

FUN SPEAKING

*The Cutting Edge of
Learning Public Speaking*

Dian Rahma Santoso



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Public Speaking

Oleh

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Foreword

All praises belong to only Allah the Almighty who has given us the grace and blessing so that the textbook entitled **FUN SPEAKING: The Cutting Edge of Learning Public Speaking** has been completed. This book is written based on the dissertation project entitled Digital-Based Teaching Materials to Promote Public Speaking Skills for Non-English Department Students.

This book is developed using the Communicative Language Teaching (CLT) approach. It gives students opportunities to expose their communicative competence during the class. The CLT approach is integrated with Toastmasters International (TMI) where students can learn and perform such different performers. Besides, to help the learners understand better, the CLT and TMI are integrated with technology by providing examples through the original videos, which students can scan the QR code to watch the example of the performances.

The materials in this book help the students present well-organized speeches. They also encourage the students to lead a meeting, evaluate the speakers, ask others' opinions, and many other duties. Students can learn and then perform both prepared and impromptu speeches in one meeting of the learning process. In short, students can perform the talk an interaction, a transaction, and as a performance.

All the contents of the teaching materials in this book have been validated by professionals and tried out in the Public Administration class. Therefore, this book can accommodate the beginners of non-English Department students to easily learn and practice public speaking. First-time of studying using this book, the teachers can facilitate the students to familiarize themselves with the language, materials, and videos. Next, students can continue learning public speaking autonomously.

This book is dedicated to the development of English Education by providing innovative and autonomous learning by embedding technology usage inside the teaching materials so any learner can learn both inside and outside the classroom.

Malang, 10 January 2025

The Author

Dian Rahma Santoso

About the Book

This book is made for beginners, especially non-English Department students, to learn and practice public speaking in fun ways. The teacher's role in using this book is to facilitate the students to identify their knowledge at each level of the book. The book guides the students to express themselves throughout the whole text based on what is stated in the written material and the oral one through the video provided by scanning the QR Code through Google Lens.

This book requires the teacher to stimulate the students to learn autonomously, so they can reach their pre-and intermediate levels. The teacher gives examples of speaking performance both written and oral through the materials provided inside this book. The teacher can also help the students to practice starting from drafting the speech, performing to peers, and evaluating with peers.

The written example is clearly stated in each material of each chapter. There are examples of expressions of speakers and all performers that students can read and practice, either individually or with friends. The oral examples are watched from the video embedded inside the book through the QR Codes.

How Teachers Use the Book

Teachers may follow these guidelines during the teaching and learning process to avoid misinterpretation in using this book. Practically, this book helps teachers to teach one meeting in one chapter. However, in chapter six, teachers can implement more than one meeting depending on the number of students in the class.

Chapter	Topics	Guidelines
1	Public Speaking	<ul style="list-style-type: none">• Teacher (T) facilitates the students to identify the speaking types and things to do before speaking in public.• T allows the students to choose what type of speaking they want to perform as the final project including choosing appropriate visual aids.• T asks Students (Ss) to scan the QR code to watch the visualization of things to do before speaking in public and helps them practice speaking preparation.
2	Drafting the Speech	<ul style="list-style-type: none">• T facilitates Ss to determine general and specific purposes of their speech topics and select the speech organization.

		<ul style="list-style-type: none"> • T facilitates Ss to create the outline of the opening, body, and closing based on the purpose of the speech. • T assures Ss to understand the main duties of the speakers who present the speeches and will be evaluated at the end of the chapter. • T assures Ss to know that this is a continuous project the Ss do until chapter 6.
3	Ordering the Speech	<ul style="list-style-type: none"> • T accommodates Ss to use the expressions and the transitions to make the speech easier to follow. • T can give examples to Ss by pronouncing the expression loudly in front of the students, then allow Ss to scan the QR code to help them learn autonomously outside the classroom. • T may ask students to work in groups of 3 or 4 so Ss can practice all the expressions with their friends, if not, Ss can practice individually.
4	Leading the Presentation	<ul style="list-style-type: none"> • T allows Ss to learn and practice to become performers and follow the class meeting procedure according to the rundown. • T allows Ss to determine who becomes what as the performer instead of a speaker, and do their

		<p>duties according to the class meeting rundown.</p> <ul style="list-style-type: none"> • T gives Ss opportunities to practice leading the meeting nicely by reading the whole example and watching the videos of the Master of Ceremony.
5	Styling the Performance	<ul style="list-style-type: none"> • T allows the students to learn, and practice each performer's duties individually. • T divides Ss into a group of 4-5 to practice speaking in small public as the performers they have learned. • T gives Ss opportunities to do simulation of each performer's duties according to the rundown of the class meeting.
6	Get to the Topics	<ul style="list-style-type: none"> • T gives Ss chances to learn the evaluation guidelines and practice evaluating their friends' performance. • T allows the students to perform the whole session of the class meeting based on the rundown. • T gives scores of speeches and gives general comments of the whole performance.

How Students Use the Book

The students need to follow all the information provided in this book which consists of 6 chapters. When you come to the QR Code, scan it through Google Lens. It contains the video examples of each performance you need.

Chapter	Materials	Video
1	<ul style="list-style-type: none"> a. Speaking types based on the purposes: informative, persuasive, entertaining, and inspiring b. Preparation, occasion understanding, audience adaptation, and time management c. Script, visual aids, space, breath, eye contact, voice, body movement, gestures, rehearsal 	Presentation preparation with a duration of 2 minutes 35 seconds explains things to do before presenting a speech
2	<ul style="list-style-type: none"> a. General and specific purposes b. Speech Organization c. Create an opening speech d. Create the body with the main point, supporting point, and supporting materials e. State conclusion and closing f. Create a speech outline 	No Video in this chapter
3	<ul style="list-style-type: none"> a. Studying the expressions of giving transition for a speech b. Practice using the expressions in a draft, added with the idea of the speech 	example of using the expressions page 26

	c. Perform in front of a friend using the draft	
4	<ul style="list-style-type: none"> a. identifying the kinds of performers b. identifying the leading role and the class meeting rundown c. determining the performers and each of their duties 	the leading role of the MC, whole class meeting
5	<ul style="list-style-type: none"> a. practicing the performers' duties in the class meeting b. practicing each performer's duties based on the rundown 	each performer's duties
6	<ul style="list-style-type: none"> a. Informative Speech, its description and example b. Persuasive speech, its description and example c. Inspiring speech, its description and example d. Entertaining speech, its description and example 	examples of informative, persuasive, inspiring, and entertaining speeches

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Chapter 1

Public Speaking



taken from: www.freepik.com

1.1 Learning Objectives

After completing this chapter, the students are able to:

1. identify the nature of public speaking, and the things to do before speaking in public,
2. practice preparing a speech and select appropriate visual aids,
3. choose the types of speech and its purpose.

