

# The Definition of Public Speech (Definisi Public Speech)

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## INTRODUCTION

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This module contains the discussion of The Definition of Public Speech. As you read and study it, you will learn about the basic theory of a public speech and the definition of a public speech. Module 5 contain 5 units. Unit 1 will focus on the definition. Unit 2 discusses about the characteristics of public speech. A speech that is carried out by the person has to be given the utmost attention of the speaker so that the audience will understand what the speaker is talking about. Unit 3 talks about parts of public speech and give examples. Unit 4 discusses about Types of Public Speech. Finally in unit 5 talks about the requirements in presenting a public speech and give example.

## UNIT 1

## The Definition of Public Speech (Definisi Public Speech)

By the end of this lesson, you are expected to be able to explain the basic theory of public speech.

### A. IMPORTANCE OF SPEECH

There is no doubt whatever that speech is the most important ability possessed by human beings. It is our chief aid in acquiring knowledge, in satisfying our needs and desires, and in adjusting ourselves to the world in which we live.

Hence it follows that the individuals who possess this ability to the greatest degree are almost invariably the ones who attain the greatest success in other directions. Effective speech is the key to effective living. It would be impossible to choose a career of any kind today in which effective speech would not be an asset.

In every walk of life people are now realizing how vital good speech is to their success, and they are demanding special training. The tremendous popularity of the public-speaking classes offered by evening schools, business schools, educational departments, and similar institutions reflects a universal need for and appreciation of effective speech.

Public-speaking is speech given in public in front of an audience. In these classes we shall be largely concerned with the speech of your everyday human contacts, your conversations, your expressions of opinion. The subject matter of the speech class is something you will use everyday of your life. Furthermore, it underlies the work of all your other classes, and is a factor in your success in your other classrooms - at least as far as that success is measured by ability in recitation.

The basic material of the speech course is not new to you; you have been using speech more or less effectively all your life. Your success in this class will wholly upon the degree of improvement your speech shows; it will be by your steady progress in building good speech habits to replace poor.

By the end of this lesson, you are expected to be able to explain the definition of public speech.

## **B. SOCIAL NATURE OF SPEECH**

The principle involved here is so important that it underlies all the work of the speech course: speech is a social thing. It is our chief means of adjustment to and control of our social environment. We learn our first words in order to gratify our simple desires. If we are normal human beings we use our speech primarily to maintain relationships with other people. We have no need to talk aloud to ourselves, because we have learned a short cut, thinking. But our friends and our associates cannot read our thoughts, and if we want to satisfy our own desires we must be able to put our thoughts clearly and effectively into speech. This means that we are always concerned with the effect of our words on other people.

It is no exaggeration to say that speech is actually a social index to human success. If you tremble, grow weak in the knees, -lose your breath, stutter, or say things you don't mean when you are faced with a new or difficult situation - such as applying for a position, making a report in history class, asking a girl for a "date", introducing a visiting speaker to your club, meeting a person of prominence – life will always be more difficult for you that it needs to be.

On the other hand, if you can carry on an intelligent and interesting conversation with friends of the family at the dinner table or with your hostess at a dinner party, or give your father convincing reasons why you should be allowed to drive the car, or why a new gown is quite essential for your friend's party, or why eleven o'clock is too early for you to leave the party; if you can persuade Mr. Sudirman that he would be making no mistake to give you a chance at that job for after school or during summer - if you can meet ordinary speech situations like these adequately, your chances of success and happiness in life are immeasurably increased. And this is the first object of the speech course.

## C. FUNDAMENTAL OF SPEECH

What do we mean when we use the term speech? We have seen that it is something which has constant, everyday, use, and not something which is reserved for a few people on important occasions. The speech course is primarily concerned with this activity as a medium of everyday communication; it does not propose to make an orator, a stump speaker or a debater out of you, but to help fit you to get along with other people, and to come nearer to getting put of life what you want from it. Even in the classroom, speech is not confined to platform speaking, dramatic reading, or other special forms.

Do not make the mistake of thinking of speech merely as the use of your voice in language. Any way by which the human body conveys meanings to another is speech. A toss of the head, a shrug of the shoulders, a lifted eyebrow, a twinkle of the eye, a wink - are often more expressive than mere words. As long as two people understand the signs used, they can communicate their thoughts and desires to each other. They may use gestures, signals such as semaphoring or words, but as long as the other understands, there is speech.

Fundamentals of Speech are constituted by bodily expression, voice, words or language, which are going to be discussed later. They are the material out of which all speech is composed, from the simplest conversation to the most complicated dramatic expression or the loftiest oration.



### SUMMARY

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Effective speech is the key to effective living. It is very essential in determining someone's success. Public speaking - speech given in public in front of an audience - is one of the effective speech. The tremendous popularity of public speaking reflects a universal need for and appreciation of effective speech.

Speech is a social thing, the chief means of adjustment to and control of social environment. The speech helps you to get along with other people and to come nearer to getting put of life what you want from it. The term speech itself does not only concern with the use of voice in language, but also gestures and signals. Bodily expression, voice, words or language constitutes fundamentals of speech.



**FORMATIVE TEST 1** \_\_\_\_\_

Answer the following questions!

- 1) Is it possible to have a good cannot preset speech? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2) What is a speech?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 3) What does the tremendous popularity of the public speaking classes reflect?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 4) Speech is a social thing. What does it mean?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 5) Why do we learn words?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 6) What should you do to convince a job interviewer that you are the right person for the position?  
\_\_\_\_\_  
\_\_\_\_\_
  
- 7) Mention three kinds of gestures!  
\_\_\_\_\_  
\_\_\_\_\_

8) What constitutes the fundamentals of speech?

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9) Name three television personalities whose voices appeal to you, and in each case describe the personality suggested to you by the voice!

<b>Name of the persons</b>	<b>Description</b>
1.	1.
2.	2.
3.	3.

10) Name five moving picture actors and actresses who you consider to have the most effective speech and give the reasons!

<b>Name of the persons</b>	<b>Reasons</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$\text{Level of achievement} = \frac{\text{scores of the right answers}}{\text{total scores}} \times 100 \%$
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Level of achievement:    90 - 100% = very good  
                                   80 - 89% = good  
                                   70 - 79% = average  
                                   < 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next Unit. Good! But if your level of mastery is less than 80%, you have to study again this unit, especially the parts which you have not mastered.

## UNIT 2

## Dynamics Characteristics of Public Speech (Ciri-ciri Dinamis Public Speech)

By the end of this lesson, you are expected to be able to explain the dynamics, characteristics of public speech.

In this module we are going to discuss about the characteristics of public speech. A speech that is carried out by the person has to be given the utmost attention of the speaker so that the audience will understand what the speaker is talking about. This would involve the kinds of contents that would be suitable for the audience in terms that the speaker could convey his message and be understood by the audience.

### A. CHOICE OF SUBJECT

The choice of a subject for even the briefest of talk is important, for to large extent it will govern your own interest in preparing your speech and hence the response of your audience. In fact, the best talks are almost always those which grow out of personal feelings and experiences. Think a ~ deal about a subject before you choose it. There are some considerations:

#### 1. The Subject Should Be Interesting

In the first place, you yourself must be interested in it; and the second place, it must have a good chance of interesting your audience. Unless you are already interested in the general subject you will not work it up with enthusiasm, and your audience is certain to be disinterested.

Here, you must have an interest in the subject. Don't expect your audience to be enthusiastic about the subject if you do not have the eagerness about it. It is almost universally true that lack of knowledge is often the reason for lack of interest, and interest in any subject grows with the understanding of it. A subject of no interest to you today may become of intense interest to you after you have spent an hour reading about it. Intensive study of any subject is certain to create an interest in it.



## 2. The Subject Should Be Restricted.

Restrict the subject enough to enable you to cover it with some thoroughness, and then confine yourself to selected phases of what you have chosen.

One of the worst sins in public speaking is speaking vaguely or wandering all over a subject. The shorter your time, the more you need to restrict the subject. You may discuss only one phase of the problem, such as taking care of the aged unemployed, or the psychological effects of joblessness, or crime and the unemployed, and the C.C.C. and the unemployed.

## 3. The Subject Should Be Within Your Capacities

You may know little or nothing about a subject to begin with, but be sure that it is at least within your comprehension.

