

Can I Be A Public Speaker?

Get Ready For Speech

3rd
Edition
Book



Restu Mufanti
Rohfin Andria Gestanti
Elok Putri Nimasari

Can I Be

A Public Speaker?

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The 3rd edition book of 'Can I Be a Public Speaker?: Get Ready for Speech' provides more complete materials than the two previous books. A part from complete examples of speech-text from some study programs and ways to develop the speech-text, this edition facilitates students with exercises for each chapter. Similar with the previous books, this book also presents the beneficial tips to speak in front of public. Generally speaking, this book benefits readers to improve their public speaking and encourage their confidence. To complete this book, phonetics symbols and glossary are also arranged for some texts. Thus, to help readers pronounce the word correctly and check the words-meaning challenged them. This book is a recommended publication to read for you who want to have exceptional speak publicly. We suggest you to read every part of the books. Enjoy Reading!.

Check the following topics included in this issue:

1. Tips of speaking
2. Developing text
3. Word, phrase, or sentence commonly used in speech
4. Transition signals
5. Speech-examples
6. Exercises

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PREFACE TO SECOND EDITION BOOK

To give a good and appropriate book for those who need a public speaking book, we revise first edition book by receiving comments from a number of reviewers, college and readers. We add more examples on speech, some tips to deliver the speech, and exercises for each chapter to enhance your public speaking skill. As in the first edition book, this book is also for beginner speaker especially non-native English speaker. Simple vocabulary and tenses in explaining the theory and tips are still used to make beginners level understand easily. We believe that this book will help you to improve your speaking skill and you will be confident to speak in front of audience. Briefly speaking, reading the book of ‘Can I be a public speaker?, Get Ready For Speech’ is a good choice for you since the contents of this book are supporting you to learn how to speak smoothly, effectively, correctly, acceptable, comfortable and beautifully.

Moreover, speaking teachers in college level can use this book to teach speaking especially Public Speaking class because this book describes effective steps and example on speeches. We do understand that finding a specific speaking book is not easy, usually we find speaking books in complex materials and we have

to select the appropriate materials for our students. It is much different from this book since this book contains five effective chapters; first chapter is discussing about functioning of public speaking, second chapter is knowing about your speech, third is preparing your speech, fourth is delivering your speech and fifth is the sample of speech.

Last sentence we want to write in this preface is we expect that this book will really give you beneficial impact on your speaking performance.

Writers

TABLE OF CONTENT

Preface to Second Edition Book.....	iii
Table of Content.....	v
Chapter I: Public Speaking	1
Chapter II: The Function of Public Speaking	5
Chapter III: Knowing about Your Speech	9
3.1 The Purposes of Your Speech.....	9
3.2 Types of Speech Based on the Modes of Delivery.....	20
3.3 Speeches in Special Occasion.....	26
Chapter IV: Preparing Your Speech	33
4.1 Considering Your Audience	33
4.2 Choosing a Topic.....	35
4.3 Determining Your Purpose.....	37
4.4 Preparing Your Topic	38
4.5 Selecting Supporting Material.....	40
4.6 Organizing Your Speech	40

4.7 The Body of Your Speech	44
4.8 The Conclusion of the Speech Text	44
Chapter V: Designing Your Speech.....	47
5.1 Arranging Your Own Speech Design	47
5.2 The Speech Text Template	53
5.3 Designing and Developing Ideas.....	65
Chapter VI: The Use of the Language.....	89
6.1 Ethics and Plagiarism	93
6.2 Rehearsing Your Speech	94
Chapter VII: Delivering Your Speech	97
7.1 Setting Up	97
7.2 Appearance and Body Language	98
Chapter VIII: The Examples of Speech Text	113
8.1 Faculty of Engineering.....	114
8.2 Faculty of Health Science	116
8.3 Faculty of Teacher Training and Education.....	119
8.4 Faculty of Law.....	126
8.5 Faculty of Political and Social Science	129
8.6 Faculty of Islamic Studies.....	132
8.7 Faculty of Economic	136
Bibliography.....	141

CHAPTER I

PUBLIC SPEAKING

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Explain the definition of public speaking.
2. Explain the problems in public speaking

MATERIAL OVERVIEW

Public speaking is oral communication spoken in front of large people that combines the skill of speaking and the art of speaking. That the combination between the skill of speaking and the art of speaking, public speaking needs two important aspects, they are; the speaking itself and the way how to deliver the speech. Most problems come from non-native students on English in which they three big problems; first is the language itself, second is delivering the speech, third is buliding the confidence. So that, giving a speech in front of others in formal condition for them is not an easy way. People need great efforts to build up their confidence to speak in front of others. Mufanti (2015) said that worry, scare, shyness, uncertainty, discomfort are

some factors that influence the students in doing communication. It is a big reason for us to design this book that can overcome the students' problems. However, there is no shortcut to get a success. People also need sustained efforts to sharpen their speaking ability and to train their verbal communication. Reputedly, speaking is a need skill for people who want to be professional workers. Adler & Towne, 1996; Haggel-Greenberg, 1979; Waner, 1995 in Gareis (2006) public speaking (oral communication skills) said that rank the highest among all the skills that employers desire in employees. Based on the result of this survey, it shows that spoken language has the most important position among other language skills since it holds an important role for daily life activities.

Then, we need to give a definition to the meaning of public speaking. We need to recognize what other experts say about public speaking. Lucas (2004) stated that public speaking is a vital mean of civic commitment. Moreover, he stated public speaking is a way to express our ideas and to have a force on issues material in a democratic society. Gareis (2006) explains verbal language involves many kinds of communications, both formal and informal communication.

From the statements above, it can be said that public speaking is one of important oral communication to express people's thought to audiences formally. Public speaking means that the speaker distributes his or her views with larger audiences and usually some or even many speakers often experience anxiety and nervousness before and during the presentation (Gareis, 2006). Lucas (2004) adds that most people have a tendency to be anxious before doing something is normal.

STUDENT PRACTICE

Answer these following questions correctly.

1. What is public speaking?
2. What are the problems in public speaking?
3. Why public speaking is important?

SUMMARY OF CHAPTER I

Public speaking is one of communication form that is delivered orally in front of many people. Public speaking becomes one of significant skills that should be mastered since it represents how good people can communicate with others. However, there are several problems including the language use, the deliverance, and feeling of anxiety that make public speaking difficult for some people.

CHAPTER II

THE FUNCTION OF PUBLIC SPEAKING

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Elaborate the function of public speaking

MATERIAL OVERVIEW

Not many people know that public speaking has a power to solve many problems as well as the function of public speaking itself. There are three functions of public speaking as described below:

1. To Blow-Out Information

Information can be gotten from mass media, brochure, internet. Nevertheless, some people still cannot understand or catch the point of the information so that information is blown out by credible people is more effective and personalized. If you have capability in public speaking, you can use your ability to blow out information so other people can understand the point of easily. Often, government shares the information about the danger of drugs through unspoken way. However, still

many people consume drugs. Here, the role of public speaking is needed because public speaking has a power to blow-out information. As what said Gareis (2006) that spoken information is more personalized.

2. To Share Our Thought

It is believed that every person has a brilliant thoughts that they can share their thought through writing and oral. Sharing the thought in written ways can be done through journal, magazine, book and newspaper. In other side, the only way to share the thought by using oral way is through public speaking. However, through oral communication, we can emphasize the important messages of our thoughts. We can imagine, if we have ability in public speaking, we can easily share our idea to other people. We can change something or bring a new think through public speaking.

3. To Debate Argument Verbally

As ordinary people, sometimes we have problem with other people in working place, campus, school, house, public area. People with low capability in public speaking cannot encounter the problems with verbal argumentation. They tend to use their emotion and physical combat to encounter other people. As it is stated by Gareis (2006) that civilization advanced, however, verbal argument emerged as an alternative to physical combat, and the art of public debate was born. In othe side, If we have a good ability in public speaking, having difference perception with other people is easy to communicate verbally.

STUDENT PRACTICE

Make a short essay in your own words about the functions of public speaking, and then present it in front of the classroom.

SUMMARY OF CHAPTER II

Public speaking is a powerful skill since it has several functions. First, it may share and makes certain information viral. There is a possibility that important information obtained from certain source is missed by some people. In this case, public speaking can be used to simply hand it in. Moreover, information delivered by a good public speaker is a way more understandable than simply take it from written source. Second, it is used to share opinions. Sharing opinion through oral communication is considered more effective instead of using written form. It is due to the capability of public speaker to emphasize on certain important point. Last, it can be used to argue statements orally in form of debate. Arguing with other people is undeniable situation we might encounter. Instead of harshly involving emotion, logically debating the issue is more advanced. Besides, having a good ability in public speaking will open opportunity to a broaden communication situation as well as to clarify certain problem that might be arose.

CHAPTER III

KNOWING ABOUT YOUR SPEECH

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Identify the types of speech based on the delivery purpose
2. Identify the types of speech based on the delivery modes
3. Identify the types of speech based on the occasions
4. Perform certain type of speech by implementing the tips in delivery

MATERIAL OVERVIEW

Knowing about your speech will help you to prepare your speech performance well. This part guides you to know what are needed in giving a speech. In public speaking, it is a must to know; the purposes of delivery and the modes of delivery.

3.1 The purposes of delivery

There are four types of speech according to its purposes. Each of them will be discussed below.

1. Narrative Speech

Narrative speech aims to amuse the audiences or to share the speaker's experiences. It is delivered to promote itself. It means that the whole speech is told for telling the story only. The example of this speech is telling story that commonly universities or schools often hold this kind of competition. The speakers in this type must be able to entertain the audiences whether they tell sad story, funny story, legend story, drama story and more. Besides, mastering how to deliver the story and the content of the story, the speakers should have a good sense on this story so that they can deliver the sense of the story to audiences.

Then Labovin Gareis (2006) describes this kind of speech into several parts. The five parts in narrative speech usually called generic structures. The generic structures in the narrative speech are:

Opening

Opening is a short statement to tell the audiences what topic we are going to tell. The topic here can be called as the storyline. Remember, this poin is so important so you cannot deliver a speech without saying the topic in the opening session.

Orientation

Orientation is the introduction of the time, place, and characters of the story. The position of orientation is in the introduction of your points after the storyline is told in the opening part. In this part, you can tell about the points involved in the characters, setting of the place and time of the story.

Complicating Events

Complicating events is the events of the story or the core of the story. On one occasion you have introduced your story,

you can directly deliver the complicating events, the core of your story. Deliver your main points in this section and tell everyone what your speech about. You have to complicate all events in your story completely so that people will get all the details. In this phase you can make your volume louder than in the previous stage to emphasize the climax of your speech.

Resolution

Resolution is how the story ends. It is how problems come to solve. As the opposite of the orientation, the resolution tells your audiences that your story has come to the end. Therefore, in this point you give signal from your voice or volume that your story will be ended. It clearly states how your story ends.

Coda

Coda is the final or extra part of a speech. In this phase, you can summary your story and conclude it as it is the time to state your coda. It is used to make significant line to sum up the whole story. Moreover, you can state your feeling as you recall your past to your audiences.



To make your story worth to listen to, use these techniques.

1. Use interesting gestures to deliver your speech
2. Highlights the important messages by emphasizing them
3. Use various pitch control of your voice to make your audience listen to your speech
4. Deliver your speech in an effective and clear description and summarize in point before you end your speech

The Example of Narrative Speech

First Example

YOUR BIRTHDAY IS MINE

This story happens, when I was in Vocational High School. I had friend, named Caca. She was kind and beautiful girl. She likes helping other so she had many friends and all of them loved her so much. Moreover, in her birthday, we had idea to give surprise because we knew that she forgot her birthday.

Before my friends and I went to school, we prepared everything that had to be brought for surprising Caca. The things I brought in my bag were present, wheat, and three eggs. My present for Caca is a beautiful brown watch. I chose brown because Caca's favourite colour is brown. Therefore, I considered watch as my present because Caca had lost her watch a month ago. Then, I had to be careful to keep wheat and eggs in my bag. I arrived in my class before teacher came so directly I put my bag and left if. I moved to another desk.

My friends and I talked each other so we had not realized that the teacher had come. After teacher gave us command to sit down on our position, we directly move to our desk. Unfortunately, I forgot with eggs and wheat in my bag so I sat down and leant on my bag. Some minutes later, I felt uncomfortable because my desk was wet. I really surprised and screamed. My teacher and my friends asked me the problem then I answered that I have sat on the eggs and wheat. All of them asked me to tell the real story about it. Then, I told the story and all of them laugh. The last, Caca said "Thank you so much because you have been my representative to take a bath with eggs".

By Aisah

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The Second example of Narrative Speech

WHAT?

I will tell you a story about Umar. He was a discipline student. He did the teachers' assignment and homework well. He came on time in school. Besides, Umar was a kind boy so his friends and teachers loved him so much.

One day, Umar did not hear the alarm clock in the morning. He got up just because he heard his mom's voice. He was very surprised after he knew that the time was 7.00 o'clock. Then, he directly took a bath and dressed up. He went to school in hurry by bicycle without had breakfast. He did not pay attention on the traffic light. In front of the gate, he saw that the gate had closed. He was very disappointed and afraid because it was the time for math lesson with Mr. Adi. Moreover, all of the students knew that Mr. Adi was a killer teacher.

In addition, Umar tried to meet the security but there was nobody over there. Then, Umar felt very curious because the school was really silent. Umar sat down for a moment and finally he realized that it was holiday. He went home with feeling that cannot be described.

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2. Demonstrative Speech

Gareis (2006) informs that demonstration speech is a type of speech delivered to show how something works or how something is done. For example, a hand phone sales manager

uses demonstrative speech to show how the newest hand phone works, or the other example can be from a cooking utensils sales uses it when showing how the process of modern rice cooker is done. To help them in demonstrating the tools they can use visual aids to make sure the audiences and make the demonstration obvious. People know that visual aids are really needed for showing the demonstrations that are difficult to be explained orally or takes place on the floor. It is important to make sure that all listeners have clear view during such speech.

As for the pause relating in the demonstration, it should be kept to be as minimal as possible. You need to keep delivering speech during the performance and add your words with illustrations. Do not forget to keep doing eye contact with your audience as much as possible to check the clearness of your demonstration.

The Example of Demonstrative Speech

Demonstrative speech also usually found in TV programs that especially demonstrate about kitchen stuff or sport equipment. Below, the example of demonstrative dialogue that usually found in TV Program about one of kitchen stuffs:

MAGIC BLENDER

Good afternoon everybody, in beautiful afternoon would be better if we drink a glass of apple or mango juice. Hmm... but there is problem when you want make juice then your juice not too fresh like what I drink now. It is caused because you still use old blender where your blender cannot separate between fruit essence and the residue of fruit meat. It is different with my magic blender. In mine, you just need to prepare a cup of water and empty glass. However, you must buy fruits first before you use this blender.

Magic blender works as fast as military jet. How it can? I will explain it. First, you just need open the top of the blender. Then, push your fruit like carrot in this part (show the part to blend the fruit). Next, pour a cup of water and sugar. Remember; don't forget to open the hole of residue as the way to throw the residue from your fruit. After that, push the "on power". Let's see, WOW.... a cup of fresh carrot juice can be drunk. So, do you want still use your old blender or changes it with this one? However, if you want have blender like I have, you just need call in 88888, Then our employee will come to your home and bring this blender. You can pay in three times. So, don't worry about the prizes. Okay, see you in next episodes and do not forget to bring a magic blender to your home.

The important things that should be remembered, as a demonstrator is they must speak as fast as they can without pause. It is one of strategy to make the audience believe and interest with what the demonstrator said.

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3. Informative Speech

Informative speech aims to educate and inform the audience, said Gareis (2006). She adds that in the informative speech speakers, basically do as teachers and deliver knowledge and concepts covering some topics.

Before giving an effective informative speech, it is helpful to find out first what the audience already knows and what they want or need to know. Throw back to the first chapter to consider about matter 'know your audiences'. The speaker should try the

best to get the listeners' interest throughout the speech.

The Example of Informative Speech

ALOE VERA

Assalamualaikum Wr. Wb.

“Alhamdulillah today, Allah SWT. Still gives us chance to meet each other. In this good occasion let me share my little experience when I had gastric acid disease. I felt no enjoyable when my gastric acid flared up. However, I can solve it by something that usually we meet it around our garden.

This plant usually is used to make our hair shiny and smooth. However, there are people that actually do not know well that this plant has many advantages. Usually, People just take simplest way to use this plant because they only know that this plant just for their hair and skin. They take the gel from this plant. Then, they wipe off the gel to their hair or skin.

Nowadays, you should know that this plant that we call as ALOE VERA can be functioned as alternative medicine. Many factories make aloe vera as material to make herbal medicine. We ever found that some factories produce aloe vera in form of gel that mix with water. However, I think would be better for us to process it by ourselves. We can avoid ourself from consume chemical substance.

Aloe Vera can be usedfor people that have hhypertension disease. Aloe vera consist of useful substance that can help people who have hipertency. People only need to eat one stem of aloe vera. As we know that aloe vera has thorn, so we must peel the skin of aloe vera first. Then, we wash the gel. After the gel clean, we eat it directly. Trust me that eat one stem of aloe vera can help hypertension poeple be better. Aloe vera is better than chemical

drug. When we use aloe vera as an alternative medicine we can spared our body from the dangerous effect of chemical drugs.

Besides as traditional medicine, aloe vera can be functioned as a gastric acid medicine. There is same way to consume aloe vera as gastric acid. You just need to pick one stem of aloe vera. Then you peel and wash it until clean. After you get the aloe vera gel, you can directly eat it. It is simple and economic. So, we would be better use alternative medicine that more safe for our body. Okay, that's about aloe vera that has many functions for our body. I hope we can more care to use alternative medicine. Moreover, alternative medicine can be gotten around our house.

