

# Islamic Speech: Developing English Speech in Indonesia Context

Afif Ikhwanul Muslimin

Sanabil

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in Indonesia Context

Sanabil

Puri Bunga Amanah  
Jl. Kerajinan 1 Blok C/13 Mataram  
Telp. 0370- 7505946  
Mobile: 081-805311362  
Email: sanabilpublishing@gmail.com  
www.sanabilpublishing.com



AFIF IKHWANUL MUSLIMIN, M.Pd

ISLAMIC SPEECH:  
DEVELOPING ENGLISH SPEECH  
IN INDONESIA CONTEXT

  
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Penulis : Afif Ikhwanul Muslimin, M.Pd  
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Telp. 0370- 7505946, Mobile: 081-805311362

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## Preface

Speech is one of medium for someone to deliver idea or belief to other people which is packed in a special event or agenda in certain place. One of kinds of speech is Islamic speech which may be delivered in mosque or any other place holding Islamic worship.

Many Muslims scholars are successfully deliver the content of their speech to the audience through their language that is *bahasa Indonesia* or any local language in Indonesia. Hence, the universality and moderation of Islamic thought that are brought in speech are only being able to be consumed by Indonesian. While, lately the issue of extremist of Islam rises rapidly. Many people from countries believe that Islam religion teaches human going against humanism by being radical. In fact, it is in reverse and the world believe that what Islam does in Indonesia showing the dignity of Islamic thought as the guidance of peaceful life that is also reflected in Islamic speech. Consequently, the emergence of Muslims scholars with the ability to deliver Islamic speech through international language is really needed as medium to maintain peace for Islam and others since Islam was born as *Rahmatan Lil Alamin* or bringing peace for all over the world.

In accordance to its important to help the Indonesia Muslim scholars to deliver the speech internationally, the author raise an idea to provide book “Islamic Speech: Developing English Speech in Indonesia

Context”. Furthermore, this book targets not only Islamic preachers but also academician, students, practitioners, and employee who conduct public speaking inside or outside of religious setting. Of course, this first edition will require a lot of suggestions for further development. Hopefully, it will contribute for the development of education and strengthening the role of religious value to keep peace of the world.

Mataram, 30 September 2019

Author

## **Endorsement**

*“This is good for public speaking guidance especially for the beginner who starts to deliver speech. Also, the speech scriptors are helped by following the steps presented in the book”*

-Dr. Syarifudin, M.Pd.-

*“The book provides useful speech samples and religious speech guidelines that may help the prospectives preacher to start their performance”*

-Dr. Ahyar, M.Pd.-

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# UNIT 1

## SPEECH AS PART OF PUBLIC SPEAKING



*(Source: <http://bit.ly/2RxfTye>)*

### **A. Introduction**

Humans' ability to communicate using formalized systems of language sets us apart from other living creatures on the Earth. Whether these language conventions make us superior to other creatures is debatable, but there is no question that overall, the most successful and most powerful people over the centuries have mastered the ability to communicate effectively. In fact, the skill of speaking is so important that it has been formally taught for thousands of years. The ironic feature of public speaking is that while we recognize that it is an important skill to have, many of us do not like or want to give

speeches. You may be reading this book because it was assigned to you in a class, or you may be reading it because you have to give a speech in your personal or professional life. If you are reading this book because you like public speaking or you have a burning desire to learn more about it, you're in the minority. The good news about public speaking is that although it may not be on the top of the list of our favorite activities, anyone can learn to give effective public speaking. What is important is that the audience understands you and remembers what you have to say. By learning and using the techniques provided in this book, you will discover how to create engaging speeches and present them using your own delivery style.

## **B. Benefit of Public Speaking**

Benefits of public speaking According to the Association of American Colleges and Universities, there are a core set of skills that are necessary “both for a globally engaged democracy and for a dynamic innovation fueled economy”<sup>1</sup> In the category of “Intellectual and practical skills” public speaking is listed as one of these core skills. This is not particularly surprising given that communication skills are

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<sup>1</sup> Rhodes, T. (Ed.) 2010. Assessing outcomes and improving achievement: Tips and tools for using rubrics. Washington D. C.: Association of American Colleges and Universities

critical for intellectual development, career trajectory, and civic engagement.

Public speaking is universally applicable to all types of majors and occupations and is seen by U.S. employers as a critical employability skill for job seekers.<sup>2</sup> No matter what your ambitions and interests are, developing speaking skills will benefit your personal, professional, and public life.

### **1. Personal Benefit**

People don't just give presentations on the job and in classes. At times we are called upon to give speeches in our personal lives. It may be for a special event, such as a toast at a wedding. We may be asked to give a eulogy at a funeral for a friend or loved one. As a part of volunteer work, one may have to introduce a guest speaker at an event or present or accept an award for service.

Another great personal benefit of public speaking is that it builds self confidence. It's no surprise that speaking in public is scary, but by engaging in the activity you will build self-confidence through the experience.

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<sup>2</sup> Rockler-Gladen, N. 2009. Job skills that every college student needs: Writing, speaking, professionalism, and other important knowledge. Suite 101.com Retrieved from [http://studyskills.suite101.com/article.cfm/job\\_skills\\_that\\_every\\_college\\_student\\_needs](http://studyskills.suite101.com/article.cfm/job_skills_that_every_college_student_needs)

## 2. Professional Benefit

TV announcers, teachers, lawyers, and entertainers must be able to speak well, but most other professions require or at the very least can benefit from the skills found in public speaking. It is believed 70% of jobs today involve some form of public speaking<sup>3</sup>. With the recent economic shift from manufacturing to service careers, the ability to communicate with others has become crucial. Top CEOs advise that great leaders must be able to communicate ideas effectively, they must be able to persuade, build support, negotiate and speak effectively in public.<sup>4</sup>The chapters on “Informative Speaking” and “Persuasive Speaking” can help readers understand how to write presentations that enhance their leadership skills.

But before you even start a career, you have to get a job. Effective speaking skills make you more attractive to employers, enhancing your chances of securing employment and later advancing within your career. Employers, career counselors, and the National Association of Colleges and Employers (NACE) all list good communication skills at the top of the list of qualities sought in potential employees. According to NACE’s executive director, Marilyn Mackes, the Job Outlook 2013

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<sup>3</sup> Aras, K. 2012. The nuts and bolts of public speaking: Practical tools for powerful presentations. Retrieved from <http://www.thecommunicationfactory.com/seminars/skills/PublicSpeaking.php>

<sup>4</sup> Farrell, R. 2011. Soft skills all great leaders should have. CareerBuilder. <http://www.careerbuilder.com/Article/CB-2335Leadership-Management-Soft-skillsall-great-leaders-should-have/>

Report found that employers are looking for people who can communicate effectively.<sup>5</sup> Monster.com advises, “articulating thoughts clearly and concisely will make a difference in both a job interview and subsequent job performance”.<sup>6</sup>

### **3. Public Benefit**

Learning about public speaking will allow you to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society, which includes informed, active participants. Even if you do not plan to run for office, learning about public speaking helps you to listen more carefully to and critically evaluate other’s speeches. Listening and critical thinking allow you to understand public dilemmas, form an opinion about them, and participate in resolving them. The progress of the past century involving segregation, women’s rights and environmental protection are the result of people advancing new ideas and speaking out to others to persuade them to adopt changes.

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<sup>5</sup> Koncz, A. and Allen, C. 2012. *Employers look for communication skills, ability to work in a team in new college grads.* [www.naceweb.org/pressreleases/](http://www.naceweb.org/pressreleases/).

<sup>6</sup> McKay, J. 2005. *Employers complain about communication skills.* Pittsburgh Post Gazette

### **C. Types of Speeches and Speaking Occasions**

There are three general purposes for speaking in public. The general purpose of a speech is usually determined by the occasion in which the speech will be presented. The first general purpose is to inform your audience. In an informative speech, the presenter will share information about a particular person, place, object, process, concept, or issue by defining, describing, or explaining. Occasions for which an informative speech would be presented include a report presented to coworkers, a teacher presenting information to his or her class, and a training session for a job. The second purpose for public speaking is to persuade. In a persuasive speech, the presenter will attempt to reinforce or change their audiences' beliefs, attitudes, feelings, or values. Several occasions where persuasion is used include a sales pitch to potential customers, a politician's campaign speech, or a debate during a public forum. The last general purpose is to commemorate or entertain. These types of speeches often strengthen the bonds between audience members from recalling a shared experience or intend to amuse audiences through humor, stories, or illustrations. Examples of this purpose include a toast, such as a best man's speech at a wedding reception; a eulogy to praise the dead; a commencement speech at graduation; or presenting an award. It is important to note that these general purposes may overlap one another. One might wish to use



some forms of entertainment while informing or persuading his or her audience.

According to the types of public speaking above, religious speech is combination of informative and persuading public speaking since it explain, define, and describe the religion histories, activities, and etc. as well as asking the religion followers to follow the rule of religion. Also, sometimes for the informal setting of religious speech, it is also entertaining by filling the speech with humor and analogy.

## UNIT 2

### SPEECH



(Source: <http://bit.ly/2J41LsB>)

#### A. Speech

According to the ministry of education and culture of Indonesia,<sup>7</sup> the speech is delivering ideas or thoughts into words and being presented or delivered to many people as audiences or listeners. Another idea is mentioned by Kuntarto, he said that speech is using words or language effectively which means ability or skill to use

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<sup>7</sup> Tarigan. 2008. *Kependidikan Keterampilan Berbahasa*. Jakarta: Departemen Pendidikan dan Kebudayaan

diction that may influence the audience.<sup>8</sup>Quite close idea about speech is delivering or inserting in mind thoughts, information, or ideas from the speaker to audiences and mainly for convincing the listeners.<sup>9</sup>While Karomani explained that speech commonly aimed for people or parties to express gratitude, greeting the guest, commemorating special days, and soon.<sup>10</sup>

Based on the experts' definitions about speech, it can be concluded that speech is speaking act in front of public to deliver idea in certain situation. So, in speech, there is speaker of speech as the source of materials, and also audiences or listeners. The speaker of the speech does hope that the message or main point in speech will be successfully grabbed and understood by the audiences.

## **B. The Purpose of Speech**

Delivering speech in public of course, the speaker must have purpose. The existence of purpose in speech will decide the topic or idea for speech, kinds of speech, method in delivering the speech, composition in speech, diction that will be used in speech, situation or

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<sup>8</sup>Kuntarto, M. 2007. *Cermat dalam Berbahasa Teliti dalam Berpikir: Panduan Pembelajaran Bahasa Indonesia sebagai Mata Kuliah Pengembangan Kepribadian Berbasis Kompetensi di Perguruan Tinggi*. Jakarta: Mitra Wacana Media.

<sup>9</sup>Arsjad, Maedar G. 1998. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga.

<sup>10</sup>Karomani. 2011. *Keterampilan Berbicara*. Ciputat Tangsel: Matabaca Publishing.

circumstance that will be developed by speaker in speech, the length of time that will be allocated, and the audiences that will be involved in the occasion. In relation with the purpose of speech, there are some purposes of speech, they are:

1. Informative. The informative speech is aimed to give or deliver the audiences information or explanation. The information that is delivered in speech can be report or knowledge or interesting thing for listeners. For example: the speech about the use of chemical fertilizer for rice plantation.
2. Persuasive. The persuasive speech is aimed to persuade, creating the audiences' interest, seducing them to follow the speaker's thought. The examples are speech in campaign or any politic speech.
3. Argumentative. This speech is used to make the listeners believe on the content of speech according to opinion and facts.
4. Descriptive. The descriptive speech is proposed in order to depict or draw a situation in which the listeners may imagine and understand
5. Recreational. This speech is aimed to amuse the listeners. It is usually speech in parties or any leisure agendas. The speech will entertain the audiences.

6. Educative. The educative speech is aimed to emphasize the aspects in education. The education can be related to academic (scientific education and religion) and non-academic.<sup>11</sup>

Instead of paying attention on the above purpose of speech, the biggest point of delivering the speech is attaining good impression and feeling of the audiences toward the speech itself. A good speech performance including good speech script development will open another chances, carriers, and opportunities. People as your listeners or audiences may be attracted and invite you to deliver another speech in another agenda.

### **C. Criteria of Good Speech**

Someone who wants to deliver the speech well, he or she must be able to convince the listeners to accept and follow the thought, information, idea or message that are delivered. Some factors that must be paid attention in order to make the speech well as being mentioned by Maidar in Karomani are:<sup>12</sup>

1. Speaker must have strong will and belief that the speaker can convince other. By having that will and belief, the brave or courage inside the heart will raise and the confidence comes which both

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<sup>11</sup> Tarigan. 2008. *Kependidikan Keterampilan Berbahasa*. Jakarta: Departemen Pendidikan dan Kebudayaan

<sup>12</sup>Karomani.2011. *Keterampilan Berbicara*. Ciputat Tangsel: Matabaca Publishing.

make the speaker of the speech does not hesitate to deliver the message in the speech.

2. Speaker must have broad knowledge so that he or she is able to cover and comprehend the idea completely and well.
3. Speaker must occupy himself or herself with much vocabulary which then it will influence how fluent and well the speaker delivers the speech. the richness of vocabulary make ease the speaker to modify the delivery method of the speech when in the middle of speech the speaker find another thing that is also important to explain.
4. Speaker must do rehearsal or being used to with speech delivery. Great preparation and practice or intensive rehearsal will be really helpful for the speaker to create fluent speech performance.

#### **D. Kinds of Speech**

According to the characteristic of the speech content, the speech can be grouped into some kinds. They are:

1. Opening speech. The opening speech is short speech that is delivered by the master of ceremony (MC) in an agenda or event such as wedding ceremony or birthday party.
2. Briefing speech. This speech is done by someone in formal meeting that is aimed to give guidelines or briefing for doing or implementing something. The example of this speech is like the

speech delivered by the dean in university to give briefing for university students for KKN (Integrated Internship) program.

3. Welcoming speech. This speech is delivered in an event or agenda that is done by some people in limited or short time in turn. The example for this kind of speech is farewell speech in school.
4. Official announcement speech. The speech which is delivered by someone who are influential in certain institution, governmental environment, business and company, etc. to officially announce something. The example is like the official announcement of new building in university by the rector.
5. Report speech. The report speech contains the report of final task or event that has been done or accomplished. It can be the speech from the leader of internship program about the activities and programs that were held in the village.
6. Accountability speech. This speech contains the report as the responsibility toward the task that is given to the speaker or the speaker's team. The example of this speech is like the speech that is delivered by the rector at the end of his position period.
7. Religious speech or Islamic preach. This speech is aimed to educate and persuade the audiences to follow or comprehend the values in religion. The speech is characterized as sacred speech that must follow the rule in religion and must pay attention on keeping the purity of the religion. For example is like *Ied Fitri* speech in Islam.

## E. Steps before Preparing the Speech

Before the speaker prepare the speech script, there are three important things that need to be considered. According to Nikitina the speaker must consider about the prospective audience (WHO is the speech written for?), the purpose (WHAT is the main objective of the speech?), and the direction of the speech (HOW will the speech be presented?).<sup>13</sup> The detail explanation will be as following:

- a. Observing WHO will be the audiences is very important. The speaker can check the number of audiences, the age, the gender, the professional background, and the interest. After getting the details of the audiences, the speaker can get frameworks of ideas about what will be talked about and how to find the right angle for the speech that is both original and easy for listeners to understand. The curiosity of the speaker before delivering the speech is crucial. The notion to know if the head of the company will present, knowing if all participants are experts in the topic, and knowing if there are people from different technological and cultural background.
- b. Knowing WHAT the needs of the audience is prominent. The purpose of the presentation does not end with simply delivering the information. The questions such as why the speakers are speaking, what the speakers want for the audience to know, believe, think, and

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<sup>13</sup>Nikitina. A. 2011. *Successful Public Speaking*. Ventus Publishing ApS.



do after the speech. The speaker must also think about the goal of the speech whether to entertain, to persuade, to educate, to inspire, or to challenge the belief. Identifying the main objective of the speech helps the speaker to choose the best speech style. For example, the speech that has its main goal to “promote a product” the idea to potential buyers will be sounded differently from speech which is designed to educate religious people in religion speech.

- c. Understanding HOW the speech will be performed is needed. Speech preparation is somehow similar with the preparation to direct a movie. As a public speaker, the speech script writer become the director of the speech performance, not just a mere actor repeating words. There are some organizational details of speech that require to be decided upon and brought together. Creating various ways in delivering ideas in speech will remove the boredom of the listeners.

## UNIT 3

### PERFORMING THE SPEECH



*(Source: <http://bit.ly/2RC3Hwj>)*

#### **A. Speech Method**

In order to deliver the good speech, many speakers choose their favorite method that suitable for himself or herself as well as the chosen method will help to explain how well the speaker in delivering the speech. Based on the theory, there are four methods in delivering the speech.

1. Memorizing method. This method means creating a speech plan and then continued by memorizing it word by word. This method is in

contrast with *impromptu* method. The speaker of the speech prepare everything that will be delivered completely before delivering the speech, then memorize all words. This method can train the speaker to improve the understanding before memorizing the speech script that will be performed. In addition, this method helps speaker to deliver the statement correctly, well organized idea, precise diction, and integration between gestures and statements. On the other hand, this method will make the speaker to be more focus with the text that has been memorized than to the audience that will be faced or met. The biggest problem is when the speaker forget a word, it will ruin the next idea that following that word.

2. Spontaneous method or *impromptu* method. The method means that the speaker delivers the idea in speech without any preparation and only relying on the experience and background knowledge. This method is really suitable for short term need. The speaker before speaking does not make any rehearsal and preparation, but the speaker directly speak what is in the head or mind while the speaker look at the situation and the agenda at that time. For the experienced speaker, *impromptu* method has some benefits, they are (1) it makes possibility for speaker to express his feeling, since he does not think earlier opinion that are talked; (2) idea and opinion are spontaneous which looks fresh and alive; and (3) *impromptu* opens possibility

for the speaker to continuously think.<sup>14</sup> While the weakness of using this method, especially for the beginnerspeaker are: (1) Impromptu may direct final conclusion; (2) impromptu makes the delivery not really fluent or smooth; (3) the order of the idea that are delivered maybe random; and (4) it makes serious anxiety for no rehearsal before performance.<sup>15</sup>

3. Script speech method. The script speech is a speech that is help or supported by the existence of the speech script that has been prepared before the performance. It is commonly used at the formal or official meeting. The speaker deliver speech by reading the provided speech script that was written by the speaker or by someone else that has the responsibility. This method is used to avoid mistakes, since every words that are delivered in formal situation and condition will be shared publicly and used as guidelines by the society also cited by mass media.<sup>16</sup> Hence, since this method sometimes leads to the script reading rather than delivering the content, better for this method is called as reading the speech method rather than speech delivery method. The advantages of using this method are: (1) the diction can be chosen carefully in

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<sup>14</sup> Ibid

<sup>15</sup> Jalaluddin Rakhmat, *Retorika Modern Pendekatan Praktis* (Bandung: Remaja Rosdakarya, 1996), halaman 17.

<sup>16</sup> Andri Yanuarta, *Langkah Cerdas Mempersiapkan Pidato dan MC*, halaman 25.

order to synchronize with the speaker's intention; (2) the speech delivery can be minimize since it is re-organize able; (3) the best pronunciation and oratory can be achieved since the words have been prepared; (4) the improper things can be avoided; and (5) the manuscript can be published. In case of the communication process, the disadvantages of this method are (1) the interaction with the audience will be less, since the speaker does not speak directly to the audience; (2) the speaker cannot see the audience well, which influence the interaction with them; (3) the audience feedback cannot contributes a lot to the development of the speech; and (4) the script composing needs longer time.<sup>17</sup>

4. Non-Script method or extemporaneous method. This method means only part or incomplete speech script is used to help the speech performance. The speaker still has opportunity to make special preparation by making outline of ideas or note of important things. This method is proposed as the midway. The explanation that is brought by this method is planned precisely, and made by the important points that will be delivered, as well as the idea is organized based on the order of speech delivery. The note is only used to recall or remember the order of ideas. The strength of this method are the audience communication possibility with the speaker

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<sup>17</sup> Jalaluddin Rakhmat, *Retorika Modern Pendekatan Praktis*, halaman 18

is wider since the speaker talks directly to the audience; the message can be flexible to change and is matched with the needs and deliveries method. The weakness for the beginner speaker are the language expressions that are used maybe inappropriate because of less practice; difficulties in expressing idea into correct words spontaneously; the possibility to move away from the outline.

