

**STUDENTS' SPEECH RHETORIC AT MUSLIM SMART CLUB OF ENGLISH
EDUCATION AND ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY IN
IAIN SURAKARTA**

THESIS

Submitted as A Partial Requirements

for undergraduate Degree in English Education Department



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I hereby sincerely state that the thesis titled "Students' Speech Rhetoric at Muslim Smart Club in English Education Islamic Education and Teacher Training faculty in IAIN Surakarta" is my real masterpiece. The things out of my masterpiece in this thesis was signed by citation and referred in bibliography.

If this thesis is later proven plagiarism, I will be willing to take the academic sanctions I the form of repealing my thesis and academic degree.

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The Researcher




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DEDICATION

In the name of Allah the beneficent and the Merciful, the thesis is dedicated to:

1. My beloved parents Muh. Ilyas and Darti
2. My beloved sister Eni Muslihkhatun
3. My beloved friends that always give me support.
4. My beloved fantastic friends in IAIN Surakarta.
5. All my Team in P3KMI that always proud of you.
6. The Readers.

MOTTO

Afraid just makes you a weak. Do the best in each activities and Believe to Allah.

(Researcher)

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The researcher realizes that this thesis is far for being perfect. Hence, the researcher hopes for some corrections, suggestions, or criticism and improve it. Finally, the researcher hopes that this thesis is useful for researcher especially and the readers generally.

Surakarta, February 2017

The researcher

Muhamat Ali Munawar

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ABSTRACT

Muhamat Ali Munawar.2017. *Students' Speech Rhetoric at Muslim Smart Club in English Education Islamic Education and Teacher Training faculty in IAIN Surakarta*. Thesis, The English Department Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta

Advisor : Budiasih, S.Pd., M.Hum.

The Key word : Speech Rhetoric, Informative, Persuasive.

The objectives of the research are (1) to describe the types of speech rhetoric, (2) to know the difficulties in students' speech rhetoric in Muslim Smart Club. Therefore the researcher formulated the problem statement. What are the types of students' speech rhetoric and what are the difficulties of students' speech rhetoric.

This research was conducted in the Muslim Smart Club in Islamic Education and Teacher Training Faculty of state Islamic Institute of Surakarta. It was descriptive qualitative research. The subjects of this research were the Muslim Smart Club's Student. The population of the study was Students of Muslim Smart Club. Total student is 40 students. The data was collected from the observation and interview. The data were analyzed by reducing data, data display takes in Sugiyono, conclusion and verification. This research also used methodological triangulation.

The findings of the study showed that, *first* the types of students' speech rhetoric in Muslim Smart Club 60 percent informative speech rhetoric, and 40 percent is persuasive speech rhetoric. *The Second* there were students have difficulty in speech rhetoric. 1) the students lack of vocabulary 2) the students mastered grammar well 3) some students have problem pronunciation 4) the students less of confidence 5) some students still use mother tongue. Based on findings of the study, the dominant types of speech rhetoric are informative speech. Persuasive speech rhetoric as follows the students' speech rhetoric.

CHAPTER I

INTRODUCTION

A. Background of Study

English as the one of language is very important in the world, because it becomes an International language. Harmer (1998: 24) states most adults can learn a language without studying it, providing they are in the right kind of contact with it. Through they may have more trouble with pronunciation and grammar than younger learner; they may still be able to communicate fluently. From Harmer above we can see that English is International language which not only students or younger want to learn it, but also the adults. Today, English is very important moreover every kind of jobs needs someone who master English is certainly important for all people to learn it, all of people in this world and also Indonesian people have to learn it because we know that almost all of the book science, knowledge, international business are in English. So, Indonesian people have to be mastered in English to improve their quality of education and progression of Indonesian itself.

Genneti (2014:4) stated that Language is essential and ubiquitous component of our lives. Language is required in social life because it is essential component whose function is to communicate not only with people who have a same nation but also with people who have different nation. Thus, English as International language that used to communicate to other people in abroad. Smith in Khan (2009:191) defines 'international language' as a means to communicate and interact with people from different nation.

Globalization era makes English taught at school. The Indonesian Government curriculum has informed that all schools in Indonesia have to teach English. Indonesia as

a developed country which is use English as foreign language, but not all of citizen can speak English, although English has been already studied by Indonesian people from kindergartens until university. Cohen (1998: 4) stated that “Foreign language is the language us being learned, not spoken in the local community”.

Requires English language learning in Indonesia, There are four English skills such as Listening, speaking, reading and writing. Language educators have used the concepts of four basic language skills: Listening, Speaking, Reading, Writing for English lesson in school. These four language skills are sometimes called the ‘macro-skills’. Brown (2007:7).

There are many languages in this world. One of them is English language. It is possibly different from each another. The differences are culture, word, sound. Wardhaugh (1972:3) stated that language is an arbitrary vocal symbols used for human communication. It is then added the language definition in Oxford dictionary (2008:247) that says “Language is a system sounds and words to communicate.”

Speech is the most natural and convenient way for humans to exchange information. In contrast to typing, speech communication requires no special skills, van Rijsbergen (1991:205). It makes speech as a tool of communication to each other. This is also the way to share their idea or intention well without any misunderstanding. It makes there are many school or institution using speech to exchange the information.

Rhetoric is the art of communicating oral and written committed by someone to a number of people face to face directly, Crosswhite, James 2013:15). Therefore, the term rhetoric is often referred to as speech. The core of the rhetoric is talking. Talking means utter a word or sentence to someone or a group of people to accomplish a specific

purpose. Speech is one of the special abilities in humans. Therefore the speech is as old as age of this country. Language and speech comes up when people say and convey his thoughts to another human being.

