

**HELPING STUDENTS TO PERFORM A PERSUASIVE SPEECH ON
HORTATORY EXPOSITION THROUGH WRITTEN PREPARATION**

PAPER

*Submitted as a Partial Fulfillment to Obtain the Strata One (S1) Degree
at the English Department of FBS UNP Padang*



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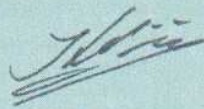
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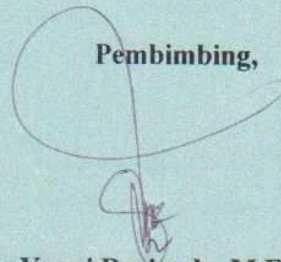
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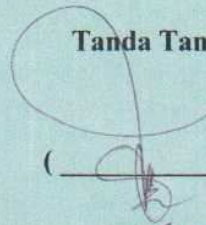
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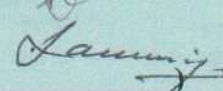
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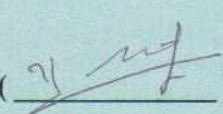
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ABSTRAK

Susanti, Irma (2012) :*Helping Students to Perform A Persuasive Speech on Hortatory Exposition through Written Preparation*. Makalah. Jurusan Bahasa Inggris UNP Padang.

Berbicara merupakan salah satu keterampilan yang terdapat di dalam bahasa Inggris. Kurangnya rasa percaya diri merupakan masalah utama yang dihadapi oleh peserta didik untuk mengasah keterampilan ini. Penulis mencoba menyumbangkan fikirannya untuk mengatasi masalah ini melalui makalah yang bertujuan untuk membahas cara membantu peserta didik dalam menampilkan sebuah pidato yang bersifat persuasive dalam sebuah teks *hortatory exposition* melalui *written preparation*.

Written Preparation adalah sebuah strategi yang digunakan untuk memudahkan peserta didik dalam meyusun materi yang akan disampaikan. Agar proses pelaksanaan *written preparation* berjalan dengan baik, guru perlu mengikuti langkah-langkah berikut, (1) membimbing peserta didik untuk mempersiapkan pidato secara tertulis yang meliputi kegiatan memilih topik yang menarik, mengajak peserta didik untuk membaca sumber terkait, dan membimbing mereka menulis pidato. (2) Mengajak peserta didik untuk mengoreksi pidato mereka sendiri. (3) Membantu peserta didik untuk menampilkan pidatonya dengan cara memberikan model, memilih peserta yang akan tampil, mengamati penampilan peserta didik, serta memberikan masukan terhadap penampilan peserta didik. Strategi ini diharapkan mampu meningkatkan rasa percaya diri peserta didik serta mempertinggi kualitas materi pidato yang akan mereka ceriterakan. Singkatnya, makalah ini memaparkan bagaimana cara membantu peserta didik menyampaikan ide-idenya dalam sebuah pidato dengan rasa percaya diri yang tinggi melalui *written preparation*.

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In finishing this paper, the writer has worked with a great number of people around her that always give contribution to accomplish it. The writer was helped and guided by her advisor and examiners. Therefore, the writer would like to express her sincere gratitude toward Dr. Hj. Yenni Rozimela, M. Ed., Ph. D. as her advisor. In addition, her appreciations are also due to the examiners, Drs. Saunir M.Pd. and Yuli Tiarina S.Pd. M.Pd., for paper suggestions and comments to complete this paper. The writer also thanks Dr. Hj. Kurnia Ningsih, M.A. as chairman and Dra. An Fauzia R. Syafei, M.A. as secretary of the English Departement, and all of the lectures and administration staff of the Departement. An appreciation is also expressed to Prof. Drs. H. Mohd. Ansyar, Ph. D. as her academic advisor who has helped her during her study.

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her life. Next, the writer also thanks to her Sisters (Elok and Enek) and brother (Akak) for their pray and support. Last but not least, the writer would also like to thank everybody that helped the writer in finishing this paper. May Allah bless them all.

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The writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is very important to be learned by all students in every level. There are three main causes why everyone needs to learn it more. Firstly, the language helps people to communicate with foreigners from other countries because English is used by most of citizens in the world. The real example is the students who get scholarship to continue their study abroad cannot avoid talking to the citizens of the country they stay. Although the first language in the country is not English, the students have to use English to communicate even they do not know the native one.

Secondly, it increases students' knowledge about the culture of English speaking countries. As a part of culture, English reflects the behavior of western people through their speech. Different from eastern, the western people tend to show their feeling directly by telling what they are thinking. It is one of the way how the Indonesian students analyze the contribution of language on their western cultural knowledge development.

The last but not least, English, as an international language, is chosen by most of authors to create their books. As everyone knows that nowadays many sources of knowledge or sciences are believable if they come from western. In

short, it is important for every student in Indonesia to be able to use English in written form absolutely in order they are able to analyze and understand the content of the sources. It is supported by Indonesian proverb that '*book is a pantry of knowledge*'.

Referring to the three reasons of learning English above, a teacher has a big role to help students to get success in learning. Apart from the great aim, an English teacher as an educator need to be a master in his or her major because he or she is an instructor who is responsible to help or to guide the students. Besides, the English teacher needs to comprehend the materials that are going to be taught in order the students can reserve the materials.