Unless you have had advanced courses in physics, don't try to speak on Einstein's contributions to physics. If you know nothing about biology, don't try to discuss the inheritance of feeble-mindedness, or dietetics as a career, or the role of bacteria in disease. If you do not have the background of language, don't try to explain the theory of syntax, morphology or phonology. In a field unknown to you, choose a subject that is not technical, one which you can understand if you do little concentrated reading.

## 4. Material on the Subject Should Be Available

Many of your speeches will be drawn largely or wholly from your own experiences, in which case you will not be dependent upon a library. But whenever you are to talk about a subject about which you know little, be sure that material is available. In any event, however, *make sure that materials available before you agree to speak on a subject.*

Most listeners have a natural curiosity to learn more about the world. You can try to appeal to this curiosity in your introduction. Certain types of openings are often effective in gaining an audience's attention. You might start with one of the following:

- a. a surprising or unusual fact;
- b. a personal story;
- c. an interesting example;
- d. a quotation from an authority or expert;
- e. impressive or significant statistics.

Any opening that you use should relate directly to your topic, or it will only confuse the listeners.

An effective introduction to any type of presentation should be brief and to the point. You want to capture the interest of your listeners and then lead them into the content of your presentation.

### TASK 1

Look at a list of subjects below. Which one is the most interesting subject for you? Rank them and add others.

- \_\_\_\_\_ My most amusing experience.
- \_\_\_\_\_ The way I earn money.
- \_\_\_\_\_ Making paper boxes.
- \_\_\_\_\_ How to play guitar.
- \_\_\_\_\_ Raising chickens.
- \_\_\_\_\_ Making magazines.
- \_\_\_\_\_ Beautifying our countryside.
- \_\_\_\_\_ Professional sports as a career.
- \_\_\_\_\_ \_\_\_\_\_
- \_\_\_\_\_ \_\_\_\_\_

### B. THE MATERIAL

After you choose the subject, you have to prepare the materials. Getting together the material for a given speech may be a very simple matter, or it may be an arduous task, depending upon the nature of the subject itself and your knowledge of it.

Preparing the materials for a career which may call for a great deal of speaking, such as law, business administration, politics, diplomacy, public health, nursing education, and many others, will devote your entire life to the collection of the speech material. Incidents you observe, stories you hear or read, experiences you hear or read, stimulating discussions which bring out new points of views, day-to-day events which are important or dramatic, or amusing, books, plays, moving pictures – all these and more will provide the background for your speeches, as well as illustrations, facts, and frequently points of view. No speaker can be successful who merely goes to the library and reports to his audience what he finds in the books and magazines there.

But when such material is really absorbed, woven into the background of his previous knowledge of the field, illuminated with his own personal feelings and attitudes and illustrated with pertinent and interesting examples and stories, almost any subject can be made interesting to any audience.

### **1. Observe and Think**

The first method of collecting material upon the subject, then, is to take stock of what you already know about it, and what your attitudes toward it are.

Utilize your own feelings, your knowledge of human nature, personal experiences you have had yourself or know about.

### **2. Talk with Other**

Often a conversation upon a subject will suggest a number of ideas which can be developed in your speech.

At least it will show you aspects of the subjects which interest other people, and you may find someone who knows a great deal about it. If you are really earnest about seeking information and know enough about the subject in advance to ask intelligent questions, most people will be glad to take time to discuss it with you.

### **3. Read Widely**

Unless the subject for your talk concerns wholly your own experience, wide reading is necessary.

Any audience expects a speaker to be well informed, and there is no better place to look for facts than in books, magazines, and pamphlets. The more time you have for preparation, the more intensively you can hunt up sources of information.

### **4. Take Notes**

Keep a notebook handy when you are reading, or – far better – keep a pack of three-by-five library cards on hand for notes.

Cards are far more convenient because they can be sorted, rearranged in the order in which you want to use them, and laid out in front of you so that you can see at a glance what material you have to work with. Take your notes with such care that you do not have to go back to that same source again. Be sure that the exact reference is placed on each card.

**TASK 2**

Write the sources and steps of how to produce the speech that you make in real life in the following diagram. Select a subject that interest you from the articles above in Task 1, and prepare the complete list of sources for material, including books, magazine articles, and individuals whom you could consult.

<b>Subject</b>	<b>Source</b>	<b>Steps</b>
1. Making magazines	a. Gramedia Publisher b. Magazines: Hai, Gadis	a. Observation b. Reading
2. _____	a. _____ b. _____	a. _____ b. _____
3. _____	a. _____ b. _____	a. _____ b. _____

**C. THE SPEECH ADAPTATION TO THE AUDIENCE**

When a speaker is facing an audience, he has one primary obligation – one concern – and that is to hold the attention of his hearers until he has conveyed his message. Many factors aid him in holding their attentions – the subject itself, his interest in it, his mastery of it, such devices as incidents, examples, and humor – but the most important factor in the success of any speech is the speaker’s knowledge of his audience and his specific adaptation to them.

**1. Analyze the Culture Level and the Interest of the Audience**

Analyze your audience as carefully as you can before you organize your speech material, to determine what material to include or exclude or exclude and how to approach the subject. During much of your work in the speech class, your audience will be the class; but your real work will come when you imagine them to be some other audience – an audience you think should be interested in your subject and for whom you have prepared your talk. Before you begin to speak, in every instance, tell the class what the audience you are addressing, and let them use their imaginations and listen as though they were that audience, criticizing the speech from that standpoint.

Ask yourself innumerable questions about your audience, and keep the answers in mind when you organize your speech. *Are they of one occupational level?* Farmers, for example, will be interested in different aspects of the tariff problem and flood control than will your Chamber of Commerce. *Are they of one educational level?* Your high school assembly will look at the subject “Is college worth while?” far more practically and personally than will, for instance, a college club or an organization of business men. *Do they have technical knowledge of the subject?* Only an agricultural expert could successfully try to tell the farmers how to increase their crops, or to convert them to the advantages of diversifying their crops; but they will be greatly interested to hear what erosion is doing to the farm lands throughout the country, especially if they can see the damage beginning in their locality. *Are they of one religious belief?* Don’t try to argue a Moslem audience into a prohibition of consuming pork, a Catholic one into a belief in a uniform divorce law, or a Protestant one into an appreciation of parochial school. *Are they approximately of one age, or is the group to be mixed?* It is much harder to talk to an audience composed of all ages than one of young people, or middle-aged people, or any homogeneous group. *Are they likely to be favorable to you, dubious as to your proposal, antagonistic, or indifferent?* Each case is different; the favorable audience will fall in at once with your proposition; the dubious one will have to be shown the logic and probably the practical advantages of it; the antagonistic one will have to be won over slowly and skillfully; and the indifferent one will have to be aroused to interest and then won over. Moreover, you have to consider about your audience’s *position in organization*: Do most of them have administrative or technical backgrounds? Are they managers, management trainees, new employees, technicians, or electrical staff?; *area of specialization*: If your audience works in the same general field, what are their area of specialization?; *sex, income level, nationality*: Are they mainly male or female, of the same income level, or of one nationality?

## 2. The General Level of English of the Audience

In order to make your message clear, you need to use language that the audience can understand. If most of your audiences are not native speakers of English, then you must be especially careful to use vocabulary words that most of them will know.

It will not be effective to use new or difficult words which are not understood by your audience. If you think that many people may not know the meaning of a few technical or specialized words you consider essential, then you might write these words on the board before you begin your speech. You can always explain a few unfamiliar words as you go along, but keep in mind that interrupting your presentation to define or explain many new words may make it difficult for your audience to follow the flow of your ideas.

### **3. Technical Background of the Audience**

By knowing how much technical information your audience can understand, you can appropriately adjust the technical content of your speech.

The advantages are:

- a. If most of your audience are experts with specialized training similar to your own, they will understand and expect highly technical data.
- b. Audience with a technical background may be familiar with your general subject area but may not be experts in your particular field. These people know many basic technical terms, but will need explanations of specialized ones.
- c. If your audience has no technical background, you will have to use simple, nontechnical language with explanations of any technical concepts you include in your speech.
- d. When your audience has mixed technical background, you should identify the lowest level of technical understanding and address yourself to this level.
- e. If you have no idea of the technical background of your audience, you should speak to them as a general audience.

### **4. Audience Knowing about the Subject**

By knowing the background of the audience, you can build your speech on what they already know.

Clearly, you do not want to waste your audience's time by repeating information they already know. Also you should know much and what kind of background information to supply in order for them to understand your speech.

## **5. Audience's Expectation from Your Speech**

When someone asks you to give a speech, you need to know exactly what that person expects from you.