Speech rhetoric is a matching combination between knowledge, thoughts, art and the ability to speak, (Aly 1994:7). In the language of the conversation or the popular language, rhetoric means in the right place, the right time, for the effective way, say the right words, and impressive. Speaking clearly, concisely, and effectively in order to be easy to understands. It makes effective and give positive effect to an audience or listener.

Skills and the ability to master the art of speech are modeled after the rector or the famous figures by studying and applying the legal rhetoric and do regular exercise. In the art of speaking is required to master the material and the proper disclosure through language.

The purpose of student's speech rhetoric is communicating effectively and beautifully, it is needed for student's as social humans to develop communicative competence or spoken and written form to achieve the literacy level which can be realized through four language skills listening, speaking, reading, and writing (Depdikbud, 1984/85:8). In speaking skill students in Muslim Smart Club studied about speech. Rhetoric is a study of how to spoken beautifully in the public and easy to understand by listeners. The students thought that speech rhetoric is still difficult to be practiced. The problems experienced most students in creating appropriate speech rhetoric have encouraged the researcher to conduct this research.

The researcher interested in analyzing the students speech of the students in Muslim Smart Club of Islamic Education and Teacher Training Faculty in IAIN

Surakarta. Furthermore, the researcher intends to conduct the research entitled *Students' Speech Rhetoric at the Muslim Smart Club of Islamic Education and Teacher Training Faculty in IAIN Surakarta*. Researcher will be analysis the student speech rhetoric in practicing speech by the student of Muslim Smart Club.

B. Identification of Problem

The researcher conducts the research on members of Muslim Students Club. That is development trace institution in Islamic Education and Teacher Training Faculty the State Islamic Institute of Surakarta. The members of MSC are students from English Education and Literature. There are 40 members that follow MSC. Based on the background of the study above, the researcher finds some problem dealing with the using Speech Rhetoric in Muslim Smart Club at the English Education of IAIN Surakarta. The problems are as follows:

1. The difficulties faced in presenting speech by the students at Muslim Smart Club in speech rhetoric of Islamic Education and Teacher Training Faculty of IAIN Surakarta.
2. The confident of the students' speech rhetoric that decreased in Muslim Smart Club of Islamic Education and Teacher Training Faculty of IAIN Surakarta.
3. The communication beautifully of students' speech rhetoric in Muslim Smart Club of Islamic Education and Teacher Training Faculty of IAIN Surakarta.

C. Limitation of Study

The analysis of study carries on Muslim Smart Club of IAIN Surakarta. The researcher takes in Muslim Smart Club because they are English Education Department and Literature Student of IAIN Surakarta. They have a basic studied speaking subject in their class. Students have known basic of speech by using English in the community. It causes students certainly has a material from the lecture for basic of speech.

This research focuses on speaking of the students, especially in students' speech rhetoric. The limitation of the analysis students' speech rhetoric is avoid a broader of research that may be unfocused in research.

D. Problem Statement

In this research, researcher has two problems related to the background of the study and limitation of the problem above, namely:

- 1) What are the Types of Students' speech rhetoric at the Muslim smart club of English Education and Teacher Training Faculty of IAIN Surakarta?
- 2) What are the Difficulties of Students' speech rhetoric at the Muslim smart club of English Education and Teacher Training Faculty of IAIN Surakarta?

E. Objectives of Study

There are some objectives of this study after the researcher considers the formulation in this research. The objectives of the study are:

- 1) To describe speech rhetoric at the Muslim Smart club of English Education and Teacher Training Faculty of IAIN Surakarta.

- 2) To know the Difficulties of students speech rhetoric at the Muslim Smart Club of English Education and Teacher Training Faculty of IAIN Surakarta.

F. Benefit of Study

The researcher hopes that the research in this study titled “*Students’ Speech Rhetoric at the Muslim Smart Club of Islamic Education and Teacher Training Faculty of IAIN Surakarta*” gives some general benefit especially for the researcher and the reader.

There are two benefit of the study:

1) Theoretical benefits

- a) The study is expected to give some additional perspective point of view about students in Muslim Smart Club of English Education and Teacher Training Faculty of IAIN Surakarta.
- b) The result of the research can be used to give the contribution for the students in speech rhetoric.

2) Practical benefits

a. Lecturer

1. Lecturer makes the class condition easily.
2. It makes harmony between lecturer and students.

b. Student

1. Students more active and confident to share ideas in English.
2. It makes improve the student’s ability in speech.

c. Institution

1. Disseminate information about speech through study club at Muslim Smart Club in IAIN Surakarta.
2. Giving information to faculty or government for increasing English Education.
3. It develops student achievement in speech.

G. Definition of Key Term

1) Speech

Speech is the most natural and convenient way for humans to exchange information. In contrast to typing, speech communication requires no special skills, (van Rijsbergen, 1991:205).

2) Rhetoric

Rhetoric is abroad of Dialectic or accent. Both of them are concerned with such things as come, more or less, within the general knowledge of all person and belong to no definite science, (Roberts, Rhys W 2008: 4).

3) Muslim Smart Club

Muslim Smart Club is institution which studied about ability of English practice in English Education Department. There are forty members in Muslim smart club. The researcher will be researched in speaking class, the researcher do the research to know the conclusion of speech rhetoric.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

This chapter consists of theories that underlined the research topic and previous study. Theories underlying the research topic explain the general of public speaking, Speech, Rhetoric, Speech Rhetoric. Meanwhile, the previous study contains some studies which are related to the research topic. Meanwhile, the previous study contains some studies which are related to the topic research.