Thank you so much for your coming. I hope my that we can more aware about plants around us that serve many advantages for us. Okay, see you next time and

Wassalamualaikum Wr. Wb.

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4. Persuasive Speech

Persuasive speech is the hardest type of speaking. The speaker has a job to persuade and to change the audiences' mind or behaviour. Gareis (2006) states persuasive speech is delivered to give the audiences influencing information about an issue. Gareis (2006) also said that three stages might be experienced when you deliver your persuasive speech.

Doing a short and small survey concerning to your audience's belief, behaviour and mind will help you to add the materials of your speech. Real data, real example, evidence from

others will help you to persuade your audiences. Non- verbal communication is really needed to improve your speaking for persuasive. As the meaning of persuasion is to persuade your audience so that the last purpose of your speech is attract your audience to go with your mind. This is the focus of your speaking, i.e get the audiences go with your mind.

The Example of Persuasive Speech

TECHNOLOGY

What do you think about technology? If we discuss about technology, most of people will mention Smartphone, laptop, tab, internet, Wi-Fi, applications, etc. Nowadays, the users of gadget, especially Smartphone is not only adult but also teenager and children. Teenager and children use Smartphone is something usual. Parents give them that facility because some of them think that their children have to be people who can follow the development of era. They do not want to have out of date children. They just think that Smartphone helps their students to study about everything because by using this aid children can open many things to improve their ability. Moreover, parents also have point of view that using Smartphone is the best way for children so that they can stay at home if their parents go out to do activities. It means that the existence of Smartphone will bring many benefits for children and parents. The benefits are as follow:

- 1. Children can know the development of technology by applying it directly in their daily life.*
- 2. Children can enjoy their playing in game application, which can be served by Smartphone.*

There is no dangerous activity that will be done by children because they just stay at home with their Smartphone. For example,

play in dirty places or play in road that can disturb the traffic. In addition, by using Smartphone, parent will not feel worry because of children's social intercourse so that there is no chance for them to choose the wrong friends in their daily life.

However, do you ever think that using Smartphone is more dangerous than children play on the road? The reason is that by using Smartphone children can open everything whether good and bad. Children can use Smartphone to watch bad video and apply it although they do not know the effects if they do it. Moreover, children who always use Smartphone will get the negative effect, such as dangerous for their eyes, make them cannot socialize with their real life. It will make children lack of communication and individuals. Besides, Smartphone addict can make children lazy to do other activities and it will decrease their creativity.

In addition, many cases happen because of social media. Teenager and children do crime because they know it from internet. Then, children and teenager also imitate everything, which comes from internet. For instance, Indonesian will more proud and confidence if they wear western style, they will enjoy in using foreign language, they like to do activities, which have relationship with everything in social media although it is not appropriate with their nation culture. This case is not only dangerous for those people but also for Indonesia. What if all Indonesian young generation do the same actions? Automatically, it can decrease nationalism and patriotism.

In conclusion, Parent may not give smart phone facilities to their teenager or children because it will bring more harm.

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TIPS!

1. Factors contributing to your arguments

- a. Supports your argument by giving accurate facts
- b. Make sure your evidences are taken from trusted resources such as academic journals and reliable news reports
- c. Deliver your speech by using persuasive language
- d. Be a confident and well-prepared speaker to bring positive vibes to audiences

2. Organizational patterns in designing persuasive speech.

- a. Analyzing problem and offering solution: analyze the urgency of your proposed problems and offer a rational solution
- b. Contrasting perspectives: compare different point of views of topic you propose in your speech
- c. Finding other weaknesses: emphasizing on other weaknesses
- d. Raising positive speech: having audience attention by demonstrating positive solution and action

3.2 Types of speech based on the modes of delivery

There are four kinds of speech based on the modes of delivery (McKenzie). Each of them is explained as follow.

1. Manuscript

A manuscript speech is a speech that delivered based on a written-out text. Manuscript speech requires a written text that is usually, but not recommended, is delivered word for word. This

kind of speech is appropriate for formal occasions where a record of the speech is required (the president's speech at an important function), when the text of the speech is to be published later (e.g., the keynote speaker speech at a conference), or when exact wording is importance (e.g., during title addresses). The first drafts of a manuscript speech can be written in any format. However, sound guidelines exist for the preparation of the final script and the practice of a manuscript speech.

TIPS!

Practice your speech effectively

1. Notes are used to point the ideas
2. Understand the keywords and highlights them in your notes
3. Make the highlighted keywords in notes easy to read
4. Master the content of your speech by reading it hundred times rather than memorizing it
5. Understand the content of your speech by doing a peer-revision with your friends
6. Use appropriate body language, communicate with the audience by using eye contact, various pitch control and facial expression to your audience
7. Use particular symbol such as slash or dash to emphasize phrases you want
8. Use numberings to classify main point and sub-points
9. Print your notes with a readable margins, space, font, and appropriate font size

10. Make such a target for daily practice so your speech will be naturally delivered
11. Practice in front of your friends or your families or in front of mirror to have feedbacks, remember that practice makes better

2. Memorization

A fully memorized speech usually sounds as mechanical as one read from a manuscript. This method is rarely used and is not recommended anymore. If you choose to memorize a speech, keep it short and work to add intonation to your voice. When practicing a speech that must be memorized, remember to include expression in your voice.

3. Impromptu

Impromptu speeches are speeches that delivered with little even with no preparation. In a speech you deliver in an impromptu situation, have little pause during it is accepted in order to organize your words since you have no time to prepare it ahead of time. All you have to do is focusing on your main point, giving proof to support your main point, and giving a conclusion.

TIPS!

Preparing an impromptu speech

1. If you have to deliver an impromptu speech but having no preparation, make a quick short note of some points by using 5W+1H questions
2. Make sure the points are your own idea and understanding so you know how to describe each point
3. Support each point with interesting evidences
4. Highlights the main points and make a readable notes

Dealing with impromptu speech

1. Be ready for impromptu speech, as long as you handle important duties in any occasion you attend. Points that should be delivered in your speech are introductions, gratitude, and simple communication with audiences
2. Keep calm and be confident to introduce yourself. Do not be afraid of making mistakes; cover it with a dynamic speech. Show a confident facial expression.
3. Keep reading for any topics because someday you may need much information for your speech. As proverb said, "Do not expect to harvest where you have not invested".
4. Avoid a long speech; keep your speech short, simple, and significant. Significant means your speech covers all-important points.
5. Capable to deliver a good impromptu speech raise your credibility.

6. Look for some information about event before you get there, such as the event, the participants, and the purpose events. For example, you attend a graduation event. Things you prepare are “If you are a chief” of as an old word says “the important thing is not the will to win, but the will to prepare the win”.

4. Extemporaneous

Extemporaneous speech is speech that is based on through preparation, but the speaker presents his or her ideas freely by only using an outline or keywords. It is a carefully planned and well-prepared speech. Different from a memorized or manuscript speech, the exact word selection of an extemporaneous speech is selected at the time the speech is given. In fact, Extemporaneous speeches are the most common form of speech, in which it is used in many educational and professional settings.

Good public speaking speakers usually prefer the extemporaneous method of delivery in their speech. Since it appears more spontaneous than a speech that directly read from a manuscript or a memorized speech, it offers wider chances for the speaker to adapt to the situation and keep the audience. However, the speaker keeps control over the content of the speech, which has been practised before.

WARNING!

1. Delivering an extemporaneous speech is more or less difficult since it should be prepared without a whole-text to read. Somehow, it can be done with text. However, it is not suggested.

2. Memorizing text is not a good method to deliver an extemporaneous speech. Since it does not have much time to prepare, you may find yourself forgetting of what has been written in the text. Once you try to memorize, you will have a bigger tendency to be one-hundred percent similar to the text. If you miss a word or phrases, the meaning delivered will be completely different.

TIPS!

Preparing an extemporaneous speech

1. Make an outline of your ideas in main and sub-points. Write in a small note instead of writing a longer description.
2. Build an interaction with audiences during your speech and deliver your speech as natural as you can.
3. Manage your time so your speech will be beneficial, effective, and efficient. Sometimes, a longer speech cannot be interesting then we find audience falling asleep.
4. Prepare and practice all keys of speech including organization of your speech, pronunciation, appearance, and vocabularies.
5. However, an extemporaneous speech cannot be well-delivered instantly. It needs process to be better. Learn your mistakes and try to practice extemporaneous speeches frequently by recording your speech or practicing in front of your friends and family, so that you will have valuable feedbacks.

3.3 Speeches in special occasion

Actually, many events need for short speeches. The most commonly ones are discussed in this section.

1. Introductory speech

Introductory or introduction speech usually delivered when you want to introduce someone in front of public. A moderator who introduces keynote speaker in a conference or representative who introduces his/ her clients in an interview is someone who supposes to deliver introduction speech.



Delivering an introductory speech

1. Use a particular name or title correctly when you call a person in your in speech.
2. Make sure you have known professional background details of person you introduce.
3. Introduce a little about the content will be delivered by the person you address.
4. Welcome the person briefly.

2. Graduation speech

A graduation speech is a speech given by a student of a high school, college or university to a graduating class and their guests (“Graduation Speech,” 2015). A graduation speech is written to celebrate past experiences, accomplishments, and future hopes. Graduation speech should be formed in short and fun way by including humours.

TIPS!

Delivering a graduation speech

1. Deliver your speech with a clear and appropriate speed, do not be too slowly or fast.
2. Give pauses for your speech to be natural. Take a breath so your speech will soundly natural.
3. Have a good understanding of what you want to deliver in your speech. Memorizing is not suggested to do. Good understanding will help you develop your speech.
4. Make a good eye contact with your audience so you will interact with them.
5. Having less concern of your mistakes is suggested to do. If you make mistakes, go on with your topic. Once you feel uncomfortable with your mistakes, your audience will be noticed.
6. Give an emotion to your speech by giving various intonations. Therefore, your speech will be more excited.
7. Be confident and trust yourself to deliver a positive and great speech.

3. Acceptance or Award-Winning Speech

This speech is given to provide a gratitude expression when receiving award. Award is a symbol representing approval from others towards someone's hard work and excellent result in a certain major of field ("Acceptance Speech," 2015). Therefore, an acceptance speech is required to be delivered in such situation respectfully for the honour given. In delivering an award or acceptance speech, you have to be full of consideration. You need to be grateful, honest, and humble.

TIPS!

Delivering a winning speech

1. Describe the background of the event and its purposes
2. Describe what the qualified efforts you have done.
3. Thank the people who encouraged you.
4. Give credit to people who supported you.
5. Tell the meaning and appreciation beyond your winning-award.

4. Announcement speech

Announcement speech is delivered when someone says officially, giving information about something, or when someone announces something.

TIPS!

Delivering an announcement speech

1. Have attention from the audience by delivering a clear and interesting introduction of the event.
2. Make sure you have details information of the event such as *what, who, when, and where*.
3. Inform what positive effects of participating in the event
4. Summarize the information by highlighting main points of the event

5. Farewell speech

A Farewell speech or farewell address is a speech given by an individual leaving a position or place (Dugdale, 2006). They are often used by public figures such as politicians or by persons relating to reasons for their leaving. Farewell speeches mark significant departures. They are much more than a casual “see you later” and a mumbled «*thanks for everything*”.

A planned goodbye speech crystallizes the moment of leaving, giving it focus, form, dignity and provides an opportunity to publicly acknowledge appreciation and gratitude graciously. They are most frequently expected when leaving a current job to take another and are given by the person leaving or to that person by a colleague, manager or boss. Other situations calling for farewell speeches are graduations (leaving a school, a class, etc), retirements or perhaps when a long-time member of your club or neighbourhood departs. A funeral speech or eulogy is yet another form of a goodbye or farewell speech.

TIPS!

a. Offering farewell speech
<ol style="list-style-type: none">1. Describe what achievements of the person leaving2. Recall pleasant memories and share to the audience3. Give your emotion of being left4. Wish the person all the best5. If it is necessary, give a person leaving a farewell gift
b. Delivering a farewell speech
<ol style="list-style-type: none">1. Describe your feeling what the people and environment surround you meant to you

2. Mention lesson learned you had with them
3. Share pleasant memories with the audience
4. Show your sadness feeling and hope for the future
5. Ask them to keep in touch with you

STUDENT PRACTICE 1

Analyze these examples of speech texts and then categorize them based on its purpose or occasion. Then state what mode suit the best to deliver certain speech.

1. I believe that everything happens in our life is a meaningful story that some of them need to be shared. That is why i am standing here today. I want to share my story concerning my experience in overcoming my problems. Actually, there is none in this world who does not encounter difficulties. It may concerning the matter of school, work, family, friends, whatever. However, the most important thing is how we should deal with those difficulties. As for myself, I always try to set myself calm every time I got hardship.

Type of speech : _____

Best way to deliver it : _____

2. Basically, there are two processing techniques in interpreting text for reading, top-down and bottom-up technique (Gurses & Adiguzel, 2013; Harmer, 2007). Top-down processing leads the readers to get a general view of the text. This technique will be grateful for those who have schemata related to the text they are going to interpret. On the other hand, bottom-up processing starts from individual words, phrases, or cohesive devices, and then achieves understanding by stringing those detailed elements to build up a whole.

Type of speech ; _____

Best way to deliver it : _____

3. Ladies and gentlemen. I can't believe I'm standing here. Being nominated for best student is a great honor for me. With so many candidates to choose from, I'm sure that the judges must have difficulties. Thus, winning this award is like a dream comes true, and I really thankful for that. Thank you for everyone who votes me. thank you very much.

Type of speech ; _____

Best way to deliver it : _____

STUDENT PRACTICE 2

Perform the speech in student practice 1 in front of the classroom. Don't forget to apply the tips given for particular type of speech.

SUMMARY OF CHAPTER III

Delivering speech is the most familiar, general form of public speaking that mostly performed by people. Moreover, speech is mostly performed in almost every occasion. Therefore, there are many types of speech to choose. What should be considered here is the purpose of the speech itself and the certain situation or occasion involved. Broadly speaking, speech can be divided based on its purpose of delivery, its modes of delivery, and its occasion. Based on the purpose of delivery, speech can be categorized into narrative speech, demonstrative speech, informative speech, and persuasive speech. Based on the modes of delivery, speech can be delivered through manuscript, memorization, impromptu, and extemporaneous. As for the speech for special occasion, it includes introductory speech, graduation speech, acceptance

or award-winning speech, announcement speech, and farewell speech. Moreover, several tips to ease the delivery of certain speech is also provided.

CHAPTER IV

PREPARING YOUR SPEECH

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Explain what should be prepared before delivering speech
2. Make a draft of setting analysis for preparing speech

MATERIAL OVERVIEW

4.1 Considering Your Audience

The most important aspect of public speaking is the audience. We have to keep in mind that we are speaking to other people, not merely for ourselves. We should consider it during the delivery time and even during the preparation time of the speech (Gareis, 2006).

Whether the goal is to entertain, to inform, or to persuade, we should try to reach our listeners and tailor the speech to them. To do this effectively, keep the audience in a dialogue in which the audience members interact mentally with your ideas (Gareis, 2006).

For this purpose, you need to choose a topic, examples, and language that appropriate to your listeners.

TIPS!

Recognizing audiences

1. Provide detail information of your audience including educational background, gender, social environment, and issues related to their life condition.
2. Have a detail evidence of their custom such as language used, social characteristics, and tradition.
3. Provide information of their perspectives and beliefs including politics and social culture.
4. Know their willing why they attend and listen to your speech.
5. Manage between the time of your speech and the condition of the audience
6. Identify the condition between environment and its effect on the audience

The information can be determined by the occasion or event in which you deliver your speech at. Based on the event or the occasion, you may predict people who probably come. However, if you do not know who will be in your audience, the answers to these questions will have to be educated guesses. If your audience is predetermined, however, you may want to gather information through surveys or other research and tailor your speech to the exact needs and interests of your listeners. Your efforts will be rewarded by the feedback you receive for a speech or presentation that is interesting and sensitive to your audience (Gareis, 2006).

You must always keep your audiences in mind after you know them are. It means that you need to consider well the audiences so that you can keep your line in the right pathway with the audiences. While the audience will not remember what you said by the time of your speech is done, it would be a horrible waste of time and effort if only you yourself attached to your speech (Gareis, 2006).

As a speaker, you must make sure that your speech is interesting, helpful, relevant, and memorable to your audiences. As in the beginning, Wikihow (2006) suggests trying these things to keep connected with your audiences, the suggestions are:

1. Read the newspaper.

It means you must find a way to link what you have to say and what is happening in the news will ease you to highlight the relevance of your speech to your audiences.

2. Translate the numbers you use in your speech.

In this part you can use statistics in speech can be very meaningful yet terrible unless you translate in a way the audiences can understand.

3. Express the benefits of listening to your speech.

By expressing the benefits of listening to your speech, the audiences will exactly know what they will get from your speech. Then tell the audiences clearly, so that they will take the information to the fullest.

4.2 Choosing a topic

Lucas (2009) states that choosing a topic is the first step in speechmaking. Usually the speech topic is determined by the occasion, the audiences, and the speaker's qualifications (Lucas, 2009). Thus, he explains that there are two broad categories

of potential topics for your classroom speeches; 1). Topics of material you know well 2). Topics of material you want to learn. The two explanations as follows:

Besides the above suggestions, Lucas (2009) still has tips to know more about your topics, they are:

a. Brainstorming for topics

He explains brainstorming is a method of generating ideas of certain topics by collecting some associated words. These are ways to make brainstorming for topics:

1) Personal inventory

You are suggested to make a quick inventory of your experiences, interests, hobbies, skills, beliefs, and so forth. Then please you write down anything comes to mind, it is no matter how stupid or irrelevant it may seem.