1.2 Speaking Types

Everybody can be a public speaker. It depends on the purposes, it is the reason why a person is speaking in front of public. Public speaking can generally be classified into four according to the purpose: to inform, to persuade, to entertain, and to inspire (Tucker & Baron, 2016).

a. Informative Speech

The primary goal of an informative speech is to give information or knowledge to an audience. Various reasons to speak the informative speech are because it is integrated into many kinds of jobs. For instance, first, the Regent informs several new application systems of public services implemented in the whole area of the regency. Second, the teachers give presentations to students' parents. Third, doctors explain medical treatment to other fellow doctors or students related to their expertise.

b. Persuasive Speech

Persuasive speech is meant to motivate, encourage, or even convince an audience member to change their mind, follow through on a desire, or reconsider a decision they have already made. Communicating persuasively affects other people and makes the audience think differently and accept a proposition.

c. Inspiring Speech

An inspiring speech can end with the audience doing nothing. It aims to produce an inspiring, upbeat, and emotionally charged experience for the audience. A motivational speech's objective is to inspire the audience to perform a particular action, typically one that would further their own or their career's development.

d. Entertaining Speech

The objective of entertaining speeches is to make people laugh and feel good, but it is not a comedy. Jokes can be used to explain such proofs or by using stories, or anecdotes. you may add humor to any speech without actually laughing aloud. You may discuss odd experiences you've encountered when travelling for work, for instance.

1.3 Things to Do Before Speaking in Public

Four things that a public speaker has to do before presenting are preparation, occasion understanding, audience adaptation, and time management.

a. Preparation

The biggest mistake of most presenters is less or even unwell-prepared before speaking in public. Knowing that our brain can function differently when nervous, the speakers especially beginners tend to forget things easily or get stuck in the middle of the speech (Santoso et al., 2024).

Therefore, the chances of giving a poor speech will decrease if the speakers write down a few basic notes which will help when the speakers forget what to talk next.

b. Occasion Understanding

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. For example:

- a. You are a potential striker giving a talk in front of high school students.
- b. You are a disabled artist receiving donations to the art gallery that you build for disabled kids.
- c. You are receiving a Most Valuable Player award in a particular sport.
- d. You are a cancer survivor speaking in front of new students of a university.

Different occasions will call for different levels of social appropriateness. Professional speakers always make sure that their speeches are tailored for different occasions by getting information about the occasion before speaking. (Santoso, 2018).

c. Audience Adaptation

Different audiences will respond differently to the speech material. Research who your audience is before performing. So, the more you know about your audience the more likely you will succeed in your speech.

d. Time Management

The last major consideration for delivering speeches successfully is time. Before performing the speeches, try to practice the speech with the time. If you are provided 7 minutes, then finish it near the time limitation between 6 minutes 45 seconds and 7 minutes 15 seconds.

1.4 Presentation Preparation

Once you have prepared, you need to recognize yourselves through the things below before you give your presentation (Nowak, 2004).

a. Script

- The script contains an outline, not the full text of your presentation, written in the appropriate huge font so you can stay engaged with the audience, and decide whether the script consists of card keywords, so you can maintain the order of the cards (International, 2015).

b. Visuals

- Prepare a visual to support your presentation such as pictures, charts, slides, or videos.

- Double-check whether your visual works well or not. Practice utilizing your images.
- Get in the habit of speaking to people rather than the screen or reading a text.
- Get comfortable delivering your presentation while alternating the slides.

c. Space

- Make a timely arrival and take a few minutes to familiarize yourself with the space and any audio-visual devices you intend to use.
- Give yourself enough time to settle in. This is where you will be giving your talk and make a conscious effort to stand tall.

d. Breath

- People who are anxious frequently breathe quickly and shallowly, which weakens their voice. Breathe in deeply and slowly, bringing as much air into your stomach as you can.
- Repeat those steps three to five times.

e. Eye Contact

- Make warm eye contact with the audience.
- Talk to your audience, the audience will react far more favorably when you appear to be speaking with them rather than merely reciting your script.
- Try to look each member of the audience in the eye while you're in a confined space.

- In a larger hall, look across different groups of audience.

f. Voice

- Speak clearly and slowly.
- Make sure you speak clearly enough for everyone to hear.
- Ask them whether they can hear you clearly or not.

g. Body Movement

- You are free to move when you are presenting.
- You can use your gesture appropriately. For example, use hands to show the important information on the slides.
- If you are provided a podium, it can help add the audience's interest if you come to the front of the podium to deliver a telling point.
- Aim to stay out of sight behind the podium.

h. Rehearse

- Rehearse delivering your speech by yourself.
- Practice speaking out in a room that is the appropriate size for you.
- Check the duration of your speech.
- Once you are satisfied, test the presentation on a buddy.

1.5 Let's Get Started

- a. Scan the code below to watch the video example of the presentation preparation.



- b. Do you think the content of the presentation preparation in the video is simple and easy to understand? How?

1.6 Let's Practice

- a. Think about a topic of an informative, persuasive, inspiring, or entertaining speech.
- b. Decide what topic of informative speech based on what you have studied.
- c. Write some points that relate to your speech topics.
- d. Think about the audience preference.
- e. Consider the time of 5 – 7 minutes.

Chapter 2

Drafting to Speak



taken from: www.freepik.com

2.1 Learning Objectives

After completing this chapter, the students are able to:

1. select a topic and determine its general and specific purposes,
2. create the opening, body, and conclusion that best accomplishes those purposes,
3. practice outlining and drafting the speech.

2.2 Speech Purposes

When you are preparing a speech, it is crucial to know exactly what you want the audience to know or be able to do. Your speech ought to have an objective. Having a clear aim can help you make easy decisions about the rest of your speech, like what to include, how to organise it, and how to deliver it. You can evaluate each option based on how effectively it will help you achieve your goal. There are two types of purposes: general and specific.

a. General Purpose

A general purpose is the broad intent of your speech. Most speeches fall into one of four general purposes as described in the previous chapter: to inform; to persuade; to inspire; and to entertain.

b. Specific Purpose

Suppose you are planning to give an informative speech about digital innovation in public services. You would struggle to cover this topic sufficiently in a five-to-seven-minute speech because it is such a broad objective. The specific purpose is a one-sentence statement about what you hope to accomplish in your speech. The statement should be specific, practical, achievable, and spoken from the audience's perspective. For example: **After listening to this presentation, the audience will be able to understand the factors affecting the local government decentralization viewed from a political perspective, a cultural perspective, and an economic development.**

Once you have written your specific speech purpose, you can decide the main points you want to make, the facts and ideas that best support the main points, and the most appropriate speech outline to follow. You may choose which facts and ideas to support your primary arguments with the ideal speech outline to follow. The opening speech should briefly inform the audience of the topic you discuss, provide the information you promised in the speech's body, and restate your points in the closing part.