1. Definition of Public Speaking

Public speaking is the process of designing and delivering a message to an audience. Effective public speaking involves understanding the audience and speaking goals, choosing elements for the speech that will engage the audience with your topic, and delivering message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech, (Scmitz, Andy, 2012:10).

Public speaking is a process, an act and an art of making a speech before an audience. Absolutely everyone from the age of 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, (Nikitania, Arini, 2011:10).

Based on the theories above the writer can conclude that Public speaking is act of process speeches that delivering message orally for influence the audience in public.

2. Definition of Speech

Speech is a tool to communicate an idea conceived and developed with the needs of listeners. Speech is an instrument that reveals to evaluator almost directly, whether the speaker understands or not, at the time of communicating his ideas, makes enthusiastic to listener or audience, (Mulgrave, 1954:3-4)

Speech is a human activity that varies without assignable limit as we pass from social group to social group, because it is a purely historical heritage of the group, the product of long-continued social usage, (Sapir, Edward 1921:5). From this statement, the conclusion of speech is a form of human behavior that utilize factors of physical, society, and environment as a tool for controlling society.

Based on the experts above, it can be concluded that speech is one of language skills which are expressive and productive oral. They said to be productive because the person of speech required to produce a verbal exposure which is the mirror of ideas, feelings, and thoughts that are presented to another person.

a. The Nature of speech

Speech is a form of behavior that utilized factors of physical, psychological, semantic, and Linguistics. At the time of speaking people utilize physical factor that is said to produce the sound of the instrument. Another organs such as the head, hands, and roman faces used in speech.

Psychological factors provide considerable participation against the smooth talking. Emotional stability for instance, not only affect the quality of the sound produced by the instrument said, but the effect also on the sequences of talking. Speaking of neurological factors, example: nerve network neuron connecting the cerebellum and the mouth, ears, and other organs that participated in the activity. Similarly, semantic factors related to the meaning and linguistic factors related to the structure of a language that always plays a role in the activities of the speech. The sound of the resulting instrument should be drawn up so that his words were said to be more meaningful.

"Speech is a way to communicate to humans as social creatures that is an act of mutual exchange of experience, mutual posited and accept each other's thoughts, feelings and express it spells out". Tarigan, (2008:67). Therefore, in social action is a community in connecting the community needed a fellow member communications. Teaching speech need to pay attention to two factors that support towards the achievement of effective speech, namely:

- b. Linguistic factors such as:
 - 1) A sound language pronunciation.
 - 2) Use of intonation.
 - 3) The selection of words and phrases
 - 4) Adjustment of the sentences of the paragraph.

c. While the second factor is the non linguistic factors include:

- 1) The tranquility and excitement
- 2) Openness
- 3) Intimacy
- 4) Non verbal cues
- 5) Topics of conversation. Haryadi and Zamzani, (1996:63).

Thus it can be concluded that speech is an activity to communicate orally in it contains a message from its source to other places and sometimes accompanied by gestures and facial (expression) as discussed by speakers.

3. Speech as Communication

Humans are social creatures and the first and most important action is an act of social, an act of exchanging experiences, mutually posited and receive thoughts, mutually explicate the mutual feelings or express, as well as agree to an establishment or beliefs. Therefore, the social action must be in then there are common elements which were both approved and understood by a number of persons who constitute a community. To connect members of the public communication is required.

Communication can be seen as a combination of deeds or actions of a series of elements containing goals and purpose. Communication is not only an incident, event, or something has happened. But communication is also a

functional, contains the intent, designed to produce effects or consequences on the environment of the evaluators and the speakers.

Communication is a series of works communication or speech acts are used systematically to solve or achieve a particular purpose. In this cases emphasized communication of linguistic. Effect or result has implications towards production and comprehension, of understanding and earning in speech. The second way of the performance or the appearance it tends to steer the deed communications on the main points and objectives, Brown (1980:193-4)

Speech as a way of communication greatly impact for individual life. In the system that we exchange opinions, ideas, feelings, and desires with the help of symbols called words. This system gives the effectiveness for individuals in establishing a relationship mentally and emotionally with other members. Presumably need not doubt any more that the speech was merely an expression of one's personal ideas and emphasize the relationships are two-way, giving and receiving.(Powers, 1954:5-6)

Purposive nature of communications, (Halliday 1973:25) used the term function. Halliday stated that, in plenty of time for research and exploration on it, and finally culminating in the presence of seven different types of language function, namely:

- 1) The Instrumental Function

Acting is to drive as well as manipulating the environment, causing certainty events occur. A sentence or utterance, for

example: Do not grasp the knife. The content of the instrumental function is communication that gives rise to certain conditions.

2) The Functions of Regulation

Function setting or oversight against events. The instrumental function is a function which is difficult to distinguish. This function accentuates a setting. The statutes, a person who makes agree, oversight of the behavior, the determination of the act and regulations is the distinctive language setting.

3) Representational Functions

The use of language to make statements, convey facts and knowledge. Explain in terms of depicting the reality of one's looks.

4) Function Interactional

The language of the act ensures the maintenance of social. Malinowski uses "phasic communion" which refers to the communicative contact between human sesame only allow their established social contacts as well as maintain communication relation that remained open. Interactional function demands knowledge of slang, jargon, jokes, folk tales, manners etc.

5) The Function of the Personal

This function allows a speaker stated feelings, emotions, personality, reactions are contained in hearts. One's personality is usually characterized by the use of the function of personal communication.

6) Heuristic Function

The language used for knowledge and learning environment. Heuristic functions delivered in questions and demanding answers. Kids in particular examples in it's user.