## **B. Factors Supporting the Speech Effectiveness**

In order to be good speech speaker, the speaker must show an impression that he or she completely master all ideas and problems that will be talked, the speaker must show eagerness in speaking. Moreover, the speaker must speak appropriately and clear. There are some factors that should be paid attention by the speaker for the effectiveness of the speech both linguistics and non-linguistics factors

### a) Linguistics factor

Here are some linguistics factors are essential to concern if the speaker wants to make the speech effective. The factors are:

#### 1. Precision of Pronunciation

A speaker must be able to make himself or herself used to produce correct linguistics sounds. The improper pronunciation will distract the listeners' attention. As commonly known that the pronunciation pattern and the articulation which are used are not always similar for each sentence.

## 2. Placing sound pressure, tone, and duration correctly

The appropriateness of sound pressure, tone, and duration will be special appeal or attraction for the speaker, even it can be determining factor. Despite of the delivered idea is less attractive, by placing correctly the sound pressure, tone, and duration, the topic will be more interesting. On the other side, if the way of speech delivery is flat, it can be certain it will make boredom and less effective.

## 3. Diction

The choice of word or diction must be accurate, clear, and has variety. It means the good choice of words will help the audience catch the idea of speech. When the speech is easy listening in case of the diction which is common for the listeners, the listeners will be more motivated and understand more.

## 4. Target Prediction

A good speaker of speech is someone who understand the situation of the target or audiences. If the speaker knows the prospective audiences are in certain level, the speaker must use effective sentences in their level of understanding so that the audiences can grab the speech. The level of sentence that the speaker used is very significant to make the idea of the speech is retained or inserted in the audiences mind. Furthermore, when the audiences get the

message of the speech easily and joyfully, the speaker has successfully left great impression for his performance.

b) Non-Linguistics Factors

Some non-linguistics factors that possibly influenced the effectiveness of the speech are:

1. Calm, flexible, and proper attitude

The speaker in speech on public event must show calm, flexible, and proper attitude. Otherwise, the nervous, awkward, and misbehave speaker will be less attractive or even make the audiences want to leave the agenda. A calm speaker will make the idea delivery runs smoothly and in order. Also, the calm of the speaker influence the clearness of the pronunciation which finally trigger the capacity of the audience understanding. Being flexible in speech delivery is needed since the situation and condition during the speech may different with what the speaker thought before standing on stage. If the speaker cannot adjust his performance including the delivery method, the speech may be not really effective for the listeners. Finally, showing proper attitude on stage is really influential in case of retaining listeners' attention or even distract the attention by showing improper hand movement on stage. The proper attitude will lead to audiences' concentration.



## 2. Eye-contact

This factor is sometimes called as trivial factor. Some people think that transferring the message is the only thing need to be done in speech, no need for the speaker to keep looking and keep the eye-contact with listeners. In fact, that is wrong. Eye-contact means respect that the speaker of speech gives to the audiences. In addition, when the listeners also keep back the eye contact, the listeners put trust to the speaker toward the message in speech. Moreover, the eye-contact that is maintain during the speech will emphasize the meaning of speech to the audiences. Especially for persuasive speech, the eye-contact can be said as core factor to convince the listeners. On the other hand, some people might say some issues in relation with the eye contact, they are:

- a. Look only at the back wall in the room, never at the people in the audience. The trouble with this approach is that you completely ignore the audience which makes audience members feel unconnected to the speaker.
- b. Pick three spots and only look at those three spots in the room. The trouble with this approach is that this takes a whole lot of work – you have to remember where your three spots are and where to look next. The audience will feel like you are watching a tennis match instead of looking like at them.

- c. Look only at the audience member's foreheads – not at their eyes. Have you ever tried to focus on someone's forehead? Unless there is some sort of strange growth on a forehead, we don't focus on this area of a person's head – we look in them in the eye.
  - d. Look only at the audience member's chest – not at their eyes. Okay, in today's world, focusing on a woman's chest could get you slapped or thrown in jail so this one is just ridiculous.
  - e. And, my personal favorites...think of your audience in their underwear or imagine your audience naked. The idea behind these is that by imagining them in these states, you should realize that everyone is the same. My perspective is that if you are imagining a room full of people naked or in their underwear, what is your speech about? Wouldn't it be more productive of you to focus on your presentation instead of what the audience is or isn't wearing?
  - f. So, if you can't use any of these to survive the eye contact portion of public speaking, how do you survive it? I think the best way to survive eye contact is to understand audience members because they are who you should be making eye contact with
3. Appreciating others' idea or open minded

In delivering the speech, of course sometimes some listeners or audiences will not be absolutely agree with idea that the speaker develop in the speech. Indeed the speaker should be open-minded person. The speaker should be able and open for critics, second

opinions, and even change his or her idea in speech if the fact shows that the others idea is much better and his or her idea is wrong.

#### 4. Appropriate gestures and mimic

Gestures and mimic play important roles in delivering and transferring the idea of speech. As in daily communication, people mimic may bring different idea in the viewers' mind. Mismatched mimic with the words that are spoken may confused both the viewers as listeners. It is also in the same situation as gestures. When the speaker's hand shows OK while the spoken word that is said is NO will absolutely make trouble in the audiences' mind. Otherwise, when the speaker can deliver his speech with correct gestures and mimic, those factors will be the emphasizing tools to make the listeners believe more.

#### 5. Correct voice pitch

Using high-pitched must be adjusted with the situation, size of room or place, the amount of the audiences, and condition, in order to make the audiences successfully listen every word and catch the idea that is delivered in speech. In addition, the pitch of voice will build the situation and feeling for the spoken words as message to the audiences. When the speaker talks about something sad, indeed the speaker must lower the voice pitch. On the other hand, when the speaker would like to encourage audiences to go to war as they are soldier for upcoming war, the commander must use high pitch

voice. Also, high pitch voice will strengthen the meaning that is carried by the word.

#### 6. Fluency

Speaking fluently will make ease the listeners in catching what will be said by the speaker. In speech delivery, the sip of tongue by inserting *a*, *e*, *o* in the middle of speech will disturb the listeners in understanding the message that is delivered by speaker. Fluency will help the audiences to organize the idea in their mind since they enjoy listening the speech in smooth way and easily for them to put point after another as they listen.

#### 7. Relevance

The idea and everything which are explained or discussed inside the speech must be relevant and coherence. The sentences that are used must be logic and do not go off the topic that is talked. The relevance is also related to the opinion, fact, evidence, example, definition, description, etc. that they must be suitable and supportive with the idea in the paragraph in speech script.

#### 8. Topic mastery

To deliver the speech, the speaker must prepare everything well. The topic mastery will help a lot the speaker to be more confident and enjoy the speech. The speaker's topic mastery also develop the speaker creativity to entail the idea or problem in speech with anything that possible to be used as supporting idea or details.

## 9. Humor and personality addition

Niktina in her book states that sometimes filling the speech with humor may keep the audiences' engagement with the speech delivery.<sup>18</sup>The advice by Cameron Moll, a famous author, speaker and founder of Authentic Jobs Inc. said the important to entertain and provide the meaty content to the audiences. He states: “*Your primary responsibility is to entertain a room full of people. This does not necessarily to jokes and magic tricks, but it does mean that the content of your presentation, and the delivery of that content, should be compelling and engaging. Keeping the audience's eyes on you rather than their laptops benefits both you and the audience.*” The point here is that the speaker write as if he or she has to speak to just one person in the audience, not a faceless mass of people. The speaker has to avoid hype, big words, and corporate talk for something meaningful and genuine. The audience should feel that the speaker is talking to them not at them.

## 10. Prayer before performance

Delivering speech or preach or any other public speaking is really stressful for some people, especially the beginner. Hence, the need of prayer before performance as the expression of hope for Allah SWT helps, expression of faith, expression of relying on every

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<sup>18</sup>Nikitina. A. 2011. *Successful Public Speaking*. Ventus Publishing ApS.

efforts toward Allah SWT decision, expression of gratitude for being health and knowledgeable, and any other expression of worship will relieve the speaker's feeling and creates calm in speech. Moreover, sincere prayer will improve the speaker's confidence.<sup>19</sup>

#### 11. Movement is where the speaker's entire body moves.

If you can avoid it, don't let yourself be trapped behind a podium or in one area. When you watch a really great speaker, you'll see that they are almost never trapped behind something. They move around the room as they talk and that may mean they are down the aisle or all across the front of the room. The biggest place you can see this happen is by attending a newly constructed church. Most new churches are constructed to allow for personal interaction between a minister and the congregation which is different than most old churches where the minister or priest is isolated in a pulpit that is probably higher than everyone else in the room (giving the minister/priest the appearance of being closer to God than the congregation).

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<sup>19</sup> M. Ali Tsabit. 2011. *Tampil Memukau dengan Do'a-do'a Khusus dibawah ini; untuk Para Da'I, Trainer, Motivator dan Pembicara Lainnya*. Yogyakarta: Sabil.

### C. Preparation for Speech Performance

Nothing will be perfect without preparation and planning. An effective speech also need good preparation and planning. In relation with that, the speaker or speech script writer must understand the ways and technique in composing speech script. The techniques are very important in order to organize the ideas as well as paying attention to the prospective listeners.

Good speech performance is not only supported by good speech script, but another preparation and planning are needed to exist. Public speaking or public performance will be easy or not creating mental pressure or even burden for the one who are used to do that. But for the beginner, or just accidental performance, preparation and planning are absolutely significance. Anwar explained that there are three important preparation and planning including (1) Physical preparation, (2) Mental preparation, and (3) Materials preparation.<sup>20</sup> Another ideas by Gorys Keraf in relation with important things that good for speech preparation are:<sup>21</sup>

1. Deciding the topic of the speech. The topic of the speech is the problems that are risen in the speech while the purpose of speech is related to the response that is planned to be caught by listener

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<sup>20</sup>Anwar, Gentasri, 1995. *Teknik dan Seni Berpidato*. Jakarta : PT Rineka Cipta.

<sup>21</sup>Keraf, Gorys. 1994. *Argumentasi dan Narasi*. Jakarta: Gramedia

toward the explained problems. This is related to material preparation as one of important things to exist before the speech performance.

2. Analyzing the listener and situation

This point will help the speaker to get the confidence. By analyzing the situation, it will be the overcome for the speaker to adapt his character with the content of speech and make the speaker able adjust the attitude and behavior in front of the audience. Analyzing the audience can be done by entailing the main points in speech with their life problems. Another thing that can be done to entail the points with audience life is by providing examples that are found in listeners' life. This part is related to the mental preparation.

3. Selecting and scoping the topic

In choosing the topic is actually must be matched with the meeting characteristics as well as the data and information regarding the situation and the prospective listeners that will attend the meeting. The topic that will be delivered must be limited and scoped in order to be able to make the audiences focus on the point of speech and direct them to the purpose of speech. Also, scoping the topic helps the speaker to match it with time.

4. Gathering the speech materials

The collected materials must be able to help the speaker to explain and discuss the topic of speech correctly. It means the materials



must be related to the problems or topic that will be analyzed. The more in quantity and the more complete the materials, the more fluent the speaker will compose the speech script. Furthermore, the discussion of the delivered topic will be more comprehensive.

#### 5. Developing the Framework or Outline of Speech

The framework of the speech must be developed in good order, details, specific, and complete. In these frameworks, the problems that will be discussed are separated into some parts or subtopics. Every part is divided into smaller portions or parts that explain the above or bigger point.

#### 6. Explaining the framework in detail way

In composing the speech script, it is important to use the correct word or diction, effective sentences, intended terms and language rhetoric to make the explanation clear. In this point, if the speaker can provide detail items in explanation, the listeners will be helped to grab the idea easier. Consequently, the listeners will enjoy the speech and possibly follow the speaker's purpose in speech.

#### 7. Practicing to Produce High-Pitched Voice

Different purposes of speech will influence the delivery speech method that will the speaker use. Sometimes, the speaker must produce high-pitched voice in order to persuade or influence the audience. It means that the speaker must practice the high-pitched voice. Speaking in public will consume a lot of energy and the

anxiety will much reduce the speaker breathing capacity and circulation. Furthermore, with the mental pressure happens in speaker body, it will reduce the energy of the speaker to produce high-pitched voice in long duration along the speech. This is related to mental and physical preparation.

#### 8. Preparing the Best Physical Performance

Sometimes people do not really pay attention on how other look at our physical performance. Maybe they believe on “Do not judge book by its cover” idea. In fact, our physical appearance is absolutely bring a lot of message. That is why, matching our physical appearance including hairstyle, clothes, and accessories will much influence and emphasize the message delivery of the speech. It is absolutely correct that the speaker will never be successful to persuade audience to choose him in legislation election if the speaker deliver speech using dirty sandals while he delivers speech on formal stage. On the other hand, the physical performance will much build the speaker’s confidence.

## UNIT 4

### OVERCOMING FEAR



(Source: <http://bit.ly/2xb0FFO>)

#### **A. Overcoming Fear at Speech or Any Public Speaking**

The opportunity to deliver our thought by speaking in front of the listeners or audience, maybe there are about hundreds people, is your opportunity to persuade, educate, inform, or even direct them to go or do something for you or your business. However, one of the big problems which many business men and women meet is the fear or anxiety of speaking in front of public just like in delivering the speech. Based on the national survey and research results, the fear in public speaking (or '*glossophobia*') ranks among the top dreads, above the fear of heights, fear of lion, and even fear of the ghost and death itself.

Giving speech in public will be wonderful moment for someone if he or she is able to make good impression in the audience. But, the good impression is only being made if the speaker can make the performance in perfect way or as best as possible. Coping the fear of having public speaking such as doing speech is needed. In fact many speakers when they are in the spotlight, their physical reactions appear as the result of real life threatening danger. The possible reactions according to psychologists (Nikitina, 2011) are: Pounding heart, dry mouth, shaky hands, quivering voice, cold sweaty palms, and stomach cramp. A study conducted by Edward E. Smith, the director of cognitive neuroscience at Columbia University demonstrated that the feeling of rejection is one of the most painful emotions that can be sustained even longer than fear. It is understood that the pain of being rejected by someone in life will last longer or maybe forever for someone. Hence, it will be more painful if someone gives speech in public but then the hundreds audience reject and want the speaker to stop. That will be very terrifying and very uncomfortable.

Fear in public speaking such as in speech should not turn into problems to the personal and professional growth. Firstly, the speaker needs to do is identifying the fears. The speaker may think about why he gets nervous, for example: I am worried that the audience won't understand my accent ...; My English grammar and vocabulary are very poor, but if I was doing the presentation in my own language...;

I get very nervous when I am in front of a lot of people, so there's nothing I can really do about it ...; My results aren't very interesting so I can hardly create a good presentation around them ... Everybody usually has some kind of worry about doing a presentation and there are many ways to help a speaker overcome such fears. Most of them involve things that he can do before the day of a speaker's speech performance.

Then, there are five practical ways to change the fear into excitement and confidence that the speaker can try:

1. Deep breathing. When the speaker experiences such strong emotions as anxiety and fear that trigger the body response like muscles tighten, increasing heart rate, going up the blood pressure, and slowing of the breath, it is needed to have a solution. The breathing rate is connected to the speaker's emotional reaction. The fastest and easiest way to take the control of the emotion and regain confidence is through deep breathing. The deep breathing helps a lot to collect back the concentration, relieving from stress because of emotional pressure, and nervous which a speaker needs to do while or before the speech.
2. Shifting focus outwards. A study that was done by Paul L. Witt, Ph.D, the assistant professor of communication studies at Texas Christian University states that many people performed worse in their speech than they could actually do. It is because the speaker tends to think about what they feel and experience like having shaky

hands, embarrassment, and sweaty palms rather than focusing on the points the speaker wants to share. This problem will be easily solved by shifting the focus from what the speaker feel or look into the message that will be delivered to the audience.

3. Visualizing. Visualizing is not about using true picture as help to present idea, but visualizing is about changing the perception of crowds of audience in front of the speaker into another thing which avoid the speaker to feel fear or nervous. Many top athletes have used this to make them focus on race and remove anxiety. Also the football team players avoid the opponent's supporters' mental intimidation by visualizing the supporters as nothing. Hence, in speech, the speaker may fear of audience that is a lot, possibly smarter than speaker, or showing different position, the speaker may change the visualization of them into something else. It can be done also 10-15 minutes relax before taking the speech. By closing the eyes and visualizing the room that will be used, the people in the hall and imagining the speaker himself or herself successfully perform the speech with smiles and moves around stage, it will be helpful.
4. Focusing on facts, not fears. When the speaker is chosen to deliver the speech, of course the duty cannot be delegate to other. So, it is good for not focusing only on irrational fears (e.g. mind going blank, audience getting bored)but concentrate better on the positive

thoughts such as “I have practiced my speech many times”, “I am the expert for this topic”, “I have prepared everything in my note”. Focusing on positive facts and on what the speaker can offer take the speaker thoughts away from irrational scenarios about what can go wrong.

5. Developing the speech on clarity, not complexity. Some speakers think complexly on many ideas that may cover the topic that the speaker wants to rise in speech. Maybe the speaker wants to make perfect discussion with a lot of data supporting the topic. Practice shows it is not a good idea. Organizing the speech around two or three main points allows the speaker to relax and not worry so much about running out of time or forgetting to mention something important to the audience.
6. Focus not only to the speaker’s English. If your content makes your message clear, a few mistakes in English will make no difference. The audience is made up of scientists wanting to hear your results, they are not English teachers wanting to assess your linguistic proficiency. The way you relate to the audience and involve them is more important than any grammatical or nontechnical vocabulary mistakes that you may make. Then, if the speaker make an English mistake while doing your presentation. He should be not worry (the audience may not even notice); he also no need to correct himself—

this draws attention to the mistake and interrupts the speaker's train of thought

7. Writing the speech script in simple sentences and practice the pronunciation. The speaker only need a limited knowledge of English grammar to do a speech, complicated form such as conditionals and continuous forms are not generally required. The speaker could probably manage by just knowing the present simple, past simple, will, and the passive form. In addition, the speaker can try to use simple sentences that do not entail complex grammar. Atypical ten-minute presentation includes between 300 and 450 different words (depending on the incidence of technical terms and howfast the presenter speaks).
8. Have a positive attitude. The number of different words in 15 or 20-minute presentations does not usually rise by more than 10–20 words compared to a shorter presentation, since most of the key word stend to be introduced in the first ten minutes. Of these different words, the majority are words that the speaker will certainlybealready veryfamiliar with: pronouns, prepositions, adverbs, conjunctions, articles, and common verbs. From my experience in teaching PhD students to do presentations, the average person may need to use between 10 and 20 words that might create difficultyin pronunciation. And learning the correct pronunciationfor sucha limited number of words is not difficult. The speaker can



identify possible problems with the speaker's English if the speaker write a script.

9. Identifying points where poor English might be more problematic. If the speaker doesn't have the time and/or money to write a speech and have it revised, then try to make the speaker's English as perfect as possible
  - in the introduction
  - while explaining the agenda
  - when making transitions from one series of slides to another series
  - in the conclusions
  - when calling for questions

These are the points when the audience will notice the mistakes the most and when they are forming their first and last impression of you, i.e., the impressions that will remain with them after the presentation. Handling your nerves generally comes with practice—the more speech the speaker does the less nervous he will become. The rest of this chapter outlines strategies to reduce your nervousness.

A good speech performance requires many skills that can only be learned over time. If in the past the speaker did a bad speech performance very probably it was because the speaker had not prepared sufficiently. When the speaker then have to do the

speaker's second speech performance the speaker will have that bad memory of the first. It is important to put that bad experience behind the speaker. Do not let it condition the speaker. Concentrate on getting it right the second time by preparing good content and then practicing it in front of as many people as the speaker can.

