

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about public speaking, speech, methods of delivering speech conclusion.

#### **2.1 Definition of public speaking**

Public speaking is a process, an act and an art of making speech to an audience. Absolutely everyone from the age from 10 to 90 has found themselves in situations where they have had to speak publically. However, telling an anecdote at a corporate party, introducing yourself in class or delivering a paper at a conference does not necessarily make you a public speaker. O'Hair, Rubenstein and Stewart (2007:105) claim that public speaking is a type of communication in which a speaker delivers a message with a specific purpose to an audience of people who are present during the delivery of the speech. Public speaking always includes a speaker who has a reason for speaking, an audience that gives the speaker its attention, and a message that is meant to accomplish a purpose.

Based on two definitions above, it can be concluded that public speaking is speaking in front of many people structurally which has purpose to persuade, to inform, etc. Structurally means that (ABC format), ABC format consists of abstract or introduction, body, and conclusion.

#### **2.2 Speech**

Speech is an utterance which has good structure to share to many people. O'Hair, Rubenstein and Stewart (2007:146) state that there are four kinds of speeches.

1. Informative speech is a speech providing new information, new insights, or new ways of thinking about a topic. The general purpose of an informative speech is to increase the audience's understanding and awareness of a topic.
2. Persuasive speech is a speech whose goal is to influence the attitudes, beliefs, values, or acts of others.
3. Special occasion speech, also called a ceremonial speech, is prepared for a specific occasion and for a purpose dictated by that occasion.

4. Inspirational speech means that the purpose of an inspirational speech is to ask audience to improve in one of several ways personally, emotionally, professionally, or spiritually. The inspirational speaker relies more on emotional appeal than logical appeal. The speaker is attempting to connect with the individual listener's feelings. The speaker explains why and how the situation is changing or why their current emotions, fears or goals may be inadequate or counterproductive. Inspirational speakers motivate the audience and challenge them to do more at a higher level and specify the benefits they can expect if they do so.

In addition Gareis (2006:35-39) gives some types of speeches as follow:

#### 1. Narrative Speeches

A narrative speech is a speech telling a story. While stories can be told in many different ways, they usually consist of five parts.

- a. Opener: A short statement announcing the story (e.g., "You won't believe what happened to me . . .," "Did I ever tell you . . .," "I'll always remember when . . .").
- b. Orientation: Introduction of time, place, and characters (e.g., "Last Saturday, I went canoeing with my boyfriend on Bear River.").
- c. Complicating Events: The events of the story (e.g. "We arrived at the rental place at 10 a.m. Events and got a really nice, red canoe . . . . Suddenly, the water swept us away . . . . Next thing we knew, we capsized . . . . And as if that wasn't enough, we lost everything to the river: our lunch, sun hats, and towels.").
- d. Resolution: How the story ends (e.g., "We were soaking wet but still alive.").
- e. Coda: A connection between the past and the present (e.g., "Looking back, it was quite funny, really.").

When people tell a story well, they also employ techniques to make it worth listening to. These techniques include directly telling the audience how to

feel (e.g., “you’ll be amazed”), recreating noises (e.g., “the water went s-w-o-o-s-h”), exaggerating (e.g., “we were under water for an eternity”), and evaluating individual events (e.g., “I was so scared”). In a narrative speech, the story is told for its own sake. Short narratives can also be told as part of another speech, however, in form of anecdotes or jokes that serve as attention getters or examples for a point. Stories catch the interest of most audiences and should be incorporated freely into speeches.

## 2. Demonstration Speeches

Demonstration speeches are speeches that show how something works (e.g., a camera) or how something is done (e.g., CPR). Audiovisual aids are therefore essential. Sometimes, demonstrations show something that take place on the floor (e.g., how to brake on inline skates). During such a speech, it is important that all listeners have a clear view.