7) Imaginative Function

Acting or inventing an imaginary idea or system tells the story of the novel, fairy tales, jokes. The imaginative used for the language of us freely roam into another world that is real above altitudes between the beauty of the language. Through the language can create an impossible dream, (Halliday, 1973; Brown, 1980:1994-5).

Thus can be concluded that Speech is very important to communicate systematically which can make greatly impact to exchange opinions, ideas, feelings, and desires to another people.

4. The Purpose of Speech

Speech is an integral part of the overall personality, reflecting the speaker's environment, social contacts, and contacts his education. Another aspect such as how to dress or bridal is external, but speech is already inherent in nature or dispositions.

Speech it can be said a system of signs that can be heard (audible) and seeing (visible) which utilizes a number of muscles and muscle tissue of the human body for the sake of intents and purposes the notion or idea combined.

Furthermore, talking is a form of human behavior that utilize factors of physical, psychological, neurological, semantic, linguistic and extensive, which is an important tool for humans to control social.

Speech is a tool to communicate the idea conceived and developed with the needs of listeners. Speech is an instrument that reveals to evaluator almost directly, whether the speaker understands or not, at the time of communicating his ideas, is he enthusiastic or not, (Mulgrave, 1954:3-4).

The purpose of speech is communication. In order to convey thoughts effectively, it should understand the meaning of all speakers want communicated. It can evaluate the effect its communication towards the audience and should know the principles that underlie all circumstances talks, either individually or in General.

Speech as a tool of social or professional corporations, then the basic speaking had 4 general intent, namely;

- a. To inform the human brain to another.
- b. To entertain.
- c. To persuade.
- d. To inspire.

A conversation for example might be the combination of reported, entertain or amuse, and reassure, (Och and Winker, 1979:10). The basic of general principles in activities of speech,are:

- a. Need minimally two people.
- b. Use the password of the linguistic conceived together.

- c. Accepting or recognizing a general reference area.
- d. An exchange between participants.
- e. Connecting from each speaker with the others and to the environment immediately.
- f. Connected or related to the present.
- g. Only involve apparatus or equipment related to sound and hearing (vocal and auditory).
- h. Indiscriminately face and treat what is real and what is accepted as evidence. The overall environment which can be symbolized by the talk covers not only the real world that surrounds the speakers but also are not limited to a broader notion of the world they have to log in as they were and, world spoke as a meeting point between the two areas still require review and a further description and deep, (Brooks, 1964:30-31)

Several ways have been sought by experts for analyzing processes speech. The analysis is conducted by wollbert (1927) are typical and contains modifications that are often underestimated, but actually need to get attention

"A speaker basically consists of four things all of which required in stating his opinion/thoughts to others. First, the speaker is a willingness, a mean, meaning it wants is owned by someone else, namely: the mind. Second, the speaker is the user language, form the mind and feel into words. Third, the speaker is something I want to look, wanting to be heard, and conveys to others through his words sound. Lastly, the speaker is something to be seen, an action

that shows the form of the action, something to be aware of and read through the eyes ", (Knower, 1958:1331).

Knowledge of the nature of the speaker it will join in making us into a good evaluator. The success of someone is communicating in the community demonstrate the maturity or the maturity of his personality. There are 4 main skills that are the hallmark of a mature private (a mature personality), namely:

- a. Social Skills
- b. Semantic Skills
- c. Phonetic Skills
- d. Vocal Skills (Powers, 1951:6)

Social skills are the ability to participate effectively in community relations. Social skills demanded to know:

- a. What to say.
- b. How do I said.
- c. When to say it.
- d. When not to say it.

Thus can be concluded that speech is system of audible and visible that reveals to evaluator directly. Speech also has a purpose as communication effectively. It means that speech is knowledge to communicate ideas between speaker and audiences orally.

5. The Definition of Rhetoric

Rhetoric is a form of human transcendence, a way we open ourselves to the influence of what is beyond ourselves and become receptive, a way we participate in a larger world and become open to the lives of others, a way we learn and change, (Crosswhite, James 2013:17). Rhetoric is communication transcendence that used by person to participate in the world. Rhetoric as known also public speaking is communication way to a lot of person who take social problem or culture. Rhetoric is important to avoid misunderstanding a person in communication.

Rhetoric is the counterpart of Dialectic. Both are concerned with such things as come, more or less, within the general ken of all men and belong to no definite science, (Roberts, Rhys W 2008: 4). Aristotle stresses that rhetoric is closely related to dialectic. Its can be concluded that rhetoric is knowledge of the person through practice and from acquired the habit.

Rhetoric develops appropriate as like an era. Today, Explanation of rhetoric was including some case, (Bachtiar, Aly 1994:5), it is the principal of persuasive and effective composition and speech ability that having by orator. Persuasive principal is prose composition, generally in spoken, written and fictitious or scientific. Theoretical approach is verbal composition (prose and poem). According to orator Richard Crable, rhetoric is bombastic, something like disbelief connotation that broader in text book in using language and it is composition. Rhetoric is art or knowledge in using language to influence the people. Hendrikus (2000:14) stated that:

- a. Rhetoric is art for well speak that use in human communication process. The art of well speak is not speak fluently and brief speech, clearly, and imposing.
- b. Modern rhetoric is good combination between knowledge, thought, art, and capability of speaking. Modern rhetoric includes strength of memories, creative, exactly expressing technique, and appropriate scoring.

Rhetoric is not a debased kind of communication; it is the reality of all communication, and it leads us into experiencing the world in some particular ways and not in all ways, (Crosswhite, James 2013:17). Rhetoric is not only communicate to another person, but experience is also important way to art of rhetoric.

