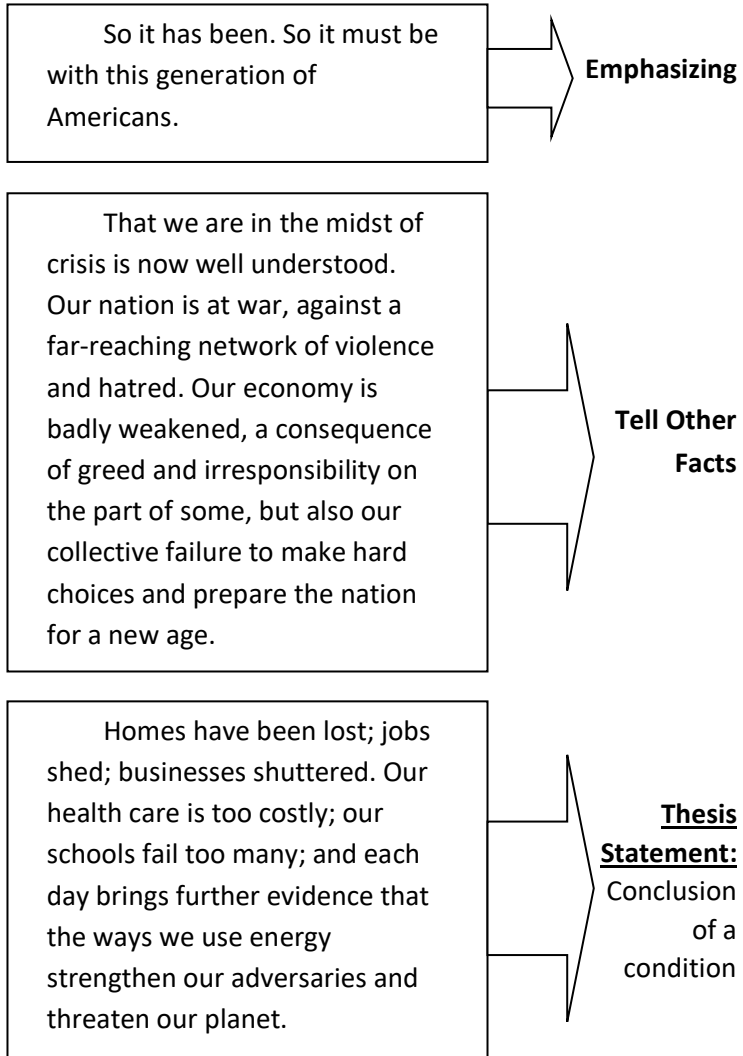
That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. → **Tell Other Facts**

Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet. → **Thesis Statement:** Conclusion of a condition

These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land - a nagging fear that America's decline is inevitable, and that the next generation must lower its sights.	**Preview:** This will cover the entire speech

The opening should immediately catch the audience's attention and tell the audience what the speaker will be talking about. In brief, opening speech is **not introducing yourself**, but introducing the topic you are going to deliver in the body of the speech.

Let us have a look at Nick Clegg's speech script about education taken from www.newstatesman.com entitled **I want to see all of the second wave free schools in poorer neighbourhoods**. This might more simple, and easier for you.

Today is the first Monday back for teachers and pupils up and down the country. A day always marked by renewed optimism. Pupils plan to work harder. Teachers come back refreshed. And all parents - I know this myself - have the best intentions for the months ahead: Whether that means making sure you're there for sports day and the class play. Or finding that bit of time at the end of the day to help with homework.

Just doing whatever you can to give your children some extra support.

This year, there's a feeling of optimism in Government too. The Coalition has made some big changes to our education system. To improve the quality, choice and opportunities available to families. And we're looking forward to seeing those take root.

The problem with new-term-enthusiasm, however, is: it doesn't always last. It isn't shared by everyone. And, as a society, we tend to let it fade too quickly.

Replacing our high hopes with an equally familiar fatalism. We allow ourselves to believe some basic assumptions as if they are facts of life. There are good schools, and there are bad schools. Some children are bound to do well - the brightest, the wealthiest. The troublemakers, the children from the tougher neighbourhoods, will inevitably lag behind. Most parents will at least try to take an active interest. But the daily grind will often get in the way. And a difficult, uninterested minority will never be brought on board. That's the way things are. The way they've always been. And, notwithstanding some improvements here and there. The way they always will be.

I don't accept that. There is some truth to these assumptions - because they are based on consistent patterns. But they aren't inevitable. And we do the next generation a disservice by cursing them with our low expectations.

Sometimes you hear commentators slamming school standards as if teachers are lazy and feckless just because some schools are failing. Condemning children and young people in the country just because some of them have gone off the rails. Yes, our country has problems but they will not

be solved by denigrating our teachers and our schools. We won't get more young people to take responsibility for themselves, or find work, if all we do is perpetuate the myth that no-one under the age of 25 can be trusted. There were young people on the streets rioting last month. They should face the full force of the law. But there were young people on the streets cleaning up the next day, too. And we cannot let our anxieties about some parts of our society undermine the hopes and dreams of a generation.

Today I want to talk about the Coalition Government's twin ambitions for our education system: A decent start for every child and a good local school for every family. That may sound basic, but it's absolutely fundamental to creating a fair, liberal and socially mobile society. Helping individuals fulfil their potential. Helping make Britain a place where anyone who works hard can get ahead.

To get there, Government needs to be innovative. Schools need to step up to the challenge. And, crucially, parents need to do their bit, supporting teachers, too.

Small Quiz

Answer the following questions briefly:

1. How did Nick Clegg start the opening speech?

   _____

   _____

2. What did he say?

   _____

   _____

3. What do you think about his statements?

   _____

   _____

4. If you have the same topic, what would you say?

   _____

   _____

5. Which statement emphasizes the content of the opening speech?

   _____

   _____

6. What would you say to emphasize yours?

   _____

   _____

7. Which one is the thesis statement?

   _____

   _____

8. Which one is the preview?

   _____

   _____

3.2 Challenging Statement

It is a nature of us, human, for not to accept everything, including given information, as it was true or valid (taken for granted). Hence, it is wise for every speaker to create a challenging statement in order to arouse listener curiosity and further leads into the dominant focus of your speech.

It is worth noted that even though the term literally called as *statement*. Most challenging statements are uttered in form of question. Study the following expression for starting your speeches.

> *Did you know that Indonesia was nominated as 11ᵗʰ rank in aspect of economic growth out of 178 countries in 2016?*

> *Don't you believe that Indonesia is the number one country of diabetes?*

> *I had been troubled with my atopic skin, but after changed my commodities to non-chemical ones, my skin turned much better. Kana-san, are you interested in safe products?*

> *How many of you remember exactly what you were doing when you got that email telling you that you got into Harvard?*

In a reasonable setting, speakers should comprise some introductory information that establishes the communication setting for the audiences.

3.3 Quoting Statements

Bringing up a quotation or two gives your speech an entire new feel and vibe. Quotation itself serves as the handicap in strengthening your own ideas, opinions, arguments, and/or assertions, by citing other people citations. Study the following expamples.

.... state one or two sentences, or a case about gap between poor and rich children.... then start quoting:

Nick Clegg, in his speech toward educators in the United Kingdom on 5th September 2011 stated that the gap between poorer and wealthier children getting these grades has stayed the same. Teenagers from disadvantaged homes are still only half as likely to do as well. There are schools where not a single pupil on Free School Meals is even entered for the most academic subjects. Or sits the exams where they can achieve the top grades.