2.3 Speech Organization

In delivering the speech, the speakers must organize their ideas in logical ways into a good phase of speech that helps the audience:

- easier to understand the points of the speech,
- easier to remember and better identify the content of the speech,

Besides, organizing the speech can help the speakers look more credible. Presenters who put effort into planning their talks are seen as more credible and informed than those who make long, rambling remarks.

Organizing the speech makes the speakers themselves more enjoyable when delivering the speech. Well-planned presentations that guide their audience through the entire process are highly valued by the audience. The presentation will be more effective and you will be less likely to forget

anything if you prepare the points you want to make and the order you want to give them.

Arranging your thoughts rationally into a flow will support your goal of speech preparation. There is no ideal approach to organizing the speech (Santoso et al., 2018). There are various approaches to organization, and the one you use will typically rely on the topic and goal (Rybold, 2006; International, 2015).

a. **Chronological**

This speech type arranges the topic with the time. For instance, a speech about **the technology used to administer the public service data** (Rodiyah et al., 2022). The speakers can start by describing the problems that occurred in certain districts, followed by the chronology of problems that occurred in bigger areas like a particular regency. Then, describe the number of people growing in that area every year, and what is going to happen if the government does not pay attention to the technological system to administer the data. Then finally move to the solution.

b. **Spatial**

This speech type follows a direction. Let's say, the topic is **public service standards** (Mursyidah & Choiriyah, 2020). The speakers can explain the direction of how public officers can fulfill the standards of service quality. For example: the Service standard components related to the process that relates to the service delivery

include: 1) requirements; 2) systems, mechanisms and procedures; 3) service period; 4) fees/tariffs; 5) service products; 6) handling complaints, suggestions, and input.

c. **Causal**

This speech type illustrates cause-and-effect connections. It is common to talk about the effect before the cause. For example, a speech about the unequal distribution of rice under the Poor Rice Program Policy (Rodiyah et al., 2022). The speaker can start by describing what effects of an unequal distribution of rice occurred in a certain area. Then try to analyze the problems or causes that make the distribution unequal.

d. **Comparative**

This speech type compares and contrasts two or more different plans or issues, usually to persuade the audience that one is better. For instance, you may contrast and compare two alternative suggestions for a new product in a presentation to the executives of your firm in an attempt to persuade them that one is superior to the other.

e. **Topical**

This speech splits the main topic into subtopics. For example: the speech about **factors in implementing decentralization of a strong local government** (Choiriyah & Mursyidah, 2020). The factors can be

viewed from several sub-topics such as: 1) a political perspective; 2) a government organization; 3) a cultural perspective; and 4) an economic development. However, it is mostly suggested that the speakers should concern with the time limitation of every speech performance. Therefore, if the speakers present many sub-topics, they need to speak wisely in giving information due to the limited time.

f. **Problem-solution**

This speech type discusses a problem that needs to be overcome with a good solution. You can use this speech type to motivate the audience to take action. For example, the topic is about **the causes of pollution in your environment**. The speaker starts telling the problems of how can the environment be polluted. The speaker can provide the audience with lists of water pollution sources in certain areas and show possible solutions to overcome them.

2.4 Creating a Speech

Presenting a speech commonly takes 7 minutes. In this chance, a speaker divides the speech into 3 parts: opening, body, and closing.

a. **Opening**

The opening should immediately catch the audience's attention and tell the audience what you will be talking about. Rybold (2006) recommends examples of a good

opening are: giving a startling question or a challenging statement; expressing an appropriate quotation, illustration, or story; and showing a display of some objects or pictures.

You should also avoid weak openings such as stating an apologetic statement, presenting a story or joke that does not relate to your topic, talking with a long or slow-moving statement or story, or asking a trite question such as “Did you ever stop to think...?”

Opening speech means introducing the topic of the speech you are presenting. Introducing yourself is a little part of the opening. The opening takes 1 minute, and it is divided into 3 parts: pre-opening, topic introduction, and preview. See Table 1.

Table 1. Opening Speech

Time	Points to present	Activities
10 seconds	pre-opening	Say greetings, self-introduction, and short topic.
40 seconds	Topic introduction	Tell in brief the urgency of the topic, start with quotation, illustration, story, objects or pictures.
10 seconds	Preview	Tell that the speech will be divided into some parts: first, second, and third

b. Body

The body contains ideas and or facts of the speech constrained by the time allotted and how much information the audience can recall. Most audiences will only recall three to five keys of information, sufficient for a five-to-seven-minute speech. To present a good body of the speech, remember the organization of the speech in the previous chapter which consists of chronological, spatial, causal, comparative, topical, and problem-solution.

As the speaker, you can write anything related to your topic on a small note as an outline. You write either an idea per card or one sentence of a fact per card, then, put them in sequence. For example, if you are writing a speech about **the benefits of job analysis** (Rodiyah & Agustina, 2020), you can make a note consisting of the idea per card like Table 2.

Table 2. Ideas of the speech body

Card no.	Ideas
1	finding out and calculating the number of employees needed by the organization
2	designing employees and reviewing performance planning
3	creating training and development
4	determining career path
5	evaluating employees

The next stage in creating the speech's body is adding supporting details to each idea. A subpoint supports an idea by emphasizing, proving, or clarifying it. Supporting material then follows each subpoint. Supporting materials must be relevant to the points of your speech. It may include one or more of these items:

- a. Statistics: numerical ways of conveying information about incidents, data, and events.
- b. Testimony: quotes or opinions from expert people.
- c. Examples, stories, or anecdotes.
- d. Visual aids: diagrams, pictures, video, etc.
- e. Facts from research or countable information.

c. Closing

The conclusion is your final opportunity to convey your message and main points in a manner that will help the audience remember them. It should reinforce your ideas and leave listeners with a lasting impression. If you were informing the listeners, you could conclude with a summary of the ideas presented in the body of the speech. If you were persuading or motivating the audience to take some action, you could suggest a course of action listeners could take. You could then conclude with a final remark, such as a challenge, question, anecdote, or quotation.

Occasionally, as you deliver the conclusion, you may remember something you forgot to say earlier. Resist the temptation to talk about it now. Avoid introducing new

material in the closing since it may confuse the audience. Also, do not apologize for anything you may or may not have done or said during your talk. Finish forcefully and confidently.

2.5 Let's Get Started

The following is the outline for a speech containing three main points. You can fill in the blanks to practice your speech.

Opening Speech: Captures the audience's attention

Pre-opening:

Greetings: Assalamualaikum/ Good morning/ good day/ good afternoon, good evening, etc.