10. Checking out the place or room where the speech will be. Making sure as the speaker, you sleep well the night before. Don't stay up all night rewriting slides. The speaker should arrive at the presentation feeling fresh, not tired. If he feels stiff and rigid at the beginning of a speech performance he may need to learn some relaxation techniques. The possible physical exercises before the speech are: breathing in deeply, being relax/warm on neck and shoulder muscles, and exercising the jaw.
11. Preparing for the worst. A frequent problem is forgetting a specific word or phrase that speaker needs to say. There are three good solutions for this; the speaker can look at notes, or taking out a handkerchief to wipe your nose, and use this time to remind himself, and simply proceeding with the next point.
12. Organizing the time. By having precise time calculation based on practice or speech rehearsal, the speaker may not be worry so much in thinking about the remaining time left that may distract his concentration on delivering the content of the speech.

## UNIT 5

### ISLAMIC SPEECH OR PREACH



(Source: <http://bit.ly/2Yct2PX>)

#### **A. Islamic Preach**

##### **1. The Introduction to Islamic Speech or Preach**

Many ideas explain the definition of preach, according to Tata Sukayat, preach is utterance, speech, talk, and any terms that relates to preach.<sup>22</sup> While Moh. Ali Aziz, preach has moved from general speech into religious speech in religious ritual.<sup>23</sup> Since the definition of preach

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<sup>22</sup> Tata Sukayat. 2009. *Quantum Dakwah*. Jakarta: Rineka Cipta. Hlm. 128

<sup>23</sup> Moh. Ali Aziz. 2012. *Ilmu Dakwah (Edisi Revisi)*. Jakarta: Kencana, cetakan ke-3, hlm. 29.

has been differed from general speech which is specifically focuses on religious thing, so the difference between speech and preach generally are on the tight time rule and the ways delivering preach.<sup>24</sup>

In Islam, the Prophet Muhammad PBUH had reminded the preacher to deliver preach in short and concise. The shorter and the more concise the preach, the smarter the preacher will be. Choosing the right diction is also influential in catching the audience attention and impression. Selecting the topic is also crucial to trigger the audience interest and their long term memory. Preach contains motivation and education will be better to build the spirit of the audience for doing good deeds and filling the life.<sup>25</sup>

## 2. Contents of Preach

Developing speech script in general will be different with religious speech or preach. In Islamic preach, there are principles of contents that must be fulfilled. They are:

- a. *Madzhab* (Islamic School of thought) Hambali mentions that there are four principles for the content of preach. They are reciting *hamdalah*, *shalawat Nabi*, *taqwa* command, and reciting verses in Holy Qur'an in one of two Islamic preach.

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<sup>24</sup> Ibid, hlm. 30

<sup>25</sup> Moh. Ali Aziz. 2015. *Bersiul di Tengah Badai; Khutbah Penyemangat Hidup*. Surabaya: UIN Sunan Ample Press.

- b. While in *madzhab* (Islamic School of thought) Syafi’I, there are five principles. The content of the preach are reciting *hamdalah*, *shalawat Nabi*, *taqwa* command, reciting verses in Holy Qur’an in one of two Islamic preach and prayer.
- c. According to *madzhab* Maliki, the content of preach is only one that is the command to improve the religion awareness
- d. The other *madzhab*, that is *madzhab* Hanafi, the content of preach is only one that is preach must contains *zikir* or verse to remember Allah SWT.<sup>26</sup>

Based on discussion raised by Tata Sukayat, the structure of preach text generally as being proposed by Prophet Muhammad PBUH are as following:

- a. Reciting *hamdalah* and praising Allah SWT
- b. Asking for Allah SWT helps
- c. Requesting the Allah SWT forgiveness
- d. Requesting the Allah SWT protection
- e. Reciting two *syahadat* sentences
- f. Reciting *shalawat* to the great Prophet Muhammad PBUH
- g. Command for *taqwa*
- h. Giving warning, reporting good news to people who are loyal and giving threat for the people who deviate

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<sup>26</sup> Moh. Ali Aziz. 2015. *Bersiul di Tengah Badai; Khutbah Penyemangat Hidup*. Surabaya: UIN Sunan Ample Press.

i. Giving religious and social advices, and others<sup>27</sup>

### 3. Preach Techniques

According to Larry King, the eight characteristics of good preacher are:

- a. Viewing something from new paradigm
- b. Being broad minded
- c. Enthusiastic
- d. Never talking about the preacher himself
- e. Great curiosity
- f. Showing empathy
- g. Having sense of humor
- h. Having special speaking style<sup>28</sup>

## **B. The Speech and Islamic Preach Performance**

The speech and Islamic preach performance in general are divided into three phase: the opening, the content, and the closing. The three phases have different approach to do it successfully in performance. The following are the technique that can be considered or proposed to implement if the speaker want to have good performance.

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<sup>27</sup> Ibid.

<sup>28</sup> Larry King. 2013. *How to Talk to Anyone, Anytime and Anywhere*, terjemah. Marcus Phrihminto Widodo, *Seni Bicara Kepada Siapa Saja, Kapan Saja dan Dimana Saja*. Jakarta: Gramedia Pustaka Utama. Halaman 63.

## 1. The opening technique of Islamic preach

Some techniques that are proposed to take in the opening of Islamic preach are (1) directly mentioning the preach topic; (2) explaining the background; (3) relating the topic with the current issues; (4) relating the topic with the event that is commemorated; (5) relating the topic with location of the speech; (6) considering the emotion of the audiences; (7) relating the topic with the history; (8) relating with the vital interest; (9) appreciating the audience; (10) starting with unique statement; (11) promoting provocative question; (12) stating quotation from Islam leaders or the Holy Qur'an; (13) describing self-story; (14) telling fact or fiction story; (15) stating theory; and (16) making humor.<sup>29</sup>

According to Syahroni Ahmad Jaswandi, there are six ways to open preach. They are: (1) using humor; (2) using both in half humor and serious things; (3) introducing oneself; (4) giving general introduction; (5) giving illustration; and (6) mentioning facts for the audiences.<sup>30</sup>

Another theory that was mentioned by Dale Carnegie, the technique to open the speech or preach are (1) giving example; (2) triggering the audience interest; (3) telling interesting experience; (4) issuing questions; (5) citing the experts' words; (6) mentioning the influential

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<sup>29</sup> Jalaludin Rakhmat, *Retorika Modern Pendekatan Praktis*, halaman 53 - 59

<sup>30</sup> Syahroni Ahmad Jaswandi. 2012. *Teknik Pidato dalam Pendekatan Dakwah*. Surabaya: Dakwah Digital Press. Halaman 64-66

events; and (7) knitting the main points in speech according to the order of importance.<sup>31</sup>

Further discussion on the characteristics of opening the speech according to Dori Wuwur Hendrikus are: (1) clear and joyful; (2) not too long; (3) not starting with “if” or “maybe”. In his theory, Dori also suggest the speaker or preacher to start the performance by (1) being as calm as he or she can; (2) thinking about all positive things to avoid fear; (3) not starting the speech or preach by reading or relying on to text only but talk freely; (4) starting with positive tone; (5) not starting with ‘sorry’; (6) trying to catch the audience attention; (7) taking relax breath; (8) beginning the performance when the situation in the room is conducive enough; and (9) not starting the talk with something commonly spoken by other speaker.<sup>32</sup>

## 2. The closing technique of Islamic preach

Closing part of the speech or preach is also as important as the opening part of the speech. In the opening part, the speaker must be able to direct the audiences’ attention to the main point of talk. While in the closing part, the speaker of speech or preacher brings the audience’s focus on the thought and idea toward the main idea. One of the closing

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<sup>31</sup> Dale Carnegie, *Teknik dan Seni Berpidato*. Terj. Wiyanto (t.t: Nur Cahaya, t.t). Halaman 196-197

<sup>32</sup> Dori Wuwur Hendrikus. 1999. *Retorika: Terampil Berpidato, Berdiskusi, Berargumentasi, Bernegosiasi*. Yogyakarta: Kanisius, halaman 79-80



technique was proposed by Jalaludin Rakhmat. He stated that the technique are (1) ending the performance with climax; (2) creating summary; (3) requesting the audience to act; (4) restating the idea with short statement; (5) stating quotation from the Holy Qur'an; (6) telling example that is illustration from the talk; (7) explaining the sincere intention of the speaker or preacher; (8) ending with humor; and (9) praising audience.<sup>33</sup>

Another theory on the technique to close the speech or Islamic preach are as mentioned by Syahroni Ahmad Jaswadi. He mentioned seven ways that the details are: (1) summarizing the points; (2) promoting emotional request; (3) telling prominent words; (4) telling short story; (5) asking to act; (6) praising audience; and (7) summarizing every sub-chapter.<sup>34</sup>

### C. The Language Choice in Preach

The language that is used in preach of course must be chosen carefully. It is because preach or Islamic speech or *khutbah* contains the values of religion that the purity of the tenet must be kept. Because of this importance, in the Holy Qur'an are found the principles of language, they are *qaulun ma'rufan* (language which carries good

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<sup>33</sup> Jalauddin Rakhmat, *Retorika Modern Pendekatan Praktis*, halaman 60-63

<sup>34</sup> Syahroni Ahmad Jawadi, *Teknik Pidato dalam Pendekatan Dakwah*, halaman 67-69

values), *qaulun sadidan* (language which shows firmness), *qaulun balighan* (language that carries meaningful things), *qaulun kariman* (language that full of praises), *qaulun maisurun* (language that is easy), and *qaulun layyinan* (language which is soft).<sup>35</sup>

Referring to the entailment of language, religious proselytizing, and communication, the three are correlated by the performance and the implementation. The performance must be packed amazingly by the preacher or speech speaker. Many religious messages are not caught by the audience since the preacher or speech speaker cannot communicate effectively, or cannot use appropriate language to serve the message of preach. If the preacher only focus on the message of the speech without paying attention on the art of language and communication, the content will be flat, tasteless, and not interesting. Also, when the preacher focuses only on the language without thinking about the message of preach, preach will be not meaningful for the audience. When the audience loss their interest and the purpose of listening to the speech because of not being meaningful, they will be disappointed and regret to join the agenda.

Language is mean of communication in Islamic preach or speech. it is because language is the only tool that can be used to share thought, feeling, fact, opinion, concrete and abstract things, past and future

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<sup>35</sup> Mafri Amri. 1999. *Etika Komunikasi Massa dalam Pandangan Islam*. Jakarta: Logos, halaman 85

agenda in religious speech such as Friday preach in Islam or *Ied Fitri* preach. Improper use of language will affect the miscommunication between the preacher and the audience. Moreover, misinterpretation and misinformation are happening because of being less careful in using the language.

Language is also depicting the identity and culture of community or nation. Good preacher can touch the audience heart, feels the bound with the community, and talks intensely with the language.<sup>36</sup>

Understanding, the importance of the power of language in Islamic preach since it is the only way to share the knowledge, there are suggestions in choosing the language of preach, they are (1) using simple words; (2) avoiding to use language that is understood only by some people; (3) using effective words; (4) avoiding words that have been used to listen; (5) avoiding the uncommon words that the translation is hardly recognized; (6) employing the words that contains colorful, lively, and impressive meaning; (7) using action words that direct someone to move and act.<sup>37</sup>

Actually the similar idea is also stated by Jalaluddin Rahmat, he explains the criteria of language that is used in the Islamic speech or

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<sup>36</sup> Faizah dan Lalu Muchsin Effendi. 2006. *Psikologi Dakwah*. Jakarta: Kencana.

<sup>37</sup> Moh. Ali Aziz. 2014. *Teknik Khutbah Jum'at Komunikatif*. Surabaya: UIN Sunan Ampel Press.

preach.<sup>38</sup> The language must be clear, appropriate, and interesting. The clearance of the language includes the use of specific term not giving bias, the use of simple words, avoiding the very technical words that are only understood by certain group of people, simplify the sentence, and repeat the main message of the speech or preach with different ways or language. The appropriateness of the words refers to avoiding the use of cliché words that creating boredom, being careful to use *slang* language, avoiding the strange or unknown language for the audience, and putting away the impolite words. The last criterion of the language of speech or preach is the interesting words. It directs to the employment of words that bring the audiences to experience the content of the speech, and the applying memorable and understandable figurative language.

#### **D. Friday Prayer Preache or Speech**

##### a. The Requirements and Principles of Two Friday Preaches

Friday preach is tightly related to the practice of Friday religious service that consist of Friday prayer and Friday preach or Friday speech. There are two Friday speeches delivered after having two *rakaat* (groups of movement) prayer. Those numbers similar with the *rakaat* of *dhuhur* prayer. That is why, it is obligation for male Muslim

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<sup>38</sup> Jalaluddin Rakhmat. 1996. *Retorika Modern Pendekatan Praktis*. Bandung: Remaja Rosdakarya.

to listen comprehensively the Friday prayer or preach despite of doing two Friday prayer.

According to some *hadits* or the experience of Prophet Muhammad PBUH, some Muslim scholars decide some requirements for holding the Friday speech. The requirements are: (1) the religious preach must be started at noon (HR. Muslim); (2) during the speech, the speaker is proposed to stand if there is no obstacle (HR. Muslim); (3) the preacher is supposed to sit for a while between two preaches, the duration is like reciting *Al-Ikhlās* verses (HR. Muslim); (4) when delivering the speech, it should be in loud enough voice with assumption all audiences can listen clearly; (5) better to be in sequence for *rukun* or principles of preaches; (6) the preacher or speaker must be clean from *hadas* and *najis* (everything that destroys the acceptance of religious services by Allah SWT); and (7) preacher must close the *aurat* (parts of body that must not be shown publicly according to Islam).

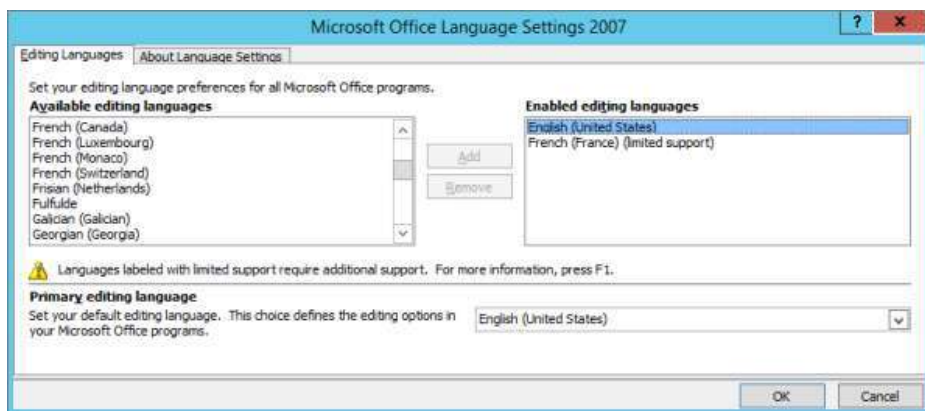
Based on the great Prophet Muhammad PBUH, the principles of two Friday prayer are (1) delivering the praises to Allah SWT (HR. Muslim); (2) reciting *shalawat*. For some Muslim scholars, this part is not obligation or *fardhu* but only *sunnah* or optional that if Muslim people do will get good merit; (3) reciting *syahadatain*, including *syahadat tauhid* and *syahadat rasul*; (4) giving command to be *taqwa* or obedience and teaching good things for audiences; (5) reciting Holy

Qu'ran in one of two preaches (HR. Muslim); and (6) praying for both male and female Muslim.

The good preacher or Islamic speech speaker will not only satisfy by completing the main principles of *khutbah* or Islamic preach but also trying to fulfill the *sunnah*. According to the *hadits* of Prophet Muhammad PBUH, the *sunnah* in Islamic preach are: (1) holding the preach performance on stage or pulpit (HR. Bukhari and Muslim); (2) preach must be delivered in good pronunciation, clear, easy to be understood, and moderate in duration; (3) the preacher or Islamic speech speaker must face the audience during the preach not turning around or blocking; (4) reciting *Al-Ikhlās* verses while sitting between two preaches; (5) fulfilling the principles of preach including praising Allah SWT at the beginning of preach, reciting *shalawat* for the Great Prophet Muhammad PBUH, and giving advice to the audience; (6) preacher should deliver *salam* as greeting; (7) preacher should sit on pulpit after delivering greeting or *salam*, and after *bilal* delivers *adzan*.

## UNIT 6

### THE POSSIBILITY TO MIX AND SWITCH LANGUAGE IN SPEECH OR PREACH



*(Source: <http://bit.ly/2LhER3Q>)*

#### A. Introduction

In some places in Indonesia, the use of local language in the religious speech or Islamic preach is still common. Just like in Java and some places in middle Lombok. The preacher mix and sometimes switch his language in delivering the speech. This fact makes possibility for Indonesian to deliver his English Islamic speech or preach with bahasa Indonesia switch or mix, or even adding native local language. According to Hymes in Wardaugh, there are some factors influencing the speaker or preacher to use the code mix or code

switch<sup>39</sup>. The factors are simplified with the word SPEAKING and the details are as flowing:

1. The setting and scene

The setting refers to the time and places in which the speech takes places. Meanwhile, the scene is the abstract psychological setting or the cultural definition of the occasion.

2. The participants

Participants refer to the speaker and the listener or between the addresser and the addressee.

3. Ends

Ends refer to the conventionally recognized and expected outcomes of an exchange as well as to the personal goal that participants seek to accomplish on particular occasions.

4. Act Sequence

Refers to the actual form and content of what is said. The precise of word use, how they are used, and the relationship of what is said to the actual topic at hand.

5. Key

Refers to the tone, manner or spirit, in which a particular message is conveyed; serious, precise, pedantic, mocking, etc. The key may

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<sup>39</sup> Wardhaugh, Ronald. 1998. *An Introduction to Sociolinguistics Third Edition*. Massachusetts: Blackwell.



also be marked non-verbally by certain kinds of behavior, gesture, posture, and event.

#### 6. Instrument

Instrument refers to the choice of channel (oral, written, telegraphic), and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen.

#### 7. Norms of Interaction and Interpretation

Refers to the specific behavior and properties that are attached to speaking and also to how these may be viewed by someone who doesn't share, i.e. loudness, silence, gaze return, etc. For example, there are certain norms of interaction with regard to church services and conversing with strangers.

#### 8. Genre

Genre refers to clearly demarcated types of utterance such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials.

Another idea on the factors affecting the speaker in religious speech or Islamic preaching was proposed by Tripp and Grosjean<sup>40</sup>. He mentioned four factors that trigger the preacher to mix or switch the language. The factors are:

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<sup>40</sup> Grosjean, Francois. 1982. *Life with Two Languages*. USA: Harvard University Press

## 1. The setting and Situation

In formal situation as certain setting the standard language is still used. Code switching and code mixing also occur in formal situation, but it occurs less in formal situation and it is depending on whom they speak to or the roles in their interaction.

## 2. Participants

Participants convey sex, age, occupation, socio-economic status, origin, ethnicity, and their roles in relation to one another.

## 3. Topic or Purpose

One speaker may switch or mix the codes if she or he talks about the topic or she or he has certain purpose in his or her speech, because people switch or mix the language if they can't find an appropriate words or expressions or when the long translation for the vocabulary is needed.

## 4. Function of Interaction

One function, status rising, has been found to play an important role in a number of different situations such as greeting, thanks, apology, and so on.

Both Hymes and Tripp actually have the same opinion toward the factors influencing the occurrence of code-choice even if it is presented in two different ways. Hymes explains the factors in more detailed way.

## UNIT 7

### COMPOSING THE SPEECH SCRIPT



*(Source: <http://bit.ly/2KzU8NC>)*

#### **A. Composing Speech Script**

Before delivering the speech, the beginner speaker must prepare and write the speech script first. This is essential thing to do in order the message that will be delivered in speech will be accepted well.