.... state one or two sentences, or a case about enterpreneurship .... then start quoting:

Mark Zuckerberg's, address at Harvard, the school he left to start Facebook on 22nd of May 2017, said that _an entrepreneurial culture thrives when it's easy to try lots of new ideas. Facebook wasn't the first thing I built. I also built games, chat systems, study tools and music players. I'm not alone. JK Rowling got rejected 12 times before publishing Harry Potter. Even Beyonce had to make hundreds of songs to get "Halo." The greatest successes come from having the freedom to fail._

3.4 Showing objects

It common to understand that not every of our audience have proper prior knowledge in accordance with our speech content. Therefore, it is often beneficial to always prepared a

supporting media in aim to providing the object of your own speech.

All form of human communication and public speaking requires object. Object itself has many levels, and there are several "object" going on at the same time in any communication act. These contexts can include:

- **Historical**

  The historical elements can be positive or negative, recent or further back in time. These past events can influence the speaker's credibility with the audience.

- **Cultural**

  Usually denotes to the custom or tradition where someone was born and raised but can also include religion, race, ethnic, and regional cultures or co-cultures.

- **Social**

  The social elements can be condition when a certain case comes to a country. For example: Islam in Indonesia was claimed as an unfriendly religion in 2017. As the speaker, you can express the social condition of Moslem, how they cooperate to get their right back.

- **Physical**

  The phisical elements, just like social, can tell a condition of a certain community attacked by a case. Rohingya problems, for example, can be scooped in phisical problem, how Rohingya people could survive in hunger.

3.5 Starting with Data

Most people found it hard to believe the half-baked or unempirical statement when it comes to public speaking. The following statements are the example of starting a speech with data.

> *Numerous researches discussed some problems of speaking for students were caused by minimum vocabulary, poorness of producing utterances, lack of ideas, and afraid to communicate either with friends or teachers*

> *Indonesia maintained strong economic growth in 2017 and the outlook continues to be positive, according to the World Bank's March 2018 Indonesia Economic Quarterly.*
>
> *The Indonesian economy expanded by 5.06 percent year-on-year in the first quarter of 2018, following a 5.19 percent growth in the previous period and missing market expectations of 5.18 percent. Both exports and government spending increased at a slower pace while household consumption growth was almost unchanged and fixed investment rose further. GDP Annual Growth Rate in Indonesia averaged 5.28 percent from 2000 until 2018, reaching an all time high of 7.16 percent in the fourth quarter of 2004 and a record low of 1.56 percent in the fourth quarter of 2001.*

> *Looking at the fact that the current population of Indonesia is 267,001,818 as of Monday, July 30, 2018, based on the latest United Nations estimates. Indonesia population is equivalent to 3.5% of the total world population. Indonesia also ranks number 4 in the list of countries (and dependencies) by population. The population density in Indonesia is 147 per Km2 (381 people per mi2). The total land area is 1,811,570 Km2 (699,451 sq. miles). 55.3 % of the population is urban (147,548,918 people in 2018).The median age in Indonesia is 28.3 years.*

3.6 Dos and Don'ts in Opening Speech

As an aspiring public speaker, you should employ one strategy in conceptualizing the dos and don'ts in the opening speech. The approach is called as "Audience Analysis". As the name implies, this strategy let you to assess the spectator of your own speech.

During this observation, be sure to examine the whole audience in a quick glance. The outcomes then will help you in determining the opening style that suitable the most with your current audience.

Do leave strong impression of your first sentence during the opening speech, yet do not even try to exaggerate anything, as exaggeration will only marks your speech looks laughable in front of your audience. Do make a rather quick introductory opening, but do not make such a hasty initial speech.

Do your opening with light and easy-to-understand words, and avoid roundabout yet complicated diction to deliver your preparatory speech. These are some examples of weak openings which must be avoided:

- ❖ An apologetic statement
- ❖ A story or joke that does not relate to your topic
- ❖ A commonplace observation delivered in a commonplace manner
- ❖ A long or slow-moving statement or story
- ❖ A trite question, such as "Did you ever stop to think...?"

Remember! Any mistaken moves will cause irreversible damage upon your own speech. So be watchful and stay vigilant as well in concerting your opening speech.

3.7 **Chapter Project**

Project 1

1. Choose one topic you like best.

   _____

2. Make a speech introduction with challenging statement.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

3. Make a speech introduction by quoting statement.

_____

_____

_____

_____

_____

_____

_____

4. Make a speech introduction by showing an object.

_____

_____

_____

_____

_____

_____

_____

5. Make a speech introduction by telling the data.

_____

_____

_____

_____

_____

_____

6. Write a thesis statement.

_____

_____

_____

_____

_____

_____

7. Write the preview of your speech.

_____

_____

_____

_____

_____

_____

8. Perform in front of the class (1 minute)

Project 2

1. Make another opening speech about the hottest educational issue in your country.
2. Choose one way to introduce your speech.
3. Do it in this column.

Opening Speech

❖ Introduction

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

❖ Thesis Statement

_____
_____
_____
_____

❖ Preview

_____

_____

_____

_____

_____

_____

_____

_____

4. Record your one minute performance by using video recorder from your mobile phone.
5. Send it to your social media.
6. Watch your friends' performance.
7. Like and comment to your friends' performance.
8. Give your friends' performance score.

Unit 4
Drafting the Body

Taken from: aol.com

Objectives:

After completing this unit, the students are able to:

1. Understand what facts or ideas to convey in delivering the speech
2. Choose the best words or phrases as the main points and sub-points
3. Elaborate main points into sentences and the sub-points into paragraphs orally
4. Choose and Explain the appropriate supporting materials orally
5. Perform the body of the speech in five minutes orally

4.1 The Speech Body

Speeches have conventionally been seen to have one of these major objectives. There are to apprise, to convince, and to inspire, to please, to gratify, or simply to entertain. These objectives are frequently known as a speech's general purpose. These purposes are not necessarily exclusive of the others. A speech designed to be persuasive can also be educational and pleasurable, even if either of those are not the main purpose. With such circumstantial, it is necessarily imperative for you to understand your own objectives first in conducting your own speech.

After you have found what your speech is going to talk about, the second phase should be structuring the body. Body or by most people called as "content" is none other than the major core (essence) of your speech. While in the previous chapter, you have learned in detail regarding with opening speech along with its structure, in this chapter, you will learn on how to compose a productive and effective content in your own speech.

4.2 The Speech Organization

Speaker need to ensure that audiences understand their notions within the speech. Often spectators will sit politely in class, feigning interest and understanding, when they do not understand what the speakers or presenters are saying.

There are some patterns of organization of organizing speech according to Tucker & Barton (2016). In each of the examples below, you will see how the specific purpose gives shape to the organization of the speech and how each one exemplifies one of the six main organizational patterns. In each example, only the three to five main sections or "points"

(Roman numerals) are given, without the other essential parts of the outline.

c. Chronological

Specific Purpose: To describe to my classmates the four stages of rehabilitation in addiction recovery.

❖ The first stage is acknowledging the problem and entering treatment.

❖ The second stage is early abstinence, a difficult period in the rehabilitation facility.