Rhetoric may be defined as the faculty of observing in any given the available case means of persuasion, (Robert, Rhys W 2008:10). This is not a function of any other art. Every art can instruct or persuade about its own particular subject-matter, for instance, medicine about what is healthy and unhealthy, geometry about the properties of magnitudes, arithmetic about numbers, and the same is true of the other arts and sciences. But, rhetoric look up on as the power of observing the means of persuasion on almost any subject presented to us; and that is why we say that, in its technical character, it is not concerned with any special or definite class of subjects.

Rhetoric is art of speaking well and good combination between knowledge, thought, art, and capability of speaking that can affected the audience

deeply. Knowledge and experience are very important in rhetorical art. The function is to communicate to another people.

Modes of persuasion furnished by the spoken word there are three kinds. Roberts, Rhys W (2008:10). There are three kind of rhetoric according to Aristotles:

a. Forensic rhetoric

Condition which is depends on personal character of the speaker. Forensic rhetoric called also judicial rhetoric, it is found in law design and oriented in the past era. The speaker's personal character when the speech is so spoken as to make us think him credible. In this persuasion, like the others, should be achieved by what the speaker says, not by what people think of his character before he begins to speak.

b. Epideictic rhetoric

Persuasion may come through the hearers, when the speech stirs their emotions. This subject shall be treated in detail when we come to speak of the emotions. Epideictic rhetoric called as ceremonial rhetoric or speech, it has destination for praise, respect, embarrassing. This rhetoric focused on social issue in the present.

c. Deliberative rhetoric

Persuasion is affected through the speech itself when we have proved a truth or an apparent truth by means of the persuasive arguments suitable to the case in question. Deliberative rhetoric called also as politic

rhetoric which is doing by general people. This rhetoric has oriented future time.

There are three part of rhetoric according to Aristotles. They are Forensic rhetoric, Epideictic rhetoric and Deliberative rhetoric. Persuasion should be achieved by the speaker to affect the audiences.

a. The Five Canons of Rhetoric

There are five canon rhetoric (Rakhmat, 1994: 6-8) stated that:

- 1) *Inventio* is the system or method used for the *discovery of arguments* in Western rhetoric and comes from Latin word, meaning "invention" or "discovery". *Inventio* is the central, indispensable canon of rhetoric, and traditionally means a systematic search for arguments (Glenn and Goldthwaite 151).
- 2) *Dispositio* is the system used for the organization of arguments in Western classical rhetoric. The word is Latin, and can be translated as "organization" or "arrangement." It is the second of five canons of classical rhetoric (the first being *inventio*, and the remaining being *elocutio*, *memoria*, and *pronuntiatio*) that concern the crafting and delivery of speeches and writing.
- 3) *Elocutio* is the term for mastery of stylistic elements in Western classical rhetoric and comes from the Latin *loqui*, "to speak". Although today we associate the word *elocution* more with eloquent speaking, for the classical rhetorician it connoted "style". It is the third of five canons on classical rhetoric (the others being *inventio*, *dispositio*,

memoria, and pronuntiatio) that concerned the crafting, delivery of speeches, and writing. Beginning in the Renaissance, writers increasingly emphasized the stylistic aspects of rhetoric over the other divisions of rhetoric

- 4) Memoria was the term for aspects involving memory in Western classical rhetoric. The word is Latin, and it can be translated as "memory." It was one of five canons in classical rhetoric (the others being inventio, dispositio, elocutio, and pronuntiatio) concerned with the crafting and delivery of speeches and prose.
- 5) Pronuntiatio was the discipline of delivering speeches in Western classical rhetoric. It is the one of five canons on classical rhetoric (the others being inventio, dispositio, elocutio, and memoria) that concern the crafting and delivery of speeches. In literature the equivalent of ancient *pronuntiatio* is the recitation of epics. Same as *memoria*, the canon that dealt with the memorization of speeches, *pronuntiatio* was not extensively written about in Classical texts on rhetoric. Its importance declined even more, once the written word became the focus of rhetoric, although after the eighteenth century it saw more interest in the works of men such as Gilbert Austin. In public speaking today, it may be somewhat over emphasized, but that is probably more because other parts of rhetoric are downplayed.

Rhetoric also calls as public speaking. They also teach a version of five canons. They also form of foundation of many composition courses in speaking. Five canons are the process when presented rhetoric.

6. Definition of Speech rhetoric

Speech rhetoric is a well composed and addressed the crowd (Wijaya P, Bena, 2000:9). Speech rhetoric or public speaking is still one of the cultural section of humanity that is quite dominant in conveying information, preaching a message, explaining the ideas, disseminating science or explain the invention to others to follow.

Speech rhetoric can be defined as an activity which aims to reveal the mind of the opinion, the discourse by way of speaking in front of the public. Soebachman, Agustina (2000:18). Reveal a speech lecturing or rhetoric way to convey greetings to influence people.

Addressing the cleverness is often referred to by rhetoric or oratory, while the person is called an orator. Speech rhetoric is the art of the conversation or the art of saying words that are supported with the use of proper grammar and with a breadth and be accountable. Besides speech rhetoric is presenting orally to a group of masses. Someone spoke directly above the podium and it is speaker directly at the crowd, and to convey information, message, or something to be enforced by the people who are listening to the messages or information.

Speech is a form of communication, a speaker deliver the engagement occurred from the speaker, the listener, the sounds, effects, context, message and

media presentation that conveys a message designed packaging (Suhanding, 2009:28).

A good speech will be able to give a positive impression for people who heard the speech. The ability of good public speaking or speaking in public or general situation can help to achieve a good career. Related in a speech that is the speaker, listener, and situations.