## 3. Informative Speeches

Informative speeches are the speeches that aim to educate the audience. Speakers basically act as teachers and provide new knowledge and ideas. Topics can include people (e.g., Jimi Hendrix, the Ainu people in Japan), places (e.g., India, the Bermuda triangle), objects (e.g., chopsticks, a sculpture by Rodin), events (e.g., folk festivals, space missions), concepts (e.g., intelligence, alternative medicine), and issues (e.g., assisted suicide, industrial pollution).

## 4. Persuasive Speeches

A persuasive speech is the speech that has goal to convince the audience. Persuasive speeches can be centered around claims of fact (e.g., “the earth is in danger of being destroyed by meteors”), claims of values (e.g., “factory farming is immoral”), and claims of policy (e.g., “we should adopt a flat rate tax system”). Persuasive speeches follow patterns that are slightly different from regular organizational designs. Here are some examples.

- Problem-solution pattern (= describing a problem and offering solutions)
- Comparison-contrast (= showing the advantages of one’s own proposal vis-à-vis opposing views)
- Negative method pattern (= focus on the shortcomings of other proposals)

- Motivated sequence (= five steps: arousing attention, demonstrating a need, satisfying the need, picturing the results, calling for action)

## 5. Speaking on Special Occasions

There are a number of occasions that call for short speeches. Here are some guidelines.

### a. Introductions

- Give the person's name and title. (Make sure you know the correct pronunciation.)
- Provide a few pertinent details about the person's educational or professional background.
- If the person is to give a speech, prepare the audience for its content.
- Be brief.
- Welcome the person.

### b. Award Presentations

- Describe the nature of the award and its significance.
- Explain what the recipient did to qualify.
- Name the recipient and offer your congratulations.

### c. Acceptance Speeches

- Thank the people who honored you.
- Give credit to people who helped you.
- Mention what the award means to you.

### d. Announcements

- Draw the audience's attention to the event.
- Provide information about the who, what, when, and where of the event as well as the cost.
- Describe the benefits of attending the event.
- Conclude with a summary of the most important information.

### e. Toasts

- Begin or end with "Here's to . . ."

- Select one characteristic in honor of the person or event and give an example of that characteristic.
  - Be brief.
- f. Bidding Farewell to a Person Who Is Leaving
- Mention the accomplishments of the person.
  - Share funny anecdotes or happy memories.
  - Express your sadness and sense of loss.
  - Wish the person well.
  - Give the person a farewell present (if appropriate).
- g. Bidding Farewell When You Are Leaving
- Tell the audience what they have meant to you.
  - List lessons that you have learned during your residence.
  - Share funny anecdotes or happy memories.
  - Express your sadness but also your hopes for the future.
  - Invite people to stay in touch or visit you.
- h. Eulogies
- Express your pain of loss.
  - Describe the personal characteristics and accomplishments of the deceased.
  - Offer comfort.
  - Celebrate the values for which the deceased stood.

### **2.3 Methods of delivering speech conclusion**

A conclusion is important to the success of any speech. All too often, an otherwise excellent speech loses its effectiveness because of a poor closing. In conclusion, the speaker needs to reinforce the central idea to make audience understanding about the topic of speech. Audience remember the last thing they hear more than any other part of the speech. If speech is easily to remember and be favorably impressed, the speaker must strive to conclude the speech positively and forcefully. There are certain methods, if applied with the criteria that will create a lasting and vivid impression with audience.

The followings are methods to create strong speech endings (Smith, 2011:6).

#### **1. Using a quotation**

Used properly, a quotation can add authority to your closing, amuse your listeners, or dramatize your speech points. Whatever quote you choose, keep it short and related directly to your speech topic. Example: A presentation encouraging people to become concerned about the future environment could close with George Bernard Shaw's words, "Some men see things as they are and ask, 'Why?' I dare to dream of things that never were and ask, 'Why not?'"

#### **2. Telling a short story or anecdote**

A powerful story or anecdote can make a memorable close. It can be inspirational or funny, but it should be short, develop quickly, and be related to or reinforce your message. Personalize it if possible, too.