❖ The third stage is maintaining abstinence after release from the rehab facility.

❖ The fourth stage is advanced recovery after a period of several years.

The example above uses what is termed the chronological pattern of organization. Chronological always refer to time order. Since the specific purpose is about stages, it is necessary to put the four stages in the right order. It would make no sense to put the fourth stage second and the third stage first.

However, chronological time can be long or short. If you were giving a speech about the history of the Civil Rights Movement, that period would cover several decades; if you were giving a speech about the process to change the oil in your car, that process takes less than an hour. The process described in the speech example above would also be long-term, that is, one taking several years. The commonality is the order of the infor-mation.

In addition, chronological speeches that refer to processes can be given for two reasons. First, they can be for understanding.

A speech about recovery is to explain what happens in the addiction recovery process, but the actual process may never really happen to the audience members. That understanding may also lead them to more empathy for someone in recovery.

Second, chronological or process speeches can be for action and instruc-tion. For a speech about changing the oil in a car, your purpose is that the audience could actually change the oil in their cars after listening to the speech.

One of the problems with chronological speeches is, as mentioned before, that you would not want just a list of activities. It is important to chunk the information into three to five groups so that the audience has a framework. For example, in a speech about the history of the Civil Rights Movement, your "grouping" or "chunking" might be:

❖ The movement saw African-Americans struggling for legal recognition before the Brown v. Board of Education decision.
❖ The movement was galvanized and motivated by the Montgomery Bus Boycott.
❖ The movement saw its goals met in the Civil Rights Act of 1965.

It would be easy in the case of the Civil Rights Movement to list the many events that happened over more than two decades, but that could be overwhelming for the audience. In this outline, the audience is focused on the three events that

pushed it forward, rather than the persons involved in the movement.

d. Spatial

Specific Purpose: To explain to my classmates the three regional cooking styles of Italy.

- ❖ In the mountainous region of the North, the food emphasizes cheese and meat.
- ❖ In the middle region of Tuscany, the cuisine emphasizes grains and olives.
- ❖ In the southern region and Sicily, the diet is based on fish and seafood.

Another example, specific purpose: To describe to my Anatomy and Physiology class the three layers of the human skin.

- ❖ The outer layer is the epidermis, which is the outermost barrier of protection.
- ❖ The second layer beneath is the dermis.
- ❖ The third layer closest to the bone is the hypodermis, made of fat and connective tissue.

e. Topical

The topical organizational pattern is probably the most all-purpose in that many speech topics could use it. Many subjects will have main points that naturally divide into "types of," "kinds of," "sorts of," or "categories of." Other subjects naturally divide into "parts of the whole."

However, as mentioned previously, you want to keep your categories simple, clear, distinct, and at five or fewer.

For example: Specific Purpose: To explain the four characteristics of quality diamonds.

❖ Valuable diamonds have the characteristic of cut.
❖ Valuable diamonds have the characteristic of carat.
❖ Valuable diamonds have the characteristic of color.
❖ Valuable diamonds have the characteristic of clarity.

Another example, specific purpose: To describe to my audience the four main chambers of a human heart.

❖ The first chamber in the blood flow is the right atrium.
❖ The second chamber in the blood flow is the right ventricle.
❖ The third chamber in the blood flow is the left atrium.
❖ The fourth chamber in the blood flow and then out to the body is the left ventricle.

At this point in discussing organizational patterns and looking at these examples, two points should be made about them and about speech organization in general.

This speech is emphasizing the anatomy of the heart; if the speech's specific purpose were "To explain to my classmates the flow of blood through the chambers of the heart," the organi-zational pattern would be chronological but very similar (However, since the blood goes to the lungs to be oxygenated before coming back to the left atrium, that might alter the pattern some).

f. Cause and Effect

It should be noted, however, that a specific purpose like the last one is very broad and probably not practical for your class speeches; it would be better to focus on just causes or effects, or even just one type of cause (such as genetic causes of schizo-phrenia) or one type of effect (relational or social). These two examples show a speech that deals with causes only and effects only, respectively.

For example: Specific Purpose: To explain to my fellow Biology 1107 students the origin of the West Nile Virus epidemic in the U.S.

❖ The West Nile Virus came from a strain in a certain part of Africa.
❖ The West Nile Virus resulted from mosquitoes being imported through fruits.
❖ The West Nile Virus became more prominent due to floods in the Southeast.

Another example: Specific Purpose: To describe to my classmates the effects of a diagnosis of autism on a child's life.

❖ An autism diagnosis will affect the child's educational plan.
❖ An autism diagnosis will affect the child's social existence.
❖ An autism diagnosis will affect the child's family rela-tionships.

g. Problem Sollution

The problem-solution pattern will be explored in more depth in the chapter on Persuasive Speaking because that is where it is used the most. The principle behind problem-solution pattern is that if you explain to an audience a problem, you should not leave them hanging without solutions. Problems are discussed for understanding and to do something about them.

A real-life example, you want the members of the school board to provide more funds for music at the three local high schools in your county. What is missing because music or arts are not funded? What is the problem?

Specific Purpose: To persuade the members of the school board to take action to support the music program at the school.

First, there is a problem with eliminating extracurricular music programs in high schools.

❖ Students who do not have extracurricular music in their lives have lower SAT scores.
❖ Schools that do not have extracurricular music programs have more gang violence and juvenile delinquency.

Second, the solution is to provide $200,000 in the budget to sustain extracurricular music in our high schools.

❖ $120,000 would go to bands.
❖ $80,000 would go to choral programs.

Of course, this is a simple outline and you would need to provide evidence to support the arguments, but it shows how problem-solution works. Psychologically, it makes more sense to use problem-solution rather than solution-problem. The audience will be more motivated to listen if you address needs, deficiencies, or problems in their lives rather than giving them solutions first.

4.3 Elaborate Main Point with Sub-Points

Study the following sample speech outline containing three main points:

a. Opening
1. Captures audience attention
2. Leads into speech topic

b. Body
1. Main point
   - Subpoint
   - Support material
2. Main point
   - Subpoint
   - Support material
3. Main point
   - Subpoint
   - Support material

c. Conclusion
1. Review or summary
2. Call to action or memorable statement

There is practically no use if you have made some of splendid sub-points, yet you are unable to correlate them into your main point. In debating domain, there is an exact term named as link-back. It is a condition where no matter how long and complex your following explanation is, your sub-points will always find a way to syncs their entities towards your main point. In other perspective, you may call this one as connection or rather "relevancy" in domain of literacy.

4.4 Supporting Materials

In domain of public speaking, the word "support" refers to a range of strategies that are used to improve the central notion and specific purpose by providing substantiating evidence.

There are quite numerous reason on why should we employ supporting materials in each of our assertion. Aside from minimizing generality and ambiguity as previously mentioned, using supporting material also means for clarifying a certain content.

It is understandable that speaker is human as well, and as human would do, we cannot avoid any subjectivism in every bits of our deed. Consequently, supporting materials existed in fiving clarity and proposing objectivism in one notion, disregarding the occasion or even the speaker itself.