From the experts above concluded that speech rhetoric is public speaking to convey the information or to reveal the information orally to listener. The speaker delivers the effects, context, message or information. Good speaker is person who give a positive impression people who heard the speech.

a. Elements of speech rhetoric.

Broadly in speaking, the speech has the basic elements of rhetoric. As for these elements are:

1) Orator, public speaker

The role of the orator or a public speaker is as a speaker or the sender of the message (sender) or people who want to communicate with the public. In speech rhetoric, reserved this sender is closely related to the figure, appearance, character, and attitude that would need to be done when the person was talking to someone else as a listener.

2) Message

Message or something that will be delivered or on advise to others. Thing to be conveyed is related to the content or substance of the talks delivered to audiences (public).

3) Media (Medium)

The medium used to convey such a message by radio, television or regular face-to-face in a big event.

4) Receivers

The recipient of a message or information is intended audience, including background, age or social status.

5) Feed back

Understanding is after a given message or their expectations while following the speech and the response of the events that took place, Lucas, E Stephan (2008:17-20)

The element of speech rhetoric should be axis when doing public speaking. The public speaker must know the element of speech rhetoric. It makes be easier to speaker in public speaking or speech rhetoric.

7. The Purpose of the Speech Rhetoric

According to Lagousi (1986:31-37) that the purpose of the speech was generally do one or more of the following:

- a. Influence others to follow the whims of us voluntarily.
- b. Gives an understanding or information to other people.

- c. Makes someone else happy with an entertaining speech so other people happy and satisfied with the speech we passed on.

8. The Types of Speech Rhetoric

- a. Informative speech provides an audience with new information, new insights, or new ways of thinking about a topic. Its general purpose is to increase the audience's awareness by imparting knowledge.
- b. Persuasive speech intends to influence the attitudes, beliefs, values, or acts of others. For example, a speaker might attempt to convince listeners that state universities should not charge tuition or argue that the child foster-care system is in disarray. O'Hair (2008:23)

There are two types of speech rhetoric in delivering speech rhetoric. Informative speech rhetoric is deliver new thinking about topic, it differences from persuasive speech rhetoric which influence attitudes or values.

9. Method of Speech Rhetoric

Speaking publicly is not easily done by any person, however neither thing is very difficult to learn but still need a process for through it. Speech can be submitted with the need of mental readiness and require skill in the use of words, language, slang, mimic the face, the equipment and the control of the speaker or orator to the materials.

Someone's experience in speaking publicly was very influential and decisive against the readiness and the quality of his speech. Good speech rhetoric

has to choose a good method. The methods can be divided into several and as a guide that can help, its method as follows:

a. The Direct method (impromptu method)

Speech rhetoric was relying skill directly, finesse and scientific insights, impromptu method is also called as method immediately. Example is addressing the methods based upon the needs of the moment. Therefore, this method is without any previous preparation. The downside of this method is the orator delivered a result insufficient.

b. Manuscript Method

Speaking publicly with the help of a script or text that are written first as a preparation, it can be found in the State of the Union speeches do State officials. This way do not happen in confusion, because every word uttered in official situations, and disseminated in the mass media.

b. Memorization method

Speech rhetoric is with memorized scripts or text that has been prepared, in particular use of language. This method is a method of addressing the planned far in advance, because the first orator read and memorizing. The downside of the method of recitation and memorization is tedious.

c. Variative Method

This method is a merger between the third method, namely the direct method, the method, the script, and memorizing method. It does this by direct method by considering sequences of speech and preparing the

script or frame of the speech. The use of the words that have been chosen are more variable and relative, but the contents of the speaking remain oriented with the paper as a benchmark so that the oration is not out of the topic which had been prepared in advance.

d. Ekstemporan (combination) method

Ekstemporan method is addressing the planned method of using note taking or entry points of the oration. A series of speech to be delivered depending on the competence of the orator in conveying with inscribe trees mind (outline) which will be presented to the listeners.

Addressing technique is also known as the method of elaboration framework, outlining the complete speech systematically. The meaning of systematically is the material to be conveyed should be prepared the outlines of its content by writing down things that are considered most important to be conveyed. Wijaya P, Bena (2015:13-15).

Based on the method, they are any correlation between direct method and memorization. An orator or public speaker should be known about the condition which method chose. An orator also must clever to communicate ideas in good words and sentences.

10. Presenting of Speech Rhetoric

Speech rhetoric well is conveying information, ideas, thoughts, ideas from orator to an audience or listener, (Lucas, Stephan E, 2009:222). Good speech rhetoric is:

a. Having a clear purpose

Delivering a good speech, the speaker or the orator must have a clear purpose for conveying in order to be easily understood by the listener.

b. The content of the speech had the truth

Aristotles stated that "character almost could be called a speaker as the most effective tool of persuasion assets". To make the listener stunned, the speaker should be inspired with confidence in the sincerity of.

c. Affected the Audience.

A good orator will deliver the capability of passionate speeches by adjusting conditions of listeners. Good speakers have a way to make the material interesting and effecting for audience.

d. Delivery of clear and compelling (fluently)

Orator delivered a speech with the language straight forward and obvious, it would be easily accepted by the listener. Plain language and clear communication will make an interesting and easy to understand by themselves and the listener.

e. Accuracy of material

Orator must know the material is accurate and suitable to convey to the listener. Due to the incompatibility with the materials towards the listener will make listeners become bored.

f. Body Language

Orators must close the gap of misunderstanding and misconstruction, material presented must do or give a positive impression for the listener. One of the way is using body language.

g. Relevance

Orator has the ability to convey information that is discussed. Any information will be greatly needed audience when such material has any relationship or relevance between speaker and listener.

h. Avoid hidden context

Orator should be avoid a word that still have meaning that is hidden or unknown by others. Because of things like this will bear a less complete understanding, less powerful, Miss understandings and misinterpreting.