In order to be successful, your speech has to meet the wants or needs of the audience. Before planning your speech make sure you know the answers to these questions.

- a. What does the audience want or need to know?
- b. When is the speech due?
- c. How long should the speech be?
- d. Are there any special guidelines you should follow?

## **6. Other details of the Speaking Situation which Might Affect Your Speech**

You can make your speech more effective by knowing as much as possible about the speaking situation in advance.

Some of the following factors may influence the way you plan your speech.

- a. How many people will you be speaking to?
- b. How will your audience be seated – in rows, a circle, around a conference table, or another way?
- c. Will you be expected to stand in front of your audience, sit at a desk in front of them, or sit them around a large table?
- d. Will the situation be formal or informal?
- e. Where will your speech be given/Will you be in your office, a classroom, or a lecture hall?
- f. What facilities (such as lectern, blackboard, slide projector, overhead projector, screen, video recorder) will be available?

## **7. Have a Specific Purpose for Your Talk**

There is only one purpose for any speech, and that is to get a given reaction from the audience. Unless you succeed in that, you have failed, even though your speech on paper reads well, is well organized, and is skillfully put together.

Before you even begin to organize your material for presentation, write down a clear-cut statement of your purpose in specific terms. This statement, together with a brief statement of how your audience is constituted, and a one-sentence summary of your talk, should precede your outline and govern.

Always state your purpose in such specific terms that there is no mistaking your aim. And then keep it in mind while you are preparing your speech. Test your material from that point of view. If it doesn't advance your purpose, directly or indirectly, eliminate it, no matter how interesting it is in itself. The most interesting story in the world doesn't belong in a speech unless it illustrates a point or helps you introduce a point.

### 8. Appeal to Basic Human Motives

Any speech, to be effective, must appeal to at least one fundamental human interest. Psychologists have drawn up long lists of such interests. Perhaps, the most important one is security, which is now more valued than even, since the long depression has robbed many people of anything resembling security.

Human beings are acquisitive, and appeals based on *acquisition* of property, the production of wealth, lowering of taxes, economy government, and the like, always appeal to us. In the same way we desire *reputation*. This motive is utilized in appeals for good government, law enforcement, decrease in crime, slum clearance, health programs, and anything else which will make us stand out in a favorable light. *Loyalties* are strong in most people – to race, creed, community, school, state, and nation. They provide an effective motive for action. *Sentiments* – no appeal is more often cheapened and debased than this one, but judiciously used, it is highly effective. Rivalry is an old and universally recognized human motive, and so is interest in *struggle or conflict*. This latter is the essential element in all drama. *Humor*, might be listed as a fundamental appeal – certainly there are few people who will not respond to it. And of course the desire for success is probably the most basic of all. Try in your speech to appeal to at least one of them.

## TASK 3

### Activity 1

Write T if the statement is true, F if it is false, and NC if the statement is not found in the text above.

- \_\_\_\_\_ 1. If the audience is farmer, the speaker must be a farmer too.
- \_\_\_\_\_ 2. It is much harder to talk to a group of children.
- \_\_\_\_\_ 3. The purpose of every speech is to get the hearers to do something.



- \_\_\_\_\_ 4. When the listeners have heterogeneous technical backgrounds, you have to speak to them as a general audience.
- \_\_\_\_\_ 5. The advantage of knowing the listeners’ background and knowledge is that they can adapt the presentation well.

**Activity 2**

Indicate whether the following topics would be too limited, too general, too technical, or too familiar for these audiences.

<b>Topics</b>	<b>Audience</b>	<b>Too</b>
1. Pollution	1. University students	1. _____
2. Alzheimer’s disease	2. Medical students	2. _____
3. Cigarette advertisements	3. advertising services	3. _____
4. Photosynthesis	4. Farmers	4. _____
5. Space shuttle	5. Scientist	5. _____



**SUMMARY**

This part discusses the characteristics of speech. It includes Choice of Subject, The Material and The Speech Adaptation to the Audience.

First, in choosing a subject, a speaker must keep in mind the following considerations:

- 1. The subject should be interesting.
- 2. The subject should be restricted.
- 3. The subject should be within your capacities.
- 4. Material on the subject should be available.

To gain an audience attention, certain types of openings are often effective, for example:

- 1. a surprising or unusual fact;
- 2. a personal story;
- 3. an interesting example;
- 4. a quotation from an authority or expert;
- 5. impressive or significant statistics.

Next, in delivering a speech, material is one of the most important things to be prepared well. The methods to collect the material are as follow:

1. Observing and think;
2. Talk with others;
3. Read widely;
4. Take notes.

Finally, a speaker must be able to hold the attention of his hearers until he has conveyed his message. The speaker's knowledge of his audience and his specific adaptation are the most important factor in the success of his speech. They are:

1. Analyze the Culture Level and the interest of the Audience/  
You might consider the following characteristics:
  - a. Occupation;
  - b. Level of Education;
  - c. Technical knowledge of the subject;
  - d. Religious belief;
  - e. Political belief;
  - f. Age;
  - g. Favorable, dubious, antagonistic or indifferent audience;
  - h. Position in organization;
  - i. Area of specialization. Sex, income level and nationality.
2. The general level of English of the audience.
3. Technical background of the audience.
4. Audience knowing about the subject.
5. Audience' expectations from your speech.
6. Other details which might affect your speech.
7. Have a specific purpose for your talk.
8. Appeal to human basic motives.



## FORMATIVE TEST 2

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In this test, you will listen to a part of *proposing a toast to a birthday girl*. Listen to the speech from the beginning until you hear "... eventful one."

- 1) Complete the blank spaces with the words you hear from the text.

Ladies and Gentlemen,

I am very happy to have been chosen to   1   this toast to my   2   Amelia. I am   3     4   because of my great   5   for her, and because I have watched her   6     7   through all the birthdays   8   to this eventful one.

2) After completing the text above, tape your speech.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{scores of the right answers}}{\text{total scores}} \times 100 \%$$

Level of achievement:   90 - 100% = very good  
                                   80 - 89%  = good  
                                   70 - 79%  = average  
                                   < 70%  = bad

If your level of achievement reaches 80% or more, you can go on to the next Unit. Good! But if your level of mastery is less than 80%, you have to study again this unit, especially the parts which you have not mastered.

## UNIT 3

## Parts of Public Speech (Bagian-bagian Public Speech)

By the end of this lesson, you are expected to be able to explain parts of public speech and give examples.

An effective oral style can be acquired in much the same way that a good style is acquired. Structure, coherence, and emphasis are some of the whereby we can improve the oral presentation of a subject.

### A. STRUCTURE

If your outline has been carefully tested for unity, the speech on it is likely to be unified. First, keep your purpose in mind, and don't let it be diverted from it. Next, be sure that your main topics follow each other in kind of reasonable order.

Finally, make your transition sentences clear, so your hearers can see where you are going.

*Coherence.* In the speech it means clearness. Keep your sentences simple, shorter rather than longer sentences for the most part, and be sure you use them; don't string together a lot of sentences which have some claim to independence; and eliminate habit from your oral style.

*Emphasis* or force is secured in two ways: First, by the effective arrangement of topics, and ideas within topics. Second, by innumerable devices add color, vigor, originality, and other considerable qualities to your.

### B. LANGUAGE

A speech may be thought of as an enlarged conversation with an audience, and the speaker limited to one person. Many speakers today expect their audience to participate in a discussion.

An effective speech must have conversational quality, unless it is exceedingly formal; but it should not have what we may call conversational style. That is, it should not have the careless expressions, unfinished sentences, slang, and general lack of dignity that mark the language of most conversations. Work conscientiously to improve the language from one class speech to the next. Listen for new words in the conversations you hear, and watch for them in your reading; then look them up and make it a point to use them. Tune your ear to words, and become aware of distinction between them. Avoid trite expressions and clinches, and try to develop originality in your language. Listen critically to the language of radio announcers and speakers, and analyze its good and bad features .

Remember, too, that the most vivid and colorful language in the world won't make an impression among cultivated people, unless the diction is good.

## **TASK 1**

### **Answer these questions**

1. What are the similarities between a speech and a written?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What must an effective speech have? \_\_\_\_\_

3. What is the effect of a good dictation? \_\_\_\_\_

## **C. RHETORICAL DEVICES**

These are for making language vivid and colourful, catching and holding attention and emphasizing points.

### **1. Figurative language**

Figures of speech, especially analogies, similes and metaphors, add colour to any language; we use the constantly without realizing it.