Self-introduction: Hello, my name is
and I am from (institution).

Short topic: I'd like to present about the technology innovation in Sidoarjo.

Topic introduction:

The population in Sidoarjo: people, sub-districts, villages.
The services of administering the data were complicated.

Preview:

Administering the data in easy ways, the benefit of using sipraja, the steps using sipraja

Body:

Main point 1

Administering the data in easy ways

Sub point 1

The service process in the village is carried out in tiers.

Supporting Material 1

- The time required is around 5 working days for 1 type of service, and the space is not representative.

Main point 2

the benefit of using sipraja

Sub point 2

Supporting Material 2

Service costs are cheaper since mobility is no longer required from the village to the sub-district.

Main point 3

the steps using sipraja

Sub point 3

Click www.sipraja.sidoarjokab.go.id

Supporting Material 3

- Service SOPs at the village/sub-districts should be implemented consistently.
- etc.

Conclusion & Closing:

Wrapping up all the contents of the speech, I'd like to remind you to use Sipraja

.....
.....

Parting: Wassalamualaikum/ Good morning/ good day/ good afternoon, good evening, etc.

2.6 Let's Practice

Opening Speech: Captures the audience's attention

Pre-opening:

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Topic introduction:

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Preview:

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Body:

Main point 1

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Sub point 1

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Supporting Material 1

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Main point 2

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Sub point 2

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Supporting Material 2

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Main point 3

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Sub point 3

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Supporting Material 3

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Conclusion & Closing:

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Chapter 3

Ordering the Speech



Taken from: www.freepik.com

3.1 Learning Objectives

After completing this chapter, the students are able to:

1. draft what a speaker has to do at the beginning of the speech, move to the other topic or sub-topics, tell the body, and close the speech,
2. use appropriate transitions when moving from one to other ideas,
3. select an appropriate outline that allows listeners to follow and understand the speech easily.

3.2 Meaningful Expression

Presenting meaningfully needs some expressions to emphasize your speaking points. Study the expression below and then practice with your pairs.

a. Introducing the Topic

- Straightforward to topic, you can directly mention your speech topic.

For example:

My presentation today is about the online system of Sipraja implemented in Sidoarjo Regency.

Or, **Today I'd like to talk about the online system of Sipraja implemented in Sidoarjo Regency.**

- The aim of this presentation is **to show steps of online system of Sipraja implemented in Sidoarjo Regency.** (It emphasizes the purpose of the presentation)

Other similar examples:

- My presentation today is about **digital innovation in registering e-identity**
- Today I'd like to talk about **digital innovation in registering e-identity**
- The aim of this presentation is **to discuss the digital innovation in registering e-identity**

b. Listing the points

In this section, you will think about the points you want to talk about for your presentation. So, choose two or three important points, then, take the expressions below.

- My talk will be in two/ three parts: First, ... second... third...
- This presentation is divided into three parts: Firstly... Secondly... Thirdly, ...
- after that, ... then, ... finally, ...
- I'll begin by looking at Then, I'll move on to..... Towards the end I ...

c. Changing the topic

You can use these expressions to turn one topic into another topic.

- Now I'd like to turn to...
- Now let's look at...

d. Grabbing the audience's attention

To help your audience focus on your speech, use one of these expressions to start grabbing the audience's attention, then add information you want your audience to pay attention to.

- It is interesting to notice
- The important thing in this presentation is

- I believe ... (or) I think that
- The point I'm trying to make here is
- What I'd like to strongly clarify here is

e. Referring backward/forwards

In the middle of the presentation, a speaker usually, but not always, needs to go back to the previous point, statement, or opinion. Use these expressions then emphasize something or give an example.

- As I mentioned earlier...

However, if you have mentioned some points or opinions, but do not want to talk about them at the moment, you can say this:

- We'll come back to this point later...

f. Referring to visuals

To support the presentation and to make the audience understand easily, you are allowed to use any visual aids such as graphs, charts, pictures, videos, or many other things. Here are the expressions to explain the visuals in your presentation.

- Take a look at the picture/video, you can see...
- As you can see, the graph/chart tells us that...
- The graph/chart shows...

g. Referring to common knowledge

To make your presentation meaningful and accountable, you need to show some data. You can find the data from news, research, or books to emphasize your idea, make a strong opinion, and convince the audience. You can begin telling the data with one of these expressions.

- As you know
- As I'm sure you are aware
- It is commonly known that

h. Ending the presentation

Before closing the presentation, a good speaker gives a nice conclusion. Use the expression below to conclude the points of the presentation.

- So, to sum up my speech today...
- In conclusion...
- Finally, we can say that ...

You can also tell what good or bad impact related to your presentation and real life.

Scan here to watch the example
of using the expressions



3.3 Let's Get Started

Recall the idea of your speech from chapter 1 and 2,
then make the draft by completing these expressions.

a. Introducing the topic

1. Decide your presentation topic.
2. Choose one of the expressions
3. Complete your statement.

My presentation today is about

.....
.....

Today I'd like to talk about

.....
.....

The aim of this presentation is

.....

.....

b. Listing the points

My talk will be in two/ three parts:

The first is about

The second is about

The third is about

Or you can also say with these expressions:

I'll begin by looking at

.....

Then, I'll move on to

.....

Towards the end I

.....

c. Changing the topic

Follow all expressions and fill in your sentences.

Now I'd like to turn to the first part,

.....

.....

.....

Now let's look at the second part,

.....
.....

Finally, we come to the third part,

.....
.....

d. Grabbing the audience's attention

Choose one of these expressions then continue your sentences.

It is interesting to notice ...

The important thing in this presentation is ...

I believe ... (or) I think that ...

The point I'm trying to make here is ...

What I'd like to strongly clarify here is ...

.....
.....
.....
.....
.....
.....

e. Referring backward/forward

Follow all expressions and fill in your sentences.

As I mentioned earlier, the

.....

.....

Therefore,

.....

.....

So,

.....

.....

f. Referring to visuals

Choose one of these expressions then continue your sentences.

Looking at the chart you can see...

As you can see from the graph...

The graph/chart shows...

.....

.....

g. Referring to common knowledge

Choose one of these expressions then continue your sentences.

As you know

.....

As I'm sure you are aware

.....

It is commonly known that
.....
.....

h. Ending the presentation

Choose one of these expressions then continue your sentences.

So, to sum up ...

In conclusion ...

Finally, we can say that ...

.....
.....
.....

3.4 Let's Practice

Work in pairs, and rehearse the draft containing expressions integrated with ideas above with your pairs. Practice doing the speech in front of your friends. As you practice, and the other records, and vice versa. Give comments on your friend's performance. Use the guidelines in chapter 6.