Presenting speech rhetoric is needed by orator to deliver the message to audience. To make the orator be best in presenting speech rhetoric, the speaker should fulfill criteria of delivering speech. The speaker also communicates the material clearly to listeners.

11. English Speaking Strategies Difficulties in Commonly

a. Spelling

Remember that when you're having a conversation, it only talking about 50% the time. The other 50% is spent spelling to the other person

speak. If it does not understand what the other person is saying, it's difficult to reply.

b. Vocabulary

Sometimes when speaking English, have a sentence in mind, but we are missing two or three important vocabulary words and then it becomes difficult to say what you're thinking.

c. Pronunciation

English words can be difficult to pronounce – and when speaking English, it has to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence.

d. Confidence

If students feel nervous and are afraid of making a mistake while speaking English, then your problem is confidence.

12. Another Difficulties in Speaking

In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be “quite difficult” to get some classes particularly the less disciplined or motivated ones to keep to the target language.

Thus are the difficulties of speaking in the students’ speech rhetoric. The students have their own difficulties in speech rhetoric. The students should be habituated in practice to make easier in speaking.

B. Previous Related Study

A similar research has been done by I wayan Pasek Widiantera in (2012) Pendidikan Ganesha Singaraja University entitled *Kajian Retorika Dalam Naskah Pidato Pada Siswa Kelas X.1 Sma Negeri 1 Pupuan* . He finds out that using rhetoric in teaching is quite effective. The speech rhetoric learned by the teacher, but the specific research in writing. He describes the writing difficulties of the students. The type of the research is qualitative research. The sources data come from events, informant, and document. In collecting the data, the researcher uses observation, interview, and document analysis.

The second was done by Voresti Sabu, Andalas University in Padang, (2014) entitled "*An Analysis of Metaphors that are used by Barack Obama in Speech*" The objectives of the research are to describe the meaning and function of Barack Obama's metaphors in his speeches Rhetoric. The type of the research is qualitative research. In collecting data, the researcher uses qualitative techniques. The qualitative data comes from videos of Barack Obama, documentation. The result of the research that metaphor used by Obama in his speech rhetoric as a tool to clarify meaning, to inspire, and motivate the audience.

There is a similarity between the previous study above and the researcher's research. The similarity is the objective in the research above and the researcher's research is qualitative research. Besides, there is difference in the researcher's research, the researcher describes writing technique when students how to write speech rhetoric. His research describes writing skill in rhetoric speech. From the research above, the research gives information about writing skills in speech rhetoric. While, the researcher focuses on students' speech rhetoric in Moslem Smart Club. The objectives of the

research are to describe the speech rhetoric at the Moslem Smart Club. The type of the research is qualitative research. In collecting data, the researcher uses qualitative technique. The qualitative data comes from observation, interview and record the students' speech rhetoric.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies a qualitative method. Bodgan and Taylor in Moleong, 2002:3) define qualitative research as a research procedure that produces descriptive data in the form of written or oral words of people and behavior, which can be observed. Furthermore, a descriptive method is kind of method in which the researcher not only collecting the data, but also analyzing and interpreting them (Surachman, 1994:139). By using the descriptive research, the researcher tries to describe and analyze the facts concerning the object of the research, namely practice of students speech rhetoric. Therefore, the researcher collects the data, Analyzes, and interprets them, and draw conclusion about speech rhetoric of the MSC's Student.

Related to the objective of this study, the researcher uses descriptive qualitative design with descriptive method as the proper method. Arikunto (2006: 29) says that the descriptive qualitative is the research to clarify or explain the phenomenon. This research is non hypothesis. It collects data, analyzes them, and draws a conclusion based on the data, without taking general conclusion. The researcher chooses the descriptive qualitative design because the researcher wants to analyze the Student's Speech rhetoric.

B. Setting of the Research

1. Place

This research will conduct in Moslem Smart Club Institution of Education Teacher Training Faculty in IAIN Surakarta as a description, this institute located in **Jl. Pendawa (Pucangan, Kartasura), Surakarta, Jawa Tengah.**

2. Time

Time of observation and research are used to take data. This research conducted on 25th November till 28th December 2016.

C. Subject and Informant of the Research

Subject and informant were people who gave data or information that were needed in the research. Subject in this research is the Students of Moslem Smart Club in IAIN Surakarta. While, the informant is the student of Muslim Smart club.

D. The Technique of collecting Data

Data collecting technique in qualitative research consist of observation, and interview.

1. Observation

Sutrisno Hadi (1987) in Sugiyono (2010:145) stated that observation is a method of collecting data using observation and listing systematically to the research object. In this research conducts the observation directly to symptoms of observed subject, whether it is the observation conducted in a real situation or in artificial situation. The researcher observed the students speech rhetoric at MSC institution, to get the real description that speech rhetoric learning in speaking class. The technique of collecting data:

- a. The researcher recorded the speech rhetoric or teaching using hidden recorder, while the students of MSC presented content of speech rhetoric.
- b. Taking Note. It means that the researcher makes the note of the speech rhetoric. In this way, the researcher writes down how the students speech rhetoric is. The researcher brings the paper to get addition information that need.

2. Interview

According to Nazir (2009: 193-194), interview is a process for obtaining the data of the research by doing question and answer between the interviewer and the interviewee using the interview guide. The interview is done through the researcher confirms the use of speech rhetoric. In this case, the researcher uses interview to know what the most common used by students' speech rhetoric.