The speech script as well as dialogue script are made for being performed in front of audiences. The difference is the dialogue script is performed by some people or actors, while speech script is acted or performed by a person. The communication is made between the speaker or actor of speech script with the audiences or listeners. Indeed,

since delivering speech through speech performance will be examined, listened, watched, and enjoyed by a lot of people or audiences as well as the content may lead to certain idea which is brought by the speaker, the speech script must be prepared well with planning. As being discussed previously, there are kinds of speech delivery method, they are: spontaneous speech without text, memorizing the content then being delivered, improvisation of idea (extemporary), and reading the speech script. Considering the delivery method, hence, the speaker need to prepare the script which means the speaker need to have the ability to compose the speech script.

The reasons for writing the script are absolutely NOT for speaker to then learn every word. Memorizing a script is not a good idea. The speaker will not sound natural when speaking and might be panic if speaker forgets “lines.” However, writing a script is useful for other reasons—to help to decide:

- what the best structure is and thus the best order for speech
- if certain phrase or expression can be cut
- if the audience really needs to know what the speaker’s plan to say

In order to be able to write the speech script effectively, the speaker must have script development skill or writing speech script. The development of speech script must pay attention on how rich the speaker’s vocabularies and how creative the speaker employ the vocabularies to build up the complete messages in sentences into

paragraph. According to Tarigan, the steps to compose speech script are:<sup>41</sup>

### **1. Collecting the materials**

After examining the problems, observing the phenomena, and proposing the significance, as well as analyzing the prospective audiences, the step that is needed to be executed is collecting the materials for the speech. We can start writing the speech script using all things that we have known about the problems or topic that we would like to discuss. If it is considered not enough or insufficient, it is needed to search for additional materials like facts, illustration, stories, or any other supporting data in order to help us developing the topic. Moreover, having consultation or even interview with peer, teacher, expert, or native in certain area is also needed if we believe they are suitable to be our source of information. Sometimes, the existed information in books, rules, magazines, and newspaper or even television and YouTube are possible to be equipped with the topic that we discuss. Further, those source of information usually contain a lot of current and nowadays information to create the actuality of the speech topic that is risen. In this step, the speaker or as the script composer's curiosity about the decided topic is essential. The more curious he is, the more interest to gather as many materials for the speech, which result the richer the content of the speech itself.

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<sup>41</sup> Tarigan, Henry Guntur. 2008. *Berbicara*. Bandung: Angkasa

## **2. Developing the Outline**

This step is influential in order to make the speech script well, since it will: (1) cover all important materials that will be covered in speech, (2) create coherence on the unity of the topic, (3) create good idea delivery management in speech, and (4) help the speaker to decide the cohesive devices that are match for the speech. Hence, this step can be executed in both before getting the materials for the speech or after having the materials for the speech. When the outline is made before the materials are gathered, the outline will be about the main points that will be discussed in speech. But, if the outline is produced after the materials are gathered, the outline will have details on the main points. Regarding the outline that has been fulfilled by complete main points and their details information, the speaker can manage the idea or main points according to the order of importance. Of course, here the speaker must aware of the purpose of delivering the speech so that the order of idea will be successfully flow as the speaker wants. In common scheme for the speech script outline is as mentioned by Slamet Trihartanto (2005) that there are three parts in speech consisting (1) introduction, (2) content, and (3) conclusion or closing.

## **3. Developing the content of the speech**

Having the outline of the speech, the speaker can do two things:

1. It is possible to use the outline of the speech as the speech guidance and directly use it in speech. The speaker develop the idea orally

just by looking at the points appeared in the outline. As in the extemporary speech delivery method.

2. The speaker may continue the outline and revise it if finding more appropriate idea. Then, develop the outline into complete script by building up the point into sentence and support it with details of information about the point. Furthermore, after the script has been finished, the speaker may read it in front of the audiences.

After understanding the possible things the speaker can do after having the outline, if speaker decide to compose complete speech, the speaker may refers to part of speech script as proposed by Tarigan. He mentions the components of speech script are:<sup>42</sup>

1. Opening
2. Introduction
3. Content
4. Conclusion
5. Wishes
6. Closing

For the details, those steps will be explained as follows:

1. Opening

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<sup>42</sup> Tarigan, Henry Guntur. 2008. *Berbicara*. Bandung: Angkasa

The opening of speech is actually influenced by the locality and culture where the speech is delivered. In Indonesia where mostly the citizen are Muslim, the speaker of speech may start with saying “Assalamu’alaikum Warohamtullahi Wabarokatuh”. When, the speaker is in formal speech among multi-religion condition, where the Cristian, Hindu, Buddha, and Catholic are in the same place, the speaker may add additional salutation as commonly used in those religions. Just in case to show the tolerance and respect to others. Sometimes, when speaker deliver speech for national days like Independence Day, the speaker is also recommended to start with glorious words like “freedom or *merdeka!*” and soon. Moreover, when the speaker is in Islamic religion agenda, the speaker usually starts with reciting parts of the Holy Qur’an. It can be *surah* or *ayat*.

## 2. Introduction

The introduction part is place where the speaker can deliver the gratitude to the committee, the audiences, and parties that has given the chance and time also has invited the speaker to deliver the speech. Here is also place for the speaker to explain the main points or the problems of the speech. Simply, this part is only to deliver gratitude and creating interest of audiences toward the general idea of the speech.



### 3. The content

The content is the explanation of the main points by giving details or supporting ideas. Discussing all materials and problems that are mentioned in speech. The order of ideas delivery must be managed and clearly stated from the beginning to the end of speech.

### 4. Conclusion

For a speech, the conclusion part is very essential, since it will conclude and wrap up everything that have been talked in the speech, added with explanation and rules, the audiences or listeners can adsorb and comprehend fully the intention and purpose of all ideas that are spoken by the speaker. Usually, the last part of speech will be easier and long last memorized.

### 5. Wishes

Wishes is a part of the conclusion, but usually as the push for the audiences to grab the interest and give message about the talk. Also, the speaker would like to make impression for the listeners. As an example: "... by the need of development of the technology and all things in this world, and so does the coming of globalization era, parents are asked to be able to supervise their children activities not only in school but also in daily life in society. It is to avoid and protect them from..."

## 6. Closing

The last part of the speech is closing. This part is where the speaker deliver the gratitude to the audiences and listeners for being patient listening and serving time for speech. Moreover, the speaker suggest the audience to keep the message and important things in the speech. As example: “The last I say....”, “Assalamu’alaikum Warohmatullahi Wbarokatuh”.

Tarigan provides example of speech for greeting the guest in the wedding ceremony in Indonesia.<sup>43</sup> The speech script is shown as a whole to be understood correctly and for fulfilling the characteristics of writing or composing a speech script.

*Assalamu’alaikum Wr. Wb.*(salutation in Arabic)

*Bapak-bapak, Ibu-ibu, Saudara serta hadirin yang kami hormati!*(The honorable audiences)

*Dengan mengucapkan rasa syukur kehadiran Allah, pada hari ini kami sekelurga telah dapat melangsungkan upacara tradisional sederhana atas berlangsungnya perkawinan anak kami Siti Maimunah dengan Bambang Suprpto.*(By delivering our gratitude toward Allah SWT, today, My family and I have held simple traditional ceremony as commemorating the wedding of Siti Maimunah and Bambang Suprpto)

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<sup>43</sup> Ibid.

*Sungguh kami sekeluarga merasa berbahagia sekali atas kehadiran Bapak, ibu, serta Saudara sekalian yang telah berkenan meluangkan waktu untuk ikut memcriahkan pesta perkawinan anak kami tersebut. Semoga amal baik para Bapak, Ibu, dan Saudara sekalian dapat diterima oleh Allah.*(We are so happy for your presence here to celebrate our children wedding. We do hope all your good deeds will be accepted by Allah SWT.

*Demikian sepatah dua patah kata yang dapat kami sampaikan pada kesempurnaan ini, bila ada kekurangan pada kami, kami mohon maaf yang sebesar-bcsarnya.*(That is all I can say, if there are mistakes, we ask for apologies.

*Assalamu'alaikum Wr. Wb.*

by observing the given example of speech script above, in composing the script, the speaker needs to be able to have sufficient vocabularies and also ability to develop the speech.

## **B. The steps in Gathering the Idea for Speech Outline**

There are some steps that must be done in order to gather and organize the idea of speech. According to Tarigan, the steps are mentioned as follows:<sup>44</sup>

1. Limiting and scoping the subjects as well as matching it with the time allotment

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<sup>44</sup> Ibid.

2. Creating ideas based on the decided subject
3. Organizing the main idea according to the order of presentation in case of needs, satisfaction, importance, etc.
4. Developing the main idea by providing additional ideas for supporting the main idea
5. Putting the additional idea close to its main idea and provide examples or fact
6. Checking the rough draft, to make sure that the subject has been enough depicted and relevant with the purpose of the speech.

### **C. The Important Points in Composing Speech Script**

Composing the speech script is one of essential preparation before the speech performance. The composer of course is trying to write best composition in order to achieve the purpose of the speech and make the audiences grab the point in the speech. Hence, Dawud, et. al stated that speech script must have clear ideas, well contents organization, good language structure, the diction and spelling must be correct.<sup>45</sup>

The detail explanation will be as follows:

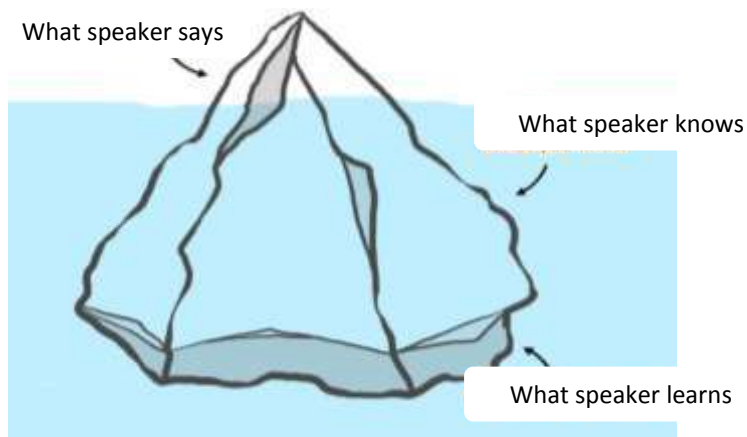
#### **1. Idea**

What is meant by the idea in the speech is what will be delivered in the speech. It may relates to the special agenda of school, religion,

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<sup>45</sup> Dawud et. al. 2004. *Teknik Menyusun Pidato/sambutan*. Surabaya: Usaha Nasional.

country, or any other parties. The simple thing to define the idea is what topic or theme that the speaker will take for the speech. There must be appropriateness among idea, topic, and theme. Nikitina states that deciding the idea for speech may learn the philosophy of an iceberg.<sup>46</sup> Only 20% of the iceberg is seen above the water. The rest is hidden below the surface. Similar to the speaker's knowledge and experience of the idea or subject should be much greater and much deeper than what the speaker decides to cover during the speech performance. It is crucial that the listeners are not left with the impression that they know more on the subject than the speaker does, otherwise the speaker will quickly lose the credibility while the presentation will lose its appeal.



(Source: <https://yhoo.it/2FxUJv5>)

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<sup>46</sup>Nikitina. A. 2011. *Successful Public Speaking*. Ventus Publishing ApS.

*Figure 1 Iceberg philosophy for speech script writing*

In order to avoid that, the speaker need to gather as much information as possible about the idea and can be done as following:

- a. Starting with what the speaker already knows. Write down all the information that might be interesting or relevant to the listeners.
- b. Choosing one until three main points that the speaker must get across to the listeners
- c. Sometimes, remembering that some speech like for educating or persuasion should leave the listeners with the insights and “aha!” moments that they did not have before they went to hear the speech. Moreover, try to think differently and find a unique angle from which to tackle a particular event, topic or story. This is not always easy to do, but finding an effective story angle allows the speaker to put spin on the speech, making it useful and captivating at the same time.
- d. Conducting solid research to supplement the speech with stories, statistical data, examples, interesting facts, and visual aids which should give fresh ideas on how to make the speech even better. If the speaker is intending to use statistics and financial data, make sure that they are meaningful, easy to understand and, above all reliable and up-to date.

Another thing that is needed to consider is the speaker should only have one idea per sentence and repeat key words. If the speaker are an

inexperienced presenter the most important thing is to use the simplest English possible by using short phrases containing words that the speaker find easy to say. Each sentence should only contain one idea. This makes it easier for the speaker to say and for the audience to understand. Split up long sentences by deleting relative pronouns (*which, who, that*), and link words and phrases (e.g., *and, also, however, moreover, in addition, it is worth noting*). The following example of script may be beneficial:

Original Script Version:

*The scenario is a typical wireless network, in which there is a single base station in the middle and subscriber stations around it. We used a simulator in order to understand how the power-saving mechanism influences the performance of the users in addition to calculating what effect it has on the environment. It is also worth noting that, testing can be classified in different ways on the basis of the part of the network being tested and how testing is performed.*

Notice how in the revised version

Revised Script Version

*The scenario is a typical wireless network. There is a single base station in the middle and subscriber stations around it. We used a simulator to help us understand two factors. First, how the power-saving mechanism influences how users perform. Second, the effect*

*that power saving has on the environment. Another important aspect. [pause] Testing. [pause] Testing can be classified in different ways depending on which part of the network you are testing and on how you are doing the testing.*

The sentences are much shorter. This gives speaker natural pauses when speaking. Key words have been repeated in the place of pronouns (in the fifth sentence *power saving* instead of *it*). This helps the audience to follow speaker as he may not remember what *it* (or similarly *they, this, that, etc.*) refer to verbs are used in preference to nouns (fourth sentence: *how users perform* instead of *the performance of the users*) emphasis and drama can be created by very short phrases interspersed with pauses (e.g., in the fifth and sixth

## 2. Content Organization or outlining

The organizing ide means placing or situating the ideas into the most suitable part in speech script. In general the idea of speech will be placed in five parts, they are attention grabber, introduction, content or body, conclusion, and call-to-action. The attention grabber is an unusual statement, a question, a gesture, a story, a prop, or along pause to grab the audience attention and to help the speaker build confidence at the beginning of speech. The introduction is placed in the beginning of speech script as the trigger for audiences to get the idea of speech, the content will discuss thoroughly the idea in speech which the composition in content will



be depend on the purpose of speech. The conclusion will be the wrapped up part of the ideas. Then, call-to-action is the closing punch line of the speech that leaves the audience with something to think about or empowers them to take specific action steps, be it “Join our company fan page on FaceBook”.

### 3. Language structure

The language structure here is the structure of words that are built into sentence, paragraph, and finally composed to be complete speech text. The language structure must be clear and logic, so that the meaning of the speech text can be caught easily. The language structure must reflect the good grammatical rules of English that paying attention on tenses, coherence, cohesion, diction, etc.

The frequent tenses are used in different ways in different parts of the speech are:

- present simple: I work
- present continuous: I am working
- present perfect: I have worked
- present perfect continuous: I have been working
- past simple: I worked
- future simple: I will work
- future continuous: I will be working
- going to: I am going to work

The speaker can always either use full forms (e.g., *I will*, *I am*) or

contracted forms (e.g., *I'll*, *I'm*). There is no difference in meaning, but the full forms can be used for emphasis, and the contracted forms sound more informal.

The speaker don't need to have a perfect understanding of English grammar in order to be able to use the tenses correctly. I suggest that the speaker consider the examples given in this subsection as useful phrases which the speaker know that the speaker can say at particular moments during the speaker's speech.

#### 4. Diction

The words that are structured and connected in sentences in the speech must be harmony and relevant to the idea that is thought by the speaker or script composer. The diction must be precise and has single interpretation in order to avoid miss understanding, misconception, and bias of the audiences. The diction must be English standard and do not use traditional language. Otherwise, the speaker may use specific terms in traditional language but it must be equipped with its translation in English. Sometimes using traditional language terms are needed to convey the locality or the situation of the topic of speech.

Another tip in relation with diction is avoiding the use of synonym for technical words<sup>47</sup>. Never use more than one term to refer to the same key concept. If the speaker do, the audience may think that each word has its own specific meaning and wonder what it is. For example, if the adjective *sustainable* is a key word in the speaker's field, then don't find synonym for it, do not use words such as *manageable*, *steady*, or *persistent*. Likewise, if the speaker use the term *gender studies* don't suddenly use *feminist studies* to mean the same concept. If there is a difference between gender studies and feminist studies then the speaker should explain it, but if they have an identical meaning then just use one or the other.

Moreover, use synonyms only for nontechnical words. Having a written speech will also stop speaker from unnecessarily repeating the same word. Note below how the word "aim" appears three times in two sentences in the introduction in the original version, and the second sentence does not appear to add any new information.

Original Script Version:

*The aim of this research project is to evaluate the role of planning and control systems in supporting interorganizational relationships among health care trusts with an aim to mitigate shortcomings due to competition. Besides, this study aims to look*

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<sup>47</sup> Wallwork, Andrian. 2010. *English for Presentation in International Conference*. Springer: New York.

*into the effects generated by planning and control systems, or by the lack of these, within interorganizational relationships.*

Revised Script Version:

*We wanted to/Our aim was to evaluate the role of planning and control systems in supporting interorganizational relationships among health care trusts in order to mitigate shortcomings due to competition. Secondly, we were interested in the effects generated by planning and control systems, or by the lack of these, within interorganizational relationships.*

To resolve the problem of repeated non-keywords, speaker can do as in the revised version or

- find a synonym—in the first occurrence aim could be replaced by objective or target
- delete it—in the second occurrence with an aim could be deleted with no loss of meaning

The choice of words or diction is also influenced by the level of formality<sup>48</sup>. The style of language the speaker adopt in the speaker's speech will have a huge impact on whether the audience will

- want to listen to the speaker, and their level of enjoyment/interest
- find the speaker approachable and thus someone they might like to collaborate with

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<sup>48</sup> Ibid

There are essentially three levels of formality:

1. Formal
2. Neutral/relatively informal
3. Very informal

Although most presenters think they should aim for the first level of formality (which is generally only appropriate in a plenary), in reality most audiences prefer presenters who deliver their presentation in a relatively informal way. In English, this informality is achieved by using

- Personal pronouns (e.g., I, we, you)
- Active forms rather than passive forms (e.g., I found rather than it was found)
- Verbs instead of nouns where possible
- Concrete or specific nouns (e.g., cars) rather than technical or abstract nouns (e.g., vehicular transportation)
- short simple sentences rather than long complex ones

Think about levels of formality in the speaker's own language. Do the speaker feel most natural speaking in a very formal way or a friendlier way? Is the speaker's dialect perceived as being friendlier than the speaker's official language? Would the speaker tell a joke in the speaker's dialect or the speaker's official language? Studies of people who speak both a dialect and their official language show that when

they wish to appear friendly, warm, and likeable they often choose to speak in dialect. On the other hand, choosing to speak in the official language distances them from their interlocutors and they are perceived as being colder but probably also as more authoritative and knowledgeable. This secret in speech performance is thus to be not only seen as being both authoritative and competent but also as friendly and warm.

The two are not incompatible—the authoritativeness comes from what the speaker says, the friendliness from how the speaker says it. Compare these versions from a speech on analytical chemistry.