Chapter 4

Leading the Presentation



taken from: www.freepik.com

4.1 Learning Objectives

After completing this chapter, the students are able to:

1. identify the performers and their duties, and the class meeting rundown,
2. determine the performers and their duties based on the rundown,
3. practice leading the class meeting based on the rundown.

As the concept of this presentation is developed from Toastmasters International, this chapter leads you to the presentation procedure which explains the steps of the performers' job description.

4.2 The Performers

The performers are the master of ceremony, time guard, ah-counter, desk master, speakers, evaluators, grammar-checker, and vote-man.

- a. Master of Ceremony: is responsible for creating an atmosphere of interest, expectation, and receptivity, taking a role as the leader, preparing, leading, chairing, and reviewing the entire process of a meeting.
- b. The time guard keeps track of the time taken by each participant for the smooth running of the meetings.
- c. The filler counter reminds the participants' awareness of using of ah, um, you know, like, and other fillers.
- d. The evaluator gives an evaluation to motivate the speakers towards further improvement.
- e. The grammar-checker points out grammatical errors and inaccurate pronunciation constructively.
- f. The desk master prepares the topics based on themes and allows the participants to practice impromptu speaking.
- g. The speaker presents prepared speeches.

- h. The vote-man distributes the vote sheet and counts the votes from all members for the best speaker award.

4.3 The Leading Role

The leading role in this teaching and learning process is occupied by the Master of Ceremony (MC). As the MC, you are responsible for creating an atmosphere of interest, expectation, and receptivity, taking a role as the leader, preparing, leading, chairing, and reviewing the entire process of a meeting. Follow the steps of the host handling a meeting, in which, these steps become the presentation procedure or the rundown that leads the activities of the whole class members during the meeting.

The class meeting is framed with the presentation style adapted from Toastmasters International (2015), in which, there are sequences of agendas, so-called rundown. All of the class meeting participants have to follow this rundown to make the classroom circumstances nice and joyful. The meeting is started by an MC and ended by the MC too. The following table shows the stages of implementing the class meeting.

Table 3. Class Meeting Rundown

No.	Performers	Activities
1	MC	Greetings and introducing all of the performers
2	Desk Master	Handling the desk session
3	Speakers	Delivering 5-7 minute speeches with selected topics
4	Vote-man (part 1)	Distributing the vote sheet to all participants to choose the best speaker
5	Evaluators	Evaluating the speakers' speeches oral and written through the evaluation guidelines
6	Time Guard	Announcing the time spent by the speakers and evaluators
7	Grammar Checker	Informing the grammar errors made by all participants in general
8	Filler Counter	Announcing the ah, um, and or other fillers used by the speakers and evaluators
9	Vote-Man (part 2)	Announcing the all votes and mention the best speaker based on the votes.
10	MC	Ending the session

Note: Each session is always led by the MC

Scan here to watch the full version of the class meeting containing the whole performance.



4.4 Let's Get Started

As you lead the class meeting, assure yourself to follow the rundown and the order of the session from the beginning until the end.

a. Greetings and Introduction Session

Start the meeting with greetings such as salaam/ good morning/ good day/ good afternoon/ good evening, then introduce the entire members of the meeting that day. For example:

Assalamu'alaikum Wr. Wb.

Good morning, Ladies and Gentlemen.

Welcome to our class meeting.

Here I am (say your name),
as the master of the ceremony, will guide our meeting,
today.

Well, now, I'd like to introduce our performers.

First, the desk master is Ms./Mr.

Next, the speakers are:

1. Ms./Mr.
2. Ms./Mr.
3. Ms./Mr.
4. Ms./Mr.

Well, the evaluators are:

1. Ms./Mr.
She/he will evaluate Ms./Mr.
(1st speaker)
2. Ms./Mr.
She/he will evaluate Ms./Mr.
(2nd speaker)
3. Ms./Mr.
She/he will evaluate Ms./Mr.
(3rd speaker)
4. Ms./Mr.

She/he will evaluate Ms./Mr.
(4rd speaker)

Note: The number of speakers and evaluators depends on the agreement of the whole member.

Then, the time guard is Ms./Mr.

The vote-man is Ms./Mr.

The filler-counter is Ms./Mr.

And the grammar-checker is Ms./Mr.

Scan Here to watch the performance of greetings and introduction session



b. Desk Session

In this session, the MC invites a desk master to come forward, then, presents the table topic session. The example of the MC's performance for handing the desk session to the desk master can be seen in sub-chapter 4.3. Here is an example of what you can say to allow the desk master to the stage:

Ladies and Gentlemen

It's now time for the desk session. Please welcome our desk master, Ms./Mr.

(When the session ends, the MC can improvise or say this.)

What a very nice topic today, I believe everyone in this room enjoyed it. Thank you everyone for the great start, and thank you, desk master. You may go back to your seat.

(The statement above is only example, you may improvise with your own words.)

c. Speech Session

In the speech session, the MC calls the speakers one by one to come forward and deliver their speeches. At this

time, the MC also reminds the evaluators to do their job. See this example:

Ladies and Gentlemen, it's now time for the speech session. I this opportunity, I'd like to remind the evaluators to take notes while the speakers are presenting their speeches.

Ladies and Gentlemen,
Please welcome our first speaker,
Ms./Mr. with the
speech title
.....
.....

(After the presentation is finished, you can ask the audience to give applause to the speaker's performance.)

Let's give applause to Ms./Mr.
Very nice presentation. Thank you

Ladies and Gentlemen. Now, please welcome our second speaker Ms./Mr.
with speech title
.....
.....

(after the presentation finished)

Let's give applause to Ms./Mr.
what a wonderful speech. Thank you.

(as the host, you can improvise your talk)

Ladies and Gentlemen,
Please welcome the third speaker,
Ms./Mr.
with speech title
.....
.....

(you may improvise)

Ladies and Gentlemen, please welcome the fourth
speaker Ms./Mr.
with speech title
.....
.....

Let's give applause to Ms./Mr.
for the very nice presentation, and let's give applause to
all the speakers. Thank you.

d. Voting Session (Part 1)

In this session, the MC allows the vote-man to distribute the vote sheet to all members and ask them to choose the best speaker. See this example.

Ladies and Gentlemen,
Well, the next is the voting session. Let's welcome the
Vote-man Ms./Mr.
Please come forward.

e. Evaluation Session

In this session, the MC invites the evaluators one by one to give a constructive verbal evaluation to each speaker. See this example.

Ladies and Gentlemen,
Now, we come to the Evaluation session. Let's welcome
the first evaluator.

Ms./Mr. will evaluate the first
speaker, Ms./Mr.
Let's give applause to her/him.

(after giving an evaluation, you will say this)
Thank you for the evaluation, Ms./Ms.