Note the effectiveness in the following:

- a. *Simile* is a comparison between 2 essentially different things in which the writer uses such words as *like* or *as* to draw the comparison.  
*e.g. He fought like a tiger.*
- b. *Metaphor* is also comparison between 2 things which are essentially different. It states that one thing is another.  
*e.g. they say they have a hard time finding a woman without much baggage.*

## 2. Stories and incidents

A good story, humorous or otherwise, is almost certain to catch and hold the attention of your audience.

But it is an effective device in a speech only when it assists in making a point, introducing an idea or serving as a transition.

Last week, in the morning, I went to a friend's wedding. At 10 o'clock, I came back home. Unfortunately, when I was driving, the motorcycle suddenly stopped. It turned out that the tank gas was empty. I had to walk with my motorcycle while a lot of people were staring at me. It was really embarrassing.

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### TASK 2

**Complete the dialogue based on the text.**

- Stranger : \_\_\_\_\_ ?
- Me : My gas tank is empty.
- Stranger : \_\_\_\_\_ ?
- Me : I know. I forgot to \_\_\_\_\_.
- Stranger : \_\_\_\_\_.
- Me : Really? Only a mile up front?
- Stranger : Yes. You can fill your gas there.
- Me : Thank you \_\_\_\_\_.
- Stranger : You're welcome. And \_\_\_\_\_

Here are the way to present the information.

Classifying

1. There are two types of ...  
                                kinds of ...  
                                sorts of ...
2. .... can be divided into types  
  categories
3. .... comes into the first category.

Giving examples

1. For example .....
2. Take .....
3. ....such as .....

**3. Examples**

History is filled with events which make stirring accounts and which help to establish points in speaking, and so is literature.

Government, economics, science, almost every field of human endeavor, can provide examples or lists of examples which can be used with great effect.

In 510 BC , hungry soldiers of the Emperor Darius were near the river Indus, when they discovered some "reeds which produce honey without bees." Evidently this early contact with the Asian sources of sugar cane made no great impression, so it was left to be re-discovered in 327 BC by Alexander the Great, who spread it's culture through Persia and introduced it in the Mediterranean. This was the beginning of one of the best documented products of the Middle Ages.

*Whatscokingamerica.net/history*

### TASK 3

#### Listen to Extract 2

As you listen, mark the pauses in the text below. Then practice reading the text by recording it.

In 510 BC, hungry soldiers of the Emperor Darius were near the river Indus, when they discovered some "reeds which produce honey without bees." Evidently this early contact with the Asian sources of sugar cane made no great impression, so it was left to be re-discovered in 327 BC by Alexander the Great, who spread it's culture through Persia and introduced it in the Mediterranean. This was the beginning of one of the best documented products of the Middle Ages.

#### 4. Allusions

The broader the background of the speaker, the more he can draw on allusions - mostly literary and historical - to lend effectiveness what he says.

A *son of Icarus* is an allusion to the Greek mythological story of *Icarus*, who ignored his father's warning and perished flying too close to the Sun, melting the wax holding on the wings his father had crafted. Since Icarus died without children, the more sensible phrase might be "son of Daedalus" (the father); but Icarus is the one who is remembered, and so "son" is used *allegorically*, meaning foolish and over-exuberant like Icarus.

*Spiritus-temporis.com/allusion*

#### 5. Comparison and Contrast

##### a. Comparison:

Europe is amazing - 39 countries, 38 languages, 34 currencies. But what's *more amazing* is that you can connect to over 90 European cities through a single airport.

*Lufthansa - advertisement*

##### b. Contrast

The development of the country, which appears so physically impressive, has been paid for by the victimization of the people.

*Asiaweek, February 2008*



## 6. Specific instance

A general statement often becomes highly effective • is followed by instances of its truth.

Take away its away its OXYGEN and what do you think would happen? Just like your skin. If you want it to bloom again, you've got to give it what it needs.

- a. Oxygen to help re-energize cells.
- b. Concentrated moisturizers to keep skin smooth and firm.
- c. Reduce the chance of wrinkles.
- d. And defensive protection to diffuse environmental damage. Before it gets you.

*Advertisement, Elle, February 2008*

## 7. Questions

The use of questions is one of the most effective oratorical that can be used.

They may be oratorical questions, to drive points by making the audience answer the questions individually; or they may be of introducing points, to be followed by the speaker's answer.

Do you enjoy activities less than you did one year ago? Have you been worried in the past month?

*Just Say Yes or No  
Vogue, February 2008*

## 8. Concrete terms

Wherever you can, use concrete instead of abstract For example, "the cruel conceal their dispositions" is far more concrete than "cats hid their claws".

You may think you understand and agree with me when I say, "We all want success." But surely we don't all want the same things. Success means different things to each of us, and you can't be sure of what I mean by that abstract term. On the other hand, if I say "I want a gold Rolex on my wrist and a Mercedes in my driveway," you know exactly what I mean (and you know whether you want the same things or different things). Can you see that concrete terms are clearer and more interesting than abstract terms?

*Grammar.ccc.commnet.edu*

## 9. Suspense

Wherever it is possible to pile up illustrations, evidence or effectively without stopping to draw a conclusion until the climax is interest is heightened. Sometimes a series of dramatic questions will achieve the effect.

Are you willing to put your life on a stake for one night of fun? Are you willing to sacrifice everything for a short glimpse of pleasure? Are you willing to hurt your loved ones for a short fun?

*AIDS Awareness  
Cosmopolitan, March 2008*

## 10. The Familiar

Illustrations brought forth from the everyday experiences average man often strike a responsive chord, and win interest and when more striking statements would not.

Vegetables treated with a combination of garlic, chili and vinegar sound good to cat. But not if you are a crop-destroying pest, according to the Lion City's Primary Production Department. It came up with the mixture in its search for a chemical-free insecticide. It is also looking into lemon-grass sprays.

*Cosmopolitan, March 2008*

## 11. The unusual

Just as allusions to the familiar can be used with good can unusual statements, striking terminology, startling comparisons, aid the speaker in holding the attention of his audience.

“Give a body a soul – and people will know.”

*Opel advertisement.*

## 12. Humor

Don't think that humor in a speech consists in telling funny stories, a humorous allusion, a far-fetched comparison, an amusing remark, even a light touch in a discussion, are effective devices.

A man asked for a meal in a restaurant. The waiter brought the food and put it on the table. After a moment, the man called the waiter and said:

"Waiter! Waiter! There's a fly in my soup!"

"Please don't speak so loudly, sir," said the waiter, "or everyone will want one."

*Anglik.net*

### **13. Repetition**

This device may be employed in a number of ways: a group may have exactly parallel construction; a word or an idea may be explained in a number of ways; a word or phase may be repeated in a number of times for emphasis.

Are you willing to put your life on a stake for one night of fun? Are you willing to sacrifice everything for a short glimpse of pleasure? Are you willing to hurt your loved ones for a short fun?

*AIDS Awareness  
Cosmopolitan, March 2008*

## **D. THE INTRODUCTION**

The purposes of an introduction are:

1. to introduce the speaker, the subject, and often the occasion;
2. to attract your listeners' interest and focus their attention on your topic;
3. To identify what your presentation is about and how you plan to present the information.

Madam Chairman; Ladies:

We are very fortunate in having Mr. Jones here today to tell us something about Mozambique. Mr. Jones, as you know, is a distinguished Fellow of the Royal Geographical Society and a founder member of the 'There and Back' club. We have already learned a lot from him about faraway places through his newspaper articles and TV talks. To have him here in person is an exciting event for us.

## **E. THE CONCLUSION**

It determines the impression you leave with the audience. It provides the climax to your appeal, the "clinch" to your argument, the "driving home" of your purpose, as well as the rounding off a unified and whole.

To conclude a speech we can use the following: a concise summary of the covered; repetition of the keynote; an emotional climax; a final appeal for *a* for action; a quotation.

Here are some different ways to signal your listeners that you are concluding:

**In Conclusion / closing** \_\_\_\_\_

**To conclude / sum up,** \_\_\_\_\_

Before I end, let me quickly review the main points (advantages reasons, effects, causes, types) of \_\_\_\_\_

Briefly, then, I'd like to summarize the major points I've presented.

Before I open this up for your questions, I'd like to emphasize how important it is for you to remember \_\_\_\_\_

#### TASK 4

Answer the questions by filling out the tables below

- When you make speeches, which rhetorical devices do you often use? Why?