2) Clustering

In this technique you are asked to take a sheet of paper and divide it into nine columns, they are; people, places, things, events, processes, concepts, natural phenomena, problems, plans, and politics. By clustering, he hopes most people are able to come up with a topic rather quickly.

3) Internet search

If you are still unsuccessful on personal inventory and clustering, internet search is the other ways to choose. In this technique, you are suggested to go to the reference room of the library and browse through an encyclopaedia, a periodical database, or some other reference work until you discover what a good speech topic you need.

Here are some things you can do to help you deciding the worth topic of your speech.

TIPS!

Techniques to choose topic for speech

1. Identify the purposes of the event you are going to attend
2. Recognize current issues in accordance with the social condition
3. Provide information from the TV shows or newspapers
4. Browse information from the internet
5. Based on the purposes of event you have identified, think about things, people, knowledge, processes, or hot issues related to those identified purposes
6. List your idea into a speech outline

4.3 Determining Your Purpose

According to Lucas (2004), to deliver a speech means to set a goal. Write a one-sentence statement about what you want to complete on behalf of your audience. For example, when delivering speech about unhealthy fast food, you may set that “I want to convince my audience to give up fast food for a month.” It may sound simplistic, but writing down this kind of goal statement does two things for you; first, it helps keep you on track as you begin putting your speech together, and second, it helps remind you to keep your focus on your audience as you move through your speech preparation process.

TIPS!

Setting the goals of public speaking

1. Define your purposes in delivering the speech. Think accurately of your audience and the event.
2. Recognize your audience interests and build a good communication with them by having an appropriate eye contact and body languages.
3. Have attention from the audience. Be credible to deliver an informative and interesting speech for your audience.
4. Do not let your audience leaving the room with nothing in their minds. Have them something special or lesson learned to think. Therefore, you have to be different and creative speaker to make your audience remind a message from your speech

Determining the purpose and the central idea of your speech are important to focus your goal before starting to study your topic. The common goal of a speech usually is to entertain, to inform, or to persuade while the specific purpose of speech is to describe exactly the speaker's intention. The central idea is the core of your message.

4.4 Preparing Your Topic

After selecting the topic, you should study the literatures of the topic. There are many sources that you can use to enhance your material. Following are the examples suggested by Gareis (2006).

• Books	• Audio Recording
• Lectures	• Videos and Films
• Electronic Database	• Internet
• Interviews	• Surveys
• Encyclopaedias	• Almanacs
• Atlases	• Magazines
• Newspapers	• Professional Journal

To make sure the validity of your material, look for trusted sources that will be believed by your audience. Actually, many ways are available so that you can save the information you find. You can copy exact quotes, paraphrase passages, or summarize the contents. Select whichever method suits you best. No matter what you do, make sure you note exact references for your material to avoid plagiarism (Gareis, 2006).

TIPS!

Studying speech material:

1. Master the material you are going to deliver. Study details of material by dividing it into some points and sub-points. Enrich your information from newspaper, TV, journal papers, and internet. You can also ask to the experts who know well your material.
2. Focus on your topic only. Manage your time for your speech to deliver important points.
3. Acknowledging the sources you take to provide your information is important to avoid plagiarism. Read carefully to papers or any sources then paraphrase the information.

4.5 Selecting supporting material

Searching and studying the literatures of your speech topic gives you information about your topic and it can lead you to support suitable materials. These materials are important for effective speech-making because they stimulate interest, provide substance, and emphasize important ideas (Gareis, 2006). Here Gareis (2006) gives table about the list of typical kinds of supporting material.

The use of supporting materials will give your listeners a reason to accept your conclusions and make your speech colourful. One or more supporting materials should accompany every major point in your speech. However, some consideration should be counted not to do in using supporting materials.

Table 4.2 List of do and don'ts to support material

DOS	DON'TS
<ul style="list-style-type: none">• Research appropriately• Use evidences from credible sources• Display statistics in a readable chart or table• Add jokes which are pleasant and appropriate with the audiences	<ul style="list-style-type: none">• Do not jump the material as your wish• Don't make your audiences think too hard of your complicated data or statistics• Do not use jokes to those audiences who easily get hurt

4.6 Organizing Your Speech

After preparing your topic and find the materials, then you should organize your ideas for your speech text. The text consists of introduction, body, and conclusion (Gareis, 2006; Lucas, 2009). Arranging introduction of a speech is tiring enough since

it should represent the whole of your speech. The introduction should function as an attention-getter, be interesting, and motivate the audience to listen, set up your credibility, and give a preview of your main points. In your introduction, you need to set it to a meaningful beginning. You have to get your audiences' attention, establish your credibility, preview your speech, motivate your audiences to listen, and clearly indicate that your speech is about to go. Besides, an outstanding introduction will give good impressions to your audiences. Gaining audiences' attention becomes the first thing to do in delivering speech because generally they need to adjust your points not only from the body (middle parts) of your speech, but from the start. That is why you have to capture their attention right from the beginning.

TIPS!

Have the attention from your audience

The following tips are methods how to open your speech

1. Raising an issue

Raise a current issue based on audience's need and interests. By asking a controversial question related to their condition, you will have their attention to make they listen to your speech.

2. Stating quotation

Audiences commonly interest to quotations from famous and credible people. Those quotations have a deep meaning that can lead the audience to have information from your speech.

3. Proposing evidences

Showing evidences that is in line with the topic you propose such as statistics or data from accurate sources will be a powerful weapon to succeed your speech.

4. Telling jokes

Telling jokes is one of method to suggest the topic of your speech. It can also be a warm introduction to communicate to your audience. Make sure your jokes are appropriate and not hurting the audiences or parties involved

5. Involving audience

Create a game or an activity that involves audience. By involving them to your introduction, they will feel a part of your speech.

6. Telling experiences

Share a meaningful experience or your life stories that relate to the topic you are going to deliver. A lesson learned from your experience will build a relation between you as a speaker and audiences.

Perform your credibility

Motivate your audiences by answering their “questions”: why should they listen to your speech? How important do they listen to you? What significant information do they obtain from your speech?

Deliver your speech in details based on evidences and credible sources. Know it specifically. Besides, you have to deliver it with a good body language and interaction. You can also list experiences that can support your credibility delivering the speech. However, be honest and be humble while you are speaking to them. Therefore, you will be a trusted and professional public speaker.

Preview your main points

Provide your listeners by introduce main points before you are going to jump to your body speech. This will guide their thought to understand your material.

After focusing on what you can give to attract your audience in the very beginning of your speech, the next thing you have to do is stating your introduction. It will make your audiences know your credibility. Credibility is your **guarantee** to make your audiences keep listening to your speech. Speakers' credibility comes from their competences and characters. In other words, you need to build your character in order to show your credibility (Gareis, 2006).

TIPS!

Building positive characters in delivering speech

1. Starting your speech by showing a good appearance. One of them is smiling. Smiling is the best character in delivering speeches because it influences positive mood of both speaker and audiences.
2. Show your interest to invite audience excited to your speech. Enthusiasm will influence an impression from the audience.
3. Highlight the equivalence of material with the need and the interest of your audiences. However, audience will likely listen more to equivalence of material to their need instead of listening a controversy.

4. Make them a part of your speech by complimenting them during your speech.
5. Be honest to your audience so that you will be considered as a professional and credible speaker.

The goal of introduction is to let the audiences know about the main part of your speech. It can be done by saying obvious transitional statement such as: “I will deliver my speech about ...” Overall, your introduction approximately is around 10-15% of the total speech length (Gareis, 2006).

4.7 The Body of Speech Text

The body is the main part of your speech. It consists of the points or the information you have listed. The next step is to arrange your main points within the body. For this purpose, you need to consider the general content of your main points. Choose an organizational pattern that makes sense based on your speech goal.

4.8 The Conclusion of the Speech Text

While the introduction leads into the body, the conclusion provides closure. Introductions and conclusions should be about equal in length and significantly shorter than the body. For example, in a five-minute speech, the introduction and conclusion should be about half a minute each.

TIPS!

Delivering an accurate conclusion

1. Give a pause to notice your audience that you will conclude your speech. Give a specific of conclusion phrase to highlight your conclusion so that your audience will know you have delivered all material.
2. While concluding your material, review your main points by summarizing major ideas. This method will help audience to remember what the speaker has explained.
3. Re-explain your introduction or your data to your audience and relate to whole material of your speech.
4. End your speech by delivering a great and impressed closing. You can use a lesson learned, jokes, quotation, or questions. Therefore, audiences will not leave with nothing in their mind.

STUDENT PRACTICE 1

Make a short review about the steps should be considered in preparing a speech. Try to elaborate each step. After that, share your work with your friends.

STUDENT PRACTICE 2

Choose a type of speech you like the most. Based on certain purpose and modes of delivery you choose, analyze and elaborate every step you have to do in making speech preparation as explained in the material. Give example for each step if necessary. After that, present your elaboration or your

analysis in from of the classroom.

SUMMARY OF CHAPTER IV

Delivering speech is quite difficult, particularly for those who deliver it for the first time. Therefore, making a good preparation before delivering a speech is a must. Actually, there are some steps or things to be considered in preparing speech. Started from considering the audiences, choosing and preparing a topic to talk about, determining the purpose of speech, elaborating the supporting material, and arrange the speech sequentially for the body and the conclusion. To ease you preparing your speech, some tips have been provided in every step.

CHAPTER V

DESIGNING YOUR SPEECH

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Identify the part of the organization of a speech text
2. Identify the common expressions used in the organization of speech text
3. Make a spider-gram to develop ideas of certain topics of speech
4. Design a draft of speech text based on the correct template
5. Create a full text of speech based on the draft

MATERIAL OVERVIEW

This part presents you how to design the speech, the words or phrasea usually used in the speech and the example of each part of the organization of the speech

5.1 Arranging Your Own Speech Design

After knowing the organization of your speech, then you

can start to design it as the required order.

In general, to design a speech, you can use the following guide lines:

1. Introduction

Introduction is the phase where the speaker introduce the point of the speech. In this part, you can develop your text for around 1 – 2 minutes. This is the time for you to get audiences' attention. Tell about the purpose and the brief points of your speech in this phase so your audience know what kinds of message will be gotten. For some speakers who deliver a welcoming speech for audience, use this phase to welcome the audience and tell brief words of your organization to overview this audiences with the situation.

2. Body

Body is the phase where the speaker develop the points. 3 – 6 minutes are appropriate time to give a talk about your speech main points. Divide the body of speech into several points is good way to help you easy in speaking. Body is the main point in which the messages will be delivered.

3. Conclusion

Conclusion is the phase where the speaker will end the speech. In this phase you can speak around 30 second - 1 minutes. Conclude your speech by reviewing your points and emphasize the important messages. Giving a proverb that relates with your speaking theme is also a good way to make your closing is impressed.

The Words or the Phrase Usually Used in the Speech

Phrase Used between Opening and Body:

- I have divided my speech into five sections.....

- I have put the subject into four sections.....
- I have divided my talk into five sections.....
- I'd like firstly to talk about.....
- The first point I'm going to make concerns.....
- My second part will concern.....
- The second point I'd like to make is.....
- In the third part, I deal with the question of.....
- My fourth part of my talk will concern.....
- The fourth part of my talk will concern.....
- My fourth point deals with.....
- Finally, I'd like to talk a little about.....
- And finally, allow me to raise briefly the issues of.....
- Finally, I shall address the problem of.....
- Let me start by asking you the following questions...
- Let me start by posing the question.....
- I'd like to begin by suggesting that.....
- I'd like to start by drawing your attention to.....
- Let me begin by nothing that.....
- Let me begin by telling you an anecdote...

Phrases used to move from one part to another part

- Let me now turn to.....
- I'd like now to turn the question of.....
- Let me turn now to the issue of.....
- Moving on now to the question of.....
- If we now look at.....
- Let's look now at the question of.....

- Having looked at this subject, let's now turn to.....
- Can we now turn to.....
- Now let's see another part of our talk.....
- I would now focus on.....

Word or Phrased used to give a signal to develop the topic

- I'd like to look at this in a bit more detail.
- Let me speak about this more detail.
- Can I develop this point a bit further?
- Let me elaborate on this point.
- Let's look at this problem in a bit more detail
- I'll discuss it later.
- I'll be returning to this point later.
- I'll be coming back to this point later.
- As I'll show later,
- Later I'll come on to.....
- Later I'll be coming on to.....
- In the following part, we'll come on to it.
- As I mentioned earlier,
- As I said earlier,
- As I discussed analytically earlier,
- As we saw earlier,
- As you will remember,
- Can I now go back to the question I posed at the beginning?
- If we come back now to the issue saying that.....
- I'd like now to return to the question.....
- The interesting thing about.....is.....

- The significant thing about.....is.....
- The most important thing about.....is.....
- The thing to remember is.....
- What you have to remember is.....
- What we have to realize is.....
- What I find most interesting about.....is.....
- Right,
- Okay,
- Good,
- Now,
- Now then,
- Well now,
- Well,
- Right then,

Connector

Connectors is used to bond ideas between paragraphs. This connector is used to make the sentences coherence. The following table contains sample connectors that can be used for developing a speech text.

Table 5.1 Transitions Sample Connectors

Transition	Sample connectors
Addition	Again, and, also, as well as, at the same time, besides, furthermore, in addition, moreover, not only ... but also
Cause/ Effect	Accordingly, as a result, because, consequently, due to, for this reason, in that, on account of, owing to, so, therefore, thus

Comparison	Another type of, compared with, in comparison, just as, like, likewise, similarly
Condition	As far as, even if, if, in case, lest, or else, otherwise, provided that, supposing that, unless
Contrast	Although, but, despite, even though, however, in contrast, in spite of, instead, nevertheless, no matter how, nonetheless, on the contrary, on the other hand, still, unfortunately, whereas, yet
Ending	Finally, in conclusion, in short, to conclude, to summarize
Explanation	For example, for instance, in fact, in other words, of course, to clarify, to illustrate, to simplify, such as
Importance	Above all, indeed, keep this in mind, most importantly, remember, take note
Interruption	Anyway, at any rate, by the way, in any case, in any event, incidentally, in general, of course
Order	First/second/third/last, eventually, finally, in the first place, initially, next, to begin with
Space	Above, alongside, behind, below, in back of, in front of, in the distance, eastward, nearby, next to, to the north, to the left
Time	After, as soon as, at present, at the present time, at this point, before, during, earlier, five years ago, in the future, in the past, just last month, meanwhile, now that, later, once, previously, since, sooner or later, until.

When you have collected all the support materials and finished your outline, you are ready to think about the actual wording of your speech. In this case, what you are planning to say and how you are planning to say it, the issues of language use and ethics need to be considered.

5.2 The Speech Text Template

The format of the speech text is divided into five phases, they are addressing, opening, body, closing and thanking. Below is the the template to make you easier in designing your speech text. The following table is the format of the speech text and the example.

Table 5.2 Speech Text Format

Example	Text Organization
Addressing	
<ul style="list-style-type: none"> • His most Gracious Majesty, King Salman, The King Saudi Arabia • Her most Gracious Majesty, Queen Mary I, The queen of the Great Britain. • His Royal Highness, the Duke of York. • Her Royal Highness, the Duchess of York. • His Royal Highness, the Prince of Wales. • The honourable Jokowi, the President of The Republic of Indonesia. 	<p>Use this phase in the first of your speech to addreses the important people who come to your speech and to people who be your audiences</p>

<ul style="list-style-type: none"> • His excellency Rector Muhammadiyah University of Ponorogo • Honourable Dean of Education Faculty • Esteemed keynote speakers and all other speakers • Ladies and gentlemen, • Dear Friends, • Dear Brothers and Sisters, • Distinguished Guests, • Honoured Guests 	
Greeting	
<ul style="list-style-type: none"> • Good morning, • Good afternoon, • Good evening • A s s a l a m u ‘ a l a i k u m Warahmatullahi wabarakatuh • May peace and God’s mercy and blessing be upon you all • Thank to Allah, The almighty God, for all his blessing • Let us express our gratitude to God the almighty for all his mercy and blessing 	<p>Use this phase to greet your audiences based on the time of your speech and to say thank you to God</p>

Opening	
<ul style="list-style-type: none"> • On behalf of English University Competition 2017 Muhammadiyah University of Ponorogo committee, I would like to give a great pleasure to welcome you all. In particular, I would like to express my gratitude and a warm welcoming to the Jury and participants both from Indonesia and overseas in this great competition. <p>Please allow me to say a few words about this University and perhaps it Competition that this is the first competition becomes annual University Competition of English organized by English Language Center, Muhammadiyah University of Ponorogo.</p> <p>Distinguest guests and participants.</p>	<p>Use this phase and tell the theme of your speech. Points of the theme are also told in this phase. This opening give the speaker time to:</p> <ol style="list-style-type: none"> 1.Reach and defend the audience attention 2. Create the audiences to prepare theirself 3. Get involve the audiences to your speech

This event will not have been what it is without the support from various parties that I cannot mention one by one. The highest thanks to Rector Muhammadiyah University of Ponorogo and the vice rector¹ who support much this program so it can be run well. First, I'd like to extend my sincere gratitude to the organizing committee who has given me this opportunity to deliver a welcoming speech on this event.