Ladies and Gentlemen,

Let's give the chance to the second evaluator.

Ms./Mr. will evaluate the
second speaker Ms./Mr.

Let's give applause to her/him.

(Say thank you to the evaluator and improvise your words)

Thank you for the nice and fruitful evaluation, Ms./Ms.
..... I believe it is very useful to all of us.

Ladies and Gentlemen,

It is now the time for the third evaluator.

Ms./Mr. will evaluate the
third speaker Ms./Mr.

Let's give applause to her/him.

*(after giving an evaluation, you will say thank you and
improvise your words)*

Thank you for the wonderful words on your evaluation
just now Ms./Ms. I believe it is very
advantageous not only for the third speaker but also for
all of us in this meeting.

Note: The number of evaluators depends on the number of speakers. You can use first, second, third, fourth, fifth, sixth, and so on.

f. Time Announcement

In this session, the MC invites the time guard to share the information of the time used by the speakers and evaluators. Let's see the following example.

Ladies & Gentlemen,
After listening to the evaluation from the very nice evaluators, let's now give the chance to the time guard Ms./Mr. to share with us information about the time used by all speakers and evaluators. Mr./Ms. please come forward.

(As the time guard finishes the duty of telling the time, the MC thanks her/him and allows her/him to sit.)

Well, that was the time used by all speakers during the session. Thank you Ms./Mr., you may go back to your seat.

(The MC may also improvise your words to keep the audience cheering up.)

Right, no worries about the time you all have used during the session, whether it is too short or too long. The most important thing is that we learn from our performance today to do better next time.

g. Grammar-Checking Session

The grammar-checking session allows the MC to invite the grammar-checker to come forward and tell the grammar errors made by the participants.

Okay, Ladies and Gentlemen,
Now we go to the grammar-checking session. Let's give a chance to the Grammar-checker to share the general evaluation of the grammar errors made by the group members. Ms./Mr. please come forward.

(As the grammar-checker finishes the duty of telling the grammar errors, the MC thanks her/him and allows her/him to sit.)

Well, those were the errors we all made. Thank you, Ms./Mr., you may go back to your seat.

(The MC may also improvise your words to keep them in happy and motivated nuance.)

Well, I know the grammar seems not easy for us, but this is the reason why we are here, learning from mistakes together, right? Let's give applause to all of us.

h. Filler Counting Session

In this session, the MC invites the filler counter to tell the participants of using ah, um, you know, like, and other fillers in the middle of the speech.

Alright, everyone.

We come to the filler counting session. How many fillers did you produce during your performance? We will know the answer from the ah-counter. So, let's welcome Ms./Mr.

Thank you, Mr./Ms.

Note: That sentence is just an example. It is not fixed. You may improvise depending on your audience's condition.

i. Vote Session (Step 2)

In vote session step 2, the MC invites the vote-man again to come forward and announce the best speaker based on the vote sheet calculation distributed earlier.

Ladies and Gentlemen, we come to the last part of the meeting, which is the voting announcement. Please welcome again the Vote-man Ms./Mr.

..... to announce who the best speaker of the day is.

(As the vote-man finishes the duty, the MC congratulates the best speaker, thanks the vote-man for announcing, and allows them to sit.)

Well, congratulations to Ms./Mr. as the best speaker of the day, and thank you again to the vote-man Ms./Mr., you may go back to your seat.

Note: You can make an agreement among all participants whether is necessary to give a reward to the best speaker. Then MC can also announce and give a reward to the best speaker.

j. End the Session

In this session, the MC announces that the meeting is adjourned. The MC gives a closing statement, followed by parting.

Well, ladies and gentlemen,
That's all our meeting today.

Once again congratulation to the best speaker today
Ms./Mr. Thank you all for
coming, and thank you for being so active in participating
in this wonderful meeting.

I am as the Master of
Ceremony is so proud to lead and guide this meeting.

With honor, I close this meeting, thank you. Good day/
Assalamu'alaikum wr. wb.

*Note: The expression above is not fixed. You may improvise
depending on your audience's condition.*

Scan Here to watch the MC's performance
in the ending session.



4.5 Let's Practice

Now, discuss with your classmates and decide the role of performers in each meeting. List the names of the whole performers, and make sure everyone gets her/his turn to play the role of the performers in each meeting. This list is photocopiable depending on how many meetings your class meetings occur.

Meeting : _____

Date : _____

List of Performers

Master of Ceremony :

Desk Master :

Speakers :

a. Speaker 1 :

b. Speaker 2 :

c. Speaker 3 :

d. Speaker 4 :

e. Speaker 5 :

f. Speaker 6 :

Evaluators :

a. Evaluator 1 :

b. Evaluator 2 :

c. Evaluator 3 :

d. Evaluator 4 :

e. Evaluator 5 :

f. Evaluator 6 :

Time Guard :

Grammar Checker :

Filler Counter :

Vote-man :

(this page is photocopyable)

Meeting : _____

Date : _____

List of Performers

Master of Ceremony :

Desk Master :

Speakers :

a. Speaker 1 :

b. Speaker 2 :

c. Speaker 3 :

d. Speaker 4 :

e. Speaker 5 :

f. Speaker 6 :

Evaluators :

a. Evaluator 1 :

b. Evaluator 2 :

c. Evaluator 3 :

d. Evaluator 4 :

e. Evaluator 5 :

f. Evaluator 6 :

Time Guard :

Grammar Checker :

Filler Counter :

Vote-man :

(this page is photocopyable)

Meeting : _____

Date : _____

List of Performers

Master of Ceremony :

Desk Master :

Speakers :

a. Speaker 1 :

b. Speaker 2 :

c. Speaker 3 :

d. Speaker 4 :

e. Speaker 5 :

f. Speaker 6 :

Evaluators :

a. Evaluator 1 :

b. Evaluator 2 :

c. Evaluator 3 :

d. Evaluator 4 :

e. Evaluator 5 :

f. Evaluator 6 :

Time Guard :

Grammar Checker :

Filler Counter :

Vote-man :

(this page is photocopyable)

Chapter 5

Styling the Performance



taken from: www.freepik.com

5.1 Learning Objectives:

After completing this chapter, the students are able to:

1. practice each performer's duties,
2. practice speaking in public as the performers,
3. simulate each performer's duties.

5.2 The Duty of Performers

There are several duties that can help you to practice a lot of public speaking skills. All the skills are integrated from communicative language teaching (CLT) and speaking as the talk: transaction, interaction and performance (Brown, 2007; Brown & Yule, 1983).

a. Desk Master

A desk master leads the desk session. The desk master prepares a desk topic. The desk topic is simple, easy, and usually occurs in daily life. The desk master shares the topic with the whole members of the group. But, if there are too many people, you can choose up to 10 random people to share their ideas about the topic within 1-2 minutes. This is an example of what you can say when you become a desk master. Let's say the topic is about favorite food.