4.5 Chapter Project

Project 1

1. Draw an outline of your speech, the same topic with your opening speech in unit 3 with chronological way.

Body

1. Main point:

- Subpoint:
- Support material:

2. Main point:

- Subpoint:
- Support material:

3. Main point:

- Subpoint:
- Support material

2. Draw an outline of the same topic with spatial way.

1. Main point:
- Subpoint:
- Support material:

2. Main point:
- Subpoint:
- Support material:

3. Main point:
- Subpoint:
- Support material

3. Draw an outline of the same topic with topical way.

1. Main point:
- Subpoint:
- Support material:

2. Main point:
- Subpoint:
- Support material:

3. Main point:
- Subpoint:
- Support material

4. Draw an outline of the same topic with cause and effect.

3. Main point:
- Subpoint:
- Support material:

4. Main point:
- Subpoint:
- Support material:

3. Main point:
- Subpoint:
- Support material:

5. Draw an outline of the same topic with problem sollution.

3. Main point:
- Subpoint:
- Support material:

4. Main point:
- Subpoint:
- Support material:

3. Main point:
- Subpoint:
- Support material

Unit 5
Cheering Up the Closing

Taken from: kapanlagi.com

Objectives:

After completing this unit, the students are able to:

1. Differ how to conclude, summarize and give suggestion in the closing speech
2. Avoid what should not be stated in the closing speech
3. Perform closing speech in one minute orally

5.1 Closing

There must be an end for every beginning, as a speech would do without no exception. As your performance started with the previously explained opening speech, to end the speech, the speakers have to:

1. let the audience khow you are ending the speech
2. reinforce the audience's understanding of, or commitment to the central idea

5.2 Conclusion

As a closing part, it is essential for one to prepare a concluding statement for his/her speech. Conclusion should embody the whole summary of important notions from the speech itself.

To conclude also means to close the whole performance. It should close the loop opened by the introduction. While introduction gives an advance announcement of what will follow, conclusion review and reiterate the main points that have been covered.

Where the introduction tells the spectators how the speech will benefit them, the conclusion instead precisely tell the audience on how and under what situations to apply the information provided. This motivates the audience to remember and use the information.

5.3 Summary

The value of summary is explicitly restating the main points is the easiest way to end a speech. There are some imaginative and compelling ways to end a speech to combine summary with times and places according to Lucas (2009).

a. End with quotation

A quotation is one of the most common and effective devices to conclude a speech. Here is a fine example, from a speech on the misuse of television advertisements in political campaigns:

> "We cannot ignore the evils of television commercials in which candidates for the highest offices are sold to the voters in 30 second spot. These ads cheapen the elective process and degrade our political institutions. In the worlds of historian Arthur Schlesinger, Jr., "You cannot merchandise candidates like soap and hope to preserve a rational democracy.""

The closing quotation is particularly good because its urgency is exactly suited to the speech. When you run accross a brief quotation that so perfectly captures your central idea, keep it in mind as a possible conclusion.

b. Make a dramatic statement

Some speeches have become famous because of their powerful closing lines. One is Patrick Henry's legendary "Liberty or Death" oration. It takes its name from final sentences Henry uttered on March 23, 1775, as he exhorted his audience to resist British tyranny:

> "Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death."

c. **Refer to the Introduction**

This method provides a good sense of closure to the speech and can be one of the most effective methods. If you started the speech with a startling statistic or fact, such as:

> "Last year, according to the official website of the American Humane Society, four million pets were euthanized in shelters in the United States."

In the end you could say,

> "Remember that shocking number of four million euthanized pets? With your donation of time or money to the Northwest Georgia Rescue Shelter, you can help lower that number in our region."

5.4 Example of Conclusion

a. Informative Speech Conclusion

Topic: Anxiety

In closing, anxiety is a complex emotion that afflicts people of all ages and social backgrounds and is experienced uniquely by each individual. We have seen that there are multiple symptoms, causes, and remedies, all of which can oftentimes be related either directly or indirectly to cognitive behaviors.

While most people do not enjoy anxiety, it seems to be part of the universal human experience, so realize that you are not alone, but also realize that you are not

powerless against it. With that said, the following quote, attributed to an anony-mous source, could not be more true, "Worry does not relieve tomorrow of its stress; it merely empties today of its strength."

b. Persuassive Speech Conclusion

Topic: Adopting a Rescue Animal

In conclusion, I believe you should adopt a rescue animal because it helps stop forms of animal cruelty, you can add a healthy companion to your home, and it is a relatively simple process that can save a life. Each and every one of you should go to your nearest animal shelter, which may include the Catoosa Citizens for Animal Care, the Humane Society of NWGA in Dal-ton, the Murray County Humane Society, or the multiple other shelters in the area to bring a new animal companion into your life.

I'll leave you with a paraphrased quote from Deborah Ja-cobs's article "Westminster Dog Show Junkie" on Forbes.com: You may start out thinking that you are rescuing the animal, and ultimately find that the animal rescues you right back."

5.5 Chapter Project

In relation to your topic from opening and body, make three kinds of conclusion:

1. End with quotation

_____
_____
_____
_____

_____

_____

_____

2. End with dramatic statement

_____

_____

_____

_____

_____

_____

_____

3. End with referring to the Introduction.

_____

_____

_____

_____

_____

_____

_____

4. Perform in front of the class.
5. Duration 1 minute.

Taken from: bahasa.aquila-style.com

Objectives:

After completing this unit, the students are able to:

1. Give facts and ideas to deliver the speech with statistics, testimony, examples, stories, annecdotes and visual aids
2. Perform the speech with with statistics, testimony, examples, stories, and annecdotes

6.1 Research

In relation with speech phases as mentioned in the preceding three chapters, all preparations began in the establishment of speech topic. Simply to say, before you start your "drafting" part, you should better decide what you are going to talk about.

Topic of your speech will automatically defines what your speech's theme is going to be. A good and proper speech topic may come from anything thinkable within reach of human cognitive skill, starting from the simplest surrounding matter such family and relationship, until the complicated one like politic, law, or healthcare.


Taken from: youthvillage.co.zw

The pick-and-do process of finding speech topic itself does not actually requires special skill. Nearly anything can be used as the material as mentioned in the previous paragraph. Nevertheless, as EFL learner, a beginner to boot, choosing a right speech topic might be one of these troublesome tasks. There are many considerations that you have to pounder about.

For instance, the people you are going to deliver your speech to, and perhaps including the occasion of your speech.

Moreover, choosing broader speech topic is off-limit. The narrower your topic is, the better your speech will be. Since by narrowing up the topic, speaker might be able in finding the content of his/her speech.

There are actually many ways in deducing a topic to be used in your speech. From a mere brainstorming to conceptual mapping, is available in disposal to be utilized. Based upon the previous concern related with the difficulties in choosing the right speech topic appropriately, this chapter will help you in selecting several speech materials that are essentially helpful in constructing the framework of your speech topic, under the assumption that reader might be able in planning his/her speech topic after reading this chapter.

6.2 Surveys

Taken from: bacp.co.uk
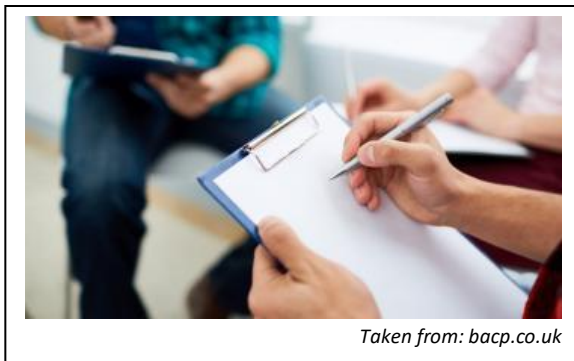
The first type of primary research you might conduct is a survey. A survey is a collection of facts, figures, or opinions gathered from participants used to indicate how everyone within a target group may respond. Ypu are probably going to be speaking before a board of education about its plans to build a new library, so you create a survey and distribute it to

all your neighbors seeking their feedback on the project. During your speech, you could then discuss your survey and the results you found.