English language is usually divided into four main skills: listening, speaking, reading, and writing. Each skill has different difficulties to be learned in the classrooms. In helping students to perform a speech in front of many people, for instance, one of the principal problems faced by a student is a lack of self confidence. The self confidence is a base factor needed to speak in front of the audience. What he or she is going to talk will be expressed out when he or she has a full at self confidence in himself or herself.

However, based on the writer's interview with some senior high school English teachers in SMA N 4 Bukittinggi, the lack of confidence to speak up was influenced by several factors. Thinking a lot about language grammar error was

the first reason that decreases students' confidence. The second factor is most of students thought of what they will say is not correct or unacceptable by their audience. The anxiety made them gave up before doing anything because they were too afraid of being paid negative feedback by their friends.

Based on some observation done by the writer; it was found that teachers have done many efforts in helping students to perform a speech. They applied various teaching methods in classroom to increase students' attention to learn English, especially on speaking skill. Some kinds of interesting media are also included as one of teacher's creativities in the teaching and learning process to encourage students' motivation.

Presenting a speech in front of class was one of the speaking practices applied by the teacher to encourage students to speak. First, the students were given some topics and they were free to choose which one was familiar to them. Then, the topic selected was developed by the students became some paragraphs or a short article. Each student presented the composition that had been already written in front of their friends. The activity sounds good. However, the question is *'is it working to improve students' ability to speak?*

It could be said the strategy is success if the listeners understand what the speaker told. Unfortunately, the fact is most of them could not catch the idea of the speech. It was not because they did not know everything about English, but

the mistakes were taken by the speaker. Beside of the three reasons talked above, the misunderstanding happened when the speakers just read the whole written text. They would feel a little comfortable if they read rather than explained it with their own word. However, they were not sure the pronunciation of certain words. In short, to be a successful speaker, the students have to do some preparations.

In this paper, the writer would like to explain how to help students to perform a persuasive speech in front of many people fluently, accurately, and confidently through written preparation. The writer believes that every student will be a successful speech performer if they are accustomed to prepare the speech before presenting. In this case, *hortatory exposition* is a text chosen to be the materials in the speech. The function of the text is to persuade the readers or the listeners that something should or should not be the case. Therefore, the *hortatory exposition* text will be an interesting subject to discuss.

B. Identification of the Problem

The main obstacle faced by students to perform a speech is lack of confidence. The causes of the lack of self confidence can be identified as follow: firstly, the students think a lot about the language grammar error. In fact, they do not focus on the presentation. Secondly, most of the students think that what they will say is not correct or unacceptable by their audience. The condition makes them confused to start the speech or not. The last but not least, they are too afraid

of getting negative feedback toward their speech. The anxiety makes them give up before doing anything because they are too afraid

C. Limitation of the Problem

Based on the identification of the problem above, the writer limited the problem on students' lack of confidence to speak in front of people dealing with their anxiety about the content quality that they will present.

D. Formulation of the Problem

Related to the description above, the problem was formulated into the following question: What are the steps to help students to perform a persuasive speech on hortatory exposition fluently, accurately, and confidently?

E. Purpose of the Paper

The purpose of this paper is to explain the way how to help students to perform a persuasive speech on hortatory exposition through written preparation fluently, accurately, and confidently.

CHAPTER IV CONCLUSION AND SUGGESTION

F. Conclusion

Written preparation is one of the ways to help students to perform a speech. It is a kind of steps that needs to be followed by each student to increase their quality in performing a speech. *Written preparation* focuses on preparing the content of the speech dealing with the ideas and the way to gather and to organize the speakers' point of view.

Since the lack of confidence becomes the main problem faced by students to speak in front of many people, *written preparation* is expected to be able to overcome the obstacle. On the other hand, *written preparation* will really help to success their performance because the material that is going to be told will be revised and edited by both teacher and students. Therefore, the students' prejudice to be laughed by other students is avoided. It means that the students' confidence to share their ideas will be increased whenever they do the steps suggested seriously.

Those are the several steps discussed in this method. (1) Guiding students to prepare a written preparation that includes helping students to select a good topic, encouraging students to read references, and assisting the students to write their speech. (2) Aiding students to revise and edit their own work which entails

revising the content of the written speech and editing the grammar and the mechanism of writing. (3) Helping students to perform a persuasive speech on hortatory exposition through written preparation that is started by modeling the speech, selecting the speaker, observing the students' delivery, and giving feedback. At the last point, the teacher will give a sample of presentation by modeling her own speech in front of class. In short, the students are able to imitate how to open and end the speech.

G. Suggestions

In order the goal of the lesson is achieved, there are four points that need to be considered. First, the topic that will be selected by the students should be a topic which they are knowledgeable, interested in, and feel strongly about. Selecting the appropriate topic will help them to develop their ideas in creating a speech because they enjoy doing it without any pressure. Second, the articles that will be used by students as their references in creating the written speech should be taken from the believable sources in order they do not get wrong information about the issue. Therefore, it is important for the teacher to check the students' references. Then, teacher should not interrupt the speakers who are presenting the speech. The teacher is suggested to wait until the speaker finishes their presentation. Finally, since the amount of students in a class is too large, the teacher is advised to apply this strategy in pairs or in groups.

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