Good morning, everyone.

Our desk topic today is about hobbies. I believe you all have one or two activities that you like best. So, let's make it fast, tell us your favorite activities in your spare time, why you like it, since when, and anything. And, your time is no more than 1 minute. Alright, let's start with Mr. Zuhri.

Mr. Zuhri: My hobby is I like it because

.....

Great! Thank you, Mr. Ade. Now, your turn, Ms. Farah. Tell us about your hobby. *(and so other participants)*

(When everyone is done talking about their hobbies, you can end the desk session.)

Well, that's all for the desk session, thanks for your nice participation, thank you. I give the session back to MC.

(You can also close with salaam or other parting expressions.)

Scan here to watch the example of leading a desk session.



b. Speakers and Evaluators

Each speaker presents a speech of 5-7 minutes. Before presenting, the speaker can prepare the speech by creating an outline and drafting the points of the speech. The steps of outlining and drafting the speech can be seen in chapter 2, whereas, the presentation topics can be seen in the next chapters.

In this sub-chapter, you can watch the performance of one of the speeches presented in the class meeting. Pay attention to the expressions used in delivering the speech, how the speaker uses the outline from the power point, from the opening speech, the body how to move from one main point to another main point until the speaker closes the speech.

Scan here to watch the example of the speech performance, it is an informative speech.



Just like the speakers, evaluators do speeches with shorter time 2-3 minutes. This book provides the guideline for the evaluators in the next chapters.

So, as the evaluator, make sure you read the guidelines before listening to the speakers. Yet, the following is the way you can start your words when you are evaluating the speaker.

Good morning, everyone.

I am and I will share my evaluation of the first speaker, Ms./Mr.

.....

Well, in my opinion, Ms./Mr.
did a very nice presentation. She/He looks well prepared because

.....

(When you are done evaluating, you must give the stage back to the MC.)

Well, ladies and gentlemen, that's all my evaluation for Ms./Mr. Now, I hand in the lead back to the MC. Thank you. Assalamu'alaikum Wr. Wb

(The statement above is only example, you may improvise based on the real practice in the class.)

Scan here to watch the example of the evaluation performance.



c. Grammar-Checker

The grammar checker evaluates the grammar errors made by all participants. The grammar is evaluated in general without mentioning the names of participants who made the errors. It is used to keep the participants in a good atmosphere of learning to speak during the session, and not afraid to make grammatical mistakes in the next speaking opportunities.

Hello everyone,
I am as the grammar-checker.
I will inform the grammar errors we all have made in this meeting. Well, I think we must pay attention to the agreement between subject and verbs.

For example, the subject “he” in present tense sentences must be followed by the verb added with “s/es” not added with -ing.

The next error I found is
.....
..... (and so on).

Well, that’s all my comments about grammar, thank you.

The above statement is just an example of giving general comments about grammatical errors made by the participants. You may vary your comments based on the real performance.

Scan here to watch the example of the grammar-checking comments.



d. Time Guard

The time guard keeps the time so that the meeting runs smoothly and well-organized. All sessions including the desk, speech, and evaluation sessions lay the responsibility to the time guard.

For example, if the meeting duration is 90 minutes, the time guard must keep track in order that the meeting can start and end on time. Therefore, all participants must be wise in using the time from the beginning until the end of the session.

In the class meeting, exactly in the middle of the meeting, the MC invites the time guard to come forward in the time announcement session. In this session, the time guard tells three things, the overall time used in the desk session (remember: overall desk session, not individual speaker in the desk session), the time spent by the speakers, and the time used by the evaluators. See this example.

Hello everyone,
As a time guard, I want to thank all of us for using the time wisely. However, I still need to announce the time we have spent so that we can learn from today's event related to the time.

Well, let's begin with the desk session. The desk session ran smoothly for 10 minutes and 50 seconds. It is good since there are around 10 people here.

Then, I'm going to announce the time spent by speakers and evaluators during speech and evaluation sessions.

The first speaker Ms./Mr. spent (for example 6 minutes 50 seconds)

The second speaker Ms./Mr. spent

The third speaker Ms./Mr. spent

The fourth speaker Ms./Mr. spent
(it depends on the number of speakers)

The first evaluator Ms./Mr. spent (for example 2 minutes 45 seconds)

The second evaluator Ms./Mr. spent

The third evaluator Ms./Mr. spent

The fourth evaluator Ms./Mr. spent
(the number of evaluators is tailored to the numbers of speakers.)

From the time that we have spent, we can see that some people spent a little bit over time, and some others need

to optimize their time. But, it's okay. We can prepare better it for the next performance.

That's all about the time announcement, I give the stage back to MC. Thank you.

The above statement is just an example of reporting the time used by the participants. You may vary your comments based on the real performance.

Scan here to watch the example of the time announcement performance.



e. Filler Counter

As stated earlier, the filler counter reminds the participants of awareness of using ah, um, you know, like, and other fillers during the speech. The filler counter job is to count the fillers from the speakers and evaluators.

Then, when the MC calls, the filler counter comes forward to announce the types of fillers that the speakers and evaluators use during their speeches, and how many times they use them. The filler counter can also announce the detailed fillers used by all participants to motivate them to reduce the filler use during any presentation. See the example below.

Hello everyone, as the filler counter, I'd like to inform you what fillers you used during the presentation and how many times you used them.

Well, let's start with the speakers.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Now, let's move to the evaluators.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Well, we still have enough time, I will also announce the fillers used by the speakers in the desk session.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

Ms./Mr. use ah/um times.

That's all my report, thank you.

Scan here to watch the example of the filler counting session.



f. Vote-man

The vote-man comes forward twice in the meeting. First, the vote-man duty distributes the vote sheets to all participants, waits for some minutes, and then takes the vote sheets back, then counts the vote for the award of the best speaker. Second, the vote-man gives an announcement about who the best is to all the participants. Let's see the example of the vote-man's duty in part 1.

Hello, everyone.

I am the vote-man of the day, and I will share the vote sheet to you all of this meeting. Here they are.

(The vote man is distributing the vote sheet)

Well, ladies and gentlemen, it is now your time to write down only one speaker's name whom you think he/she has delivered the best presentation and deserves to be the best speaker today.

(The vote-man waits for the participants to write for some minutes, then takes back all the vote sheets.)

Well, thanks for the votes. I'm counting the votes after this. I'll see you all soon. Thank you.

(The vote-man goes back to her/his seat, then count all the vote sheets.)

Scan here to watch the example of the performance of vote session (part 1).



Now let's see the example of the vote-man's performance in part 2.