Depending on the amount of time you have and the funding available, there are a number of different ways you could survey people. The most expensive method of surveying is sending surveys through the postal system. Unfortunately, most people do not respond to surveys they receive through the mail, so the number of completed surveys you get back tends to be very low (often under 20 percent).

To make surveying cheaper, many people prefer to use the Internet or to approach people face-to-face and ask them to participate. Internet surveying can be very useful and cheap, but you'll still have the same problem mail surveys do—getting people to fill out your survey. Face-to-face surveying, on the other hand, is time consuming but generally results in a higher number of completed surveys.

6.3 Interview

An interview is a conversation in which the interviewer asks a series of questions aimed at learning facts, figures, or opinions from one or more respondents. As with a survey, an interviewer generally has a list of prepared questions to ask; but unlike a survey, an interview allows for follow-up questions that can aid in understanding why a respondent gave a certain answer. Sometimes interviews are conducted on a one-on-one basis, but other times interviews are conducted with a larger group, which is commonly referred to as a focus group.

One-on-one interviews enable an interviewer to receive information about a given topic with little or no interference from others. Focus groups are good for eliciting information, but they are also good for seeing how groups of people interact and perceive topics. Often information that is elicited in a one-on-one interview is different from the information gained from a group of people interacting.

If you're preparing for a speech on implementing project management skills for student organizations, you may want to interview a handful of student organization leaders for their input. You may also want to get a group of students who have led successful projects for their student organizations and see what they did right. You could also get a group of students who have had bad project outcomes and try to understand what went wrong. Ultimately, you could use all this information not only to help you understand the needs student organizations have concerning project management but also to provide support for the recommendations you make during your speech.

6.4 Secondary research

Secondary research is carried out to discover or revise facts, theories, and applications but it is reported by someone not involved in conducting the actual research. Most of what we consider "research" falls into the category of secondary research. If you've ever written a paper for one of your classes and had to cite sources, then you've conducted secondary research.

Taken from: amcofh.org
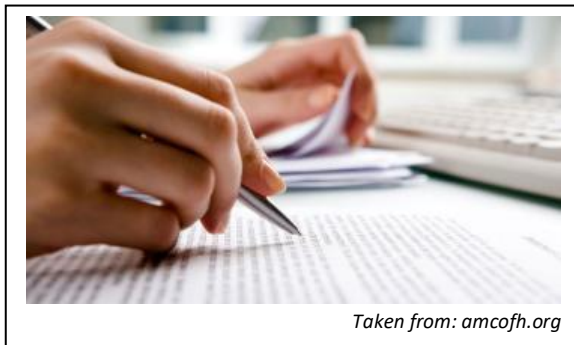
Secondary research is when you report the results of someone else's primary research. If you read an academic article about an experiment that a group of researchers conducted and then tell your audience about that study, you are delivering information secondhand to your audience. You as the speaker did not conduct the study, so you are reporting what someone else has written.

Taken from: ruangmuslimah.co

Objectives:

After completing this unit, the students are able to:

1. Understand the way to deliver the speech well
2. Reduse and skip the audience's anxiety toward the speech they will present
3. Prepare the speech carefully
4. Present their best performance confidently

7.1 Why Speech Delivery

No matter how thoroughly planned your speech is going to be, all that matters in the end is whether or not you are able to deliver it maximally by minimizing blunders and other slipups. Since public speaking is all about creating connections with your audiences, it is important how to "treat" your own spectators well during your speech performance.

Good delivery is unequivocally vital. Unfortunately, if your audience is distracted by odd mannerisms or turned off by a dull delivery then they will be less likely to hear your message. Speech deliverance itself has reformed all throughout the ages, starting from the epoch of philosophy during the golden age of public speaking, where one tends to speak rhetorically; into the era of revolution, where most renowned public speaker practices their ability of declamation (the recital of famed speeches) and elocution (the emotional surges within one speech through gesture, movement, etc.).

7.2 Skip Anxiety

Being afraid in front of many audiences will surely terrifies you, which in further consequence will likely to impact towards your own speech performance. Staggering presentation will obviously give a devastating impression towards your speech. The unending question is that "why so many people are frightened of public speaking?" The answer tied onto many influential variables such as prior knowledge of the speaker including experience and training, or perhaps psychological factors such as speaker self-efficacy, culture, and even personal background and other private circumstances.

The term anxiety itself called as *"glossophobia"*, which is derived from Greek word of "tongue" and "dread". Cited from America's Charity, the institution just found out the according to the recent surveys, more people fear speaking in public compared to their own death.

7.3 Prepare Greatly

There is no better combat worth fighting for, than a prepared opponent in a field. To put this metaphorically, we may say that, in a perspective of public speaker, our opponent is none other than our own audience, while you yourself can only relies upon your performance (as your weapon) in order to (literally) conquer your opponent during your performance. This task requires tremendous preparation from beginning, which takes toll of time and effort as well.

When it comes to discussing preparatory phase, there are several sections that you have carried out. The first is none other than material preparation. This step enables you to evaluate your speech content in every linguistic term and point of view. The second is mental or psychological preparation. This step allows you as a speaker to manage your inner control towards your own self. Mindfulness and full attention to the task are vital to successful public speaking after all.

The last one is physical preparation. Public speaker is not a automata or clockwork that heavily relies upon a set of programmed command. As human being, we sometime tire our own flesh and bone. Therefore, it is advice to always trying anything relaxing and comforting for your own physical needs. Be advised that being worn out while performing your speech is not an option, since physical exhaustion could lead your mental and mind into disarray.

7.4 Set Tone

Sounds reverberates greater than a mere whisper. The prior anecdote sketches on how important for a public speaker to adjust and control their own tone. Thereby, it is not a foolish exaggeration when a public speaker often regarded as a thoughtful person, since one should be extra aware of his/her surrounding during the performance. For instance, a public speaker should think about the acoustics of the room – for example; lots of people or furniture will absorb the sound of your voice and large halls which echo mean you need to speak even slower than normal rate.

Tone also plays significant roles in directing and even further, gaining audiences' attention. By attempting to change the tone of your voice in order to keep the speech from becoming monotonous and boring, you might be able in making your audience became passionate and believing in what you are trying to tell them. The volume of your voice and your inflection, these two items are ideal in any person's speech as they create a sense of desire in your speech and performance.

7.5 Style Your Speech

Language comes in many varieties and characteristics. So does the speech. As a form of communication, speech might be "dressed out" speaker's liking. Remember when the writer mentioned several greatest orator in the world in the beginning of this book? You may noticed that most of them has their own speech diversities that are unique one to another.

Unit 8
Visual Aids

Taken from: wartapilihan.com

Objectives:

After completing this unit, the students are able to:

Present their speeches by using some visual aids like power point, flip chart, model, films, and handouts.