Rhetorical devices	Reason
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

- What can be used to conclude a speech? Give an example for each.

Types of conclusion	Examples
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____



## SUMMARY

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There are some ways to improve the oral presentation of a subject. They are:

A. Structure, it consists of:

- i. unity - the speech should be unified.
- ii. coherence - the speech must be clear.
- iii. emphasis - it is secured by the effective arrangement of topics and ideas within topics.

B. Language

An effective speech must have conversationally quality, unless it is exceedingly formal.

The most vivid and colorful language won't make any impression unless the diction is good.

C. Rhetorical Devices - to make the language vivid and colourful, catching and holding attention, and emphasizing points.

1. Figurative language - to add the colour to any language, e.g. similes, metaphors, analogies.
2. Stories and incidents - it is effective in making a point, introducing an idea, or serving as a transition.
3. Examples - it helps to establish points in speaking and so is literature.
4. Allusions - to lend effectiveness to what a speaker says.
5. Comparison and contrast.
6. Specific instances - to make a general statement more effective by instances of its truth.
7. Questions - they may be oratorical questions or means of introducing points.
8. Concrete Terms.
9. Suspense - to reach the climax and to heighten the interest.
10. The Familiar - it is usually brought from the everyday experiences of people.
11. The Unusual - it aids the speaker in holding the audiences' attention.
12. Humor - it is not only funny stories, but also a comparison, an amusing remark and a light touch in a discussion.
13. Repetition - have parallel construction, explained in a number of ways or repeated a number of times for emphasis.

- D. Introduction - the purposes are:
1. to introduce the speaker, the subject, and often the occasion
  2. to attract your listeners' interest and focus their attention on your topic.
  3. to identify what your presentation is about and how you plan to present the information.
- E. Conclusion - it provides:
1. the climax to your appeal:
    - a. the "clinch" to your argument;
    - b. the "driving home" of your purpose!
  2. the rounding off a unified and coherent whole.

The conclusion can be taken from:

1. a concise summary of the ground covered;
2. repetition of the keynote;
3. an emotional climax;
4. a final appeal for belief or for action;
5. a quotation.

In making speech, we often have to present information. Moreover, in presenting information, we usually provide examples. Here are the ways to present information and give examples.

#### Classifying

1. There are two types of ...  
       kinds of ...  
       sorts of ...
2. .... can be divided into types  
                                   categories
3. .... comes into the first category.

#### Giving examples

1. For example ....
2. Take ....
3. ....such as ....



### FORMATIVE TEST 3 \_\_\_\_\_

*Cross (x) on the right answer.*

1) List the steps to make your speech unified.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2) Contextual situation:

Chief Bakary (78), is the chief in Anjavimihavanana, northern Madagascar. In Madagascar, seventy-eight-year-old Chief Bakary's village makes profit by selling fruit grown in their new tree nursery. More importantly, Chief Bakary's village now takes fewer trees from the rainforest because the nursery can provide firewood and poles for construction.

*Instruction:* Pretend that you are Chief Bakary. You have to make a short speech informing about the importance of rainforest. Tape your speech.

3) State the statements true (T), false (F), or not clear (NC)

- a) "Dinda is a snake." This sentence uses a metaphor \_\_\_\_.
- b) A simile can be found in "She is as beautiful as \_\_\_\_ an angel".
- c) It is more effective to use a lot of questions in a \_\_\_\_ suspense.
- d) In an introduction, a speaker doesn't have to use \_\_\_\_ a long sentence.
- e) A summary, repetition and quotation are methods \_\_\_\_ to conclude a speech.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{scores of the right answers}}{\text{total scores}} \times 100 \%$$

Level of achievement:    90 - 100% = very good  
                                  80 - 89% = good  
                                  70 - 79% = average  
                                  < 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next Unit. Good! But if your level of mastery is less than 80%, you have to study again this unit, especially the parts which you have not mastered.



## UNIT 4

## Types of Public Speech (Macam-macam Public Speech)

By the end of this lesson, you are expected to be able to explain types of public speech and give examples.

In the previous units we have discussed the Dynamics Characteristics of Public Speech and Parts of Public Speech, and in this unit we are going to discuss Types of Public Speech. In general, public speech is grouped into three, i.e:

### A. RADIO SPEAKING

Everything that has been said about preparing a speech applies to radio speeches. There are three major requirements for this type of speaking:

1. good voice and diction;
2. skill in speech composition;
3. ability to read well.

If your voice and diction are poor, one of two things will happen: you will be denied access to radio facilities, or listeners will tune you out. Radio listeners have so many good programs to choose from today that they are increasingly reluctant to listen to poor speakers; hence, it is important to be able to read well.

Here are some ways you can do in order to read well. *First*, try to read as though you were talking, keeping your invisible audience uppermost in your mind constantly. *Next* is you have to make your reading rate slightly faster - but not in a hurry - for radio transmitting than for a visible audience. The *third* is grouping in reading, and many practiced radio speakers always mark their manuscripts with group marks for every pause that can legitimately be made. *Then*, avoid monotony in reading because it is boring especially for the radio listeners; so try to secure variety in your reading. Your normal tone is usually right for broadcasting, but it is always wise to try out your voice in

advance. You have undoubtedly listened to enough radio speaking to know that a relatively low pitch better than a high one.

In preparing a speech which is to be broadcast, every consideration that applies to platform speaking applies with equal or more force to broadcast speeches. First of all, a speech that is to go over the air must be interesting; listeners will tune you out the moment they lose interest. That means that you must use every effort to make your speech appealing, and every possible rhetorical device to catch and hold the interest.

Your speech must be timed for the exact number of minutes allotted you, no more and no less, and it must be read at the rate you have used to time it. Most speakers have a sentence or a paragraph toward the end which can be eliminated if the speech takes a minute or so longer to deliver than it did in practice

### **TASK 1**

**Below are the steps how to read well, but two of them are not included. Rearrange the sentences so that it shows the steps to read well.**

- \_\_\_\_\_ The reading rate should be slightly faster.
- \_\_\_\_\_ Secure variety in the reading.
- \_\_\_\_\_ Keep the eyes to the listeners.
- \_\_\_\_\_ Read it naturally.
- \_\_\_\_\_ Mark the manuscripts with pauses.
- \_\_\_\_\_ The speech must be interesting.

### **B. PUBLIC DISCUSSION**

This part will be discussed in Module 3.

### **C. SPEECHES FOR SPECIAL OCCASIONS**

There are a great many occasions which call for speeches that accomplish a rather specialized purpose, such as making announcements, introducing speakers, presenting or accepting gifts or honors or degrees, welcoming or introducing speakers, or bidding farewell to people, nominating candidates and commemorating an anniversary.

### **1. Announcements**

Only two qualities are important in announcements, brevity and clarity.

When you make an announcement, be sure that you have all essential details, and that everybody can hear you.

“The task must be submitted by tomorrow to Ms. Dta.”

“The telephone is temporarily disconnected.”

### **2. Introductions**

The speech of introduction is a graceful act of bringing the speaker and the audience together.

If the speaker is a well-known person, or an expert in his particular field, the person who introduces him should tell the audience who and what he is; paying tribute to his prestige and authority - avoiding fulsome flattery, which is always in poor taste. If the speaker is unknown person, engaged for the occasion because he has expert knowledge of a subject in which the audience is interested, the speech of introduction should stress the subject and introduce the speaker only incidentally. In any event, the speech of introduction should be brief.

### **3. Welcome and Farewell Speeches**

When distinguished visitors arrive, or delegates to a convention assemble, speeches of welcome are always in order. And when meetings or banquets are held to mark the departure of a popular citizen or the retirement of an important official, farewell speeches are in order.

In welcome speech the guest must be made to feel welcome; distinguished guests should feel that they are known and their coming appreciated; delegates should feel that honor is paid to the organizations or cities or countries they represent; good wishes may be expressed for a pleasant and profitable visit or meeting. While in the case of a farewell speech the person who is leaving should made to feel that he has made a place for himself in the community and that his services have been appreciated; the speaker may also wish him success in his future undertakings. When the person who is leaving is asked to speak, he may express his appreciation of friendships he has made and of esteem; if he is retiring from a post, he may also extend his best wishes to his successors. Both welcome and farewell speeches should be brief, but they should be friendly and cordial, even warm.

#### 4. Presentation and Acceptance Speeches

The presentation of an honor or a gift always calls for a speech, and its acceptance usually does also.