#### **3. Calling for action**

If your speech was intended to persuade or urge your listeners to take some kind of action, your closing statement should clearly explain what action they should take. Example: You could conclude a speech about drug abuse prevention by saying, "Educating our young people about drugs begins with you. After you leave here tonight, I urge you to go home and talk to your children. Tell them you love them and are concerned for them. Talk to them about drugs."

#### **4. Asking a rhetorical question**

End a speech by asking one question or a series of questions that relate to your topic. The audience will think about an answer and thus your speech. Example: “You may ask, ‘Can we afford to do this?’ I ask, ‘Can we afford not to?’”

#### **5. Referring to the beginning of the speech**

Tie your closing words to the beginning of your speech to reinforce your message. Example: “I began my remarks by reviewing the challenges our company must confront if we are to continue to be successful. I believe these challenges provide opportunities for each of us to learn and grow as individuals. Let’s not be afraid of these challenges; let’s welcome them as opportunities and move forward.”

#### **6. Summarizing your main points**

Repeat the points presented in the body of the speech. Repetition reinforces your message and enhances your audience’s learning. Example: “Remember, please, the three keys to make this new program work: understanding, commitment, and teamwork. Only when we all know the program, commit to it, and work together will achieve our goal.”

Gareis (2006:13) claims that there are three methods to create an effective conclusion.

##### **1. Reviewing Your Main Points**

Just as you listed your major points during the introduction, list them again in your conclusion. This will help your audience recall your major ideas and result in a sense of accomplishment.

##### **2. Referring to the Introduction**

Referring to the introduction will provide your audience with a sense of closure. For example, if you started with a suspenseful story, provide the conclusion now. Or if you mentioned some surprising statistics, repeat them again and relate them to your overall presentation.

### 3. Ending with an Impact

Use the last few sentences of your speech to ensure that you leave a good and memorable impression. The following are a few techniques useful in ending with an impact.

- Humor
- A thought-provoking question
- A quotation
- A call for action
- A connection to a larger context

In addition, O'Hair, Rubenstein and Stewart (2007:242-244) state that the speaker can close speech with a quotation, a story, or a rhetorical question to make the conclusion memorable.

1. **Using signpost words and phrases** to cue the audience to where you are.
2. **Recapping** what you've told your listeners by summarizing the main points.
3. **Using a quotation:** A good quotation culled from literature, poetry, film, or the statements of notable people is not only an attention-getter, but it also helps the speaker gain credibility. Quotations can be drawn from many sources, including famous people, popular culture, or poetry.
4. **Telling story:** Stories can bring the entire speech into focus by helping the audience visualize the speech. One technique is to pick up a story you left off in the introduction. Stories make ideas concrete and colorful. Stories personalize issues, encouraging audience identification with the speaker, and make the topic relevant. Most important, stories entertain. For example, an *anecdote* is a brief story about an interesting, humorous, or real-life incident.
5. **Giving rhetorical questions:** Just as rhetorical questions focus attention on the introduction, they can drive home the theme in the conclusion. When you use a rhetorical question, always let the audience know your speech will attempt to answer it. If done carefully, posing questions that seek response also sparks interest.



- 6. Calling to action:** a challenge to audience members to act in response to a speech, see the problem in a new way, change their beliefs about the problem, or change both their actions and their beliefs with respect to the problem.

Furthermore, Lucas (2007:242-247) states that in delivering speech conclusion, there are five methods to reinforce the central idea.

### **1. Summarizing your speech**

Restating the main points is the easiest way to end a speech. One student used this technique effectively in his persuasive speech about the AIDS epidemic in Africa. For example:

*In conclusion, we have seen that the AIDS epidemic is having a devastating effect on African society. An entire adult generation is slowly being wiped out. An entirely new generation of AIDS orphans is being created. Governments in the nation most afflicted have neither the resources nor the expertise to counter the epidemic. Many African economies are being crippled by the loss of people in the workplace. Before it's too late, the United Nations and developed countries need to increase their efforts to halt the epidemic and bring it under control. The lives and well-being of tens of millions of people hang in the balance.*

The value of a summary is that it explicitly restates the central idea and main points one last time. But as we shall see, there are more imaginative and compelling ways to end a speech. They can be used in combination with a summary or, at times, in place of it.