Hello everyone,

Well, it's me again, the vote-man. Before announcing who the best speaker today is, I'm going to inform you the votes that each speaker got.

Ms./Mr. gets votes.

Ms./Mr. gets votes.

Ms./Mr. gets votes.

Ms./Mr. gets votes.

Ms./Mr. gets votes.

Ms./Mr. gets votes.

Well, ladies & gentlemen, since the highest vote is earned by Ms./Mr.

So, I proudly announce that the best speaker today is Ms./Mr.

Congratulations, and please come forward.

(The best speaker comes forward, and the vote-man gives the reward and congratulates the best speaker.)

Congratulation Ms./Mr.
you may go back to your seat.

Well, ladies & gentlemen. Once again, congratulations to the best speaker. It doesn't mean that other speakers are not good. Your performance is all good, but we just have to choose one based on your preference.

Alright, that's all my duty. Thank you.

Scan here to watch the example of the performance of vote session (part 2).



5.3 Let's Get Started

Work in groups, and make sure the group members are fit to the number of performers as you have determined in sub-chapter 4.4 page 52. Discuss your roles and topics with your group mates, and get feedback.

5.4 Let's Practice

After discussing your topics and getting feedback from your friends, choose one group and simulate the roles from the beginning until the end of the session based on the rundown in page 38.

Chapter 6

Get to the Topics



taken from: www.freepik.com

6.1 Learning Objectives:

After completing this chapter, the students are able to:

1. to present the speeches based on general and specific purposes reinforced by appropriate opening, body, and closing,
2. to evaluate peer's speech performance based on the evaluation guidelines,
3. to perform the whole performer's duties

6.2 Informative Speech Project

Your duty in this speech is to make sure that the audience is well-informed. Any topic can be informative. All what we have learned in previous chapters are also able to use as informative guideline.

Present your speech with organized opening, body and closing of the speech, state clearly the general and specific purposes, and choose which speech organization you would like to perform. Speak confidently with nice gesture, body movement, and warm eye contact. Avoid using notes but visual aids to improve your presentation. The last, do not forget to rehearse.

Scan here to watch the example of the informative speech performance.



Now, it is your time to perform your presentation with this evaluation guideline!

Table 4. Informative Speech Evaluation Guidelines

Speaker's Name:							
Evaluator's Name:							
No	Description	Score					Comments
		5	4	3	2	1	
1.	Did the speaker mention obvious general and specific purpose of the speech? How do you know?						
2.	Did the speaker present appropriate and helpful visual aid?						

3.	Did the speech organization support the speech's specific purpose?						
4.	Did the main points and supporting material contribute to the speech's specific purpose?						
5.	Did the beginning, body, and conclusion reinforce the specific purpose?						

6.	<p>Was the speaker confident and sincere? Could the speaker control his/her nervousness well?</p>						
7.	<p>Was the voice clear? How?</p>						
8.	<p>Was the body moving properly? How was the use of notes during the speech?</p>						

6.3 Persuasive Speech Project

Speaking persuasively lays on: 1) knowledge, discuss and give proof or facts to support your ideas; 2) sincerity, convince the audience that your proposal to them is pivotal to them; and 3) speech delivery, speak nicely with warm and direct eye contact, and confidently to the audience. In this presentation, you need to encourage the audience to accept your point of view of an issue or take an action; organize your thoughts and choose powerful words; move your body and implement vocal variety, use visual aids and avoid using notes.

Scan here to watch the example of the persuasive speech performance.



Now perform your presentation with this evaluation guideline!

Table 5. Persuasive Speech Evaluation Guidelines

Speaker's Name:							
Evaluator's Name:							
No	Description	Score					Comments
		5	4	3	2	1	
1.	Did the speaker communicate the ideas with conviction and believe?						
2.	Did the speech opening capture the audience's interest?						

3.	Did the speaker use facts and logical reasoning to support his or her views?					
4.	Was the speech organization effective?					
5.	How did the speaker look at the script? What do you think about the use of visual aid?					

6.	Did the speaker properly use emotion to persuade the audience to support his or her views?					
7.	Did the speaker's body language and vocal variety contribute to the message?					
8.	Were you persuaded to accept the speaker's views? How?					

6.4 Inspiring Speech Project

An inspiring speech gathers fellowship mood, builds the audience's enthusiasm, then proposes a plan and appeals to the audience to follow this plan. It relies more on emotion than logic which aims to: Connect goals, feelings, or fears at specific occasions and time with the audience; Describe the reasons behind the situation's change and why these objectives, anxieties, and feelings might not be realistic or helpful; Motivate and encourage listeners to embrace higher ideals, aspirations, and feelings, then highlight the advantages of doing so.

Scan here to watch the example of the inspiring speech performance.



Now, perform your presentation with this evaluation guideline!

Table 6. Inspiring Speech Evaluation Guidelines

Speaker's Name:							
Evaluator's Name:							
No	Description	Score					Comments
		5	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.	Was the voice clear? Explain!						
8.	Did the speech uplift the audience and motivate them as the speaker intended?						

6.5 Entertaining Speech Project

As an entertaining speaker, you must have a positive outlook and good humor. You can begin by eliciting a quick response from the audience and establishing the tone of the speech. Your speech should have a general direction in the body, but it doesn't have to be strictly divided into points and transitions. Provide a series of small buildups to a climax or punch line in the speech's body. The conclusion must be succinct, abrupt, and unambiguous. Save some of the best content for last. It shouldn't be an anticlimax after you finish. Remember the following points when you create an entertaining speech.

- a. **Simplicity.** Your presentation shouldn't be too difficult for the audience to follow. Don't complicate your ideas or speech structure.
- b. **Brightness.** Make sure your words are impactful by carefully selecting them. Aim to conjure up vivid pictures that will stay in the imaginations of those who hear you.
- c. **Twists.** Using surprising turns and twists is the key to a well-written story. Like they are in an amusement park, your audience is prepared to be enthralled and surprised by the unexpected. Don't let them down with a boring, straight-line journey.

Scan here to watch the example of the entertaining speech performance.



Now, perform your presentation with this evaluation guideline!

Table 7. Inspiring Speech Evaluation Guidelines

Speaker's Name:							
Evaluator's Name:							
No	Description	Score					Comments
		5	4	3	2	1	
1.	What makes you think that the audience was entertained?						

2.	<i>Did the speaker understand and express the feelings and needs of the audience?</i>						
3.	Did the speaker use clear organization?						
4.	Did the speaker effectively use stories, anecdotes, and/or quotes to help convey his or her message?						

5.	Was the conclusion related to the talk?						
6.	Did the speaker's use of body language enhance his or her message?						
7.	Was the speaker's voice clear?						
8.	Did the conclusion relate to the beginning and the whole speech?						

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