Original Script Version:

*The application of the optimized procedure to the indigoid colorants allows their complete solubilization and the detection of their main components with quite good detection limits, estimated at about 1 µg/g for dibromoindigotine. Here the markers are shown—dibromoindigotine for purple and indigotine for indigo. The characterization of organic components was first performed by Py-GC-MS which did not reveal the characteristic compounds of indigo and purple. Quite surprisingly after pyrolysis at 600°C it was still possible to observe the pink color; the failure of the technique was attributed to the massive presence of the silicate clay and research is still in progress.*

Note how in the original versions

## Revised Script Version:

*When we used this optimized procedure on the indigoid colorants we managed to completely solubilize them. We were able to detect their main components within quite good limits, at about 1 ug/g for dibromindigotine. Here you can see the markers—dibromoindigotine for purple and indigotine for indigo. We initially characterized the organic components using Py-GC-MS. But this did not reveal the characteristic compounds of indigo and purple. Infact afterpyrolysis at 600°C you can imagine how surprised we were to still seepink. We think this might have been due to the massive presence of silicate clay. In anycase, we are still trying to find outwhythis happened.*

- there are no personal pronouns—it sounds like a paper rather than an oral presentation. In normal life, no one speaks like this
- all the verbs are in the passive—this tends to alienate rather than involve the audience
- there is a disproportionate number of nouns
- the sentences are long

## 5. Revised and Correct Spelling

Good spelling in speech is very important since the speech must be easily understood, avoid bias and misconception about the topic, clear in the articulation, and bring pleasant listening situation. On

the other hand, correct spelling in script will help the speaker easily finding the words that will be delivered, help speaker to read it, and make the speaker aware the content of the speech. Another tips to revise the speech includes:<sup>49</sup>

- a. Making the sentences shorter, especially the ones loaded with emotional content, e.g. “No excuses”, “Failure is not an option”, “Period.”, “if not us - who? If not now – when?”. Using this will not only make the message more powerful and easier to understand, but also creates more pause-and-breathe opportunities.
- b. Putting the main verb earlier for the longer sentences. For example, instead of saying “When we have all facts and the rest of the marketing research data we will make a decision” say, “we will make a decision after we have all the facts and the rest of the marketing research data”
- c. Creating powerful speech through the use of memorable adjectives and adverbs. The different effects are shown between these two examples. “Our organization faces many challenges” and “Our organization faces many exciting challenges”. The first sentence is impersonal, while the second reflects the attitude and invites listeners to look at the situation from different perspective.
- d. Adding strategically placed pauses for impact.

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<sup>49</sup>Nikitina. A. 2011. *Successful Public Speaking*. Ventus Publishing ApS.



- e. Repeating the key word or main idea of the speech over and over again. It will help the audience to remember and allow the speaker to tie the main concepts together.
- f. When it is possible, the speaker may add story in speech. Even if the speaker is delivering serious talk in front of a large group of professionals, it does not mean that the speech sounds flat and business-like. An inspirational story or a metaphor to demonstrate the point can go a long way in making the speech memorable and interesting.
- g. For interactive speech, including questions, phrases, and stories will establish emotional connection with listeners. A great way to promote interaction with the audience is to ask them a question that they can relate to. One of the most common questions formulas used by the most successful public speaker is asking “Who has ever been/felt/did..., raise your hand! While raising their hand as well.
- h. Simplify sentences that are difficult to say. The speaker’s aim should be to create sentences that the speaker finds easy to say. Writing a script will help the speaker to identify sentences, such as the one in the original version below, that do not come out of the speaker’s mouth easily or naturally. So, read the speaker script aloud, underline any phrases that are difficult to say, and then try to rewrite them until the speaker finds a form that is easy for the speaker. Below are the examples of simplifying the sentence:

Original Script Version:

*In 2010, Kay proved that most people speak at a speed of one hundred and twenty to two hundred words per minute, but that the mind can absorb information at six hundred words per minute.*

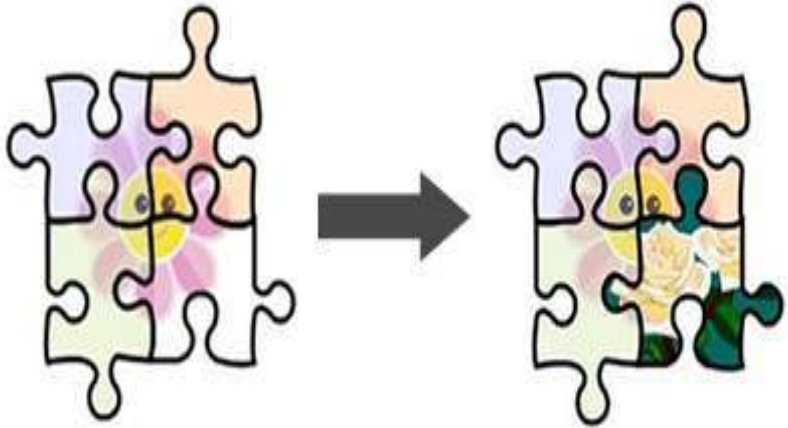
Revised Script Version:

*In 2010, Kay proved that most people speak at a speed of around two hundred words per minute. However, the mind can absorb information at six hundred words per minute—that is four hundred words more than the speed of speech.*

The original script is difficult to say because it contains a lot of numbers plus a repetition of sounds (twenty to two hundred). The first revised version gives an approximate number and splits the sentence into two parts. The second revised version states the same fact in a different way so that the audience will remember it better.

## UNIT 8

### COHESIVE AND COHERENCE



(Source: <http://bit.ly/2Ylgx4N>)

#### A. Coherence

Literally, the word *coherence* which means “sticking together” has the sense that each paragraph in the essay is easy to read and understand because its supporting sentences are in some kind of logical order, and use appropriate transitional signals. A paragraph is coherent when the sentences are woven together in such a way that the reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than as a series of separate sentences.<sup>50</sup>He, further, states that most of the incoherent paragraphs come from thinking out the implications of one topic sentence at a time,

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<sup>50</sup> Mc Crimmon, J. 1980. *Writing with a Purpose*. Boston: Houghton Mifflin Company.

without considering the relationships among the sentences. This condition creates the sense the writing becomes not smooth.

Coherence is fundamental for clarity and makes greatest demands on a writer to think and write clearly. In formulating her/his ideas, a writer must discover words and syntactic structure to express them so that they symbolize the conceptual structure of her/his thinking. So the text is to be easy to read, she/he must direct the readers from one idea, from one sentence, to another. Her/his text must have a quality in which there is a match between expectation and actuality, allowing readers to predict what will come next.

The study of coherence is increasing nowadays. Though, its concept is not well understood and has been variously interpreted. Harjanto identified there are at least two competing orientations of coherence: one that highlights the reader's communication with the text and one that focuses on the text itself.<sup>51</sup> The former orientation emphasizes that a coherent text is the one in which the expectations of the readers are completed; while the latter asserts that coherence is the role of the text itself. The previous orientation affirms that a coherent text is the one in which the expectations of the readers are fulfilled; while the latter maintains that coherence is the function of the text itself. De

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<sup>51</sup> Harjanto, I, 1999. English Academic Writing Features by Indonesian Learners of English, *Unpublished Dissertation*. Malang: State University of Malang

Beaugrande and Dressler argued that coherence is based on upon “a continuity of senses among the knowledge activated by the expression of the text”<sup>52</sup>. Furthermore, Brown and Yule viewed coherence as related to the reader’s interpretation of linguistic messages. The later orientation analyzes that the discussion of coherence of linguistic messages. The latter orientation argues that the discussion of coherence is a part of the discussion of the function of the text itself.<sup>53</sup>

The two orientations, however, share the same idea that a certain number of surface signals, semantic coherence as well as signals of surface cohesion, in discourse is necessary for ease of reading<sup>54</sup>. In other words, coherence is the ordering of words into sentences, sentences into paragraphs, and so forth, so that they develop a closely reasoned, logical, line of thought, both within and between units.

To conclude, coherence has significant influence in writing the essay. It is another element to have the good essay writing. In order to have coherence in essay writing, the movement from one sentence to the next (and in essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. Each sentence and paragraph should flow smoothly into the next ones.

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<sup>52</sup> De Beaugrande, R.A. and Dressler, W. 1981. *Linguistic Theory; The Discourse of Fundamental Works*. London: Longman

<sup>53</sup> Connor, U. and Johns, A. M. 1990. *Coherence in Writing: Research and Pedagogical Perspectives*. Virginia: TESOL.

<sup>54</sup> Ibid.

## B. Techniques to Achieve Coherence in Writing

Following the concept of coherence taken in this paper, a writer must remind the readers wherever the controlling ideas are located and show how one part of a text is related to another and how a text moves naturally from one idea to another in an essay. Martin assert that there are two main techniques to achieve coherence namely the first technique is by judicious use of connectors (explicit technique), the second technique is by rational arrangement of material (implicit technique).<sup>55</sup> In applying the explicit technique, a writer links parts of a sentence, different sentences, or large sections of a text using explicit linguistic devices (words or phrases) to help a reader to understand the text easier. For example, in the following excerpt from a letter written by a mother asking for advice on dealing with pre-teens, there are some examples of grammatical cohesive devices as follow.

I am a working mother with two pre-teens. After dropping them off at school, I have to get right to work. But my children are disorganized and always late. A few times, I have had to turn around and go back home because one or the other forgot something.

*(Children-LA's Best Calendar of Family Events, July 1198:12)*

The use of the pronoun *them* in the first line is a reference to “two pre-teens”. The conjunction *but*, which begins the second sentence, expresses the counter expectation arising from the second and third sentences. The phrase “always late” is an elliptical form of the clause

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<sup>55</sup> Martin, J.R. 2001. *Cohesion and Texture*. Massachusetts: Blackwell Publisher Inc.

“they are always late” and the phrase *one or the other* is a good example of ellipsis at the noun phrase level meaning “one child or the other child”. There is also lexical cohesion in this text, most obviously in the repetition of *working* and *work* in lines 1 and 2; *children* refers back to *pre-teens* and also relates more indirectly to *mother*. The words *school* and *home* are semantically related items as are *disorganized* and *forgot something*. The use of explicit technique to achieve coherence in the text above is the result of all these cohesive devices, which link together the words and propositions occurring in the text.

The implicit technique is implemented if the relationship is made evident by the content itself and so it does not need any signals to show the relationship. The existence of transitional signals helps the reader to continue rapidly, and extract full meaning from the writing; when they are absent, the reader may lose his train of thought.

In addition, Oshima and Hogue mention that there are four ways to achieve coherence<sup>56</sup>. The first two ways involve *repeating key nouns* and *using pronouns* which refer back to key nouns. The third way is to use *transition signals* to show one idea is related to the next. The fourth way to achieve coherence is to arrange the sentences in *logical order*.

The first, the most natural and the easiest way to achieve coherence is to repeat key nouns frequently in the paragraph. The following

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<sup>56</sup> Oshima, A. and Hogue, A. 1991 *Writing Academic English*. California: Addison-Wesley Publishing Company.

paragraph exemplify a model paragraph about gold to see how it uses the repeating key nouns technique to achieve coherence. The key noun in the following paragraph is *gold*.

*Gold*, a precious metal, is prized for two important characteristics. First of all, *gold* has a lustrous beauty that is resistant to corrosion. Therefore, *it* is suitable for jewelry, coins, and ornamental purposes. *Gold* never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untamished today as the day it was minted twenty-three centuries ago. Another important characteristic of *gold* is its usefulness to industry and science. For example, many years, *it* has been in hundreds of industrial applications. The most recent use of *gold* is in astronauts' suits. Astronauts wear *gold*-plated heat shields for protection outside the spaceship. In conclusion, *gold* is treasured not only for its beauty but also for its utility.

(Oshima and Hogue, 1991:39)

From the paragraph above, it could be identified that there are the noun *gold* seven times, the pronoun *it* twice, and the pronoun *its* three times. (The word *it* in line refers to *coin*, not gold). Besides, Oshima and Hogue explain that there is no fixed rule about how often to repeat key nouns or when to substitute pronouns<sup>57</sup>. At the very least, a writer needs to repeat a key noun instead of using a pronoun when the meaning is not clear.

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<sup>57</sup> Oshima, A. and Hogue, A., 1991. *Writing Academic English..* California: Addison Wesley Publishing Company.



The second is the use of consistent pronouns in order to achieve coherence writing. A pronoun is used as a substitute for a noun which is its antecedent. This help in maintaining continuity of thought. For example: he, she, they, we, you and it are all pronouns. Here is an example of using consistent pronouns:

### ***Olympic Athletes***

An Olympic athlete must be strong both physically and mentally. First of all, if *he* or *she* hopes to compete in an Olympic sport, *he* or *she* must be strong. Furthermore, a hopeful Olympian must train rigorously for many years. For the most demanding sports, *he* or *she* trains several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, *he* or *she* must also be mentally tough. It means that *he* or *she* has to be totally dedicated to his or her sport, often giving up a normal school, family, and social life. Being mentally strong also means that *he* or *she* must be able to withstand the intensive pressure of international competition with its attendant media coverage. Finally, not everyone can win a medal, so *he* or *she* must possess the inner strength to live with defeat.<sup>58</sup>

The paragraph above exemplifies the use of pronouns in the appropriate place and consistent way. Fowler states that a pronoun must refer clearly and unmistakably to its antecedent in order for the sentence containing the pronoun to be clear.<sup>59</sup> Whether a pronoun and its antecedent appear in the same sentence or in adjacent sentences, a

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<sup>58</sup> Ibid.

<sup>59</sup> Fowler, H. R. 1983. *The Little, Brown Handbook second Edition*. Canada: Little, Brown and Company

writer should be certain their relation is clear. One way to achieve clarity is to ensure that pronoun and antecedent agree in person and number. The other way is to ensure that the pronoun refers unambiguously close, specific antecedent.

Thirdly, transition signals are words such as *first, second, next, finally, therefore, and however*, or phrase such as *in conclusion, on the other hand, and as a result*. To think the use of transition signals as traffic signs that tell the reader when to go forward, turn, slow down, and stop. In other words, it tells the reader when a writer is giving a similar idea (*similarly, moreover, furthermore, in addition*), an opposite idea (*on the other hand, however, in contrast*) an example (*for example*), a result (*as a result*), or a conclusion (*in conclusion*). The following paragraph illustrates the existence of transition words to guide a reader makes it easier to follow a writer's ideas:

Medical science has *thus* succeeded in identifying the hundreds of viruses that can cause the common cold. It has *also* discovered the most effective means of prevention. One person transmits the cold viruses to another most often by hand. *For instance*, an infected person covers his mouth to cough. *Then* he picks up the telephone. *Half an hour later*, his daughter picks up the telephone. *Immediately afterward*, she rubs her eyes. *Within a few days*, she, *too*, has a cold. *And thus* it spreads. To avoid colds, *therefore*, people should wash their hands often and keep their hands away from their faces.

From the above paragraph, it can be explained that the sentence 1, with *thus*, is a transition from the previous paragraph. The *also* in sentence 2 indicates clearly that this discovery is a second insight of medical science, not perhaps a clarification of the first. *For instance* in sentence 4 signals that an example is coming. *And thus* in sentence 9 helps pull a reader out of the example and prepares the reader for the conclusion, signaled by *therefore*, in sentence 10.

Fourthly, to achieve coherence is to arrange the sentences in some kind of logical order. Forlini explains that a paragraph is coherent if all of the sentences are ordered logically and connected clearly.<sup>60</sup> Since there are different kinds of logical relationships, there are different ways to organize the ideas and sentences in a paragraph. When a writer chooses of one kind of logical order over another will, of course, depends on her or his topic and on her or his purpose. The writer may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange a writer's ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Oshima and Hogue classify some common kinds of logical order in English are *chronological order*, *logical division of ideas*, *comparison*

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<sup>60</sup> Forlini, G. 1991. *Grammar and Composition*. New Jersey: Prentice Hall, Inc.

*and contrast*, and *cause and effect*.<sup>61</sup> Each kind of order has its own special words and phrases to show the relationships among the ideas. For example, in a piece of writing using chronological order, a writer would expect to use a lot of time expressions such as first, next, after that, finally, before the last war, after 1950, since then, in 1990, while working on the project, etc. In a paragraph describing differences (contrast), a writer would use these expressions: the most noticeable difference, larger than, unlike, on the other hand, in contrast, differ from and so forth. In a paragraph showing similarities (comparison), a writer would use these expressions: similarity, similarly, as expensive as, just like, compare with, in comparison and so on. Logical division of ideas is another common method of organizing ideas to give a paragraph coherence. Ideas are put into groups, and each group is discussed one after the other. Transition words such as *first*, *second*, *third* introduce each group. In the following paragraph, the writer expresses her writing in chronological order:

Students who wish to become doctors must plan on many years of demanding study and strenuous work beyond high school. *First*, they must complete four years of liberal arts studies including certain premed courses. *Once* they have finished college, premed students must attend medical school, usually for an additional four years of intensive study in medicine. *Then*, following medical school, doctors must complete internship and residency

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<sup>61</sup> Oshima, A. and Hogue, A. 1991. *Writing Academic English*. California: Addison Wesley Publishing Company.

requirements at a hospital or other medical facility for at least another one to two years. *Finally*, when reviewed by supervisors and other doctors, the new doctors are ready to practice their profession.<sup>62</sup>

From the paragraph above, the words *first*, *once*, *then*, and *finally* help the reader see immediately that the support is organized by time.

One promising attempt to describe coherence in a text is topical structure analysis, focusing on semantic relationships that exist between sentence topics and the overall discourse topic. Topical structure analysis examines how topics repeat, shift, and return to earlier topics in discourse. Coherence in texts can be identified using three kinds of progression: parallel progression, sequential progression, and extended parallel progression. In the parallel progression, topics of successive sentences are the same. Topics of successive sentences in the sequential progression are always different, as the comment of one sentence becomes the topic of the next. In addition, in the extended parallel progression, the first and the last topics of a text are the same but are interrupted with some sequential progression.<sup>63</sup>

Budiharso describes that coherence can be developed in two ways: by use of consistent point of view and by means of chronological order

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<sup>62</sup> Fowler, H. R. 1983. *The Little, Brown Handbook second Edition*. Canada: Little, Brown and Company.

<sup>63</sup> Connor, U. and Johns, A. M. 1990. *Coherence in Writing: Research and Pedagogical Perspectives*. Virginia: TESOL.

of sentences.<sup>64</sup> Coherence in a paragraph depends on orderly arrangements of ideas. However, coherence is not solely a matter of logical sequence. It also depends on the use of explicit connecting links between sentences. In addition, Mc Crimon (1967:120) states that if a paragraph lacks of coherence, the reader will feel that the sentences not the paragraph, is the unit writing, and she is reading a collection of separate statement rather than an integrated discussion.

Similar to the paragraph level, coherence in an essay level is also important. Coherence means holding together; the movement from one sentence to the next or from one paragraph to the next must be consistent and smooth. Budiharso states that coherence is evaluated based on the semantic relationship.<sup>65</sup> Then, coherence provides sequence of words and sentences in a paragraph and among paragraphs in the whole essay, showing clear relationships and development of ideas within and between units in the essay. More than sequence on the page must hold sentences in a paragraph and in the whole essay together.

To achieve a coherence discourse, a writer must formulate her ideas using appropriate words and syntactic in good order into sentences and sentences into paragraphs so that they relate reasoned and logical

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<sup>64</sup> Budiharso, T., 2005. *Basic Writing: the Rhetoric, Linguistics Features and Material Delvelopment*. Surakarta: Pustaka Cakra.

<sup>65</sup> Ibid.

thought within and between units in the essay. Similar to the ways coherence is achieved in paragraph, in an essay level, coherence is achieved using four techniques: transitional words and phrases, repeated key terms, and parallelism.<sup>66</sup>

### C. Cohesion

Besides coherence, evaluation on the unity of a text is also based on cohesion. Murcia and Olsthain defines cohesion results from the use of various cohesive devices (e.g. reference, repetition, substitution) to explicitly link together all the proportions in a text.<sup>67</sup> Cohesive devices are words or phrases that act as signals to the reader making connections with what had already been stated or soon will be stated. Halliday and Hasan maintain that cohesion refers to relations of meaning that exist within the text.<sup>68</sup> The relations are created through the use of cohesive devices which consist of reference, substitution, ellipsis, conjunction, and lexical cohesions. Therefore, cohesion may be defined as the grammatical and/or lexical relationships between the different elements of a text, which holds across sentences or clauses.

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<sup>66</sup> Oshima, A. and Hogue, A.1991. *Writing Academic English*. California: Addison-Wesley Publishing Company.

<sup>67</sup> Murcia, M. C., and Olsthain, E. 2000. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. Cambridge: Cambridge University Press.