8.1 Why Visual Aids

Communication comes in wide ranges of form. Be it in written, oral, or even visual form like signs, symbols, etc. As vital communication in oral form might be, the speech and its features themselves are nothing but a tedious approach.

Thereby, visual aids come in assisting one's speech in giving clarity towards their notions. Despite the importance, visualizing your sources or speech material is not something that can be mastered in one go.

There are many considerations upon visual aid choices. When deciding whether to use visual aids or not, consider if and how they will enhance your presentation. If are not, then do not use them. Visual aids need to be "true visuals". Avoid "visual verbal" since audience does not need both to hear and read your speech.

8.2 PowerPoint

Ever tried of making slides before? Well, if it is yes, then good for you. Nevertheless, if it is no, unfortunately to say, this topic may not be suitable at all, since practically you have to master the basic of using PowerPoint. Leaving these questions aside, it is necessary for you to be able in using such media into your disposal.

As convenient it might be, as a speaker, you have to be mindful for not overusing and overexposing your slides. Remember that being visual aids means that their existences are second only to your own speech. There are several rules to be noted in utilizing this visual aid.

Most common mistakes and errors made by amateur presenter is, instead of delivering the point within their slides,

they carried the whole sentence (or even in rarest case, the entire paragraph) into the slides. No one would go against such approach, but sadly, there will be no meaning anymore within the name of "PowerPoint" itself.

Secondly, is the customization of slides design, that colorfully eyes threatening. We are fully understand that being able to learn something new must be fascinating. Nevertheless, as a speaker, please refrain yourself in doing such thing. Minimalism is the main key!

8.3 Flip Chart

Flipchart considered as a classic yet ubiquitous medium in assisting most presentation performance. Most renowned speaker decided to take the simplicity of flipchart in hoarding spectators' attention during the performance.

However, it is crucially vital for those who wanted to utilize this visual aid in comprehending its advantages and disadvantages before anything else. Practically, the use of such media is similar to what have already explained previously in PowerPoint. However, bear in mind that this media is no electronic or technology-imbued device that is able in projecting the picture. Therefore, always check and measure the appropriate size of your flipchart that you are going to use.

Several rules similarly created for PowerPoint also work the same within this type of media. For instance is number limitation of paper in your flipchart, content management in a blank sheet, as well as the color choices in accordance with aesthetic variation for your flipchart. The disadvantage also lies within its simplicity.

No sophistication devices involved means that you have to (literally) flip the papers all by yourself, or by requesting an assistance. Unprofessional public speaker might found this movement as a hindrance. Therefore, be advised to pay more attention and have extra patience in flipping the chart while maintaining the speech.

8.4 Model

Providing model during a performance is unconventional yet unique approach to be counted. Sometime, by providing a model for a certain occasion is enough to represent the whole content of your speech and serves as a proper visual aid in preserving audience's attention.

Even so, there are several points to be noticed in accordance with model usage. First is model visibility. Try to provide a model that is large enough for everyone to see. Second, be prepared for any "surprise element" in many forms, for instance: mechanical failures or perhaps inadequate supporting tools.

8.5 Films

This projection of moving image is a good friend for every presenter. Ever noticed how you were being mesmerized by some of public speaker in front of his/her presentation while playing the video amidst the entire explanation? That is one of the common goal of using film, or movie, within your own speech.

However, the usage of this media seemed to be restricted to a certain place and occasion only. For instance, you cannot use film for your speech visual aid in an open

space like park or field, where your spectator are expectedly massive and there is practically impossible to play a film.

8.6 Handouts

Human are indeed a forgetful being. Sometimes, despite how tough we tried our best in creating the best speech yet to be remembered, there is a chance that our past performance will be nothing but mere past memories. In countering against this occurrence, you may use handouts, which by similar manner called as flyers, leaflets, or brochures. Though this media seemed a bit costly compared to the previous one, handouts are very useful if you want the audience to walk away with something in their hands. This effort also helps them better in recalling your given speech.

Even so, there are several things to be considered before you tried this method in your public speech. Primarily, is your funding and budget. Cast the materialistic perspective aside for a while, but financial plan determine the output and quality of your handouts, second only to the content. Then, your own method and approach in handling the handouts distribution. Distribute only in the beginning or at the end of your speech. Do not let your handouts became an interference for your audience's attention. Do not forget to announce your intention as well during distribution session.

Unit 9
Style the Performance

Taken from: talkingpointsmemo.com

Objectives:

After completing this unit, the students are able to:

Present the speeches with excellent transition, vivid language, vocal expression, body language, and facial expression.

Speaking as a larger productive part of a language skill is understandably an art of coercing and delivering information towards your audience. It involves a matter of transpiring speakers' thoughts and notions in verbal form. However, speaking publicly, though it might sounds challenging, it is also not an easy-peasy task to do. There is no alternative for a good performance that being honed by continuous practices. Whenever you try

9.1 Connective Statements

Imagine when you have to ride a motorcycle or drive a car. Suppose that from stationed position, you have to put the gear from neutral into the first transmission. What if from that moment on, you spontaneously input the third or worse, the fourth transmission? Doing so will never make your riding or driving performance goes smooth and enjoyable. In accordance with the previous analogy, public speaking also works the same disregarding the matters or occasions.

Upon such circumstance, there is a language feature called as transition. Transition itself existed and works in signposting the topic changes or idea alterations in a certain verbal communication.

At this point, you may be thinking that preparing for public speaking does not always follow a completely linear process. In writing the specific purpose statement, you might already have a predetermined structure, and if so, the central idea or thesis sentence flows simply from the specific purpose statement and structure.

In other instances, the process may not be as direct and you will need to think more deeply about the best way to organize your speech and write your central idea. Some of the examples shown above, such as the one about the chambers of the heart, fall into the "easy-to-follow" category, but others, such as the development of the Civil Rights movement, would be less easy to follow.

Also at this point, we have worked on the core of the speech: the purpose, the main idea or thesis, and the key main points, also referred to as "Roman numerals" because traditional outline format uses I. through V. for them. You will notice that we have not addressed the introduction or the conclusion.

That information is in a separate chapter and placed later because it is important and needs special emphasis, not because it is unimportant. Basically, you cannot write an introduction if you do not know what you are introducing. For that reason, even if you are tempted to write your introduction first, you should probably wait until the "core" or "body" of your speech is fairly solid in your mind.

However, there is one aspect beyond the introduction and conclusion that you should prepare and not leave to chance or "ad-lib" during the speech. (In fact, you really should not leave any-thing to chance or "ad lib" in this stage of your development as a public speaker.) That aspect is the connective statements, the subject of the next section.

Connectives encompass several types of statements or phrases, but are generally designed to help "connect" parts of your speech to make it easier for audience members to follow. Connectives are tools that add to the planned redundancy and are methods for helping the audience listen, retain information, and follow your structure. In fact, it is one thing to have a well-organized speech.

It is another for the audience to be able to "consume" or under-stand that organization. Connectives in general perform a number of functions:

- ❖ Remind the audience of what has come before
- ❖ Remind the audience of the central focus or purpose of the speech
- ❖ Forecast what is coming next
- ❖ Help the audience have a sense of context in the speech—where are we? (this is especially useful in a longer speech of twenty minutes or so)
- ❖ Explain the logical connection between the previous main idea(s) and next one
- ❖ Explain your own mental processes in arranging the material as you have
- ❖ Keeps the audience's attention through repetition and a sense of movement

9.2 Types of Connectives and Examples

Internal summaries emphasize what has come before and remind the audience of what has been covered.