- It is a great pleasure for me to be given the opportunity to deliver a speech on the subject of “Independent Day in the Context of The Freedom on the Belief” on this valuable event of the Independent Day of Indonesia.
- May I tell you, first of all, how pleased I am to have an opportunity to stick here and deliver a speech before you. My speech title is “Indonesia Today”.

- | | |
|---|--|
| <ul style="list-style-type: none">• It is countless pleasure for me to be given the chance to deliver anhonour speech on this outstanding occasion of the opening ceremony of the Sport Center of Muhammadiyah University of Ponorogo which is dedicated to the students.• I am greatly pleased and thankful for the opportunity given to me in addressing a speech on “University Curriculum.”• Allow me to launch this occasion by saying that it is a great honour for me to have an opportunity to deliver a speech before the intellectual community of audience. In addition, I would like to thank the organizing committee for such moment. The title of my speech is “How to have a good impact for our research.” | |
|---|--|

- It is both a privilege and pleasure for us all to be able to attend this conference with so many distinguished associates from the Indonesian and overseas side attending to exchange our thoughts. Moreover, first, I should like to express on behalf of my colleagues my heartfelt felicitations and gratitude to the Language Centre team for successfully organizing this valuable forum. In this occasion, allow me to speak about “How language is a tool to unite us”.
- I would like, first, to say thank you very much to the organizing committee for this precious opportunity to deliver a speech. In this occasion, I would like to speak about “How Constructing and Analysing Model Will Help Students to Understand Grammar More and Apply grammar on other Skills“. It is a great pleasure for me to have this opportunity to give a speech on Innovative on Education in this society.

<ul style="list-style-type: none"> • May, first of all, I extend my greetings and warm welcome to all participants of this International Seminar. I do hope that your stay in Ponorogo will not only be an enjoyable experience but also provide to all of you a better opportunity to grasp essential problems as well as upgraded insights regarding our share and mutual interest for further development of English Language Study Program Association. Ladies and gentlemen, 	
<p>In this occasion, I would like to speak about “Humanity And Soft Skills.”</p> <ul style="list-style-type: none"> • It is a great honour and a privilege for me to be granted this opportunity to speak before this distinguished audience of many colleagues in <i>Technology and Science</i>. My topic today is entitled “Indonesia in Science World 	

Body	
<p>Distinguished guests, Ladies and Gentlemen,</p> <p>I would like to report you that there are two kinds of competition; Debate and English Academic Proficiency that has appealed 150 participants for universities within Indonesia. More importantly, the seminar of debate and English Academic Proficiency will be conducted for today guided by professional teacher. The purpose of this competition is to enable students in academic and competition forum so that they can meet and compete in positive ways. Therefore, they can upgrade their language ability and show their language in noble occasion. Then, brilliant experience will be gotten.</p>	<p>Use this phase to speak your messages and develop your points</p>
<p>Ladies and Gentlemen,</p> <p>I also like to express my thank you to the sponsor of this competition, Nata Karya Publisher, The library of Muhammadiyah University of Ponorogo and Danita Butik. My big thank to all my crew for their great job to make this event happen.</p>	

Closing	
<ul style="list-style-type: none"> • In concluding, I would like to express • I would like to conclude my speech by • Finally, I would like to • Lastly, I wish to say a word about • As a final remark, I just would like to say • In parting, let me express • The main points that have been made are • Let me try now to pull the main threads of this argument together. • In conclusion, I should just like to say • Summing up then • But way of summary, the main points in the study (the speech) seem to me to be • To sum up then <i>Closing in text:</i> • I have endeavoured today define some of the more stimulating features of Getting Scholarship. I thank you all for your kind attention and I am looking forward to another occasion of seeing you again. Last, I said thank you. 	<p>Close your speech in this phase by giving brief review of your speech points and conclusion. Suggestion can be added in this phase.</p>

- In conclusion, I sincerely hope that such meeting be continual, because it is of such basis that a network of mutual understanding will be firmly built. Thank you very much.
- In conclusion, I would like to express my heartfelt congratulations to Muhammadiyah University of Ponorogo on the commemoration for its 37 anniversary. It has indeed been a great honour and privilege for me to address the lecturer and the Staff of the university on this memorable occasion. I would like to conclude my remarks by wishing all the best for the further development of Muhammadiyah University of Ponorogo. Thank you.
- In parting, let me express my deep sense of gratefulness for the confidence kindly put in me by His Excellency Rector and all vice rectors of Muhammadiyah University of Ponorogo and let us pray that the university accreditation achieve the highest mark and all academic staffs and students will be proud of it. Shall we pray! Thank you.

- Today I have explained five steps of teaching grammar using CAM and the advantages of using this model in our class. I would like to thank you all for your alertness. I would be very satisfied if you have gained some new understandings today and realize that keep on so many things to understand concerning on the position of grammar on language teaching. I would like to conclude today by wishing all the best to the English Study Program Board of Indonesia's Association. Thank you very much.
- Ladies and gentlemen, today I have talked you not with answers but with questions, with challenge and with concern. In this workshop, we are giving our ideas, our views and aspirations. We expect that you, in turn, will express yours. Let us compare, let us converse, let us joint in speaking the best possible foundation for our future conservation-operation. Thank you.

- Ladies and gentlemen, I passionately hope to have posed some problems and issues which can thrill and stimulate our thinking and discussions in a fruitful way. I thank you for your interest. Thank you very much!
- Ladies and gentlemen, Finally, I would like to convey my highest appreciation and heartfelt thanks to the distinguished delegates, participants and speakers of the conference. I declare this conference officially open. Thank you.
- In parting, allow me to all you, as a friend once said that God knows but waits. God does not sleep. God knows everything we do not know. So, keep God in your mind, always take time to communicate with God, and do not let any single minute pass by without filling your mind with God. God be with you always. Thank you very much.

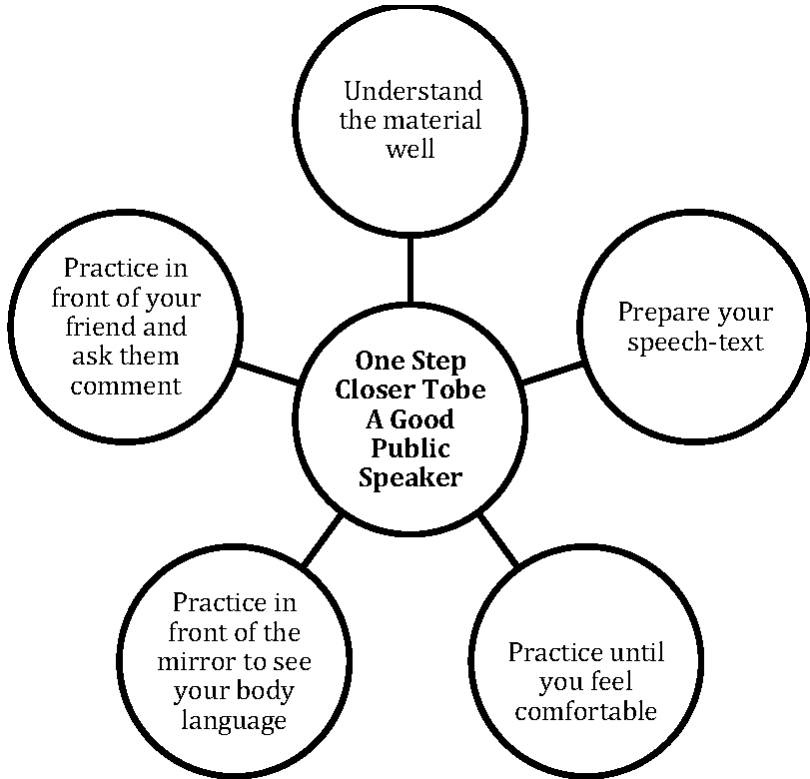
Thanking	
<ul style="list-style-type: none"> • Thank you. • Thank you very much. • Thank you indeed. • Thank you very, very much. • Thank you a lot your attention. 	<p>This phase is used to say thank you for all audiences. Provers can be added to impress your last speech</p>

5.3 Designing and developing ideas

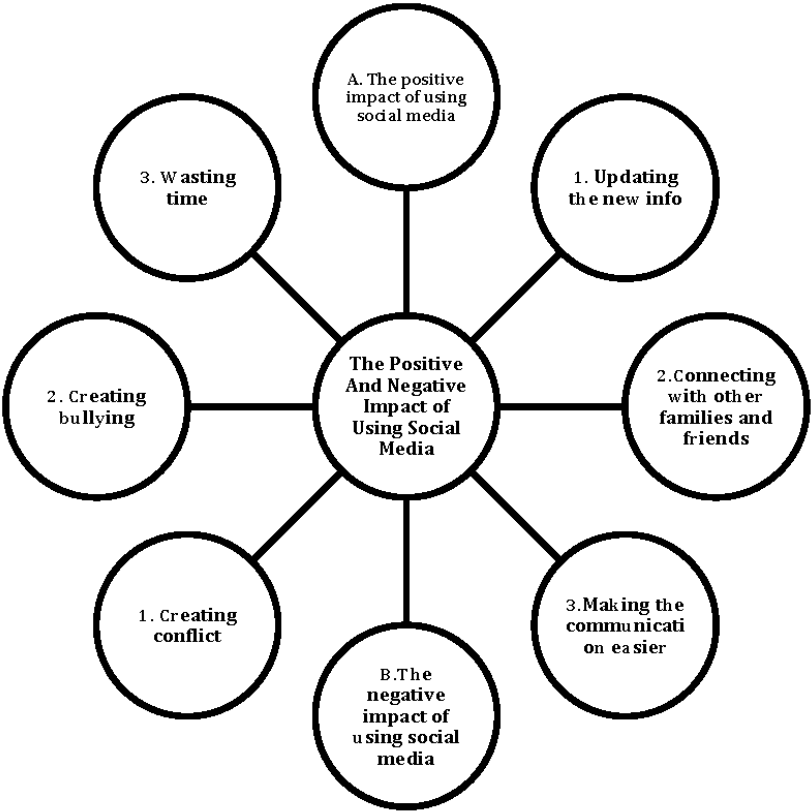
To produce a good speech, we need to write a good text. Designing and developing text is not easy job. There many ways to design a speech-text, one of them is a spider-gram. A spider-gram is a kind of mind mapping; kind of simple plan with lines and circles for organising ideas so that it is easier to use or remember. The following are the examples of spider-gram to develop a speech-text. The first is about one step closer to be a good public speaker. The second is about the advantages and disadvantages of using social-media. The third is about Innovations in English Language Teaching.

The Example of Designing the speech using of spider-gram

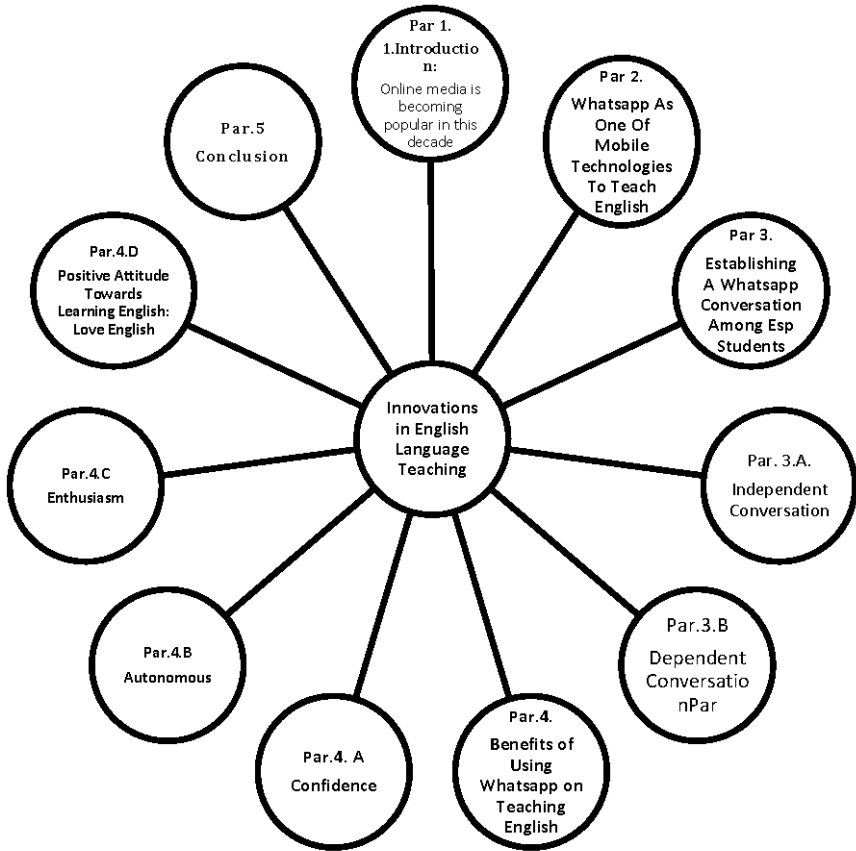
Topic 1: One Step Closer To be A Good Public Speaker



Topic 2: The Positive And Negative Impact of Using Social Media



Topic 3: Innovations in English Language Teaching



Designing the text in line form:

Paragraph 1	Introduction. Online media is becoming popular in this decade
Paragraph 2	Whatsapp As One Of Mobile Technologies To Teach English
Paragraph 3	Establishing A Whatsapp Conversation Among ESP Students
Paragraph 3A	Independent Conversation
Paragraph 3	Dependent Conversation
Paragraph 4	Benefits of Using Whatsapp on Teaching English
Paragraph 4A	Confidence
Paragraph 4B	Autonomous
Paragraph 4C	Enthusiasm
Paragraph 4D	Positive Attitude Towards Learning English: Love English
Paragraph 5	Conclusion

Developing the text into complete text (Topic 3)

Innovations in English Language Teaching

Online media is becoming popular in this decade, and people consider this as a major device to communicate. This media is broadly used to share and take information from and among people across different regions in the world. They are keen on using this to help them interact each other more easily with cheaper cost compared with the other type of devices. Indeed, both teenagers and elder people use online media on daily basis for communication or even for business. As Zaideh

(2012) points out, “social networking has become very popular during the past few years, and it plays a significant role in people’s lifestyles nowadays”. In fact, it is beneficial and used in various sectors such as politic, economic and education field.

Particularly, in the aspect of education, teachers can use it as the instructional media to facilitate students in learning English. There are some basic considerations why the online media is used in the process of learning. Firstly, it is believed that this tool can serve as an alternative device to provide motivation and new learning experiences for learners. Generally, teachers need considerable efforts and ways to involve learners in classroom communication and encourage them to practice speaking or writing in the target language. For instance, based on the writer’s experiences in teaching English for specific purpose (ESP) at Information Technology department, for instance, most learners are neither interested in learning English nor having self-confidence to practice using English in the classroom. In this void, it is essential to make a use of online media to offer new learning experiences, provide interest, and assist students to practice their language optimally. It is likely true that the use of such media can engage learners in learning English and improve their skills.

Furthermore, it is also important to note that students are probably familiar with such technologies. Most of them use gadgets, and they are active in online social media, such as Facebook, Twitter, WhatsApp, Blackberry, Line, WeChat and other related online devices. Although most of them might have negative attitudes towards learning and think that English is not the core competence they should learn in the college (i.e., to learn computer network), the use of such devices will help them reduce their anxiety and encourage them to take a part in learning English.

Among various online media, WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers. It is a proprietary, cross-platform instant messaging subscription service for smart phones and selected feature phones that use the internet for communication. The popularity of this application is as noted by Trevor (2013) who claims that WhatsApp, cross-platform messaging application, continues to grow in popularity with more 250-million users. Additionally, Rolve (2013) adds that most users choose and use this application because it allows them to send message one another with a low cost. Users are not only able to send text messages, but they can also post images, video, and audio media messages as well as their location using integrated mapping features. Those features, therefore, offer a great opportunity for people, including students, to express their feelings, thoughts, ideas, or events with others more easily and efficiently.

With its easiness and sophisticated features, this application can help students interact with others at any situation with or without the teachers' guide, and it can encourage learners to participate in group discussion to improve their skills. While the advantages of WhatsApp are true, this sophisticated media must be applied in positive and careful ways to assure the result of learning. Therefore, it is necessary to pay attention on how to make a use of WhatsApp in teaching English, especially to explore learners' ability in writing. In accordance with that, this article discusses the application of WhatsApp as one of mobile technologies to teach English, benefits, and the way how to establish a WhatsApp conversation among students to enhance students' writing skills

Whatsapp As One of Mobile Technologies To Teach English

Nowadays interaction with mobile technologies is part of

the daily routine for millions of people in all ages. In a survey of Advanced Placement (AP) and National Writing Project Teachers (NWP), it is revealed that digital tools benefit students from learning writing as they encourage the majority of them to express personal thought or ideas in written works and they have a wide audience to share and receive feedback (Purcell, Bucham & Friedrich, 2013). On the other hand, teachers may also get advantages from the tools as they make teaching writing easier and more effective, whereas they should be aware of implementing such tools and anticipate the drawback that might happen. Digital tools, as so this argument goes, may also create problems if teachers do not manage them properly and facilitate students improperly. For instance, students are possibly to encounter problems with an ambiguous line between formal and informal writing or poor understanding of issues such as plagiarism and fair use.

In particular, the AP and NWP teachers pinpoint that digital technologies benefit student in several ways (Purcell, Bucham & Friedrich, 2013). Most students who had been surveyed contended that digital technologies “allowed them to share their work with a wider and more varied audience (including 52% who strongly agree).” Furthermore, there were three fourth of respondents who stated that the technologies encouraged greater collaboration among them and just over one third of them conveyed that such technologies reinforced idea creativities and personal expressions.