<sup>68</sup> Halliday, M.A.K., and Hasan, R. 1980. *Cohesion in English*. London: Longman

Connor defines cohesion as the use of explicit linguistic devices to signal relations between sentences and parts of text.<sup>69</sup> Cohesive devices are words or phrases that act as signals to the reader making connection with what had already been stated or soon will be stated. Cohesion is determined by lexical and grammatical relationship. Five general categories applicable for cohesion analysis are referential, ellipsis, substitution, lexical, and conjunctive. Following are the example of each these devices which presents five categories of cohesion:

1. *Reference* “John makes good meals. Last night *he* cooked spaghetti.”
2. *Substitution* “I want an ice cream cone. Do you want *one*?”
3. *Ellipsis* “Would you like to hear another verse? I know twelve (*verses*) more.”
4. *Lexical cohesion* “There is a *boy* climbing that tree.”
  - a. The *boy* is going to fall if he doesn’t take care.
  - b. The *child* is going to fall ...
  - c. The *idiot’s* going to fall ...
5. *Conjunction* “For the whole day he climbed up the steep mountainside, almost without stopping. *And* in all this time he met no one.”

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<sup>69</sup> Connor, U. and Johns, A. M. 1990. *Coherence in Writing: Research and Pedagogical Perspectives*. Virginia: TESOL.



Most studies on coherence and cohesion note that cohesive texts are not necessarily also coherent texts. Conversely, a coherent text is also cohesive, but it does not mean that coherence is created by cohesion. Witte and Faigley discovered that relationship between cohesion and coherence is presented in writing of college students.<sup>70</sup> The following example of a text shows a cohesive text that is not coherent.

“The quarterback threw the ball toward the tight end. Balls are used in many sports. Most balls are spheres, but a football is an ellipsoid. The tight end leaped to catch the ball.”<sup>71</sup>

The word “ball” in the above text provides the cohesion of these lines, but this cohesive passage sounds incoherent to the reader. The first sentence uses the word “ball” to indicate the topic of the text. In the next text, the word “ball” appears in every sentence, but it does not support to each other. As a result, the word “ball” is used cohesively, but each word deviates from the topic; they are not coherent.

It is true that, in principle, cohesion is neither necessary nor sufficient to create coherence, yet in practice a discourse of any length will employ it. That most coherence text are also cohesive, however, does not imply that coherence is created by cohesion. Clearly, a text may have: (1) cohesion but not coherence, as following:

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<sup>70</sup> Witte, and Faigley. 1981. *Process Writing*. London: Longman.

<sup>71</sup> Connor, U. and Johns, A. M. 1990. *Coherence in Writing: Research and Pedagogical Perspectives*. Virginia: TESOL.

My car is black. Black English was a controversial subject in the seventies. At seventy most people have retired. To re-tire means, “to put new tires on a vehicle.” Some vehicles such as hovercraft have no wheels. Wheels go around.<sup>72</sup>

(2) coherence although it lacks overt, describable cohesion markers, as the following:

The net bulged with the lightning shot. The referee blew his whistle and signaled. Smith had been offside. The two captains both muttered something. The goalkeeper sighed for relief.<sup>73</sup>

Text (2) has a value of coherence although it has no existing connectivity. Clearly, (2) is a text around which a football-wise reader can build a consistent word picture a scenario or text world-in which the text makes sense.

To summarize, good writing requires good grammar and organization. Furthermore, academic writing, both at the paragraph and overall composition level, must satisfy the value of coherence if it is to meet the quality of written discourse. Coherence is achieved when there is a clear transition between all sentences in a paragraph, and when all the sentences are clearly and closely connected to each other.

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<sup>72</sup> Ibid.

<sup>73</sup> Ibid.



A. **Genre Purpose Activities Descriptive Writing** Students observe carefully and choose precise language. They take notice of sensory details and create comparisons (metaphors and similes) to make their writing more powerful.

- Character sketches
- Comparisons
- Descriptive essays
- Descriptive sentences
- Found poems

B. **Expository Writing** Students collect and synthesize information. This writing is objective; reports are the most common type. Students use expository writing to give directions, sequence steps, compare one thing to another, explain causes and effects, or describe problems and solutions.

- Alphabet books
- Autobiographies
- Directions
- Essays
- Posters
- Reports
- Summaries

C. **Journals and Letters** Students write to themselves and to specific, known audiences. Their writing is personal and often less formal

than other genres. They share news, explore new ideas, and record notes. Students learn the special formatting that letters and envelopes require.

- Business letters
- Courtesy letters
- Double-entry journals
- E-mail messages
- Friendly letters
- Learning logs
- Personal journals

D. **Narrative Writing** Students retell familiar stories, develop sequels for stories they have read, write stories about events in their own lives, and create original stories. They include a beginning, middle, and end in the narratives to develop the plot and characters.

- Original short stories
- Personal narratives
- Retellings of stories
- Sequels to stories
- Story scripts

E. **Persuasive Writing** Persuasion is winning someone to your viewpoint or cause using appeals to logic, moral character, and emotion. Students present their position clearly and support it with examples and evidence.

- Advertisements
- Book and movie reviews
- Letters to the editor
- Persuasive essays
- Persuasive letters

F. **Poetry Writing** Students create word pictures and play with rhyme and other stylistic devices as they create poems. Through their wordplay, students learn that poetic language is vivid and powerful but concise and that poems can be arranged in different ways on a page.

- Acrostic poems
- Color poems
- Free verse Haiku “I Am” poems
- Poems for two voices

## UNIT 10

### INFLUENCING WITH EXPOSITION



(Source: <http://bit.ly/2ZJo1yA>)

#### A. The Nature of Exposition

In the word "expose"--to lay bare, to uncover, to show the true inwardness of--we see the foundation-idea of "Exposition." It is the clear and precise setting forth of what the subject really is--it is explanation. Exposition does not draw a picture, for that would be description. To tell in exact terms what the automobile is, to name its characteristic parts and explain their workings, would be exposition; so would an explanation of the nature of "fear." But to create a mental image of a particular automobile, with its glistening body, graceful

lines, and great speed, would be description; and so would a picturing of fear acting on the emotions of a child at night. Exposition and description often intermingle and overlap, but fundamentally they are distinct.

Exposition furthermore does not include an account of how events happened--that is narration. When a Professor lectured on his polar discoveries he explained the instruments used for determining latitude and longitude--that was exposition. In picturing his equipment he used description. In telling of his adventures day by day he employed narration. In supporting some of his contentions he used argument. Yet he mingled all these forms throughout the lecture.

Neither does exposition deal with reasons and inferences--that is the field of argument. A series of connected statements intended to convince a prospective buyer that one automobile is better than another, or proofs that the appeal to fear is a wrong method of discipline, would not be exposition. The plain facts as set forth in expository speaking or writing are nearly always the basis of argument, yet the processes are not one. True, the statement of a single significant fact without the addition of one other word may be convincing, but a moment's thought will show that the inference, which completes a chain of reasoning, is made in the mind of the hearer and presupposes other facts held in consideration.



In like manner, it is obvious that the field of persuasion is not open to exposition, for exposition is entirely an intellectual process, with no emotional element.

## **B. The Importance of Exposition**

The importance of exposition in public speech is precisely the importance of setting forth a matter so plainly that it cannot be misunderstood.

Sometimes we feel confident that we have perfect mastery of an idea, but when the time comes to express it, the clearness becomes a haze. Exposition, then, is the test of clear understanding. To speak effectively you must be able to see your subject clearly and comprehensively, and to make your audience see it as you do<sup>74</sup>.

On the other side of the path lies the abyss of tediously explaining too much. That offends because it impresses the hearers that you either do not respect their intelligence or are trying to blow a breeze into a tornado. Carefully estimate the probable knowledge of your audience, both in general and of the particular point you are explaining. In trying to simplify, it is fatal to "sillify." To explain more than is needed for the purposes of your argument or appeal is to waste energy all around. In your efforts to be explicit do not press exposition to the extent of

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<sup>74</sup> Carnagey, Dale, & Esenwein, J.B. 2005. *The Art of Public Speaking*. Springfield, Mass.

dulness--the confines are not far distant and you may arrive before you know it.

### **C. Some Purposes of Exposition**

From what has been said it ought to be clear that, primarily, exposition weaves a cord of understanding between you and your audience. It lays, furthermore, a foundation of fact on which to build later statements, arguments, and appeals. In scientific and purely "information" speeches exposition may exist by itself and for itself, as in a lecture on biology, or on psychology; but in the vast majority of cases it is used to accompany and prepare the way for the other forms of discourse. Clearness, precision, accuracy, unity, truth, and necessity--these must be the constant standards by which you test the efficiency of your expositions, and, indeed, that of every explanatory statement.

### **D. Methods of Exposition**

The various ways along which a speaker may proceed in exposition are likely to touch each other now and then, and even when they do not meet and actually overlap they run so nearly parallel that the roads are sometimes distinct rather in theory than in any more practical respect.

1. Definition. It should not themselves demand too much definition; that the language should be concise and clear; and that the definition

should neither exclude nor include too much. The following is a simple example:

2. Contrast and Antithesis. They are often used effectively to amplify definition, as in this sentence, which immediately follows the above-cited definition. This antithesis forms an expansion of the definition, and as such it might have been still further extended. In fact, this is a frequent practise in public speech, where the minds of the hearers often ask for reiteration and expanded statement to help them grasp a subject in its several aspects.
3. Example. It is another method of amplifying a definition or of expounding an idea more fully.
4. Analogy. It calls attention to similar relationships in objects not otherwise similar, is one of the most useful methods of exposition.
5. Discarding. It is a less common form of platform explanation. It consists in clearing away associated ideas so that the attention may be centered on the main thought to be discussed. Really, it is a negative factor in exposition though a most important one, for it is fundamental to the consideration of an intricately related matter that subordinate and side questions should be set aside in order to bring out the main issue. Here is an example of the method:

*I cannot allow myself to be led aside from the only issue before this jury. It is not pertinent to consider that this prisoner is the husband of a heartbroken woman and that his babes will go through the*

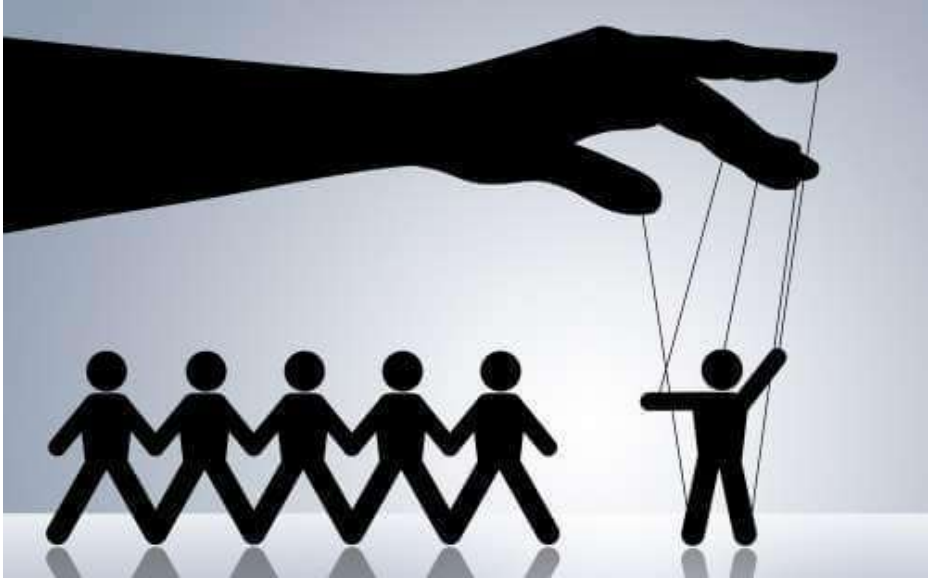
*world under the shadow of the law's extremest penalty worked upon their father. We must forget the venerable father and the mother whom Heaven in pity took before she learned of her son's disgrace. What have these matters of heart, what have the blanched faces of his friends, what have the prisoner's long and honorable career to say before this bar when you are sworn to weigh only the direct evidence before you? The one and only question for you to decide on the evidence is whether this man did with revengeful intent commit the murder that every impartial witness has solemnly laid at his door.*

6. Classification. Classification is useful in public speech in narrowing the issue to a desired phase. It is equally valuable for showing a thing in its relation to other things, or in correlation.
7. Analysis. It separates a subject into its essential parts. This it may do by various principles; for example, analysis may follow the order of time (geologic eras), order of place (geographic facts), logical order (a sermon outline), order of increasing interest, or procession to a climax (a lecture on 20th century poets); and so on.
8. Division. It differs only from analysis in that analysis follows the inherent divisions of a subject, as illustrated in the foregoing passage, while division arbitrarily separates the subject for convenience of treatment.

9. Generalization. It states a broad principle, or a general truth, derived from examination of a considerable number of individual facts. This synthetic exposition is not the same as argumentative generalization, which supports a general contention by citing instances in proof. Observe how Holmes begins with one fact, and by adding another and another reaches a complete whole. This is one of the most effective devices in the public speaker's repertory.
10. Reference to Experience. It means reference to the known. The known is that which the listener has seen, heard, read, felt, believed or done, and which still exists in his consciousness--his stock of knowledge. It embraces all those thoughts, feelings and happenings which are to him real. Reference to Experience, then, means coming into the listener's life.

## UNIT 11

### INFLUENCING WITH DESCRIPTION



(Source: <http://bit.ly/2IZzJ1a>)

#### A. The Nature of Description

To describe is to call up a picture in the mind of the hearer. "In talking of description we naturally speak of portraying, delineating, coloring, and all the devices of the picture painter. To describe is to visualize, hence we must look at description as a pictorial process, whether the writer deals with material or with spiritual objects."<sup>75</sup>

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<sup>75</sup> Ibid.

If description is a visualizing process for the hearer, it is first of all such for the speaker--he cannot describe what he has never seen, either physically or in fancy. It is this personal quality--this question of the personal eye which sees the things later to be described--that makes description so interesting in public speech. Given a speaker of personality, and we are interested in his personal view--his view adds to the natural interest of the scene, and may even be the sole source of that interest to his auditors.

In a work of this nature we are concerned with the rhetorical analysis of description, and with its methods, only so far as may be needed for the practical purposes of the speaker. The following grouping, therefore, will not be regarded as complete, nor will it here be necessary to add more than a word of explanation:

*Description for Public Speakers*

Objects { Still " " { In motion

Scenes { Still " " { Including action

Situations { Preceding change " " { During change " " { After change

Actions { Mental " " { Physical

Persons { Internal " " { External

**B. Methods of Description**

In public speaking, description should be mainly by suggestion, not only because suggestive description is so much more compact and time-

saving but because it is so vivid. Suggestive expressions connote more than they literally say--they suggest ideas and pictures to the mind of the hearer which supplement the direct words of the speaker.

Description may be by simple hint. Lowell notes a happy instance of this sort of picturing by intimation when he says of Chaucer: "Sometimes he describes amply by the merest hint, as where the Friar, before setting himself down, drives away the cat. We know without need of more words that he has chosen the snuggest corner."<sup>76</sup>

Description may depict a thing by its effects. "When the spectator's eye is dazzled, and he shades it," says Mozley in his "Essays," "we form the idea of a splendid object; when his face turns pale, of a horrible one; from his quick wonder and admiration we form the idea of great beauty; from his silent awe, of great majesty."<sup>77</sup>

Brief description may be by epithet. "Blue-eyed," "white-armed," "laughter-loving," are now conventional compounds, but they were fresh enough when Homer first conjoined them.

Description uses figures of speech. Any advanced rhetoric will discuss their forms and give examples for guidance. This matter is most important, be assured. A brilliant yet carefully restrained figurative style, a style marked by brief, pungent, witty, and humorous

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<sup>76</sup> Ibid.

<sup>77</sup> Ibid.



comparisons and characterizations, is a wonderful resource for all kinds of platform work.

Description may be direct. This statement is plain enough without exposition. Use your own judgment as to whether in picturing you had better proceed from a general view to the details, or first give the details and thus build up the general picture, but by all means BE BRIEF.

### **C. Suggestions for the Use of Description**

1. Decide, on beginning a description, what point of view you wish your hearers to take. One cannot see either a mountain or a man on all sides at once. Establish a view-point, and do not shift without giving notice.
2. Be sure of your mood, too, for it will color the subject to be described. Melancholy will make a rose-garden look gray.
3. Adopt an order in which you will proceed--do not shift backward and forward from near to far, remote to close in time, general to particular, large to small, important to unimportant, concrete to abstract, physical to mental; but follow your chosen order. Scattered and shifting observations produce hazy impressions just as a moving camera spoils the time-exposure.
4. Do not go into needless minutiae. Some details identify a thing with its class, while other details differentiate it from its class. Choose

only the significant, suggestive characteristics and bring those out with terse vividness.

5. In determining what to describe and what merely to name, seek to read the knowledge of your audience. The difference to them between the unknown and the known is a vital one also to you.
6. Relentlessly cut out all ideas and words not necessary to produce the effect you desire. Each element in a mental picture either helps or hinders. Be sure they do not hinder, for they cannot be passively present in any discourse.
7. Interruptions of the description to make side-remarks are as powerful to destroy unity as are scattered descriptive phrases. The only visual impression that can be effective is one that is unified.
8. In describing, try to call up the emotions you felt when first you saw the scene, and then try to reproduce those emotions in your hearers. Description is primarily emotional in its appeal; nothing can be more deadly dull than a cold, unemotional outline, while nothing leaves a warmer impression than a glowing, spirited description.
9. Give a swift and vivid general view at the close of the portrayal. First and final impressions remain the longest. The mind may be trained to take in the characteristic points of a subject, so as to view in a single scene, action, experience, or character, a unified impression of the whole. To describe a thing as a whole you must

first see it as a whole. Master that art and you have mastered description to the last degree.

## UNIT 12

### INFLUENCING WITH NARRATION



(Source: <http://bit.ly/2RC4L3h>)

#### A. Introduction

The art of narration is the art of writing in hooks and eyes. The principle consists in making the appropriate thought follow the appropriate thought, the proper fact the proper fact; in first preparing the mind for what is to come, and then letting it come. Narration is a composition which telling story from the introduction (orientation), climax, reorientation, and resolution or the conclusion. It usually contains moral value.

## **B. Kinds of Narrative**

There are some kinds of composition in narration<sup>78</sup>, they are:

1. **The Anecdote.** An anecdote is a short narrative of a single event, told as being striking enough to bring out a point. The keener the point, the more condensed the form, and the more suddenly the application strikes the hearer, the better the story.
2. **Biographical Facts.** Public speaking has much to do with personalities; naturally, therefore, the narration of a series of biographical details, including anecdotes among the recital of interesting facts, plays a large part in the eulogy, the memorial address, the political speech, the sermon, the lecture, and other platform deliverances. Whole addresses may be made up of such biographical details, such as Prophet Muhammad PBUH biography.
3. **Narration of Events in General.** In this wider, emancipated narration we find much mingling of other forms of discourse, greatly to the advantage of the speech, for this truth cannot be too strongly emphasized: The efficient speaker cuts loose from form for the sake of a big, free effect. The present analyses are for no other purpose than to acquaint you with form--do not allow any such models to hang as a weight about your neck.

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<sup>78</sup> Ibid.

## UNIT 13

### INFLUENCING WITH ARGUMENT



*(Source: <http://bit.ly/2KKBgmL>)*

#### **A. Introduction**

Argumentation is the process of producing conviction by means of reasoning.<sup>79</sup> Other ways of producing conviction there are, notably suggestion, as we have just shown, but no means is so high, so worthy of respect, as the adducing of sound reasons in support of a contention. Since more than one side of a subject must be considered before we can claim to have deliberated upon it fairly, we ought to think of

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<sup>79</sup> Ibid.

argumentation under two aspects: building up an argument, and tearing down an argument; that is, you must not only examine into the stability of your structure of argument so that it may both support the proposition you intend to probe and yet be so sound that it cannot be overthrown by opponents, but you must also be so keen to detect defects in argument that you will be able to demolish the weaker arguments of those who argue against you.

The following series of questions will, it is hoped, serve a triple purpose: that of suggesting the forms of proof together with the ways in which they may be used; that of helping the speaker to test the strength of his arguments; and that of enabling the speaker to attack his opponent's arguments with both keenness and justice.

## **TESTING AN ARGUMENT**

### **I. THE QUESTION UNDER DISCUSSION**

1. Is it clearly stated?
2. Is it a debatable question?
4. What is the pivotal point in the whole question?
5. What are the subordinate points?