The former occasion requires a statement of the qualities or distinctions or services which have prompted the gift; the latter requires little more than an appreciation, although it can be made the occasion for more extended remarks if the occasion warrants.

##### **The Nobel Peace Prize 2007**

Presentation Speech by Professor Ole Danbolt Mjø̄s, Chairman of the [Norwegian Nobel Committee](#), Oslo, 10 December 2007.

Your Majesties, Your Royal Highness, Laureates, Excellencies, Ladies and Gentlemen.

The Norwegian Nobel Committee's announcement on the 12<sup>th</sup> of October of this year's Peace Prize award opened with the following words: "The Norwegian Nobel Committee has decided that the Nobel Peace Prize for 2007 is to be shared, in two equal parts, between the Intergovernmental Panel on Climate Change (IPCC) and Albert Arnold (Al) Gore Jr. for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change."

I congratulate the IPCC and Al Gore on this year's Peace Prize!

#### 5. Nomination Speeches

When a candidate is nominated for office it is not necessary to make a nominating speech, but for important offices it is usually done. At the conventions of the political parties there is always a nominating speech for each candidate and usually a number of seconding speeches.

The purpose of such a nominating speech is two-fold: It sets forth the needs of the office and the qualifications of the candidate for it, and it formally places him in nomination.

#### 6. Anniversary Speeches

In this group can be classified speeches for all kinds of anniversary or memorial occasions - Seventeenth of August, Jakarta's Birthday, Mother's Days, and the like.

Such speeches are usually longer than most of the special speeches we have discussed, and they always tend to be serious. The theme is usually based on the occasion, but there are of course innumerable variations which can be developed in a speech. For such occasion, try to avoid the obvious, and to find something fresh and original to say.

Ladies and Gentlemen, I don't want to say a lot today, but I do want to offer my congratulations.

Todd and Alissa, I think you deserve to be congratulated.

You have accomplished something that a lot of people all found too big a job.

Prince Charles, Elizabeth Taylor, Zsa Zsa Gabor - to name just a few - couldn't last the distance. You have.

It might be too hard for royalty, or movie stars, or socialites to clock up the wedding anniversaries, but it wasn't too hard for you two.

[www.google.com](http://www.google.com)

## 7. After Dinner Speech

No other type of speech is so mis-understood, by so many people, as the after-dinner speech. The general concept of it is that it must be funny - in fact, many people think that a string of jokes hung together constitutes an after-dinner speech. It is true that an after-dinner speech is often amusing. If you are not a natural-born humorist, don't try to deliver this type of speech. Most after-dinner speeches should have a purpose and a message as specific as a speech in behalf of a cause.

This type of speech is usually held whenever a banquet is arranged. Often the subjects are worked out in some harmonious scheme and assigned to the speakers, or various classes or groups are represented by speakers. Whenever you have an assignment on such a program, try to work out a speech that has some excuse for being given. Make your introduction humorous if you want to, but have something to say! Pay a tribute to the team or the school or the club or the guest of honor; discuss cooperation or foreign affairs or world peace, or , something else that bears some relation to the evening's program; but, whatever you do, have an idea.



## SUMMARY

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Types of public speech:

- A. Radio speaking
- B. Public discussion
- C. Speeches for special occasions:
  1. Announcements  
Brevity and clarity are important in this case.
  2. Introductions
    - a. If the speaker is a well-known person, the audience should be told who and what he is.
    - b. If the speaker is unknown person, the introduction should stress the subject and introduce the speaker only incidentally.
  3. Welcome and farewell speeches
    - a. In a welcome speech:
      - 1) The guests must be made to feel welcome.
      - 2) Distinguished guest should feel that they are known and their coming is appreciated.
      - 3) Delegates should feel that honor is paid to the organizations/ cities/countries they represent.
      - 4) Good wishes may be expressed for a pleasant and profitable visit or meeting.
    - b. In a farewell speech:
      - 1) the person who is leaving should be made to feel that he is appreciated.
      - 2) wish the guests success in their future undertakings.
  4. Presentation and acceptance speeches
    - a. The presentation speech requires a statement of the qualities or distinction or services which have prompted the gift.
    - b. The Acceptance requires little more than an appreciation.
  5. Nomination speeches
  6. Anniversary speeches
  7. After-dinner speeches

The speaker of a radio must fulfill these requirements:

1. good voice and diction
2. skill in speech composition
3. ability to read well



## FORMATIVE TEST 4 \_\_\_\_\_

*Answer the questions!*

- 1) In an introduction, how will you introduce an unknown person?

---

---

- 2) What should be fulfilled by a radio announcer?

---

---

- 3) What are the differences between welcome and farewell speeches?

---

---

- 4) What are the requirements of presentation speech?

---

---

- 5) Mention the purpose of a nominating speech!

---

---

**You are appointed to deliver a welcome speech. Use the points below to help you prepare the speech. After that, record your speech.**

- Guest : the Mayor of the city.  
Place : Sheraton Hotel Surabaya (a 5-star hotel).  
Time : at noon.  
Occasion : a meeting of a multi-national company shareholders.

Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{scores of the right answers}}{\text{total scores}} \times 100 \%$$

Level of achievement:    90 - 100% = very good  
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                                  < 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next Unit. Good! But if your level of mastery is less than 80%, you have to study again this unit, especially the parts which you have not mastered.



## UNIT 5

## Requirements in Presenting a Public Speech (Persyaratan Pelaksanaan Public Speech)

By the end of this lesson, you are expected to be able to explain the requirements in presenting a public speech and give example.

Speaking in public calls for all the speech abilities you have – or should have – acquired by now, plus much more. Effective speaking demands an unusual degree of self – confidence, poise, good posture, a high degree of bodily co-ordination, ad a pleasant and well-modulated voice, capable of expressing all shades of meaning. More than that, it requires an extensive background of information, interest in ideas and events, ability to organize material, command of language, an interest in and understanding of people, and some knowledge of the technique of presentation. The first part has been the chief concern of the speech class so far; now we shall concentrate on the last part.

The very nature of speech should make it obvious why we begin its study with the body. Even when we are totally unconscious of it, our bodies are constantly conveying meanings of some kind – and speech is the direct communication of our ideas and feelings. Furthermore, the human mechanism tends to work as a whole; in the last analysis even mind is really the sum of what the body is doing. Effective speech is in a very real sense based upon effective control of the body.

### **A. BODILY CONTROL AIDS IN CONVEYING MEANINGS**

If we are to win and hold the attention of our hearers, and thus gain our own ends, we must start with our bodies the story we propose to tell, and then see to it what they are helping rather than hindering when we bring voice and language into play in presenting our message.

### **1. Good Carriage Suggests Self Confidence**

It is encouraging to know that when we once succeed in breaking down these bad habits and substituting better ones, many of the emotional disturbances tend to disappear with them.

If you habitually carry your head down, through timidity or a feeling of inadequacy, or even actual fear of meeting other eyes, try holding your head and chest up and acting as though you were not only bit afraid of anyone or anything, but actually eager to do whatever confronts you – meet someone, make a request, or even give speech! If you drag your feet, shuffling instead of walking, try walking around the room briskly, making certain that each foot in turn is completely off the floor. It doesn't take more than a few weeks of earnest concentration to break the habits of the careless walk and the ungraceful posture and to make you feel as though you were alive all over, even when you aren't constantly thinking about it.

Briefly expressed, the body must feel "heavy". It tends too directly to affect your own attitude – toward yourself, toward your hearers, toward life. It discourages enthusiasm and spontaneity, and tends to make anything you say sound labored and forced or totally uninteresting. To be "light on your feet" is not only highly desirable, but, with a little conscientious concentration and practice, can be acquired by anyone in a reasonable length of time.

### **2. Physical Freedom is the Basis for Bodily Control**

Our first goal, then, add a very important goal at that, will be physical freedom.

If our muscles are rigid and more or less literally tied into knots, we must get them so that they respond quickly to our desires. Then we shall find that the new habits are gradually replacing the old.

### **3. Animation is Essential in Good Speaking**

It is impossible to do anything well without a well-coordinated body, and speech is no exception to this rule. If you have ever seen slow-motion pictures of a tennis player, a golfer, or even a track man, you must have been impressed by the fact that even muscles of his face seemed to be assisting him.

Liveliness is unquestionably one of the greatest assets in effective speech, and one which is valuable in the ordinary contacts everyday living as

it is on the platform before an immense audience. In general, bodily alertness seems to increase animation in speaking, or it grows out of the individual's attitude toward things in general. It indicates genuine interest, and suggests the desire to share that interest with others.