This result is also in line with a survey that I have conducted to investigate the application of WhatsApp on students’ communication at engineering department in one of private universities in East Java. The results showed that WhatsApp was the most familiar tool as all of subjects had used the application for communication. Among the subjects, 82% of them were

involved actively to communicate with WhatsApp group to practice their English, and the same number of subjects agreed that it increased their confidence and bravery to communicate using the target language. While most students (74%) liked to share new information on WhatsApp, the rest confirmed that they were rarely to comment on the group's conversation but they were interested in reading and following their chats. A closer analysis revealed that the application makes students be brave and confident to communicate with lecturers and among themselves. Furthermore, this tool can reduce their barriers in learning i.e., anxiety and reluctant, make a good relationship and communication between learners and lecturers, show their personal expression, and share their experiences by writing.

Moreover, WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Siemens (2006), "when students use digital tools to connect, they are able to reflect on dialogue about, and internalize content in order to learn." Through a series of conversation in a group chat, students might always constantly notice the messages sent by others, attempt to comprehend the information, and subsequently join in written chats. This subconscious process gives a wide chance for them to learn and practice using the target language naturally.

Establishing A Whatsapp Conversation Among ESP Students

Since some studies and the results of this survey reveal that WhatsApp is effective to teach English, teachers are expected to incorporate this tool to explore students' English abilities. While the importance of this application is obvious, teachers should be aware of how to apply in learning. In order that its application is successful, there are some points that should be paid attention. In teaching English using WhatsApp, generally students can be

engaged into two forms of interaction, such as independent and dependent conversation.

a. Independent Conversation

Independent conversation is establishing a WhatsApp conversation that allows students to communicate among themselves to discuss any ideas they want to talk and without teacher's involvement on the students' online dialogues. In this model, learners build conversations on free topics to maintain their interpersonal communication. The role of teachers is to facilitate a group of WhatsApp, motivate students to write and express their personal feelings, and monitor the members of the group to observe whether they are active or not. Teachers are not directly involved in the conversation in order to make them feel free and sundered informal situation.

b. Dependent Conversation

Dependent conversation is the conversation that occurs under the teacher's guidance. The teacher actively participated in an online dialogue. The teacher guides the online dialogues and takes part in the conversation. The situation of the conversation is formal because it is guided by the teacher. In this respect, the roles of the teacher are to motivate students to be confident to write, facilitates a group of WhatsApp, make the schedule of conversation to make the students stay in on line group, give materials through WhatsApp, ask students to discuss the materials, give set of question to students and ask them to answer the questions and give feedback towards students' answers both teacher's feedback or peer comment.

Benefits of Using Whatsapp on Teaching English

Some studies related to the use of digital media, including WhatsApp, in learning writing have been undertaken. Kajder and Bull (2004) researched an undergraduate class to examine whether students taught by using electronic journaling had better writing skills than those taught with a paper and pencil journal. This study found that students wrote more when they were using a computer for their electronic journaling instead of a paper and pencil journal. The sample group used the WhatsApp electronic journaling to write responses in this study showed a significant improvement in their writing skills.

Alsaleem (2013) conducted an experimental research to determine whether WhatsApp electronic journaling as a new application in smart phones has any significant effect on students' writing vocabulary word choice and voice of undergraduate. The results indicated a significant difference between the overall writing scores of the pretest and posttest of the students that were kept in journal. In addition, examination of individual item scores revealed that there were statistically significant improvements in vocabulary word choice and voice as two critically important writing factors. The study can raise a positive social change by helping teachers understand the prospective benefits of WhatsApp electronic dialogue journaling to improve the vocabulary word choice and voice writing skills of their students.

Furthermore, reflecting upon my six month experiences establishing WhatsApp in an EAP class, it can be noted that there have been various positive effects on the students' progress in learning. In particular, students show their confidence, independency, enthusiasm, and positive attitude towards learning English.

1. Confidence

Teachers may expect students to participate actively in learning by using their target language. While a few students are aware to involve in classroom communication, most of them are considered passive in joining the class and pretend to keep silent. Less-confidence students tend to be passive in the class, do not respond teacher's questions or rarely ask questions to teachers although they do not understand the materials, and give less contribution to the class discussion. Teachers may blame that these happen because students have lack of confidence, and consequently they are reluctant and afraid of speaking. However, they should be aware that it is also one of their jobs and challenges on how to help passive students to become active. Research about the students' barrier factors to communicate in a speaking class was conducted by Mufanti (2015) showed that students were worry, scare, shyness, anxiety, and uncomfortableness to communicate in English and it is suggested to support as what they need and eliminate their barriers to be brave to start to be communicative in speaking class. They need to find ways how to build and maintain their confidence in the classroom communication. A good news comes when I establish group communication among them through WhatsApp. Less-active students attempt to be active in joining the conversation. Previously, they only read and/or try to write a comment in words or phrases. However, a couple of weeks later, they showed great improvement as they were able to write sentences. Students contend that they are not afraid and embarrassed anymore to make any mistakes in grammar or vocabulary as they have friends and the teacher to help them write. They confirm that they are happy and comfortable using WhatsApp to write in English

and admit that they have been confidence enough to learn.

2. Autonomous

WhatsApp enables students to become autonomous learners because they can learn independently. They can practice to use their language to share any ideas on their own without being limited by the time and classroom, either in independent or dependent types of conversation. However, teachers must observe, facilitate and guide students in the conversation. They have to monitors students' activeness and their progress in writing, assist the group of WhatsApp and guide them to write well by giving feedback. The role of teachers as facilitators is important to guarantee that students have adequate language exposures and instructional guidance. More importantly, teachers are required to play their important roles in helping students develop autonomy (Benson, 2007; Nakata, 2011; Sinclair, McGrath & Lamb, 2000). It is also believed that autonomy learning creates responsible students. Thus, the use of WhatsApp also creates the students to be responsible persons.

3. Enthusiasm

Enthusiasm is a crucial factor that may also hinder students to participate in classroom activities and influence the result of learning English. If they have less self-motivation in learning, it is surely hard to reinforce them to do any activities. However, the use of WhatsApp can increase their enthusiasm in learning. Regardless of their proficiency levels, most students feel excited to join online chats using their own words as it looks like that they communicate with their friends in daily context. It seems that they do not learn English, in fact they show their motivation to perform well than what they have done in the regular writing class.

Generally speaking, their enthusiasm in giving comments on each other improves their interest in writing.

4. Positive Attitude Towards Learning English: Love English

When teachers ask students whether they like learning English, most of them may say no because they hate to learn it. They join the English class because they have to do so. Although they attend the class, they are not interested in joining any language activities arranged in the classroom and want to finish the class as soon as possible. In fact, their negative responses and attitudes towards English are simply because they almost never communicate in English. However, once they have experienced in using the target language in such natural process by using a media that they are accustomed to use, they might be impressed and probably encourage themselves to practice it regularly. This is in line with what I have experienced for six months in teaching English using WhatsApp. After then I gave the same question as the first time I met them, and surprisingly I received different response from them. Most of them are fond of learning English because they need to improve communication skills, and they wish to have English lessons each semester to maintain their skills.

Conclusion

A six month experience in teaching English by applying WhatsApp gives a lot of knowledge on how to assist students learn English optimally. Generally, the use of this application does not only provide interest for students to learn, but it also gives them a wide opportunities to practice the target language in a group chats regularly without being restricted with the time and classroom meeting. More importantly, as WhatsApp is

one of digital media that is closely related to their needs and interests, it can make students excited in writing and it can hinder them from barriers that can affect their achievement in learning, such as afraid of making mistake or embarrassed to practice the target language. Furthermore, this media can help students to build their confidence, enthusiasm and autonomous in learning, and explore their English ability. In order to have optimum results in teaching English using WhatsApp, teachers are required to assist students by establishing and involving them in two types of conversation, independent and dependent conversation, as well as monitor the process of online chats by giving proper feedback. Hence, since the use of WhatsApp can encourage motivation and increase English skills, teachers are suggested to incorporate it in teaching English.

This article is taken from Mufanti (2016).

The second example of complete text

The honorable the head of English Language Center
Muhammadiyah University of Ponorogo, Mrs. Restu
Mufanti

The honorable the comittee of University English
Competition, Muhammadiyah University of Ponorogo

And my beloved brothers and sisters

Ladies and Gentlemen,

In this very happy occasion, first of all, allow me to express my very sincere gratitude to Allah Swt for giving me an opportunity to speak before you all about **“How to be a Good Speaker?”**

As we know that speech is very important ability that should be mastered by people. We should realize that student, teacher, headmaster, lecturer, rector, the head of village, regent, the head of sub district, and president need to have ability in speech. Students have to deliver their speech when they practice in speaking skill material, when they become the chief of committee for their program, when they are the winner of competition, when they reach the best score in learning or when they become the best graduate in their school or university. Moreover, teachers have to deliver speech when they become the students’ advisor in a program, when they teach, etc. Besides that, the head of government should be good speaker too because they often speak in front of public.

Becoming a good speaker is not easy. Most of audiences do not pay attention to the speaker because they feel bored so the information which is delivered cannot be understood well. Moreover, most of people choose to operate their gadget than listen to the materials from speaker. Speakers have to apply about

ways to be a good speaker. Some ways to be a good speaker are as follow:

1. Eye Contact

Eye contact is important for speakers when they deliver the speech because if they make eye contact with audiences, it means that the audiences are invited by speaker to understand about the materials. However, if speakers just speak alone without make an eye contact, there is no communication between speaker and audiences. This case makes audiences feel that the information is not given for them. That is the reason of audiences to ignore the speech.

2. To the Point

In delivering speech, speakers should give the materials clearly and easy to be understood because easy or difficult the materials given is depend on the way of delivering. The example is when we try to understand math formula and the teacher explain it in complicated explanation, it will increase our bad point of view that math is really difficult materials which make people bored and confuse. However, math formula which is delivered by nice teacher by using language which is easy to be understood can make people change their bad opinion about math because they learn in good condition and nice situation.

3. Clear Speaking

As the speaker, we are invited because of our materials in speech. We have to deliver materials by speak clearly so that the audiences understand it well. The pronunciation, intonation, and stress when make communication with audiences have to be managed by speakers. Audiences will not get the point if speakers speak too much and use the complicated sentences, unclear pronunciation, flat

intonation, etc.

4. Adjust with Audiences

There are many kinds of people based on the age. They are children, teenager, adult, and old. Speakers have to analyse their audiences. They have to adjust the matter and manner that will be presented to the audiences so that the materials that want to be delivered can be understood by audiences. Moreover, audiences also enjoy if they feel that the materials presented is interesting.

5. Make a Joke

Speakers who deliver speech have to manage the situation and condition of audiences. It means that when they speak the materials, they should deliver joke too so that audiences can enjoy the speech well. However, speakers are forbidden to make a joke too much until they forget the point of material that has to be delivered.

6. Be Polite

In speaking in front of audiences, speakers should keep the politeness in performance, speaking, and jokes because the assessment of speakers' performance is not only from their materials but also manner. In conclusion, speakers' way to deliver speech is very important and must be considered by the speakers.

By: Aisah

STUDENT PRACTICE 1

Read the following text carefully. After that, classify the introduction, the body, and the conclusion of this speech text. Also, specify the greeting, addressing, praying, opening, contents, conclusion, and closing.

Honourable speakers and participants

And dear all the audiences

Assalamu'alaikum Wr. Wb

Good morning ladies and gentlemen

Thanks to Allah SWT who has been giving us mercy and blessings so that we can gather in this conference today.

It is a great pleasure for me to be given the opportunity to deliver a speech at this conference concerning “The Importance of Learning Strategies.

Ladies and gentlemen and distinguished guests.

Actually, what is learning strategies, and what makes it important? Strategies are said to be valuable use if the students are conscious in employing them. The perception of learning strategy depends on the assumption that students are consciously engaged in activities to achieve certain goals, and then learning strategies can be considered as mostly regarded as intentional directions and techniques in learning (Stern, 1992). In this case, students should be aware concerning how they use the strategies as well as be able to state clearly, why they choose it. In some cases, students naturally use some particular strategies, however, they do not aware and do not realize concerning this use since they apply the strategies randomly (Gestanti, 2015). In other words, it can be said that some students are

still subconscious in applying learning strategies despite their necessity and importance in using learning strategies.

First, learning strategies contribute in creating autonomous learning atmosphere. Autonomous learning refers to situation in which students generally have the ability and willingness to accomplish language tasks with less or even without assistance, have adaptability, transferability, and reflection to the learning context along with the use of specific, relevant actions or strategies (Dickinson, 1987; Littlewood, 1996; Oxford, 1999). Thus, when students are completely aware and take responsibility of their own learning by making use all the strategies they have they are considered as autonomous learners. In this case, teachers' full guidance is not the only thing needed by students since they have fully recognized about what they have to achieve and how they can achieve it. In educational point of view, in fact, each student individually has his/her own way concerning how to deal with the learning progress so that they can make use of it. Moreover, it is possible enough that the ways owned by students are respectfully different among each others. The focus of language learning is to make students fully understand about the essential point of the language they are learning in (Cakici, 2015). Therefore, to create successful learning, teachers should allow the students to use their own way of learning and be autonomous, not to push them to learn as others' expectation. Once students are autonomous learners in EFL learning, then the whole teaching learning process will also be autonomous (Cakici, 2015).

Dear audiences, second, learning strategies can stimulate students to be proficient language users by approaching good language learners. As mentioned in the previous section, the use of strategies should be based on the study of good language learners, so once students are capable to use the strategies in

a better, various ways and be success in their learning, they are considered as good language learners. In the other hand, the goal of learning is mainly to make students be able to use the language proficiently since students' proficiency is commonly one of representations of successful learning. (Cabaysa & Baetiong, 2010; Fewel, 2010; Kaseem, 2015) and other studies proved that there is significant relationship between learning strategies and students' proficiency. Therefore, learning strategies contributes to stimulate students to be able to use the language as approaching students to be good language learners by enhancing the use of language strategies.

Ladies and gentlemen,

Finally yet importantly, the use of learning strategies can also stimulate teachers to create activities that are more effective. Studies have repeatedly shown that there is significant relationship between learning strategies and students' proficiency or achievement. It means that teachers can make use the employment of students' learning strategies to develop their teaching to be more suitable for students by fitting the tasks or teaching activities with the strategies being used.

Finally, I can conclude that the involvement of strategies in teaching learning activities is significantly important for both students and teacher. It is perceived that learning strategies is one of factors that pursue the students to achieve a good result in their learning.

I think that's all that I can say. Thank you very much.

Wassalaamu'alaikum Wr. Wb

This text taken from (Gestanti, 2016)

STUDENT PRACTICE 1

Use the text in student practice 1, and give sign to the following expressions:

1. Common expression for moving into another topic
2. Common expressions to open the speech
3. Connectors or transitions

STUDENT PRACTICE 2

Choose a topic out of these 3 topics. Then, develop the ideas of your speech text by using spider-gram

Topics:

1. End violence towards children in the world
2. Ethics in communicating with lecturer using mobile phone
3. The importance of maintaining health

STUDENT PRACTICE 3

Based on the ideas you have developed in student practice 3, make a draft of your speech text by completing this following template.

Template:

Addressing	
Greeting	
Opening	

Body	
Closing	
Thanking	

STUDENT PRACTICE 4

Create a full version of your speech text based on the draft you have made. After that, perform it in front of the classroom. Ask for the opinion of your friends concerning the organization of your speech text.

SUMMARY OF CHAPTER V

Speech is a customized form of oral communication that its text can be developed based on certain needs or purposes. Thus, there is certain pattern in designing speech that should be taken into consideration since such pattern organize the parts or the organization of speech. Broadly speaking, there are three main parts of speech, namely introduction, body or content, and closing. From these three parts; some more specific parts are designed. They are greeting, addressing, praying, opening, content, conclusion, and closing. Specifically, each part in the speech organization can be identified from certain expressions that are commonly used for particular part. The variety of expressions available will make the speech more various. Moreover, the customization of speech text is provided by certain template to ease you organize the speech as well as arrange the parts in the speech organization.

CHAPTER VI

THE USE OF THE LANGUAGE

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Implement the rule of language use in delivering a speech
2. Practice to rehearse of the speech

MATERIAL OVERVIEW

Spoken language is more informal than written language since listeners only have one chance to understand what is said. They cannot go back and repeat what a speaker says or tells. Effective oral language is also simpler and more repetitious. In addition, it contains many examples and illustrations to assist listeners in understanding the message. There are some requirements to the language to be effective.

TIPS!

#1 Use Clear Language

Do not confuse your audiences by using difficult words or complex sentences. Speech is purposively delivered to provide clear communication. The purpose of giving speech is to communicate clearly. Thus, use proper language only in order to accomplish this purpose. Simple terms are more recommended so that you can convey your point in a more understandable way.

#2 Fit Your Language to Your Audiences

To ease you in delivering the message carried in your speech, you must use language that fit to your audiences. For instance, you are asked to explain a topic about nuclear power. When your speech is designed for elementary students, you must use simpler language, but if your audiences are college students, you may use language that is more complex. Explaining effectively the main points to both levels of audiences can be achieved by using different language that fits their level. Speech as part of public speaking is delivered to get ideas among the audiences, not only to amaze them on how good your vocabulary is.

#3 Use Interesting Languages

Interesting language is used to get your audiences' attention. Interesting language is not merely in form of poetic or figurative language that is vague or unclear. In fact, there some stylistic languages can be used to beautify yet not to confuse your audiences, such as by enhancing the use adjectives to your descriptions. Besides, you can also use metaphors, similes, vivid language or repetition.