### **II. THE EVIDENCE**

1. The witnesses as to facts
  - (a) Is each witness impartial? What is his relation to the subject at issue?
  - (b) Is he mentally competent?

- (c) Is he morally credible?
- (d) Is he in a position to know the facts? Is he an eye-witness?
- (e) Is he a willing witness?
- (f) Is his testimony contradicted?
- (g) Is his testimony corroborated?
- (h) Is his testimony contrary to well-known facts or general principles?
- (i) Is it probable?

2. The authorities cited as evidence

- (a) Is the authority well-recognized as such?
- (b) What constitutes him an authority?
- (c) Is his interest in the case an impartial one?
- (d) Does he state his opinion positively and clearly?
- (e) Are the non-personal authorities cited (books, etc.) reliable and unprejudiced?

3. The facts adduced as evidence

- (a) Are they sufficient in number to constitute proof?
- (b) Are they weighty enough in character?
- (c) Are they in harmony with reason?

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- (d) Are they mutually harmonious or contradictory?
- (e) Are they admitted, doubted, or disputed?

4. The principles adduced as evidence



- (a) Are they axiomatic?
- (b) Are they truths of general experience?
- (c) Are they truths of special experience?
- (d) Are they truths arrived at by experiment? Were such experiments special or general? Were the experiments authoritative and conclusive?

### III. THE REASONING

#### 1. Inductions

- (a) Are the facts numerous enough to warrant accepting the generalization as being conclusive?
- (b) Do the facts agree only when considered in the light of this explanation as a conclusion?
- (c) Have you overlooked any contradictory facts?
- (d) Are the contradictory facts sufficiently explained when this inference is accepted as true?
- (e) Are all contrary positions shown to be relatively untenable?
- (f) Have you accepted mere opinions as facts?

#### 2. Deductions

- (a) Is the law or general principle a well-established one?
- (b) Does the law or principle clearly include the fact you wish to deduce from it, or have you strained the inference?
- (c) Does the importance of the law or principle warrant so important an inference?

(d) Can the deduction be shown to prove too much?

### 3. Parallel cases

(a) Are the cases parallel at enough points to warrant an inference of similar cause or effect?

(b) Are the cases parallel at the vital point at issue?

(c) Has the parallelism been strained?

(d) Are there no other parallels that would point to a stronger contrary conclusion?

### 4. Inferences

(a) Are the antecedent conditions such as would make the allegation probable? (Character and opportunities of the accused, for example.)

(b) Are the signs that point to the inference either clear or numerous enough to warrant its acceptance as fact?

(c) Are the signs cumulative, and agreeable one with the other?

(d) Could the signs be made to point to a contrary conclusion?

### 5. Syllogisms

(a) Have any steps been omitted in the syllogisms? (Such as in a syllogism in enthymeme.) If so, test any such by filling out the syllogisms.

(b) Have you been guilty of stating a conclusion that really does not follow?

(c) Can your syllogism be reduced to an absurdity?

## UNIT 14

### INFLUENCING WITH PERSUASION



(Source: <http://bit.ly/2X5e4JX>)

#### **A. Introduction**

The nature of persuasion is not solely intellectual, but is largely emotional. It uses every principle of public speaking, and every "form of discourse," to use a rhetorician's expression, but argument supplemented by special appeal is its peculiar quality. This we may best see by examining

#### **B. The Methods of Persuasion**

There are some methods that can be used by preacher to persuade the audiences. They are mentioned as following:

- High-minded speakers often seek to move their hearers to action by an appeal to their highest motives, such as love of liberty.
- Appeal to the things that man holds dear is another potent form of persuasion. Joseph Story, in his great Salem speech (1828) used this method most dramatically:

*I call upon you, fathers, by the shades of your ancestors--by the dear ashes which repose in this precious soil--by all you are, and all you hope to be--resist every object of disunion, resist every encroachment upon your liberties, resist every attempt to fetter your consciences, or smother your public schools, or extinguish your system of public instruction.*

*No; I read in the destiny of my country far better hopes, far brighter visions. We, who are now assembled here, must soon be gathered to the congregation of other days. The time of our departure is at hand, to make way for our children upon the theatre of life. May God speed them and theirs. May he who, at the distance of another century, shall stand here to celebrate this day, still look round upon a free, happy, and virtuous people. May he have reason to exult as we do. May he, with all the enthusiasm of truth as well as of poetry, exclaim, that here is still his country.*

- The appeal to prejudice is effective--though not often, if ever, justifiable; yet so long as special pleading endures this sort of persuasion will be resorted to. Rudyard Kipling uses this method--as

have many others on both sides--in discussing the great European war. Mingled with the appeal to prejudice, Mr. Kipling<sup>80</sup> uses the appeal to self-interest; though not the highest, it is a powerful motive in all our lives. Notice how at the last the pleader sweeps on to the highest ground he can take. This is a notable example of progressive appeal, beginning with a low motive and ending with a high one in such a way as to carry all the force of prejudice yet gain all the value of patriotic fervor.

- To accomplish the former requires a deep knowledge of human motive in general and an understanding of the particular audience addressed. Study your audience, feel your way, and when you have once raised a spark, fan it into a flame by every honest resource you possess.
- The successful pleader must convert his arguments into terms of his hearers' advantage. Mankind are still selfish, are interested in what will serve them. Expunge from your address your own personal concern and present your appeal in terms of the general good, and to do this you need not be insincere, for you had better not plead any cause that is not for the hearers' good.

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<sup>80</sup> THE ROBUST NOTE IN MODERN POETRY. A comparison of the work of Galsworthy, Masfield and Kipling with that of some earlier poets.

- Exhortation is a highly impassioned form of appeal frequently used by the pulpit in efforts to arouse men to a sense of duty and induce them to decide their personal courses, and by counsel in seeking to influence a jury. The great preachers, like the great jury-lawyers, have always been masters of persuasion.

## UNIT 15

### USEFUL EXPRESSION FOR SPEECH WRITING



(Source: <http://bit.ly/2NcNOFY>)

#### **A. Phrase, Linkers and Conjunction in English**

The speech or preach script must be prepared well by considering how the audience will be able to catch the main points of the speech. Hence, the use of correct phrases, links, and conjunctions to create pleasant flow or cohesion of the speech delivery will be essential that makes joyful listening. Also, precise use of the conjunction will makes the audiences' understanding on the contents easier since the script has been developed in good coherence.

## 1. Phrase

According to Crystal, phrase is “A term used in grammatical analysis to refer to a single element of structure containing more than one word, and lacking subject-predicate structure typical of clauses.”<sup>81</sup> Stageberg says that a noun phrase consist of a noun and all the words around it.<sup>82</sup> The noun itself is called the headword or head, and the other words and word groups are modifiers of the noun.<sup>83</sup> He also says that “a verb phrase consists of a verb and all the words and word group that belong with the verb and cluster around it. The verb itself is called the headword or head, and the other word and word group are the auxiliaries, modifiers, and complements of verb.” While, “Prepositional phrase consists of preposition plus a nominal group.” According to Thomas, an adjective is a constituents of a sentence both at word level and a phrase level where it becomes an adjective phrase (AP).<sup>84</sup> An adjective phrase, like all other phrases, can consist of one or more

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<sup>81</sup> Crystal, David. 1980. *A First Dictionary of Linguistics and Phonetics*. Cambridge: Cambridge University Press.

<sup>82</sup> Stageberg, N. C. 1968. Structural Ambiguity in Noun Phrase. *TESOL Quarterly*. Vol.2 No. 4, pp. 232-239.

<sup>83</sup> Stageberg, Norman C. 1981. *An Introductory English Grammar Fourth Edition*. United States of America: Holt, Rinehart and Winston.

<sup>84</sup> Thomas, Linda. 2005. *Beginning Syntax*. Australia: Blackwell Publishing



than one word. She also says that an adverb phrase can be formed by one or more constituents.

## 2. Linkers in English

Linkers are words that relate one idea or sentence of the text with another. They connect the ideas logically. The function of linkers are to give direction to the writer. They are also used to guide the reader through his thoughts. They make the meaning specific. During preach or Islamic speech performance, the speaker may consider which linkers that will be used by considering the meaning first. The second is the logical relation that needs to be made distinctly clear. For example, linkers like *because*, *so* and *therefore* express logical relations which are different from those expressed by *although*, *but* and *nevertheless*

## 3. Conjunction in English

A conjunction is the glue that holds words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions—coordinating, subordinating, and correlative—each serving its own, distinct purpose, but all working to bring words together.

## **B. Useful English Expression for Speech Performance or Any Public Speaking**

Understanding and being able to use expression for speech

of course will really help the speaker to deliver ideas of speech in any ways. Selecting some of the phrases that are proposed below will give the speaker a confidence when he moves from topic to topic. They will also enable speaker to deal with unexpected situations. The following are the phrase, links, and conjunctions that are commonly used in the speech:

- How could you possibly...? (Bagaimana anda bisa...?)
- Do you really think...? (Apakah anda sungguh-sungguh berfikir?)
- What would happen if...? (Apa yang akan terjadi jika...?)
- Could you conscience cope with...?
- It is really worth... (Ini sungguh berharga...)
- Are we to believe that...?
- Does not everyone know that...? (Apakah tidak semua orang tahu bahwa...?)
- In my opinion...(Menurut saya)
- For this reason (Untuk alasan tersebut)
- I feel that... (Saya merasa)
- I am sure that... (Saya yakin bahwa)
- Some believe that... (Beberapa...percaya bahwa...)
- Surely you would agree that... (Yakinlah bahwa anda akan sepakat bahwa...)
- No one can deny... (Tak satupun mampu memungkiri)

- Most people would agree that... (beberapa orang dapat meyakini bahwa...)
- Here are two reasons why... (Inilah dua alasan mengapa...)
- This clearly shows that... (Ini jelas-jelas menunjukkan bahwa...)
- We can see from the evidence that... (Kita dapat melihat dari bukti bahwa...)
- It is certain...(Ini pasti...)
- A sensible/good idea would be to... (Sebuah ide yang bagus akan menjadi...)
- The truth is that... (Kebenarannya adalah bahwa...)
- The fact is that... (Faktanya adalah...)
- And... (Dan)
- Or... (Atau)
- But... (Tetapi)
- So... (Jadi)
- If... (Jika)
- Because... (Karena)
- However... (Meskipun)
- Yet... (Belum)
- Firstly, secondly... (Pertama-tama, yang kedua...)
- Next (Selanjutnya)
- In addition... (Sebagai tambahan..)

- Finally... (Akhirnya...)
- In conclusion... (Sebagai kesimpulan...)
- For... (Untuk, Karena...)
- Above all... (Diatas semua...)
- Although...(Walaupun)
- Though... (Walaupun, Meskipun...)
- Whether... (Apakah..)
- Until... (Hingga...)
- Even though... (Sekalipun...)
- Nevertheless...(Meskipun...)
- Otherwise... (Sebaliknya..)
- Provided that... (Sebagaimana tersaji bahwa...)

In more specific chapter, we also can divide the expression into the following

## **A. Introduction**

### **Giving a general outline (formal)**

In this speech I am going to/I would like to/I will discuss .....  
 examine/analyze/bring to your attention introduce the notion of/a  
 new model of review/discuss/describe/argue that address a  
 particular issue, which in my opinion, ... give an analysis of/explore  
 the meaning of hadith from the Great Prophet Muhammad PBUH.

### **Giving your agenda (traditional)**

I will begin with an introduction to... I will begin by giving you an overview of... Then I will move on to ... After that I will deal with ... And I will conclude with ...

### **Giving your agenda (informal)**

So this is what I am going to talk about ...

## **B. Transitions**

### **Moving on to the main body of the presentation**

Okay, so let me start by looking at ... So first I'd like to give you a bit of background. So why did we undertake this idea? Well, ... So what were our main objectives? Well, ...

### **Introducing a new element or topic**

With regard to x... As far as x is concerned ... Regarding x ...

### **Signaling that the topic is about to change**

- Before I give you some more detailed statistics and my overall conclusions, I am just going to show you how our results can be generalized to a wider scenario.
- In a few minutes I am going to tell you about X and Y, which I hope should explain why we did this research in the first place. But first I want to talk to you about ...

### **Showing where you are in the original agenda**

Okay so this is where we are ..

This is what we've looked at so far.

So, we're now on page 10 of the handout.

### **Referring to previous topic to introduce next topic**

Having considered X, let's go on and look at Y.

Not only have we experienced success with X, but also with Y.

We've focused on X, equally important is Y.

You remember that I said X was used for Y [*go back to relevant slide*], well now we're going to see how it can be used for Z.

### **Getting the audience interested in the next topic**

Did you know that you can do X with Y? You didn't, well in the next section of this presentation I'll be telling you how.

### **Direct transition**

Let me now move onto the question of ...

This brings me to my next point ...

Next I would like to examine ...

Now we're going to look at Z. // Now I'd like to show you Z. //

Now I'd like to talk about Z.

Okay, let's move on to Z.

Now we are going to do X. X will help you to do Y.

## **C. Emphasizing, qualifying, giving examples**

### **Emphasizing a point**

I must emphasize that ..

What I want to highlight is ...

At this point I would like to stress that ...

What I would really like you to focus on here is ...

These are the main points to remember:

The main argument in favor of/against this is ..

The facts are that ...

This is a particularly important point.

This is worth remembering because ...

You may not be aware of this but...

### **Communicating value and benefits**

So, the key benefits are... One of the main advantages is... What this means is that ... We are sure that this will lead to increased... What I would like you to notice here is ... What I like about this is ... The great thing about this is ...

### **Expressing surprise in order to gain interest**

To our surprise, we found that... We were surprised to find that... An unexpected result was ... Interestingly, we discovered that ...

### **Qualifying what you are saying**

Broadly speaking, we can say that ... In most cases/In general this is true. In very general terms ... With certain exceptions, this can be seen as... For the most part, people are inclined to think that... Here is a broad outline of ...

### **Qualifying what you have just said**

Having said that ... Nevertheless, despite this ... But in reality ... Actually ... In fact ...

### **Giving explanations**

As a result of ... Due to the fact that ... Thanks to ... This problem goes back to ... The thing is that ... On the grounds that ...

### **Giving examples**

Let's say I have... and I just want to ... Imagine that you ... You'll see that this is very similar to... I've got an example of this here ... *show slide* I've brought an example of this with me ... *show object* There are many ways to do this, for example/for instance you can ... There are several examples of this, such as ...

## **D. Discussing results, conclusions, future work**

### **Future work**

So, we've still got quite a long way to go. What we need to do now is ... Given these results, it seems to us that the best thing to do now is ... A promising area for future research would probably be... What we are planning to do next is ...

### **Eliciting audience help**

- To be honest, we are not exactly sure what these results may implicate... We think our results show that  $x = y$ , and we were rather hoping to find other people who may be doing similar research to confirm this focus ...
- We are not really sure why the results appear to be so contradictory, and we were wondering whether someone here might be able to help us out with this.
- We are actually looking for partners in this project, so if anybody is



interested, please let us know.

## **E. Ending**

### **Warning audience that presentation is near the end**

Okay, we're very close to the end now, but there are just a couple of important things that I still want to tell you.

### **Final summary**

Well that brings me to the end of the speech. So, just to recap...

### **Telling the audience where they can find further information**

I am afraid that I don't have time to go into this in any further detail. But you can find more information about it on this website (which is on the back page of your handout).

### **Thanking the audience and saying goodbye**

- Thank you very much.
- It was very nice to meet you.
- Hope to see you around.
- Hope to see you again.
- Goodbye.

## UNIT 16

### ISLAMIC SPEECH SAMPLES



(Source: <http://bit.ly/2NdkjMq>)

#### A. Sample One

##### **Title: Islam is Not Terrorism**

**Distinguished teachers, brothers and sisters,**

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

May peace and blessings of Allah be upon all of you. It is a great honor for me to stand here now as the representative of my school to participate in this Annual Islamic Conference. Also it is an honor for me to be able to share with you some of my thoughts on how Islam is as

a religion of peace which is unfortunately misunderstood by world societies today.

*My noble brothers,*

Maintaining peace is one of the highest desires of mankind in this age and time. However, unfortunately peace is becoming more difficult to find anywhere. There is a lot of war going on in many places. Everyone consider themselves as the right ones and think of others as the wrong ones, without trying to better understand each other.

Islam offers the real peace for the whole of mankind. We do not say that Islam is the only religion which offers peace. However, the term ‘Islam’ itself derived the Arabic root ‘Salam’ which means peace or submission to the Will of Allah. Someone, who commits acts of terrorism, even if committed in the name of Islam, does not deserve to be called Muslims.

Indeed, the true Islam is that which contained in the Qur’an (Holy book of Islam) and in the Sunnah (The sayings of the prophet Muhammad SAW). And not everything that is said to be Islam is in considered part of the religion of Islam. It needs to be returned to the Qur’an and to the Sunnah.

Allah, the Most Merciful, said:

“And do not kill those souls whom Allah has prohibited unless justified by a due legal right” (Surah Al-An’am 6:151)

The Prophet of Muhammad (SAW) said, in an authentic hadeeth by Imam al-Bukhari,

“Whoever kills a non-Muslim who has an agreement with the Muslims then he will not smell the fragrance of Paradise”

In the other authentic hadeeths by al-Bukhari, The Prophet of Muhammad (SAW) also said,

“A true Muslim, is that the one from whose tongue and hand Muslims are safe”

It is very clear that Islam give a warning against every acts of terrorism. And we surely understand, if the acts of terrorism are committed by a Muslim, meaning that they have violated Islamic rule within the Qur'an and Sunnah. Only people who love peace can be called as a truly Muslim.

*My noble brothers,*

According to the United States (US) National Counter-Terrorism Center, Al-Qaeda kills over seven times more Muslims than non-Muslims. According to the United Nations report, Muslims are the largest victims of ISIS. According to the US State Department, Muslims are also the largest victims of terrorism in general. So, the only relationship between Islam and terrorism is Islam is the most victims of it.

Finally, this is the true Islam that I can explain to you today. Far away from the image raised by the media, the message of Islam actually

offers a peace for the whole of mankind, against any forms of terrorism acts. All humans, whatever their religion, are invited to come and discover the peaceful message of Islam.

Let us all work together to maintain the peace. Let us hold hands together to create a peaceful paradise on earth. May Allah help us to do so. God bless us all. Ameen.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

### **Indonesia Translation**

Islam Bukan Terorisme

Yang terhormat, para guru, saudara-saudaraku sekalian,

*Assalamu'alaikum Warahmatullahi Wabarakatuh,*

Semoga shalawat dan salam terlimpah atas kalian.

Suatu kehormatan bagi saya berdiri disini sekarang sebagai perwakilan dari sekolah saya untuk ikut serta dalam Konferensi Islam Tahunan ini. Juga, suatu kehormatan bagi saya untuk bisa berbagi dengan kalian beberapa pemikiran saya mengenai bagaimana Islam itu, agama kedamaian yang sayangnya banyak disalahpahami oleh masyarakat dunia saat ini.

*Saudara-saudaraku yang dimuliakan Allah,*

Menjaga kedamaian merupakan salah satu keinginan tertinggi umat manusia di jaman sekarang. Namun, sayangnya, kedamaian semakin

sulit ditemukan dimana-mana. Ada banyak perang terjadi di banyak tempat. Semua orang menganggap dirinya benar dan yang lain salah, tanpa berusaha untuk lebih memahami satu sama lain.

Islam menawarkan kedamaian sesungguhnya kepada seluruh umat manusia. Kita tidak mengatakan bahwa Islam adalah satu-satunya agama yang menawarkan kedamaian. Namun, istilah Islam sendiri berasal dari kata arab ‘salam’ yang berarti kedamaian atau ketundukan atas kehendak Tuhan. Seseorang yang melakukan tindakan teroris, bahkan bila dilakukan atas nama Islam, tidak layak disebut muslim.

Sesungguhnya Islam yang benar adalah yang terkandung di dalam Al Qur’an (Kitab Suci Umat Islam) dan Sunnah (Sabda Nabi Muhammad SAW). Dan tidak semua yang disebut sebagai Islam dianggap sebagai bagian dari agama Islam. Hal ini perlu dikembalikan kepada Al Qu’an dan Sunnah.