"So far I have shown how the designers of King Tut's burial tomb used the antechamber to scare away intruders and the second chamber to prepare royal visitors for the experience of seeing the sarcophagus."

Internal previews let you your audience know what is coming up next in the speech and what to expect with re-gard to the content of your speech.

"In this next part of the presentation I will share with you what the truly secret and valuable part of the King Tut's pyramid: his burial chamber and the treasury."

Transitions serves bridge between disconnected (but related) material, most commonly between your main points.

"After looking at how the Cherokee Indians of the North Georgia mountain region were politically important until the 1840s and the Trail of Tears, we can compare their experience with that of the Indians of Central Georgia who did not assimilate in the same way as the Cherokee."

At a bare minimum your transition is saying, "Now that we have looked at (talked about, etc.) X, let's look at Y."

Signposts emphasize the phisical movement through the speech content and let the audience know exactly where they

are. Signposting can be as simple as First, Next, Lastly or using numbers such as first, second, third, and fourth.

Signposts can also be lengthier, but in general signposting is meant to be a brief way to let your audience know where they are in the speech.

"The second aspect of baking chocolate chip cookies is to combine your ingredients in the recommended way."

9.3 Vivid Language

Each person is unique. Everybody has each own characteristic to speak and to understand the language. A speaker cannot force the audience to understand what he/she said. Lucas (2009) recommends us to use familiar words, choose concrete words and eliminate clutter.

First, familiar words is useful for the speaker who does not recognize the audience, where they come from, their family or even their educational background. Helping listeners easier to understand your speech through the words you choose will give better impact after you end the speech.
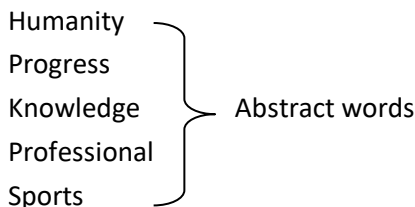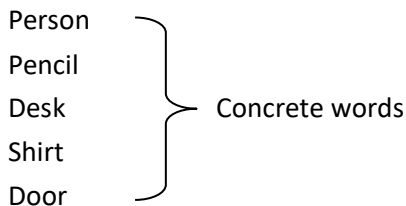
See this example:

a. Alchohol consumption by pregnant woman seriously influences the intrauterine milieu and therefore contributes to the morbidity and mortality of children born to these mothers. In regard to the pathophysiology of this syndrome, genetic polymorphism of enzymes for ethanol metabolism may alter fetal susceptibility.

b. The deleterious effects of alchohol on the unborn child are very serious. When a pregnant mother consumes alchohol, the ethanol in the bloodstream easily crosses the placenta from mother to child and invades the amniotic fluid. This can produce a number of abnormal birth syndromes, including central-nervous-system disfunctions, growth deficiencies, a cluster of facial aberrations, and variable major and minor malformations.

Well, which one is easier to listen and easier to understand, a or b? Yes, b. There in b, although we do not understand enough the term *ethanol,* maybe also *facial aberrations*, the content of b is still understandable instead of a which involves lots of medical terms that most people are not familiar with.

Next, choosing concrete words involving tangible objects such as people, places and things. They all are different from abstract words. For example:

Person
Pencil
Desk   Concrete words
Shirt
Door

Humanity
Progress
Knowledge   Abstract words
Professional
Sports

Discussing about eliminating clutter, see the following examples:

a. We have a crisis
b. We are facing a difficult crisis situation that will be troublesome to successfully resolve

Both sentences a and b has the same meaning, what which one is easier to understand? Of course a. Now, have a look at the student's work below:

Sitting Bull was one of the most important ~~and significant of all~~ Native American leaders. He was born in ~~the year of~~ 1831 near Grand River, in ~~an area that is now part of~~ *present-day* ~~the state of~~ South Dakota. A fearless ~~and courageous~~ warrior, he ~~ended up being~~ *was* elected chief of the Hunkpapa Sioux in 1867. In the following years, he also attracted a large ~~and numerous~~ following among the ~~tribes of the~~ Cheyenne and Arapaho. He is best known ~~to people in this day and age~~ *today* for his ~~instrumental~~ role in ~~helping to lead the defeat of~~ *defeating* General Custer at the Battle of Little Big Horn in 1876. Although eventually ~~required against~~ *forced* ~~his will~~ to live ~~his life~~ on the Standing Rock Reservation in South Dakota, he never surrendered ~~to anyone~~ his dignity or his ~~personal~~ devotion to the Sioux way of life.

Rewrite the passage above after the clutter is being eliminated.

_____
_____
_____
_____
_____
_____

What do you think now? It becomes very simple and easy to understand. You can help eliminate clutter by practicing your speeches with recorder. After delivering your speech, play it back, keep your ear out to the sentences you produced. Then, practice delivering the same speech. Doing this continuously will help you present your speech more effectively.

9.4 Body Language

Taken from: bbc.com

Human gesture has long transmuted into a separate form of non-verbal language, henceforth the name of body language (or sign language by several experts). By utilizing one's body, you can shape, control, or oven further visualize the flows of your notions within your speech. For instance, whenever one are about to deliver something rather vigorous, they will grip their palm and swing it in moderate pace.

Yet, you must be cautious and pay more awareness of your own movement. Body language might be a splendid medium to put more emphasizes into your speech, but it also works as one of indicators to points out anxiety or nervousness in a certain performance. To simplify it, body

language is a double-edged sword. With no thoughtful planning, you might ruin your own speech without you even realizing.

There is nothing more frustrating during a presentation than a confusing visual imagery. Not only can the complicated visual confuse your audience, but it may also cause your audience to become distracted, lost and disinterested towards your speech. Keep it simple! Only use gesture or movement that is deemed as necessary. Being motionless while knowing that a certain movement will bring no benefit is strategically clever, compared to being hesitated and decided to display the gesture regardless of the moment. In the end, it is only a matter of strategy and timing in using body language.

9.5 Facial Expression

Taken from: yogahijab.com

Human are creature that is opened to read from their appearance. This narration works the same for public speaker, more or less. Facial expression plays as a mirror for oneself towards others who saw him/her.

People might be able to notice how your general mental outlooks by your facial expression are. Even few more people are able to tell what you are thinking from that. The more you became anxious or nervous, the funnier (or perhaps, uglier) your facial expression will be. Therefore, it is undeniably necessary for any aspiring public speaker to learn how to utilize this trait.

Eye contact with your audience is very important in public speaking as it provides the audience with a sense of bonding with the speaker. This comes as a major benefit as it helps you, as the speaker; relax through simply focusing in on one person at a time rather than trying to focus on the entire room which in many cases can lead to distraction and nervousness.

During your speech, make a point of establishing direct eye contact with your audience members. By looking at individuals, you establish a series of one-to-one contacts similar to interpersonal communication. An audience becomes much less threatening when you think of them not as an anonymous mass but as a collection of individuals.

A colleague once shared his worst speaking experience when he reached the front of the room and forgot everything he was supposed to say. When I asked what he saw when he was in the front of the room, he looked at me like I was crazy.

He responded, "I didn't see anything. All I remember is a mental image of me up there in the front of the room blowing it." Speaking anxiety becomes more intense if you focus on yourself rather than concentrating on your audience and your material.