("How to Prepare a Speech," 2016)

In term of interesting language, you can use the following language forms to make your language to be more colourful.

Table 6.1 types of interesting language form

Language Form	Explanation
Alliteration	The use of the same sound or sounds, especially consonants, at the beginning of several words that are close together (e.g., Round the rugged rocks the ragged rascal ran)
Antithesis	The exact opposite of ideas (e.g., That's one small step for man, one giant leap for mankind)
Hyperbole	A way of speaking or writing that makes someone or something sound bigger, better, more, etc. than they are (e.g., "Please be comfortable and feel like home in our ramshackle house")
Metaphor	an expression which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object you are trying to describe (e.g., "The mind is an ocean")
Personification	Characterize things with human characteristics (e.g., "The sky is crying during this winter.")
Repetition	Words that happens in the same way as which happened before throughout the speech (e.g., former president Soekarno repeated the sentence "Merdeka" many times during his speech.)

Rhyme	word which has the same last sound as another word (e.g., “The carpenter brings the hammer”)
Simile	Expressions comparing one thing with another that always including the words ‘as’ or ‘like’ (e.g., “The meat is hard as nails”)

Some dos and don'ts should be followed when having speech. Those details are described in table 6.2

Table 6.2 List of Do and Don'ts to perform speech

DOS	DONTS
<ol style="list-style-type: none"> 1. Use the vocabulary, grammar, and pronunciation correctly. Do not hesitate to ask for help if you doubt about your words. 2. Give definition to every difficult vocabulary you use. It is more recommended that you use simple language. 3. Use concrete and specific language (e.g., for three dollars) 	<ol style="list-style-type: none"> 1. Do not use sentences that will confuse your audiences. 2. Do not use unnecessary jargon that will lead into ambiguity. 3. Don't use vague language (e.g., don't just say “for a small amount of money”) 4. Do not use any slang terms, especially in educational and professional settings.

<p>4. Use direct language and eliminate unnecessary addition (e.g., instead of saying, “what you do is you push this button” you had better say, “push this button”).</p> <p>5. Fit your language to the setting and the level of your audience</p> <p>6. Use euphemisms to make unpleasant words sound more polite (e.g., use “passed away” instead of “died”).</p> <p>7. Use several types of adjectives or terms to vary your language.</p>	<p>5. Avoid the use of sexism language, ageist stereotypes, or any terms that could potentially offend racial, ethnic, religious, or gender groups</p>
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6.1 Ethics and Plagiarism

Ethics and plagiarism are the important point to be considered. These matters show a speaker’s attitude of respect and appreciation of the listeners as well as through the speaker’s responsible handling of the information he or she presents. Therefore, to do a responsible sharing of information, you need to first, research your topic well so that you do not present falsehoods and half-truths. Second, avoid plagiarism and identify all of your sources. Finally yet importantly, do not even think about fabricating information.

6.2 Rehearsing Your Speech

To make your speech run smoothly, you need to practice or rehearse your speech, even if right ahead of time of your performance (Dugdale, 2006). Plenty of ways you can take into consideration when rehearsing your speech. Give yourself enough time, practice in front of people, and be ready for any changes are the mostly general ways in rehearsal time.

TIPS!

#1 Get Enough Time for Your Preparation

The more time you practice your speech, the more prepared you are. As the result, the less nervous you feel. Approximately, you need one to two hours for practicing every minute of your speech. For example, you need to allocate 5 to 10 hours to prepare a 5-minute speech. Of course, the allotted time includes all of your preparation, start from analyzing audiences, purposes, and settings, choosing and researching your topic, organizing your speech up to rehearsing time. Therefore, since your rehearsal would be just a portion of that time, leave yourself time to practice. The more you postpone your rehearsal time, the less the time you have to practice.

#2 Practice in Front of People

Try to deliver your speech in front of family members or friends so that you can get some feedbacks. Therefore, there are some things to be remembered when you are practicing in front of people.

- ✓ Look at your audience by making eye contact. Somehow, it is hard for you to spare your vision to audiences and your notes. That is why rehearsal time is needed.
- ✓ In case you cannot practice in front of people, still you can practice by yourself by saying your speech aloud. Speaking aloud gives you a chance to double-check your pronunciation, articulation, and timing of your speech.

#3 Open Your Mind for any Changes

During rehearsal time, do not be too strict with your material. If it is running too long, you have to cut some material. If it is too short or some sections seem skimpy, you add more. Moreover, whenever you practice your speech aloud, don't worry if it comes out a bit differently. It's not necessary to get your speech word-for-word perfect, the most important thing is that you can convey the information in an engaging and memorable way.

("How to Prepare a Speech," 2016)

STUDENT PRACTICE

Evaluate the speech text you have made in chapter V based on the rule of language use in delivering speech. Exchange your work with your friend and ask him/ her to correct your work. After that, perform the corrected speech text in front of your friends by implementing the tips of language use.

SUMMARY OF CHAPTER VI

Spoken language is more casual yet requires more attention since the listeners or audiences only have one chance to get the point. Concerning this matter, there are several things a speaker should pay attention to in delivering a speech. First, use clear language. Using simple terms is more recommended so that the points can be conveyed in an understandable way. Second, fit the language with the level of audiences. In this case, language that matches the level of audience is a way more appropriate. Third, use interesting language. Metaphors, similes, rhyme, or personification is some types of interesting language that will beautify the speech delivery. Moreover, it will make the language more effective for the listeners. In addition, understand the use of language is helpful during the rehearsal so that the speech can be delivered smoothly.

CHAPTER VII

DELIVERING YOUR SPEECH

LEARNING OBJECTIVES

After completing this chapter, students are able to:

1. Elaborate the aspects should be considered in delivering a speech
2. Implement the tips in each aspect of delivering speech

MATERIAL OVERVIEW

7.1 Setting Up

After fulfilling all of your preparation, then you need to set them up before you deliver your speech (Jerz, 2014). Having set everything in good working order will make you be more confident as you deliver your speech. These following steps may help you setting up before your delivery time.

TIPS!

Set Things Up before Speech Delivery Time

1. Make sure you set the stage according to your needs (move chairs out of the way, lower the curtains if the sun shines brightly, etc).
2. Arrange your notes to be effectively accessible (use small paper and bind only one of the corners).
3. Prepare your audiovisual equipment beforehand (make sure the projector is working, use a pointer to move your slides, etc.).
4. Do not be rush and enjoy your time.

7.2 Appearance and Body Language

In delivering speech, it is important to consider physical appearance and body language. The audience will understand you more easily and believe you more when non-verbal actions support your words. The following descriptions are taken from Zimmer (2015).

1. Appearance

Appearance becomes the first impression your audience will get of you as a speaker. Make sure you use appropriate clothing for the occasion. If you speak in a classroom situation, dress a little more formally than usual. This will communicate that your audience and speech is important to you.

Table 7.1 List of Do and Don'ts to dress

DO'S	DONT'S
<ol style="list-style-type: none"> 1. Be selective on what you are wearing 2. Use less accessories or jewellery. 	<ol style="list-style-type: none"> 1. Don't overwhelm your audiences with your appearance 2. Don't be too flamboyant on your appearance

2. Body Language

Body language consists of eye contact, facial expressions, gestures, body posture, and movement.

a. Eye Contact

Eye contact can be considered as the most important of these elements. To deliver an effective speech, it is important to maintain constant eye contact with the audience. Look at the listeners directly from all parts of the audience, including those in the back, left or right.

WARNING!

Be aware of the direction you are looking at. Avoid looking down on the ground, over the heads of the audiences, or out the window. The main purpose of speech is to reach the audience. Thus, making eye contact with audiences is important in order to achieve this goal.

b. Facial expressions

The use of appropriate facial expressions in delivering speech is to connect the speaker with the audience and to reinforce the content of speech. It can be done by, for example, smiling in the beginning of speech to show friendly intentions, showing widened eyes

and raised eyebrows when signalling some important information, or using other respective expressions to accompany accounts of excitement, uncertainty, or unpleasantness. Using facial expressions in delivering speech will make the speech more alive, stay natural, and authentic.

c. Gestures

Similar to facial expressions, the use gestures is to establish contact with the audience and provide visual support of message. Gestures give big contribution in delivering speech yet it has lots of concerns to provide the proper ones. The details will be described in table 7.2.

Table 7.2 List of Do and Don'ts for gestures

DO	DONTS
✓ Integrate your gestures with every part of your speech.	✓ Don't flip your arms, put your hands in your pockets or lock them behind your back.
✓ Use the gesture naturally, consciously, and purposefully.	✓ Try to not don't use lectern.
✓ Show various gestures.	✓ Don't hold your arms
✓ Act only the proper, polite gesture.	✓ Don't use too many or too few gestures.
✓ Practice the gestures before you perform your actual speech.	✓ Avoid unnecessary nervous-relieving actions (twisting hair, scratching face, rubbing hands together, or playing with an object such as pen or necklace)

TIPS!

Practice your gestures when you deliver these several points of your speech.

- ✓ When you count on something, e.g., first, second, third, accompany your words with the use of fingers instead of saying the numbers only.
- ✓ When you discuss about measurements, e.g., two meters, illustrate the length by using your arms.
- ✓ When you say phrases like “on one hand . . . on the other hand,” support your words by turning your palms one by one accordingly.
- ✓ When you say phrases like “we don’t know whether . . . “, lift up your shoulders to visualize it and make it more vivid.
- ✓ When you try to emphasize something important, move your hands and show a facial expression while saying the key point to visualize the point.

d. Body posture and movement

A powerful speaker has capability to show confidence through body posture and movement. Even though speaker may be sitting while delivering speech, such as during a business meeting, standing while delivering speech will be more effective.

TIPS!

Standing during speech

- ✓ Make comfortable pose and use the provided space effectively. If possible, you may move around the room.
- ✓ Use the movements consciously, but don't make them overdone. For example, walk forward toward the audiences during your deliverance only to emphasize your crucial point. Do not move on your whole part of your speech.
- ✓ Be aware of your steps. Stepping away from the audience will create negative feeling toward the audiences and may drop the energetic atmosphere. In the other hand, stepping toward the audiences will create positive feeling and increases the warmth of situation. Use this technique of movements to encourage or persuade your audience.
- ✓ Make moves only from the waist up to enhance your authority and credibility. Doing movements below the waist will hurt your credibility and make you feel uncomfortable.
- ✓ Fit your moves and gestures when you are telling a story. Effectively adjust the movements only for the decided part to visualize and to suit your story.
- ✓ Manage space and allotted time given since it portrays your level of authority. Speaking slowly in enough space is much better instead of speaking quickly just because of your time is limited.
- ✓ Make your movements as natural as possible and use it effectively.

3. Vocal Behaviour

Vocal behaviour means the way in using pitch, rate, and volume when speaking. A good speaker is supposed to vary the vocal behaviour throughout a speech to emphasize the message and to keep the audience interested.

1. Pitch

Everybody uses a pitch range, a mixture of low and high pitches when speaking. Doing some variations in pitch is used as a tool for stressing words and adding emotion to sentences. When a speech is delivered in flat and monotone style or when the pitch range is too narrow, the listeners will be very bored and even uninterested anymore. Therefore, when delivering a speech, it is important to vary the pitch levels properly.



Practicing to expand a wider pitch range

- ✓ Select some sentences and decide which words hold important point.
- ✓ Mark the words and say the in a stressed voice.
- ✓ Say the sentences once more using more vary pitch than usual.
- ✓ Don't be afraid to overstress the pitch. An overstressed pitch difference may sound unnatural at first, but it sounds normal to a native speaker's ears.

2. Rate and fluency

Rate and fluency are two required things that should be considered. Each is described in the following sub-chapters.

a. Rate

The rate of speech refers to the use of speed and pausing. Similar to the essence of the use of pitch, try to vary the rate of your speech. In the beginning of speech, speak in more slowly way to give listeners an opportunity to get used to speaker's voice. In addition, slowing down the rate is required when discussing some important points. In the opposite, a faster rate of speech can be used when delivering exciting stories, experiences or adventures.

WARNING!
<ul style="list-style-type: none">✓ Don't speak too fast. Fast speech is particularly understandable when it is performed in small forums among close friends. However, it will be very difficult to deliver fast speech to larger audiences.✓ Don't be obstructed by a slight echo resulted from acoustics of large room.✓ Don't deliver a speech with excessive tension. Public speeches are usually dense and complex since it involves larger audiences. Give your audiences enough time to understand the material.✓ Non-native listeners and audiences with hearing disability need slower rates of speech to understand the material.

An element related to rate is pausing. Broadly speaking, several sorts of pauses may work with your speech. First, small pauses that is necessary to separate thoughts and sentences, for instance. Next, larger pauses work well between major ideas to give the audience time to think. Larger pauses are also

effective during great narratives to improve interest and before main organizational divisions to indicate a transition, for instance before the conclusion.

WARNING!

It is acceptable to use fillers such as um, er, well, and okay when pausing your speech, but don't use them too often. Meanwhile, you should not use filler phrases like 'you know' or 'something like that'. These words will drop the essence of your messages and the whole speech if you use it repeatedly.

b. Fluency

Fluency concerns more on how appropriate the pausing you do in the relevance of thought groups. Word under the same thought groups should be linked closely together and not be separated by hesitations or unnecessary repetitions of syllables. Here, make sure you rehearse your fluency sufficiently to be able to finish each group of word and sentence without interruptions.

Example:

Say the following tongue twister fluently. Don't be too fast. Stop only at the end of the indicated group of ideas (slash) and sentences (double slash).

Peter Piper picked a peck of pickled peppers.// A peck of pickled peppers Peter

Piper picked.// If Peter Piper picked a peck of pickled peppers,/ where's the peck of pickled peppers Peter Piper picked?//

http://www.fun-with-words.com/tong_example.html

TIPS!

How to Practice the Fluency

- ✓ Pronounce the words carefully. In case you find some new, uncertain words when you read your text, mark them. Check your dictionary and learn how the words should be pronounced. You can also use digital dictionary that provide spelling feature.
- ✓ Articulate the words clearly. Articulation is similar yet different with pronunciation. Pronunciation refers to the standard sound and rhythm of a word in a language, while articulation refers to the attention given to the words in order to clearly, distinctly vocalize the sound. In this case, physical problems may result poor articulation, and sloppiness, inaccuracy of articulation is the most common cause.

3. Volume

Volume refers to the loudness or softness of your voice when you are speaking. Speaking in very high volume is possible for a speaker, however it is considered unusual act to do in speech without certain intention. Thus, if possible, try to practice your speech in a room where you will deliver it, or at least, find a similar room to practice. Make sure that everybody in the audience seats can hear you without any obstacle.

4. Overcoming Communication Anxiety

Speak in front of many people require your courage. Many people are nervous about speaking in public. They list

that public speaking as their greatest fear. Therefore, having anxious while doing this is so natural. Having stage fright is normal, even for experienced speakers. In fact, a little nervousness may actually help you focus on and be alert to the audience, and deliver a more effective and captivating speech.

TIPS!

“How to Overcome Your Communication Anxiety”

1. **Several days or weeks before your speech:**

- ✓ Set your mind, as you are a professional. Just pretend that you have delivered so many speeches to people for many times.
- ✓ Select an interesting topic that you like. Sharing a topic you know well and you are interested in will make you be more focus and step aside from your nervousness.
- ✓ Prepare your topic well. A well-prepared speech will help you reduce your anxiety.
- ✓ Set your opening thoroughly. Nervousness usually comes in the very beginning of a presentation. Thus, a good introduction can help you staying calm and build your confidence for the rest of your speech.
- ✓ Pretend that your audience is gradually added one by one. Imagine that your audience is only one person at first, then two people, five people, and finally the audience fill out the space.

- ✓ Practice your gestures and body movements. Don't act too excessively, just act them naturally and integrate them in any part of your speech.
- ✓ Sneak a peek to the venue where you will deliver your speech. Check out thoroughly the entire room as you can and then determine the best spot for placing your visual aids.
- ✓ Practice as much as you can.

2. **The night before and the day of your speech:**

- ✓ Have enough sleep in the night before.
- ✓ Realize the symptoms occurring to your body. Butterflies in stomach, dry mouth, and other symptoms you are experiencing are the signs given by your body in order to overcome your stressful condition.
- ✓ Don't overact your condition. Relieve your tension by doing little physical performance, such as get off from the bus earlier, walk around the block, or take the stairs instead of the elevator.
- ✓ Do some exercises to relax your body and mind, such as close your eyes, focus on your breathing, and then breathe deeply and slowly. Besides, tense and then relax your muscles, accordingly from your toes then to your neck and face.
- ✓ Step aside from any negative thoughts and replace it with the positive ones. Instead of saying, "What if my audience is bored", you had better say, "My speech is important and it is gonna be interesting".
- ✓ Think positively about your listeners. Believe that they are going to be supportive, considerate, understand well the speechmaking process and they know exactly how you feel.

- ✓ Consider that you are success. Set your mind, as you are part of the audience that watch yourself deliver your speech competently, confidently. You are what you think. If you *think* you can do it, you *can* do it.