Dan Allah yang Maha Pengasih berfirman:

“Janganlah kalian membunuh jiwa yang telah diharamkan oleh Allah kecuali dengan sebab yang dibenarkan (oleh syariat).” (Q.S. Al An’am 6: 151)

Nabi Muhammad (SAW) bersabda, dalam sebuah hadits shahih oleh Imam Al Bukhari, “Barangsiapa yang membunuh non-Muslim yang mempunyai ikatan perjanjian, ia tidak akan mencium bau surga”.

Dalam hadits shahih lainnya oleh Imam Al Bukhari, Nabi Muhammad SAW bersabda, “Seorang muslim sejati adalah seorang muslim yang muslim lainnya selamat dari tangan dan lidahnya.”

Sangat jelas Islam memberikan peringatan terhadap setiap tindakan terorisme. Dan kita tentu paham, bila tindakan terorisme dilakukan oleh seorang Muslim, berarti mereka telah melanggar aturan Islam yang terkandung dalam Al Qur’an dan Sunnah. Hanya orang yang cinta kedamaian yang bisa disebut muslim sejati.

*Saudara-saudaraku yang dimuliakan Allah,*

Berdasarkan Pusat Konter Terorisme Nasional Amerika Serikat, Al Qaeda membunuh muslim tujuh kali lebih banyak dibanding non-Muslim. Berdasarkan laporan dari United Nation, muslim adalah korban terbanyak ISIS. Berdasarkan departemen bagian Amerika Serikat, muslim juga adalah korban terbanyak terorisme secara umum. Jadi, satu-satunya hubungan antara Islam dengan terorisme adalah Islam adalah korban terbesar terorisme.

Terakhir, inilah Islam sesungguhnya yang bisa saya jelaskan kepada Anda. Jauh dari image yang diangkat oeh media, ajaran Islam sebenarnya menawarkan kedamaian bagi seluruh umat manusia dan menentang segala bentuk tindakan terorisme. Seluruh manusia, apapun agamanya, dipersilahkan untuk datang dan belajar menemukan kedamaian ajaran Islam.

Mari kita bekerja sama untuk menjaga kedamaian. Mari kita berpegangan tangan bersama untuk menciptakan surga yang damai di bumi. Semoga Allah membantu kita mewujudkannya. Semoga Tuhan memberkati kita semua. Aamiin.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

## **B. Sample Two**

### **Title: Living in Moderation**

#### **Blessed Friday *Jamaah*,**

Let us increase our faith and taqwa in Allah s.w.t. by obeying His commands and avoiding His prohibitions. We ask Allah to protect and bless us in this world and the hereafter. Amin.

#### **My brothers,**

The coming of Syawal marks the departure of Ramadan, along with all its unique advantages, rewards and blessings, such as fasting together with our families and the joy of praying tarawih every night. Our nights were spent in the most beautiful of ways; 2 supplicating to Allah, repenting to Him, humbling ourselves before him, asking for His forgiveness, raising our hands in du'a seeking His grace, and striving for Lailatul Qadr in order to achieve the bountiful rewards it contains. All these blessings and opportunities may or may not be granted to us in years to come. Nevertheless, as sad as we are that Ramadan has left



us, we should continue all the efforts we exerted throughout Ramadan so that its spirit lives on in ourselves and our daily lives.

For instance, if we were able to fast in Ramadan, why shouldn't we be able to continue to perform voluntary fasting outside of Ramadan, beginning with six days of sunnah fasting in Syawal? If we paid our obligatory Zakat in Ramadan, let us continue to give charity if we have the means to do so. If we managed to pray tarawih prayers consistently in Ramadan, why not continue spending a portion of our nights praying tahajjud? This, my brothers, is what we mean by making Ramadan a part of our lifestyle. Ramadan is the benchmark of consistency for the good deeds and acts of worship we perform. Saidatina Aisyah r.a. once described the deeds of Rasulullah s.a.w., saying: "The deeds of the Prophet s.a.w. were consistent." (Al- Bukhari)

Therefore, my brothers, let us not abandon a good deed we used to practice during Ramadan. Let us emulate the Prophet PBUH in ensuring our good deeds are done constantly and consistently.

### **Blessed jemaah,**

The second guideline is to exercise moderation in performing any form of worships, beginning with our good deeds. While the vigor of Ramadan may still be fresh, let us not burden ourselves by performing these deeds excessively, lest we get tired or bored and eventually stop doing them altogether. Rasulullah s.a.w. said: "Religion is very easy and whoever overburdens himself in his religion will not be able to

continue in that way. So follow the right course, try to be near to perfection and receive the good tidings that you will be rewarded." (Al-Bukhari & Muslim) When moderation in practicing religion is abandoned, balance will be lost. Without balance, we become incapable of understanding and practicing Islam holistically.

**My brothers,**

Moderation, in the context of Islamic teachings, is not limited only to acts of worship. It extends to many aspects of our daily affairs. This Hari Raya, let us observe the guidance provided by the 4 Quran when we serve our guests food, or when food is served to us. The majority of Singaporean Muslims celebrate Syawal by visiting relatives and friends, and enjoying delicious festive foods and dishes. While Islam encourages this practice, it also reminds us to consume in moderation. Allah s.w.t. has said in Surah Al- A'raf, verse 31, Meaning: "O children of Adam, take your adornment at every masjid, and eat and drink, but do not be excessive. Indeed, He does not like those who commit excess."

In this verse, Allah s.w.t. reminds the believers not to be excessive, while simultaneously encouraging them to observe moderation and balance in their lifestyle and diet. Therefore, let us eat in moderation as this allows our digestive system to function more efficiently.

Let us be reminded that the purpose of visiting our relatives and friends is none other than to strengthen our relationships with them,

whereas eating and drinking are just side activities. Let us make our visits an opportunity to be closer to our families and friends rather than a festival of gluttonous eating. 5 A diet which pleases Allah is that which yields benefit for us and our communities, and not just to satisfy our cravings and desires. In a hadith reported by Imam At-Tirmizi, the Prophet s.a.w. said: "No man fills a container worse than his stomach. A few morsels that keep his back upright are sufficient for him." This, my brothers, is the guidance of Allah and His Prophet s.a.w. with regards to being moderate in our diet. Imam As-Syafi'i said with regards to his dietary habits: "I haven't filled my stomach to satisfaction since I was 16 years old, because doing so makes the body weaker, hardens the heart, eliminates one's intelligence, brings sleepiness, and weakens one's ability to do acts of worship".

**My dear brothers,**

Eating what is Halal and Toyyib (good) is one of the most important factors that contribute to a healthy body. A healthy and strong Muslim is more beloved to Allah s.w.t. than a weak Muslim. I am not referring to the weaknesses that we are born with or cannot avoid; rather, it is the weakness that occurs as a result of illness due to our own unhealthy lifestyles and excessive diets. We end up facing various complications which affect our health, such as high cholesterol and sugar levels in our blood. These 6 complications contribute to chronic diseases such high blood pressure, diabetes, heart disease and many others.

Diabetes, for example, is now considered a global pandemic. In Singapore, more than 400,000 people suffer from diabetes. 1 in 6 of them are Muslims between the ages of 18 to 69. Besides that, we must ensure our food comes from ethical sources where animals are treated well, and where its workers are treated with respect and carry out their duties with professionalism and integrity. Avoid eating foods from unknown or ambiguous sources, because it might not only impact our bodily health, but also our spiritual health.

We ask Allah s.w.t. to grant us halal sustenance and good health so that we may continue to contribute to our faith, country and race to the best of our abilities. May Allah s.w.t. protect us and our communities from all forms of harm and illnesses. Amin Ya Rabbal 'Alamin.

(Source: <http://bit.ly/2X5pdzF>)

### **Indonesia Translation**

Hidup dengan Tidak Berlebihan

Jamaah Sholat Jum'at yang diberkati

Mari kita tingkatkan iman dan taqwa kita kepada Allah SWT. dengan mematuhi perintah-Nya dan menghindari larangan-Nya. Kami meminta kepada Allah untuk melindungi dan memberkati kita di dunia ini dan akhirat. Amin

Saudara-saudaraku,

Kedatangan Syawal menandai keberangkatan Ramadhan, bersama dengan semua kelebihan uniknya, ganjaran dan berkahnya, seperti puasa bersama keluarga kami dan kegembiraan berdoa tarawih setiap malam. Malam kami dihabiskan dengan cara yang paling indah; 2 memohon kepada Allah, bertobat kepada-Nya, merendahkan diri di hadapannya, meminta pengampunan-Nya, mengangkat tangan kita dalam du'a mencari rahmat-Nya, dan berjuang untuk Lailatul Qadr untuk mencapai imbalan berlimpah yang dikandungnya. Semua berkat dan peluang ini mungkin atau mungkin tidak diberikan kepada kita di tahun-tahun mendatang. Namun demikian, sama menyedihkannya dengan kita bahwa Ramadhan telah meninggalkan kita, kita harus melanjutkan semua upaya yang kita lakukan sepanjang bulan Ramadhan sehingga semangatnya hidup dalam diri kita dan kehidupan kita sehari-hari.

Misalnya, jika kita bisa berpuasa di bulan Ramadhan, mengapa kita tidak bisa melanjutkan puasa sukarela di luar bulan Ramadhan, dimulai dengan puasa sunnah selama enam hari di Syawal? Jika kita membayar zakat wajib kita di bulan Ramadhan, mari kita terus memberikan amal jika kita memiliki sarana untuk melakukannya. Jika kita berhasil sholat tarawih secara konsisten di bulan Ramadhan, mengapa tidak terus menghabiskan sebagian malam kita dengan sholat tahajjud? Ini, saudara-saudaraku, adalah apa yang kami maksudkan dengan menjadikan Ramadhan sebagai bagian dari gaya hidup kami. Ramadhan

adalah tolok ukur konsistensi untuk perbuatan baik dan tindakan ibadah yang kami lakukan. Saidatina Aisyah r.a. pernah menggambarkan perbuatan Rasulullah SAW, mengatakan: "Perbuatan Nabi SAW adalah konsisten." (Al-Bukhari)

Karena itu, saudara-saudaraku, janganlah kita meninggalkan perbuatan baik yang biasa kita lakukan selama bulan Ramadhan. Mari kita meniru Nabi s.a.w. dalam memastikan perbuatan baik kita dilakukan secara konstan dan konsisten.

Jemaah yang diberkati,

Pedoman kedua adalah melakukan moderasi dalam melakukan segala bentuk ibadah, dimulai dengan perbuatan baik kita. Sementara semangat Ramadhan mungkin masih segar, janganlah kita membebani diri kita dengan melakukan perbuatan-perbuatan ini secara berlebihan, jangan sampai kita bosan atau bosan dan akhirnya berhenti melakukannya sama sekali. Rasulullah s.a.w. mengatakan: "Agama itu sangat mudah dan siapa pun yang membebani dirinya sendiri dalam agamanya tidak akan dapat melanjutkan dengan cara itu. Jadi ikuti jalan yang benar, cobalah untuk mendekati kesempurnaan dan menerima kabar baik bahwa Anda akan dihargai." (Al-Bukhari & Muslim) Ketika moderasi dalam menjalankan agama ditinggalkan, keseimbangan akan hilang. Tanpa keseimbangan, kita menjadi tidak mampu memahami dan mempraktikkan Islam secara holistik.

Saudara-saudaraku,

Moderasi, dalam konteks ajaran Islam, tidak terbatas hanya pada tindakan ibadah. Itu meluas ke banyak aspek urusan sehari-hari kita. Hari Raya ini, mari kita perhatikan panduan yang diberikan oleh 4 Quran saat kita menyajikan makanan untuk tamu kita, atau ketika makanan disajikan untuk kita. Mayoritas Muslim Singapura merayakan Syawal dengan mengunjungi kerabat dan teman, dan menikmati makanan dan hidangan yang meriah. Sementara Islam mendorong praktik ini, itu juga mengingatkan kita untuk mengkonsumsi dalam jumlah sedang. Allah SWT. telah mengatakan dalam Surah Al-A'raf, ayat 31, Artinya: "Hai anak-anak Adam, ambillah perhiasanmu di setiap masjid, dan makan dan minum, tetapi jangan berlebihan. Sesungguhnya, Dia tidak menyukai orang-orang yang berbuat berlebihan. "

Dalam ayat ini, Allah berfirman mengingatkan orang-orang percaya untuk tidak berlebihan, sambil secara bersamaan mendorong mereka untuk memperhatikan moderasi dan keseimbangan dalam gaya hidup dan diet mereka. Karena itu, mari kita makan dalam jumlah sedang karena ini memungkinkan sistem pencernaan kita berfungsi lebih efisien.

Mari kita diingatkan bahwa tujuan mengunjungi kerabat dan teman kita tidak lain adalah untuk memperkuat hubungan kita dengan mereka, sedangkan makan dan minum hanyalah kegiatan sampingan. Mari kita membuat kunjungan kita kesempatan untuk lebih dekat dengan

keluarga dan teman kita daripada festival makan rakus. 5 Pola makan yang menyenangkan Allah adalah yang memberi manfaat bagi kita dan komunitas kita, dan tidak hanya untuk memuaskan hasrat dan keinginan kita. Dalam sebuah hadits yang dilaporkan oleh Imam At-Tirmizi, Nabi s.a.w. berkata: "Tidak ada orang yang mengisi wadah yang lebih buruk dari perutnya. Beberapa potongan yang menjaga punggungnya tegak sudah cukup baginya." Ini, saudara-saudaraku, adalah tuntunan Allah dan Nabi-Nya s.a.w. sehubungan dengan menjadi moderat dalam diet kita. Imam As-Syafi'i mengatakan sehubungan dengan kebiasaan dietnya: "Saya belum memenuhi perut saya untuk kepuasan sejak saya berusia 16 tahun, karena hal itu membuat tubuh lebih lemah, mengeraskan hati, menghilangkan kecerdasan seseorang, mengantuk, dan melemahkan kemampuan seseorang untuk melakukan tindakan ibadah".

Saudaraku yang terkasih,

Makan apa yang Halal dan Toyyib (baik) adalah salah satu faktor terpenting yang berkontribusi pada tubuh yang sehat. Seorang Muslim yang sehat dan kuat lebih dicintai oleh Allah SWT. dari seorang Muslim yang lemah. Saya tidak mengacu pada kelemahan yang kita miliki sejak lahir atau tidak bisa hindari; melainkan kelemahan yang timbul sebagai akibat penyakit karena gaya hidup kita yang tidak sehat dan diet yang berlebihan. Kita akhirnya menghadapi berbagai komplikasi yang mempengaruhi kesehatan kita, seperti kolesterol tinggi



dan kadar gula dalam darah kita. Keenam komplikasi ini berkontribusi pada penyakit kronis seperti tekanan darah tinggi, diabetes, penyakit jantung, dan banyak lainnya.

Diabetes, misalnya, sekarang dianggap sebagai pandemi global. Di Singapura, lebih dari 400.000 orang menderita diabetes. 1 dari 6 dari mereka adalah Muslim berusia antara 18 hingga 69 tahun. Selain itu, kita harus memastikan makanan kita berasal dari sumber etis di mana hewan diperlakukan dengan baik, dan di mana para pekerjanya diperlakukan dengan hormat dan menjalankan tugas mereka dengan profesionalisme dan integritas. . Hindari makan makanan dari sumber yang tidak diketahui atau ambigu, karena mungkin tidak hanya berdampak pada kesehatan tubuh kita, tetapi juga kesehatan rohani kita.

Kami bertanya kepada Allah s.w.t. untuk memberikan kita makanan halal dan kesehatan yang baik sehingga kita dapat terus berkontribusi untuk iman, negara, dan ras kita untuk yang terbaik dari kemampuan kita. Semoga allah s.w.t. melindungi kita dan komunitas kita dari segala bentuk bahaya dan penyakit. Amin Ya Rabbal 'Alamin

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## Glossary

### A

**Argumentative speech** is a speech that is used to make the listeners believe on the content of speech according to opinion and facts.

**Attitude** is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person.

### C

**Calm** is a situation where the speaker feel comfortable and focus

**Cohesive** is condition that there is connection between sentences that may be helped by connectors or conjunction

**Coherence** is the unity of ideas in the whole parts of paragraph or composition

**Composing** is the activity to create something as product of intelligence

### D

**Descriptive speech** is proposed in order to depict or draw a situation in which the listeners may imagine and understand

**Diction** is the choice of word or diction must be accurate, clear, and has variety.

**Direct** is being on the target or goal immediately

## E

**Educative speech** is speech which is aimed to emphasize the aspects in education. The education can be related to academic (scientific education and religion) and non-academic.

**Eye-contact** is an event in which two people look at each other's eyes at the same time

## F

**Fear** is feeling of being avoidance toward something because of the predicted effect which may appear

**Flexible** is situation where the speaker may change the plan due to the change of the situation and circumstance

**Fluency** is condition that delivering something or information without any pause or obstacles

## G

**Genre** is type of text which differs on their function and linguistics features

**Gestures** is include movement of the hands, face, or other parts of the body

## H

**Humor** isvarious words that are produced in order to entertain the audiences



## I

**Influencing** is the effort to persuade or make other believes on someone's idea or movement

**Informative speech** is a speech which is aimed to give or deliver the audiences information or explanation. The information that is delivered in speech can be report or knowledge or interesting thing for listeners.

## M

**Memorizing method** is method by creating a speech plan and then continued by memorizing it word by word. This method is in contrast with *impromptu* method

**Mimic** is facial expressions that strengthen the verbal production in communication

**Mixing** is condition to combine two or more things in the same time or place

## N

**Narration** is retelling past event in speech or preach as it is fictious story

**Non-Script method** or extemporaneous method is method that means only part or incomplete speech script is used to help the speech performance.

## O

**Outline** is a list of the most important ideas or things that will be delivered in speech - as guidance of speech delivery.

## P

**Personal Benefit** is Something that promotes or enhances well-being; an advantage for individual

**Persuasive speech** is aimed to persuade, creating the audiences' interest, seducing them to follow the speaker's thought. The examples are speech in campaign or any politic speech

**Prayer** is words that are pronounced as hope to get the expected goal or situation

**Precision of Pronunciation** is situation where the speaker pronounce the speech correctly

**Preach** is a kind of speech which is delivered in religious agenda

**Professional Benefit** is Something that promotes or enhances well-being; an advantage for professional or formal setting

**Public Benefit** is Something that promotes or enhances well-being; an advantage for being in public

**Public Speaking** is Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience

## R

**Recreational speech** is aimed to amuse the listeners. It is usually speech in parties or any leisure agendas. The speech will entertain the audiences.

## S

**Sample** is example of product

**Script** is the written product as result of deep process of idea construction as base for speech delivery

**Script speech method** is a speech that is help or supported by the existence of the speech script that has been prepared before the performance.

**Speaking Occassion** is a productive activity by delivering some information which is arranged in certain agenda

**Speech** is a formal address or discourse delivered to an audience.

**Speech method** is a way that is used to grab or to achieve the expected goal for delivering ideas in formal or informal setting or speech

**Spontaneous method** means that the speaker delivers the idea in speech without any preparation and only relying on the experience and background knowledge.

**Successful** is condition that someone achieves the expected goal

**Switch** is activity to move from one thing to another with purpose

## T

**Topic** is statement of global idea of text, more specific than theme

**Transition** is in between of idea or change between ideas

**V**

**Vitalis** is the characteristic of being important to do and possibly creates effect when it is not implemented or existed

**Voice pitch** is various theories of how the human voice changes, both subjectively and objectively, as it moves through its pitch range.

## Biography

**Afif Ikhwanul Muslimin** is an EFL lecturer at English Department of State Islamic University of Mataram (UIN Mataram), Indonesia. He experienced as English lecturers in various education levels including pre-school, elementary, secondary, and tertiary levels. He holds Master degree on English Language Teaching. Her research interests are in the field of English Language Teaching (ELT) and English Linguistics. He was experienced as teacher. **Email:** [affikhwanulm@uinmataram.ac.id](mailto:affikhwanulm@uinmataram.ac.id)