### **TASK 1**

#### **Answer the questions below**

1. How do you handle the feeling of inadequacy?

---

2. Why mustn't the body feel "heavy"?

---

3. What can increase animation in speaking? Why?

---

### **B. GOOD POSTURE IS ESSENTIAL**

We must learn to control our bodies at all times – when we are standing or sitting, with little change in position – so that our bodies may always convey the messages we desire. There is no absolute rule, no definitely set way, to hold the body at all times. We are not always trying to convey the same impressions. Moreover, we are not all built alike. However, there are certain principles which will apply to most situations. They are:

#### **1. The Chin**

The chin must be up enough to enable us to look squarely at our hearers – creating a feeling of confidence – and also free the passage through which the tone comes when we speak, thus improving the voice.

#### **2. The Chest**

At the same time the chest must be up enough to give us a feeling of alertness – not, however, puffed up in pouter – pigeon style. If the chest is held up there is no need to pay attention to the shoulders, they will take care of themselves. Whether we are standing or sitting, walking or talking, resting or alert, the chest should be lifted rather than collapse.

### 3. Arms and Hands

The conventional position is of course a the sides, not clamped to the body, but hanging loosely from the shoulders, fingers relaxed in such a position that they are not distracting attention from what we are saying b carrying on their own activities, such as clenching, twisting the clothing, handling a pencil, toying with a ring, leafing notes. In other words, if the hands are quiet and relax as a general rule, they are always ready to adapt themselves to your desires at any moment.

### 4. The Feet

What are we do with them? We can find the answer to this question by experimenting with various positions and determining which looks and feels best.

- a. Stand with your heels together and toes pointed out, in the position which the military manual callas “at attention”. This position seems to stiffen your spine and to look and feel like anything but a comfortable standing or speaking pose; however, it would hardly suggest poise and freedom to an audience.
- b. Stand with your feet exactly parallel, but a short distance apart, the distance depending on how tall you are. The difficulty here is the position is too “settled”. T is not going to help you make yourself alive and interesting to your hearers. Rather, it is going to make you fell more and less solid and indifferent.
- c. Try the standing position which is characteristics of most of us when we are not thinking about posture, or above we have so trained ourselves that we assume good posture without thinking about them. The feet may be nearly parallel or one may be slightly settled on one heel and the hip of that side is thrust almost out of joint n helping to adjust the load. The trouble with this position is it at least the virtues of “being natural”, and many people think that “be natural” is the only rule to follow in speech work. But if you have bad habits, it is time to change your “natural” habits and substitute some better ones.
- d. Now try another position. Put one foot a little ahead of the other – how far will depend o whether you are tall or short, slender or substantially built. In a similar fashion we are trying to determine, by our own feeling of balance, the proper base for our own individual build. When you experiment with the support you thus give yourself, you will quickly

discover that if the foot which is ahead us thereby enlarged and made still more stable.

## **5. The Weight**

First stand so that it is carried on the heels. If you take this position before an audience you will put an invisible but strongly felt barrier between you and them. For the most vital consideration in posture is the distribution of the weight of the body and the sense of balance and poise which results.

Now, keeping your chest up, swing the weight slowly forward without moving your feet until you can feel it centered in the ball of the foot which is ahead. It brings you toward your hearers and makes your contact with them much easier to establish. It looks well and suggests readiness and strength. It can be maintained longer without fatigue than any other position. And it helps you to give your best efforts.

There is a simple test of such a distribution of weight. If you can rise on your toes without moving your body either forward or backward, your weight is well balanced. It doesn't take long to get the "feel" of good balance in your muscles. Balancing on your toes at such a time will make an impression quite different from the one you hoped to convey.

## **6. The Walk Should be Elastic and Alert**

Walk slowly enough to analyze your movement – take a mental slow – moving picture of yourself in action. See what a feeling of elasticity you gain from feeling your weight swinging forward as you walk, moving forward to the ball of the foot, and almost pushing itself to the other foot. As you walk keep lifting your weight from the ground instead of slumping down to the ground – that is, feel your body stretch upward as you walk. That keeps you from feeling and looking "heavy" – and the lightest person may look heavy if his walk or his posture when standing lacks elasticity or flexibility.

Furthermore, your presentation will be more effective by considering how you use your eyes, voice, and body when you are speaking to a group of people. By showing enthusiasm for your subject, you can make your listeners more interested in what you have to say.

## C. EYE CONTACT

Eye contact is essential in keeping your listeners' interest. People are more likely to pay attention if you look at their faces directly as you are speaking, because you give listeners the feeling that you are talking to them as individuals.

You can also see whether or not people are following your message by watching their faces.

## D. VOICE

Your voice also plays an important role in keeping your listeners' attention obviously, it is impossible to keep people's interest if they cannot hear what you are saying. You must pronounce your words clearly and distinctly, speaking at a normal rate of speed, so that people can easily understand you.

The voice is produced by the same type of mechanism which produces any tone: a source of energy, a vibrating body, and a system of resonators. Now, we are going to discuss the characteristics of human voice, and to discover what we may do to improve it.

### 1. Pitch

When the expelled breath strikes the vocal bands with sufficient energy, it sets them into vibration at a rate of so many times per second. This number of vibrations per second determines the pitch of the voice at that moment. The pitch might be described as the relative highness or lowness of the voice; the musician might describe it as the position of the sound at a given moment of the musical scale.

Stretch a rubber band to various lengths and snap it at each length. You can see at once that the more rapid the vibrations are, the higher is the pitch; also the thicker the band is, the lower the pitch; and the longer the band, the lower the pitch. In general, men have longer and somewhat heavier vocal bands than women do, and therefore the characteristic pitch of the male voice is lower than that of the feminine.

## 2. Energy

The energy (or force, or intensity) of the voice is directly in proportion to the amount of air which presses upon the bands, and the sharpness with which it strikes them.

Do not confuse energy with mere loudness. A very small volume of air may strike the band very suddenly and violently, producing a sound which is sharp and intense, but not loud. Even a whisper may be very intense. On the other hand, a large volume of air may press gently upon the vocal bands, and the result is a loud voice, but not an intense one.

It is important for good speaking that the voice be as flexible in expressing varying degrees of energy as in revealing a wide range in pitch. Energy is related to the emotional states. A quiet, serene thought is expressed with a minimum of energy, and not much volume. Gay, sprightly conversation takes an average amount of both energy and volume. Fear, anger, and the more violent emotions generally require a great deal of energy, coupled with either much or little volume. The amount of energy in your normal speaking voice determines to a large extent the impression you make on others; you may sound tired, timid, aggressive, over – confident, alert or vigorous, according to whether the amount of your vocal energy is too little, too great, too lacking in variety or well adapted to your needs.

## 3. Quality

When the same note is sounded on the piano and then on the violin, there is an essential difference between them, due to the quality of the two tones. Similarly, each member of the class may sound the syllable ‘ah’ on the same pitch, but no two of the sounds will be identical. The essential difference between human voices is a matter of their quality, and it is quite apart from differences in pitch and while pitch is determined by the rate of vibration of the vocal bands, and energy by the strength and method of attack on the motivating force.

Good vocal quality demands the correct use of the entire vocal mechanism. It cannot be achieved without consistent, faithful practice over a long period of time, unless you are naturally gifted with a lovely expressive voice.

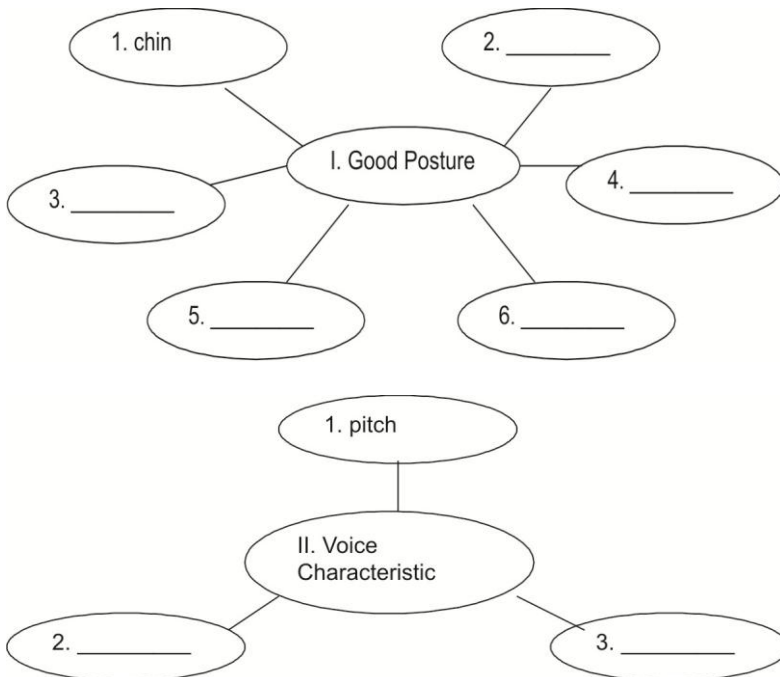
## D. BODY LANGUAGE

Finally, the way you use your body conveys the message to your listeners. You can show people that you are confident by standing or sitting up straight and not leaning against table or a desk. Hand or arm gesture can be effective if you feel natural and comfortable using them.