3. **Right before, during, and after your speech delivery:**

- ✓ Breathe slowly, deeply.
- ✓ Be confident and show to your listeners that you can communicate your well-prepared topics to them.
- ✓ Consider well about the message you will deliver. You do not need to ask for sympathy by saying, “I hope you will like my presentation”, “I’m nervous” or “I’m scared”. Your audiences want to see your success, so believe in yourself.
- ✓ Practice the visualization of your performance. Practice yourself on how to stand up confidently, pick up your notes effectively, and walk to the podium. Imagine yourself move through the entire talk successfully until the end of the speech, right the time when you say thank you and back to your seat confidently.
- ✓ Keep calm and stay positive. When you start feeling nervous, try not to involve in any negative talk. Instead of saying «I’m a nervous wreck”, you had better say «I am nervous, but that’s normal before a speech. I will get rid of it and do my best». You have to build strong positive atmosphere in order to get rid of any negativity.
- ✓ Don’t be too rush and make pause before you speak. Make up your mind, make eye contact, and start your words confidently. Most importantly, keep smile, and you will find your audience will smile back at you.

4. **Every time you deliver your speech:**

- ✓ Be energetic on your talk. Make use your gestures and the provided space to move around a bit. However, control your gestures and movements consciously, naturally.
- ✓ Complete your speech with visual aids. Visual aids may create interest and help you reduce your anxiety since they help the audience focusing on something else besides you.
- ✓ Make eye contact with all audience, but in the same time, find friendly faces. They can provide positive vibes to your speech.
- ✓ Continue and keep going on your speech even if you make a mistake. Just pretend that it is nothing. Generally, audiences do not even notice it.
- ✓ Stop for a while right before your conclusion, and then present the rest of your speech with special emphasis.
- ✓ Don't end your speech with self-relief statement or disappointment, such as "I made it, this was not very good", etc. You should emphasis more on the message, not your condition.
- ✓ Don't go back to your seat immediately after your speech. Let the audiences give their applause, invite questions, and thank the audience for their interest.

From the explanation above about public speaking, there are ways to improve our speech speed. Nikitina (2011) gives three ways to improve our speech speed, they are:

1. Steady our breathing

Getting our breathing under control is one the simplest ways to slow down and regain our balance during our presentation.

2. Focus on the articulation

We unwillingly slow down, stop slurring, eliding syllables when we speak to focus on the articulation.

3. Imitate about punctuation in the speech

We should include and make the use of punctuation. It should be clear to the audience when one phrase ends and the other one starts.

STUDENT PRACTICE 1

Make a list concerning four the aspects that should be considered when deliver a speech. Give details for each aspect along with the example. After that, practice it by using the text you have with your friends.

STUDENT PRACTICE 2

Discuss the tips available for each aspect of speech delivery. Present the result and practice the text you have based on the tips you found.

SUMMARY OF CHAPTER VII

Delivering a speech is considered as the most critical part in public speaking. At this stage, a good speaker has to consider well the way they enact their speech. Thus, there are some aspects in delivering a speech that need to be thought carefully. They are setting up the venue and things related to it and considering the appearance and the body language. Setting up in this case means that a good speaker should make good preparation concerning the performance. Particularly for appearance and body language, it is helpful to support your words. Thus, a speaker has to make sure that his/ her appearance, body language, and vocal behaviour are practiced well. Appearance refers to clothing and

accessories preference for the occasion. Body language refers to the use of effective eye contact, facial expression, gestures, and body posture and movement. As for vocal behaviour, it refers to the use of pitch, rate, and volume as well as the anxiety control. Rehearsing/ practicing the speech several days or weeks before your speech, the night before and in the day of your speech, right before, during, and after the deliverance as well as every time the speech is delivered.

CHAPTER VIII

THE EXAMPLE OF SPEECH TEXTS

LEARNING OUTCOMES

After completing this chapter, students will be able to:

1. Understand the content for speech text based on the context
2. Perform a self-designed speech text based on certain context of faculty

MATERIAL OVERVIEW

This chapter will show you several examples of speech text. This text-examples are presented for each study program. As the example, if you are concerning in engineering, you can see the example of the engineering text. This text is taken from some sources. It is expected that these following texts can help you to develop your own speech texts. Moreover, a text that discusses a topic concerning the study program you are enrolled in will ease you in delivering such speech.

8.1 Faculty of Engineering

Honourable the Chief of the Committee

Honourable the adjudicators

And all beloved audiences

Assalaamu'alaikumWr. Wb

First, let us say our thanks to Allah SWT who has given us mercy and blessing so that we can gather here safely. Secondly, Peace and Salutation may be upon our Prophet Muhammad SAW who has guided us from the darkness into the lightness. Finally yet importantly, I would like to say thank you to the organizing committee for giving me opportunity to speak in this event.

I am Robby and I will deliver my speech entitled “Cell Phone Use While Driving”

Ladies and gentlemen,

Why should the use of cell phones while driving be banned?

The reason why cell phones should be banned while driving is that the majority of our drivers today are young teens and adults who are still learning the rules of the road. Many accidents are caused by the misuse of a cell phone while operating a motor vehicle.

In 2011, 350 fatal car crashes from the misuse of cell phones were recorded and the number continues to increase. This can be prevented if cell phones are just turned off and put away while driving. It is time to make a change and start cracking down on the safety of our roads.

I argue the fact that cell phone companies are coming up with new ways of using cell phones while driving, like hands free headsets, or built-in Bluetooth in manufactured cars. This shows young adults that it is OK to use cell phones while driving, and above all the new technology *encourages* young adults to use cell phones while driving. Why should not the phone companies be punished or regulated? Perhaps people of a certain age should only get a certain type of phone, which could determine if they're driving or not depending on location. Furthermore, why don't parents talk to their kids about road safety and the proper way of using cell phones?

Ask yourself this - are you the one who will use a cell phone while driving? Alternatively, are you the one who will be able to go home and be with your family? There is always a choice... you had better ensure that you make the right one. That is all I can say. Thank you for your kind attention.

Wassalaamu'alaikumWr. Wb

Glossary

Word	Part of Speech	Phonetic Symbol	Meaning
Honourable	Adjective	/ɒn.ər.ə.bl/	Yang terhormat
Mercy	Noun	/'mɜː.si/	Rahmat
Salutation	Noun	/sæl.jʊteɪ.ʃ ə n/	Salam
Opportunity	Noun	/'ɑː.pə'tuː.nə.t̩/	Kesempatan
Majority	Noun	/'dʒɑ.rə.t̩j/	Mayoritas
Adults	Noun	/ə'dʌlt	Orang dewasa
Caused	Verb	/kɑzd/	Disebabkan

Banned	Verb	/bænd/	Dilarang
Misuse	Verb, Noun	/mɪsjuːz/	Menyalahguna- kan, Penyalah- guna-an
Prevented	Verb	/prɪvent/	Dicegah
Argue	Verb	/'ɑːg.juː/	Menentang
Encourage	Verb	/ɪn'kʌr.ɪdʒ/	Mendorong
Should	Modal Verb	/ʃʊd/	Harus
Manufactured	Verb	/mæn.jʊfæk. tʃərd /	Diproduksi
Furthermore	Adverb	/fɜːðə.mɔːr/	Selanjutnya
Determine	Verb	/dɪ'tɜː.mɪn/	Menentukan
Ensure	Verb	/ɪn'ʃʊː r /	Memastikan

8.2 Faculty of Health Science

The honourable

The respectable all lecturers and administration staff of Muhammadiyah University of Ponorogo and all my friends from

AsslamualaikumWr. Wb.

This day is very important because today the world pays tribute to all nurses who give their best every day to save lives and care of their patients. If it would not be for you it would be much more difficult to face the symptoms of a disease.

The nurses are women that give us a true vocation proper care in the moments that we require. This profession is one that requires more dedication. Thanks to these professionals, we may feel relief when have some ailment. They are who assist doctors and patients to be more bearable to deal with a disease.

These professionals have vocation of service and whether in big cities or remote areas they are always present. They only have to calm and transmit that through a smile make us feel that everything will be better.

On this special day I wish to cordially greet all nurses who are gathered here today, they are great partners in the service provided in hospitals or clinics. You are who accompany patients and make them feel better. I wish you to have a great day.

That is that all I can say in this good occasion. Thank you very much for your kind attention.

Wassalaamu'alaikumWr. Wb

Glossary

Words	Part of Speech	Phonetic Symbol	Meaning
Accompany	Verb	/ə'kʌm.pə.ni/	Menemani
Ailment	Noun	/eɪl.mənt/	Penyakit
Assist	Verb	/ə'sɪst/	Membantu
Bearable	Adjective	/'beə.rə.bl/	Lumayan
Calm	Adjective	/kʌm/	Tenang
Care	Noun	/ker/	Peduli
Cordially	Adverb	/kɔː.dʒə.li/	Dengan ramah tamah
Deal	Noun	/dɪəl/	Berurusan
Dedication	Noun	/ded.ɪker.ʃən/	Dedikasi
Difficult	Adjective	/dɪf.ɪ.k ə lt/	Sulit
Disease	Noun	/dɪzɪz/	Penyakit
Doctor	Noun	/dʌk.tər/	Dokter

Gathered	Verb	/gæð.ə r /	Berkumpul
Great	Adjective	/greɪt/	Besar
Here	Adverb	/hɪr/	Sini
Moment	Noun	/məʊ.mənt/	Saat
Patient	Noun	/peɪ.ʃə nt/	Sabar
Present	Noun	/prez. ə nt/	Menyajikan
Professional	Adjective	/prəfeʃ.ən.əl/	Profesional
Proper	Adjective	/pra.pə/	Tepat
Provide	Verb	/prəvaɪd/	Menyediakan
Relief	Noun	/rɪlɪf/	Bantuan
Remote	Adjective	/rɪməʊt/	Terpencil
Require	Verb	/rɪkwaɪə r /	Memerlu-kan
Service	Noun	/sɜ.vɪs/	Layanan
Symptoms	Noun	/sɪmp.təm/	Gejala
Through	Preposition, adverb	/θru/	Melalui
Transmit	Verb	/trænzɪt/	Mengirimkan
Tribute	Noun	/trɪb.jʊt/	Upeti
Vocation	Noun	/vou keɪ.ʃə n/	Pekerjaan
Whether	Conjunction	/weð.ə r /	Apakah
Wish	Verb	/wɪʃ/	Ingin

8.3 Faculty of Teacher Training and Education

Honorable distinguished guests and audiences...

In Indonesian context, it is mostly found that reading material and its exercises examine of what have been explicitly discussed. Critical thinking is less introduced within reading texts and somehow it makes the students less understandable to know what is exactly meant by the author. However, when the students are able to think critically, they will also be able to connect between ideas and to solve the problems with logical reasons. From this reason, it is clearly seen that critical thinking should be introduced, for instance, through reading texts and its exercises. This article aims to present one idea that can be used to raise critical thinking by implementing a critical discourse analysis. Therefore, relevant literature of teaching reading, CDA, the description of how the material is integrated with CDA and the teaching sequence will be described. It is expected that this article will have deeper insight and significant implication for some educational parties such as teachers and lecturers.

Ladies and gentleman.....

Reading cannot be separated with other English skills. The students will not be completely successful in acquiring English without having a good understanding with the text they are interacting with. According to Hartmann and Stork (as cited in Zainuddin, 2015), reading is the ability of getting information from a series of graphic signs which can be a meaningful speech done by either silent reading or reading aloud. However, each text has different characteristics. As Brown (2001: 186) said that each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated.

Teachers and friends whom I respect....

There are three levels of reading comprehensions (Rodli, 2015). Those are literal comprehension, inferential comprehension, critical reading, and creative reading. Literal reading comprehension relates to finding information stated in the text while inferential reading comprehension is about connecting ideas between one to another paragraph in a text. Different from those levels, critical and creative reading include one's critical thinking and awareness towards implicit ideas beyond the text. In the university level, students are prepared to be ready for real world demands. Reading skill can give university students such reference and literacy to solve problems (Rahayu & Februariyanti, 2015). Prerequisite abilities for university students involve critical thinking skill, creative skills, and analysis skills (Ghazivakili et al., 2014).

One of current issues in ELT for reading class particularly in Indonesian context is critical thinking in reading. Findings of previous studies have indicated that university students are less motivated to read their textbooks. Thus, their critical thinking and analysis skills also less developed (Junining, n.d.; Sunggingwati, 2013; Masduqi, 2014; Ubaidillah, n.d.). Having unequal points of view sometimes is rarely. When critical discourse analysis is included in teaching reading, students will have awareness on the existence of exploitative social relations through the deconstruction of language use (Ali, 2011). Further, some studies have reviewed the significant improvement of integrating CDA in teaching reading. A study revealed that students' critical language awareness and their motivation increased after having some CDA's techniques in their reading course (Rahimi, 2010). Another research, CDA can help the students to find hidden message, and to relate what goes behind the text (Amari, 2015). For giving more significant implication in the implementation of CDA particularly for reading class in EFL context, this article presents present one idea that can be used to raise critical thinking by implementing a critical discourse analysis. Relevant literature of teaching reading, CDA, the description of how the material is integrated with CDA and the teaching sequence will be described.

Ladies and gentleman.....

Reading is included into receptive skill where the students have to understand the meaning from the text (Ullah & Fatema, 2013). This skill somehow seems less active than the other productive skills. However, having a good spoken language will be meaningless if the students have difficulties in understanding the text. The students have to be given an appropriate material of reading to achieve reading's purposes. Therefore, the material given should cover the skills required of reading.

According to Brown (2001: 187-188), there are some micro and macro skills. Micro skills which are called as sub-skills refer to understanding the parts of linguistic features such as grammatical structure, cohesive devices, meaning, word order, spelling, writing, and their significance. Meanwhile, macro skills relate to the comprehension the ideas within text, among paragraphs such as main idea, supporting ideas, detail information both literal and implied, context, communicative function, and reading strategies.

Basically, there are two processing techniques in interpreting text for reading, top-down and bottom-up technique (Gurses & Adiguzel, 2013; Harmer, 2007). Top-down processing leads the readers to get a general view of the text. This technique will be grateful for those who have schemata related to the text they are going to interpret. On the other hand, bottom-up processing starts from individual words, phrases, or cohesive devices, and then achieves understanding by stringing those detailed elements to build up a whole.

Critical discourse analysis focuses on revealing explicit and implicit socio-political domination which includes social change, power abuse, ideological imposition, and social injustice by critically analyzing language as social action Wodak (2009). In critical discourse perspective, the language is supposed to be a vehicle to uncover hidden assumption or ideology of the user. Further, social and linguistic aspects can be integrated by using CDA (Samadikhah & Shahrokhi, 2015). Since CDA has such benefits, integrating CDA within text for reading class is expected to raise students' critical thinking and awareness toward written forms they read. In addition, critical discourse brings students to get the implied information.

There are several approaches to critical discourse analysis with different exponents and frameworks. The model of analysis proposed by Wodak in 'The Discourse-Historical Approach' (Wodak, 2009) covers three steps. Those three steps are describing the content of specific topic of a discourse, investigating discursive and argumentative strategies used, and analyzing the realizations of particular written linguistic meanings in a specific context. Then, five following questions are proposed to give such guidance in describing those three steps. It can be used as the principles to describe the discourse. Those are:

1. How names are linguistically constructed and to whom do they refer?
2. How those discursive actors are constructed in terms of personality, character, and appearance?
3. What specific arguments and argumentative strategies are those people presented? Are they described exclusively or inclusively?

4. From what perspective are the labeling, description and argumentation made?
5. Are the messages delivered clearly, intensively or made in disguise?

Critical discourse analysis (CDA) identifies and explains implicit or explicit relation and association between language, power, and ideology (Wodak, 2009). Since reading somehow seems less active than the other productive skills, it is necessary to improve this skill through suitable approach. For this reason, CDA is considered to be an appropriate discourse perspective in analyzing and teaching reading especially for argumentative text.

This brings to conclusion. Based on the discussion above there are two main parts of the descriptions. Firstly, the description how the material should be used according to CDA model proposed by Wodak, (2009) can be used to help the teacher in teaching reading using the argumentative text by Gandhi and this model can cover both micro and macro skills of reading. Secondly, the description of teaching sequence is drawn to guide the teacher in implementing CDA for reading class.

Those descriptions can be implemented in teaching reading for advanced learners. The text can be varied as long as it fulfills the principles of CDA model by Wodak (2009). By using CDA perspective, students are asked to build their critical thinking to improve their reading ability.

That is all what I can say. Hopefully this gives us a deeper insight about teaching reading and its strategies. I apologize for any mistakes I made. Thank you for your attention.

This text is taken from (Nimasari, 2016)

Glossary

Words	Part of Speech	Phonetic Symbol	Meaning
Examine	Verb	/ɪg'zæm.ɪn/	Menilai
Author	Noun	/'ɑ:.θə/	Penulis
Logical	Adjective	/'lɑ:.dʒɪ-/	Logis
Discourse	Noun	/'dɪs.kɔ:s/	Wacana
Literture	Noun	/'lɪt̩.ə.ɪ.tʃə/	Kajian pustaka
Sequence	Noun	/'si:.kwən ts/	Urutan
Insight	Noun	/'ɪn.sart/	pand
Educational	Adjective	/'ed.ju'keɪ.f ən.əl/	Secara akademis
Acquire	Verb	/-'kwærə/	Memperoleh
Genre	Noun	/'ʒɑ:.rə/	Jenis bacaan
Extraordinary	Adjective	/'ɪk'strɔ:.dɪn.ə.ri/	Sangat unik
Comprehen- sion	Noun	/'kɒm.prɪ'he. tʃən/	Pemahaman
Prerequisite	Noun	/'pri:'rek.wɪ.zɪt/	Prasyarat
Unequal	Adjective	/ʌn'i:.kw ə l/	Tidak sama
Grammatical	Adjective	/'grə'mæt.ɪ.k ə l/	Dalam tata bahasa
Linguistic	Noun	/'lɪŋ'gwɪs.tɪks/	Kebahasaan
Cohesive	Adjective	/'kəʊ 'hi:.sɪv/	Terstruktur
Schemata	Noun	/'ski:.mə/	Pengetahuan terdahulu
Assumption	Noun	/'ə'sʌm p.ʃə n/	Asumsi
Approaches	Noun	/'ə'prəʊtʃ/	Pendekatan
Exponent	Noun	/'ɪk'spəʊ.nənt/	Pelopop

Framework	Noun	/'freim.w3:k/	Struktur system
Discursive	Adjective	/di'sk3:.siv/	Melibatkan diskusi

8.4 Faculty of Law

Honourable, our beloved English lecturer; Mr.Hasan, and my beloved friends. In this excellent opportunity, allow me to stand here in front of you all to deliver a brief speech about corruption.