Unit 10
Speak Up Your Mind

Taken from: egyptianstreet.com

Objectives:

After completing this unit, the students are able to:

1. Compare and discuss different proposals
2. Find and discuss the problems around the community
3. Set and discuss the solution toward the problems
4. Motivate the audience to take some action
5. Present and persuade the audience that one proposal is better.

10.1 Breaking Free

BREAKING FREE
Speaking to break the ice

Overview

You will introduce yourself and give your audience some information about your background, interests and ambitions. Practice using eye contact with some of your audience. You may use notes during your speech if you wish.

Objectives

- ❖ Break the ice of formality, boredom or silence by entertaining the audience through humor drawn from personal experience.
- ❖ Deliver the speech in a way that makes the humor effective.
- ❖ Establish personal rapport with your audience for maximum impact.
- ❖ TIME : 7 to 10 minutes.

Note to the Evaluator

The purpose of this project was for the speaker to prepare, rehearse and deliver a 5 to 7 minutes entertaining speech with the objective of helping the audience have fun. The presentation should illustrate concern with sequence, simplicity, vividness and unexpected twists, and its organization should be readily apparent. However, in a humorous speech, it is possible that structure will be nonexistent. In addition to your oral evaluation, please write answers to the questions below.

Evaluation Guide

No	Description	Score				Comments
		4	3	2	1	
1.	How was the opening? Was it effective? If not, why?					
2.	Describe the basic outline of the speech as you perceived it.					
3.	What indicated to you that the audience was entertained?					
4.	What techniques did the speaker uses that were especially effective? Were there any that did not work? Why not?					

5.	What techniques did the speaker use in the body of the speech to establish and maintain humorous tone and rhythm?				
6.	How was the closing handled? Was it effective? If not, why?				
7.	What would you say is the speaker's strongest asset in entertaining an audience?				
8.	What positive suggestions can you offer to assist the speaker in improving his or her performance?				

10.2 Order It!

Order It!
Speaking to break the ice

Overview

You must take the time to put your ideas in an orderly manner so your audience follow and understand your presentation.
You can organize your speech in several different ways; choose the outline that best suits your topic.

Objectives

- ❖ Select and appropriate outline which allows listeners to easily follow and Understand your speech.
- ❖ Make your message clear, with supporting material directly contributing to that message.
- ❖ Use appropriate transitions when moving from one idea to another.
- ❖ Create a strong opening and conclusion.
- ❖ Time: Five to seven minutes.

Note to the Evaluator

The speaker is to present a talk that is organized in a manner that leads the audience to a clearly defined goal. The speech includes a beginning, a body and a conclusion; major facts or ideas; and appropriate support material, with smooth transitions between the facts and ideas. In addition to your verbal evaluation, please complete this evaluation form by rating the speech in each category and offering comments or specific recommended action where warranted.

4 = Excellent

3 = Above average for the speaker's experience level

2 = Satisfactory Could improve

1 = Needs attention

Evaluation Guide

No	Description	4	3	2	1	Comments
		Score				
1.	Speech Value (Interesting, meaningful to audience)					
2.	Preparation: Research Rehearsal					
3.	Organization: Logical Clear					
4.	Opening: Attention-getting led into topic					

5.	Body: Flowed smoothly, appropriate support Material					
6.	Conclusion (Effective)					
7.	Transitions Appropriate, Helpful					
8.	What could the speaker have done differently to make the speech more effective?					

10.3 Make It Happen

MAKE IT HAPPEN
Persuading People to Do Something

Overview

The ability to persuade people – getting them to understand, accept and act upon your ideas – is a valuable skill. Your listeners will more likely be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech and if you appeal to their interests. Avoid using notes because they may cause listeners to doubt your sincerity, knowledge and conviction.

Objectives

- ❖ Persuade listeners to adopt your viewpoint or ideas or to take some action.
- ❖ Appeal to the audience's interests.
- ❖ Use logic and emotion to support your position.
- ❖ Avoid using notes.
- ❖ Time: Five to seven minutes.

Note to the Evaluator

The speaker is to present a persuasive speech that combines logical support for his/her viewpoint with a strong emotional appeal. The speech should focus on the self-interest of the audience. The speaker also has been asked to avoid using notes, if possible. In addition to your oral evaluation, please complete this evaluation form by checking the appropriate column for each item. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

Evaluation Guide

No	Description	Score				Comments
		4	3	2	1	
1.	Did the speaker project sincerity and conviction?					
2.	Was the speaker a credible source of information about this topic?					
3.	Did the speaker phrase his/her appeal in terms of the audience's self-interest?					
4.	Did the speech opening capture the audience's interest?					
5.	Did the speaker use facts and logical reasoning to support his or her views?					

6.	Did the speaker properly use emotion to persuade the audience to support his or her views?				
7.	Was the speech organization effective?				
8.	Did the speaker's body language and vocal variety contribute to the message?				
9.	Were you persuaded to accept the speaker's views?				
10.	What could the speaker have done differently to make the speech more effective?				

10.4 Inspire Us

INSPIRE US

Speaking to Inspire People

Overview

An inspirational speech motivates an audience to improve personally, emotionally professionally or spiritually and relies heavily on emotional appeal. It brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a change or plan and appeals to the audience to adopt this change or plan.

Objectives

- ❖ To inspire the audience by appealing to noble motives and challenging the audience to achieve a higher level of beliefs or achievement.
- ❖ Appeal to the audience's needs and emotions, using stories, anecdotes and quotes to add drama.
- ❖ Avoid using notes.
- ❖ Time: Eight to 10 minutes.

Note to the Evaluator

The speaker is to inspire the audience to improve personally, emotionally, professionally or spiritually, relying heavily on emotional appeal. The speech should appeal to noble motives and challenge the audience to achieve a higher level of beliefs or achievement. The speaker is to use the skills learned in previous projects and not use notes. In additional to your verbal evaluation, please complete this evaluation form by checking the appropriate column for each item. Add comments for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

Evaluation Guide

No	Description	Score				Comments
		4	3	2	1	
1.	Was the speech topic relevant to the occasion selected?					
2.	Did the speaker understand and express the feelings and needs of the audience?					
3.	Was the speaker forceful, confident and positive?					
4.	Did the speaker effectively use stories, anecdotes and/ or quotes to help convey his or her message?					
5.	Did the speaker's words convey strong, vivid mental images?					

6.	Did the speaker's use of body language enhance his or her message?					
7.	Did the speech uplift the audience and motivate them as the speaker intended?					
8.	What could the speaker have done differently to make the speech more effective?					
9.	What did you like about the speech?					

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About the Author

Dian Rahma Santoso has been teaching English since she was at High School. Her competence in English Public Speaking had been recognized excellently by many generations. She completed her Bachelor Degree majoring English Education Study Program at Universitas Muhammadiyah Malang, and continuing Master Degree with linear study program at Universitas Islam Malang. She is teaching various subjects at the English Education Study Program of the Faculty of Teacher Training and Education of Universitas Muhammadiyah Sidoarjo. Instead of teaching, she also becomes a public speaker in many occations starting from becoming a Master of Ceremony (MC) in national and international events until giving materials related to public speaking in many communities. Besides, she also makes some books and articles related to English Education. She also has become the speaker in some seminars and workshops related to education and English subjects.