### **2. Ending with a quotation**

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

*We cannot ignore the evils of television commercials in which candidates for the highest offices are sold to the voters in 30-second spots. These ads cheapen the elective process and degrade our political institutions. In the words*

of historian Arthur Schlesinger, Jr., “you cannot merchandise candidates like soap and hope to preserve a rational democracy.”

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

### **3. Making a dramatic statement**

Rather than using a quotation to give your conclusion force and vitality, you may want to devise your own dramatic statement. Some speeches have become famous because of their powerful closing lines. One is Patrick Henry’s legendary “Liberty or Death” oration. It takes its name from the final sentences Henry uttered on March 23, 1775, as exhorted his audience to resist British tyranny:

For example:

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

Although your classroom speeches are not likely to become famous, you can still rivet your listeners-as Henry did-with a dramatic concluding statement. What follows is a particularly striking example, from a speech on suicide prevention. Throughout the speech, the student referred to a friend who had tried to commit suicide the previous year. Then, in the conclusion, she said:

*My friend is back in school, participating in activities she never did before-and enjoying it. I’m happy and proud to say that she’s still fighting for her life and even happier that she failed to kill herself. Otherwise, I wouldn’t be here today trying to help you. You see, I am my “friend” and I’m more than glad to say, I’ve made it.*

As you can imagine, the audience was stunned. The closing lines brought the speech to a dramatic conclusion. Here is another example of the same technique-this time from a less unusual situation:

*So there you have it-a rundown on the use and enjoyment of a home aquarium. I suppose some people will say that fish are not for them. But picture*

*this: you have invited a special friend over for dinner. The dishes are soaking in the sink. The stereo is whispering softly. The lights are out except for the one on the aquarium. There are only the two of you and the fish. And they won't say a word!*

This conclusion works because it takes the listener slightly by surprise and yet seems exactly right. Here the speaker made it even more effective by pausing just a moment before the last words and by using her voice to give them just the right inflection.

#### **4. Referring to the introduction**

An excellent way to give your speech psychology unity is to conclude by referring to ideas in the introduction. This is an easy technique to use, and it may give your speech an extra touch of class. Here now a student used the method in her speech about the Special Olympics:

**Introduction:** *in Seattle, nine young athletes assembled at the starting line for the 100-yard dash. At the gun, they all started off-not exactly in a dash, but with desire to run the race to the finish and win. All except one little boy how stumbled on the asphalt, tumbled over a couple of times, and began to cry. The other runners heard the boy cry. They stopped; they looked back. Then they all went back to the boy's side-every single one of them. One girl with Down syndrome kissed him and said, "This will make it better." Then all nine linked arms and walked to the finish line together.*

*These athletes were not competing on national television; they were not sponsored or idolized. But they were given an opportunity to flourish under the glow of their own spotlights, to feel the brush of the ribbon cross their chests as they ran through their own finish line in their own Olympics-the Special Olympics.*

In the body of her speech, the student explained the origins of the special Olympics, the need for volunteers, and its benefits for athletes and volunteers alike. She also called on members of the audience to become volunteers in whatever capacity and for whatever amount of time they could afford. Then, in

her closing words, she tied the whole speech together by returning to the story described in her introduction:

Conclusion: *Remember the nine children I mentioned at the beginning of this speech. Think of their happiness and their support for one another. Think of how much they gained from running in that race. And think how much you can help others experience the same benefits as they strive to fulfill the motto of the Special Olympics: "Let me win. But if I can't win, let me be brave in the attempt."*

**5. Calling to action:** this technique applies only to a particular type of persuasive speech.

Summarizing the speech, ending with quotation, making a dramatic statement, referring to the introduction—all these techniques can be used separately. But you have probably noticed that speakers often combine two one—for example, a dramatic quotation that summarizes the central idea while referring to the introduction.