AssalamualaikumWr. Wb.

My dear friends

Corruption is a well-known word that everyone in this country knows exactly what it means and how cruel it is. Corruption is an action of stealing people money and their right of justice. It is stink and inhuman action. An action brings our country to the depths of poverty.

Corruption has become the biggest problem in our country. Thus, Indonesia needs immediate actions. Our country is weakening by it. It is like a virus that infects all sectors in the government; justice and civil service sectors.

Public may never forget of the recent corruption scandal that snares the leader of Constitutional Court or *Mahkamah Konstitusi*, Akil Mochtar. That scandal is like snaps us that even in legal constitution, corruption can still thrive. Not only that, other institution such as police and ministry institution, which ought to protect and serve us, were involved to corruption cases.

Poverty and social discrepancy are those of the effect of corruption. Money that should be given to erase poverty is corrupted for self-advantages of certain persons. Justice that should be risen up is corrupted for self righteous of certain persons.

My friends

Even though there is Corruption Watch Organization that bravely wipe out the corruption in this country, we as smart generation shall prevent corruption happen in our future. Being honest is the key. Do and speak with honest will help us to maintain our country from the danger of corruption. Corruption must die!!!

Thank you for your attentions. The last I say:

Wassalamualaikum, Wr. Wb.

Glossary

Words	Part of Speech	Phonetic Symbol	Meaning
Advantages	Noun	/ədvan.tɪdʒs/	Keuntungan
Allow	Verb	/əlaʊ/	Mengizinkan
Bravely	Adverb	/breɪv.li/	Dengan berani
Brief	Adjective	/brɪf/	Singkat
Certain	Adjective	/sɜː-tən/	Tertentu
Civil	Adjective	/sɪv.əl/	Sipil
Constitution	Noun	/kən.stɪtu-ʃən/	Konstitusi
Constitutional	Adjective	/kən.stɪtju.ʃən.əl/	Konstitusional

Corruption	Noun	/kəɾʌp.jən/	Korupsi
Court	Noun	/kɔrt/	Pengadilan
Danger	Noun	/dem-dʒə/	Bahaya
Depths	Noun	/depθs/	Kedalaman
Discrepancy	Noun	/diskrep.ənt.si/	Perbedaan
Erase	Verb	/ireis/	Menghapus
Inhuman	Adjective	/inhju.mən/	Kejam
Involved	Adjective	/invalvd/	Terlibat
Justice	Noun	/dʒʌs.tis/	Keadilan
Maintain	Verb	/menten/	Mempertahankan
Ministry	Noun	/mɪn.ɪ.stri/	Kementeri-an
Opportunity	Noun	/ɑ.pə.tu.nə.ti/	Kesempatan
Ought to	Modal Verb	/ɔt.tu/	Harus
Police	Plural noun	/pəlis/	Polisi
Poverty	Noun	/pɑ.və.ti/	Kemiskinan
Prevent	Verb	/prɪvent/	Mencegah
Righteous	Adjective	/raɪ.tʃəs/	Adil
Scandal	Noun	/skæn.də l/	Skandal
Snaps	Verb	/snæps/	
Snares	Noun	/sner/	Jerat
Stealing	Verb	/stɪlɪŋ/	Pencurian
Stink	Verb	/stɪŋk/	Bau
Those	Determine Pronoun	/ðouz/	Itu

Thrive	Verb	/θraɪv/	Berkembang
Us	Pronoun	/ʌs/	Kami
Weaken	Verb	/wi.kən/	Melemahkan
Wipe out	Verb	/waɪpaʊt/	Memusnahkan

8.5 Faculty of Political and Social Science

Excellency the Rector of Muhammadiyah University of Ponorogo Bpk. Drs. H. Sulton, M.Si

Honourable the Dean of Social and Political Science Faculty Bpk. Drs. Jusuf Harsono, M.Si

Respectable all of the lectures of Social and Political Science Faculty

And all beloved audiences

Assalaamu'alaikumWr. Wb

First of all, let's say our gratitude to Allah SWT who has given us mercy and blessing so that we can gather here without any obstacles. Secondly, Peace and Salutation may be upon our Prophet Muhammad SAW who has guided us from the darkness into the lightness. Hopefully with our *shalawat* we will get his help at the end of the day later.

I am Rani, and I stand in front of all of you to talk about "Corruption".

Ladies and gentlemen,

Indonesia is a vast and beautiful land, however the beauty and the goodwill of this great nation gets spoilt with the kind of corruption that is happening in Indonesia. Almost in every sector, one could find corruption happening and corrupt people growing in great abundance day by day. Money and power has ruled men and it has come to a stage where if common person needs any kind of help from the government sector or business arena, you too have to end up taking the corrupt route. For any kind of things to happen, one has to know the back door and spend great amounts of money to get the work done.

Ladies and gentlemen,

In every sector bureaucrats and politicians influence with power and money in such a manner that even the talented and most efficient people in the respective sectors would not be surviving or recruited for that matter. The work efficiency also is corrupted and altered as per the interests of the people in power.

Corruption starts at the higher levels and it carries its way to the lowest levels too. From the senior officer to the junior officers, even to the clerks, one would find corrupted people and the common person would find it difficult to bypass and get his things done.

Now this does not happen only in the sophisticated cities, but throughout the nation. Villages and towns are all a part of these games and it is the common person who gets affected from these dirty games.

My beloved audiences,

The heights of corruption has reached to a very great extend where there are no proper laws to end these corrupt people. Because of the highly corrupt people who just would do anything for money, it has become very difficult for the common person or the righteous to survive. They are taken for granted and hence taken for a ride.

This has to end and we need to reach a situation where every Indonesian should feel and say that they are living in a corrupt free land and be proud of it.

I think that is all I can say at this occasion

Thank you for your attention

Wassalaamu'alaikumWr. Wb

Glossary

Word	Part of Speech	Phonetic Symbol	Meaning
Excellency	Noun	/'ek.s əl.ənt .si/	Yang Mulia
Honourable	Adj	/'ɑ:.nə:r.ə.bl/	Yang terhormat
Respectable	Adj	/'rɪ'spek.tə.bl/	Yang kami hormati
Mercy	Noun	/'mɜ:.si/	Rahmat
Blessing	Noun	/'bles.ɪŋ/	Berkah
Salutation	Noun	/,sæl.ju'teɪ.ʃ ə n/	Salam
Guide	Verb	/'gaɪd/	Membimbing
Vast	Adj	/'væst/	Sangat Luas
Goodwill	Noun	/'gud'wɪl/	Tujuan yang baik
Spoil	Verb	/'spɔɪl/	Merusak
Abundance	Noun	/'ə'bʌn.d ə n t s/	Berlimpahan

Bureaucrat	Noun	/'bjʊr.əkræt/	Birokrat
Politician	Noun	/'pɔ:l.ətɪʃ. ə n/	Politisi
Alter	Verb	/'ɑ:l.tʃə/	Merubah
Clerk	Noun	/klɜ:k/	Pramuniaga
Sophisticated	Adj	/sə'fɪs.tɪ.keɪ.tɪd/	Canggih/ maju
Extend	Verb	/'ɪk'stend/	Menjangkau
Righteous	Adj	/'raɪ.tʃəs/	Berbudi

8.6 Faculty of Islamic Studies

Assalamu'alaikumWr. Wb.

The Honourable Mr. Ahmad as the Chief of Islamic Studies Department

The Honourable all Lecturers and administrative staffs of Muhammadiyah University of Ponorogo, and all of my beloved friends.

First of all, let us say thanks to Allah SWT who has given his grace and guidance, so that we can live in this world and still be given a chance to celebrate ISRA MI 'RAJ today. Secondly, let us convey prayers and greetings to our great Prophet Muhammad SAW that has brought us to blessed religion that is Islam.

Ladies and Gentlemen,

On this nice occasion, I will deliver a short speech in commemoration of *Isra and Mi'raj* of Prophet Muhammad SAW so that we as servants of God will always endeavour and try to improve our life and faith as possible and we can feel the happiness of life in this world or in hereafter later.

Ladies and Gentlemen,

Rajab month is a very historic month for Muslims because there is an important and remarkable event for the Muslim all over the world. In 27th Rajab, our Prophet Muhammad SAW was transported by Allah SWT from the Al Haram Mosque in Mecca to the AL Aqsa Mosque in Jerusalem that called as Isra and then up to the seventh heaven called as Mi'raj. This event runs on shortly in one night. It is also described in the Qur'an Surah Al-Isra' paragraph 1, which said: *Limitless in his glory God, who has transported his servant on a night from the Sacred Al Haram Mosque [at Mecca] to the Al Aqsa Mosque [at Jerusalem] which we have blessed around it so we showed him some of our signs (greatness). He is the All-Hearing, All-Seeing* [Surah Al- Isra': 1].

Surah above explains that as Muslim we should trust and believe in the greatness of Allah SWT that surpasses anything that is not able to be done by anyone except him because Allah SWT is Almighty in the universe and only him. If you think logically, the trip was not possible happened because of the long distance between Mecca and Jerusalem. Even, the incident will not occur in modern age now where the technology of transportation has been sophisticated. Nevertheless, By Allah SWT's will that can be happened.

Ladies and Gentlemen,

On a trip of Isra Miraj, Allah SWT commanded our Prophet Muhammad SAW and all his people to pray 5 times a day. Therefore, if we really believe in Allah and his prophet, we must carry out pray according to Allah's command because prayer could prevent us from cruel and evil deeds. Moreover, prayer can bring us to enter his heaven.

Ladies and Gentlemen

Let us take a lesson from this incident that Allah SWT is almighty god in universe. Moreover, let us keep our faith by always believing in Allah SWT as our God and Prophet Muhammad as his messenger. Therefore, we should utilize the rest of our lives as the best as we can by doing a lot of good deeds and keeping away from all restrictions.

Ladies and Gentlemen

That was the short speech that I can convey today. Hopefully what I've said can be useful for us. May we always be given grace and guidance by Allah SWT Amen

Thanks for your attention

Wassalamualaikum wr.Wb

Glossary

Words	Part of Speech	Phonetic Symbol	Meaning
Above	Adverb, preposition	/əbʌv/	Atas
According	Preposition	/əkɔːdɪŋ/	Menurut
Believe	Verb	/bɪlɪv/	Percaya
Believing	Verb	/bɪlɪvɪŋ/	Percaya
Blessed	Adjective	/blest/	Diberkati
Brought	Verb	/brɔt/	Membawa, dibawa
Carry out	Verb	/ker-.i.aʊt/	Bawa
Celebrate	Verb	/sel.i.breit/	Merayakan
Chance	Noun	/tʃɑn t s/	Kesempatan
Command	Noun	/kəmænd/	Perintah

Commanded	Verb	/kəmændɪt/	Memerintah-kan
Commemoration	Noun	/kəmem.əreɪ.ʃən/	Peringatan
Convey	Verb	/kənveɪ/	Menyampaikan-kan
Cruel	Adjective	/krʊəl/	Kejam
Deeds	Noun	/di:ds/	Perbuatan
Done	Verb	/dʌn/	Selesai
Endeavor	Verb	/endev.ə r/	Berusaha keras
Event	Noun	/ɪvent/	Peristiwa
Evil	Adjective	/i.vəl/	Jahat
Except	Preposition, conjunction	/ɪksept/	Kecuali
Faith	Noun	/feɪθ/	Iman
Glory	Noun	/glɔ:ri/	Kejayaan
God	Noun	/gɒd/	Allah
Grace	Noun	/greɪs/	Rahmat
Greatness	Noun	/greɪt.nəs/	Kebesaran
Guidance	Noun	/gaɪ.dənt s/	Bimbingan
Happiness	Noun	/hæp.i.nəs/	Kebahagiaan
Hearing	Noun	/hɪrɪŋ/	Pendengar-an
Heaven	Noun	/hev. ə n/	Surga
Hereafter	Adverb	/hɪræf.tə/	Selanjutnya
Hopefully	Adverb	/ hɒp.f ə l.i/	Semoga
Incident	Noun	/ɪnt.sɪdənt/	Kejadian
Limitless	Adjective	/lɪm.ɪt.ləs/	Takterbatas

Logically	Adverb	/lɒdʒ.ɪ.kli/	Logikanya
Mecca	Noun	/mek.ə/	Mekah
Modern	Adjective	/mɑ.də.n/	Modern
Month	Noun	/mʌn t θ/	Bulan
Mosque	Noun	/mask/	Mesjid
Neverthe- less	Adverb	/nev.ə.ðəles/	Namun
Prevent	Verb	/prɪvent/	Mencegah
Religion	Noun	/rɪlɪdʒ. ə n/	Agama
Remarkable	Adjective	/rɪmɑ.kə.blɪ/	Luar biasa
Restrictions	Noun	/rɪstrɪk.tʃə n/	Pembatasan
Sacred	Adjective	/seɪ.krɪd/	Suci
Servant	Noun	/sɜ.v ə nt/	Pelayan
Shortly	Adverb	/ʃɔrt-li/	Segera
Sophisti- cated	Adjective	/səfɪs.tɪ.keɪ.tɪd/	Mutakhir
Surpasses	Verb	/sə'pæsɪs/	Melebihijum- lah
Therefore	Adverb	/ðer.fɔr/	Karena itu
Universe	Noun	/ju.nɪ.vɜs/	Alam semesta
Utilize	Verb	/ju.-tʃə laɪz/	Memanfaat- kan
World	Noun	/wɜld/	Dunia

8.7 Faculty of Economic

Honourable the Chief of the Committee
Honourable the adjudicators
And all beloved audiences

Assalaamu'alaikumWr. Wb

First of all, let's say our thanks to Allah SWT who has given us mercy and blessing so that we can gather here safely. Secondly, Peace and Salutation may be upon our Prophet Muhammad SAW who has guided us from the darkness into the lightness. Finally yet importantly, I would like to say thank you to the committee for giving me opportunity to speak in this event.

I am Jenifer and I will deliver my speech entitled "The Global Economy"

Ladies and gentlemen,

It is a widely accepted view that globalization would not only gives benefit to all countries across the world but would also work towards the improvement of the economy as a whole. Globalization was not only loosed of boundaries of each country but associated with many complex things in a country including economic. A global economy is characterized as a world economy with a unified market for all goods produced across the world. It thus gives domestic producers an opportunity to expand and raise capacity according to global demands. Likewise, it also provides an opportunity to domestic consumers to choose from a vast array of imported goods. A global economy aims to rationalise prices of all products globally.

While a global economy or globalization has the distinct advantage of raising world productivity and incomes and bringing about an improvement in the standards of living for all people at a global level, it has the dangerous side effect of growth with inequality. This has been evidenced in the less developed economies of India, China and Brazil where the benefits of globalization have not percolated to the lowest levels. This has brought about a wide divide between the have-nots and the have-lots.

A Global Economy also leads to a shifting of jobs from the developed countries to the Third World Countries as wage rates are much lower here. This allows companies of the advanced nation to grow exponentially. For example, we might find computer chips produced in China be exported to USA for designing which may be subsequently used in Japanese computers supplied across the world. This process is called “outsourcing” and leads to exploitation of workers in Third World economies where income inequalities already exist.

The last, nonetheless, a global economy may be beneficial for the world at large. This may result in the economies of the world fighting issues such as global warming or climate change.

That is all I can say. Thank you for your kind attention.

Wassalaamu’alaikumwr.Wb

Glossary

Word	Part of Speech	Phonetic Symbol	Meaning
Boundaries	Noun	/'baʊn.də'ri/	Batasan

Unified	Adj	/'ju:.ni.faid/	Mempersatu-kan
Domestic	Adj	/də'mes.tɪk/	Dalam negri
Array	Noun	/ə'reɪ/	Susunan/ pameran
Aim	Verb	/eɪm/	Bertujuan
Percolated	Verb	/'pɜ:.k ə l.eɪt/	Menepis
Developed	Adj	/dɪ'vel.əpt/	Berkembang
Shift	Verb	/ʃɪft/	Berubah
Wage	Noun	/weɪdʒ/	Upah
Advanced	Adj	/əd'vænt st/	Maju
Outsourcing	Noun	/'aʊt.sɑ:.sɪŋ/	Sistem lontrek
Beneficial	Adj	/,ben.rɪ'fɪ. əl/	Bermanfaat
Benefit	Noun	/'ben.rɪ.fɪt/	Manfaat

STUDENT PRACTICE

Make your own speech text based on department you are enrolled in. Implement the rules and the tips you have learned in previous chapters. After that, perform it in front of the classroom and consider the assessment given by the lecturer.

SUMMARY OF CHAPTER VIII

A text of speech can be designed based on certain context in which the speech is delivered. As for this book, the context for the text of speech is differentiated based on the general specification of particular faculty available in this university. Those are Islamic studies, social and political science, economic, law, teacher training and education, technical engineering, and health studies. Those specifications are provided in order to help students understand certain content they may want to deliver in

their speech in accordance the faculty they are enrolled in.

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