The way we use our bodies is important in getting our message across. Sometimes our body language conveys messages which conflict with our words. We may also use a gesture which is misinterpreted. Being fluent in a foreign language means not only being able to understand the gestures of others, but also being able to use gestures appropriate to the culture.

### TASK 2

1. Complete the blanks below with the appropriate answers. Number one has been done for you.





**SUMMARY**

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When we are going to present a speech, we do not only concern how the speech is prepared, but also how we use the body, eyes, voice and gestures. In other words, we have to consider about:

- A. Bodily control aids in conveying meanings.
  - 1. Good carriage suggests self-confidence.
  - 2. Physical freedom is the basis for bodily control.
  - 3. Animation is essential in good speaking.
  
- B. Good posture is essential
  - 1. The chin must be up
  - 2. The chest must be lifted
  - 3. The arms and hands should be relaxed
  - 4. The position of the feet should be adjusted to provide balance for the body
  - 5. The weight of the body should center on the ball of the forward foot
  - 6. The walk should be alert and elastic
  
- C. Eye Contact
  
- D. Voice  
The characteristics of human voice:
  - 1. pitch;
  - 2. energy;
  - 3. quality.
  
- E. Body Language

**FORMATIVE TEST 5**

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**Activity 1**

- A. You will hear some persons expressing their feelings. Identify what feeling they are expressing.

No.	Feeling
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

B. Listen to the cassette several times. Then practice expressing the feeling below by recording your voice.

1. Fury

“Nobody’s fault? What do you mean? I’ve never wanted you to marry him. I’ve never liked him.”

2. Thrilled

“Guess what! Anton asked out for dinner. It was the most romantic dinner I’ve ever had.”

3. Disappointed

“”You promised to see me but you never come.”

**Activity 2**

Match the pictures on the left side with the definitions on the right side.

1.	a. thinking
2.	b. curious
3.	c. good
4.	d. happy
5.	e. sad
	f. boring
	g. ashamed

**Activity 3**

Look at the pictures below. Which one is the best posture? Give the reason.

1.

2.

Taken from the School of Hotel Management Schiller

Reason:

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Check your answers with the Key which is provided at the end of this module, and score your right answers. Then use the formula below to know your achievement level of the lesson in this module.

**Formula:**

$$\text{Level of achievement} = \frac{\text{scores of the right answers}}{\text{total scores}} \times 100 \%$$

Level of achievement:    90 - 100% = very good  
                                     80 - 89% = good  
                                     70 - 79% = average  
                                     < 70% = bad

If your level of achievement reaches 80% or more, you can go on to the next Unit. Good! But if your level of mastery is less than 80%, you have to study again this unit, especially the parts which you have not mastered.

# Key to Formative Test

## UNIT 1

### *Formative Test 1*

- 1) No. Because effective speech is the key to effective living. So those who can present good speeches will be able to attain the great success.
- 2) Any way by which the human body conveys meanings to another.
- 3) It reflects a universal need for and appreciation of effective speech.
- 4) It means that it is the chief means of communication and to maintain relationships with other people.
- 5) Because we want to gratify and satisfy our simple desires.
- 6) You should be able to carry on an intelligent and interesting conversation in persuading the interviewer.
- 7) A toss of the head, a shrug of the shoulders, a lifted eyebrow, a twinkle of the eye, a wave of the hand, etc.
- 8) Bodily expression, voice, words and language.

## UNIT 2

### TASK 3

#### Activity 1

- 1) F, because not all farmers are able to give a speech; besides, any other experts can give a speech to farmers as far as the topics are relevant to them.
- 2) NC, because there is no statement in the text.
- 3) T.
- 4) T.
- 5) T.

#### Activity 2

- 1) familiar, because this topic is widely discussed; so if it is for the university students, it must be restricted, e.g. air, soil, water, or other specific kinds of pollution.
- 2) limited, because medical students do not only deal with this subject.
- 3) familiar, because these topics are often discussed.

- 4) technical, because not all farmers have high education.
- 5) general, because the audience is not only experts of space shuttle.

*Formative Test 2*

- 1) Propose.
- 2) Niece.
- 3) Well.
- 4) Qualified.
- 5) Affection.
- 6) Grow.
- 7) Up.
- 8) Leading.

**UNIT 3**

**TASK 1**

- 1) a. Unity.  
b. Coherence.  
c. Emphasis.
- 2) It must have conversational quality.
- 3) To make impression among the hearers.

**TASK 2**

- 1) a. Don't you know that you are forbidden to cut the trees  
b. Don't you know that you mustn't cut the trees
- 2) a. You do not have to cut all the trees  
b. You can use the falling branches
- 3) a. What should we do  
b. What do we have to do
- 4) We have to keep/conserves/maintain/protect the forest from the tree felling
- 5) Some bad/dangerous effects
- 6) a. Our village will be flooded.  
b. The weather will be hotter.  
c. There will be no source of water.  
d. The animals will go down to our village.  
e. It will be difficult to find useful plants.
- 7) For your information.

#### **TASK 4**

- 2) a. a concise summary;
- b. repetition of the key note;
- c. an emotional climax;
- d. a final appeal;
- e. a quotation.

#### *Formative Test 3*

- 1) a. Keep the purpose in mind.
  - b. Be sure that the main topics follow each other in order.
  - c. Make the transition sentences clear.
- 
- 3) 1. T.
  2. T.
  3. NC, because the statement is not stated in the text.
  4. F, because marital status is something private.
  5. F, because they belong to the source of conclusion.

#### **UNIT 4**

#### **TASK 1**

- 1) Read it naturally
- 2) The reading rate should be slightly faster
- 3) Mark the manuscripts with pauses
- 4) Secure variety in the reading.

#### *Formative Test 4*

#### **Part 1**

- 1) If the speaker is unknown person, the introduction should stress the subject and introduce the speaker only incidentally.
- 2) good voice and diction, skill in speech composition, ability to read well.
- 3) a. In a welcome speech:
  - (1) The guests must be made to feel welcome.
  - (2) Distinguished guest should feel that they are known and their coming is appreciated.
  - (3) Delegates should feel that honor is paid to the organizations/cities/countries they represent.

- (4) Good wishes may be expressed for a pleasant and profitable visit or meeting.
- b. In a farewell speech:
  - (1) the person who is leaving should be made to feel that he is appreciated.
  - (2) wish the guests success in their future undertakings.
- 4) The presentation speech requires a statement of the qualities or distinction or services which have prompted the gift.
- 5) It sets forth the needs of the office and the qualifications of the candidate for it, and I formally places him in nomination.

## UNIT 5

### TASK 1

- 1) We have to try holding our head and chest up and acting as though you are brave enough to do whatever confronts us.
- 2) Because it discourage enthusiasm and spontaneity.
- 3) Bodily alertness can increase animation in speaking. Because it indicates genuine interest and suggests the desire to share that interest with others.

### TASK2

- I.
  - 2. Chest
  - 3. Arms and hands
  - 4. Feet
  - 5. Weight of the body
  - 6. Walk
- II.
  - 2. Energy
  - 3. Quality

### *Formative Test 5*

#### Activity 1

- 1. Angry
- 2. Worried
- 3. Happy



4. Curious
5. Sad

**Activity 2**

1. Boring
2. Sad
3. Good
4. Happy
5. Thinking

**Activity 3**

Picture 2 shows a good posture because:

- the chin is up.
- the chest is lifted.
- the arms and hands are relaxed.
- the position of the feet provides balance for the body.
- the weight of the body centers on the ball forward foot.
- the walk is alert and elastic.

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