The researcher informant is the student of Muslim Smart Club as the object in this study. The aim of interview is to know the deeper information in student difficulties in speech rhetoric. In the process of interviewing the problem in speech, the researcher interviewed six students who have a differ difficulties in speech.

E. The Technique of Analyzing Data

In qualitative reasearch is analyzing data used to know the probalbility theory by using statistic stated by Herman J. Waluyo, 1995 122). Data analysis deals with the way to analyze the data obtained in this research. Arikunto (2006: 236) classifies the data of a descriptive study into two kinds of data. They are qualitative data which are in the form of words or sentences and qualitative data which are not in the form of numbers.

Analyzing data refers to a method analyze of the data have been collected by researcher. It can ease the reader to understand the essential meaning and important parts of the data. According to Miles and Huberman (1984) in Sugiyono (2010:341) stated that analyze the data, researcher needs through some steps are data reduction, data display, conclusion, and verification.

1. Data Reduction

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. Data reduction occurs continuously throughout the life of any qualitatively oriented project. In this case, the researcher must do the process of selecting, focusing, simplifying, abstracting, and transforming. The researcher concludes that the data reduction element of the data analysis which emphasized, makes the data shorter, make the theme focused, and arranges the data, so final conclusion can be drawn and verified well. The data reduction was done during the research activities. In this case, the researcher reduced information during the research activities of the data unimportant or they did not support the data of the research. The researcher took the data of the presented speech rhetoric by the students.

2. Data Display

Display of the data is a description of the data. As the second component in analyzing the data, this technique was used in arranging information, description or narration in order to draw conclusion. Miles and Huberman (1984) in Sugiyono (2010: 341) stated that, “the most frequent form of display data for qualitative research

data in the past has been narrative text”. In this step, the researcher analyzed the speech rhetoric by the student and display the data based on the theory.

3. Conclusion and Verification

The researcher will be drawn the data after describing and interpreting the data continuously and throughout in the course of study as the outcome of interpretation. The researcher interprets the data that taken and then makes conclusion. The outcome of the study is Analysis about Students Speech Rhetoric at The Muslim Smart Club of Islamic and Education and Teacher Training Faculty of IAIN Surakarta. It meant that the data was explained in form of words and sentences either in deductive or inductive ways

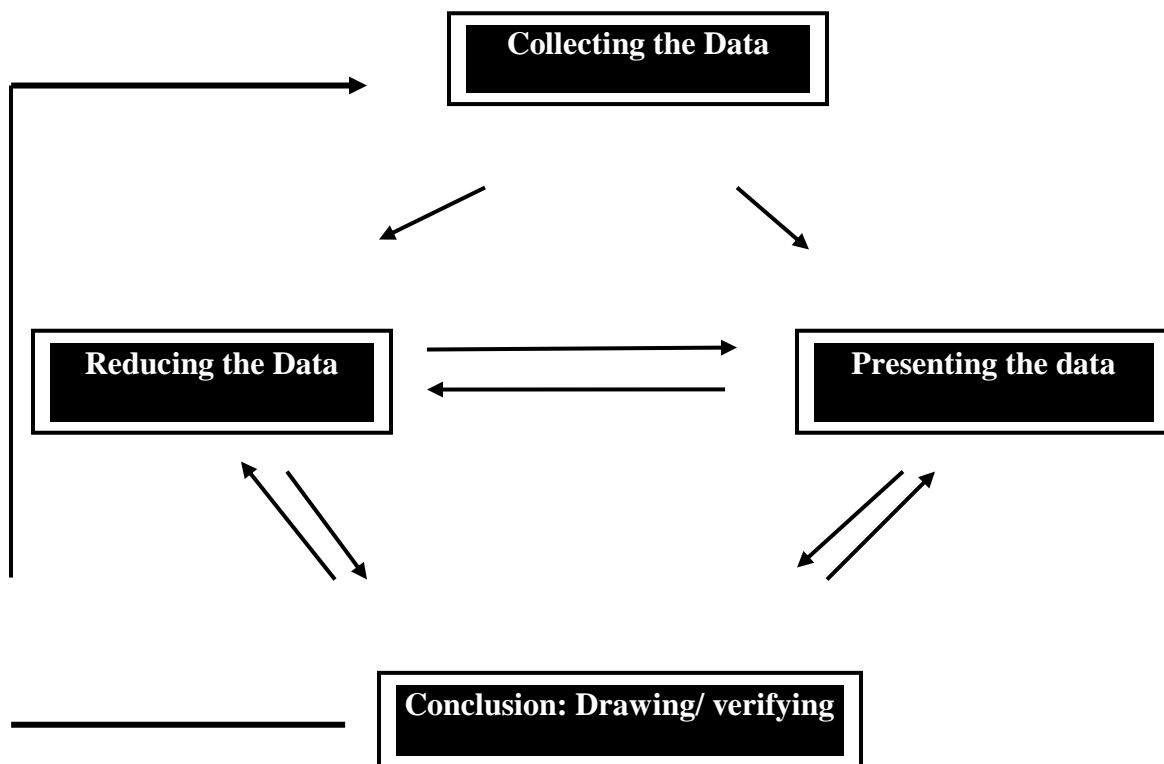


Figure 3.1 : Miles and Huberman's flow model

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the “raw” data that appear in written-up field notes. As the researcher sees, data reduction occurs continuously through-out the life of any qualitatively oriented project.

The researcher defines a “display” as an organized and action taking looking at displays helps the researcher to understand what is happening and going to do based on understanding. The last stages of analysis activity is conclusion drawing and verification. It means that the researcher drawing the conclusion of the data.

F. The Trustworthiness of Data

To avoid the bias data the researcher uses the triangulation. Triangulation is qualitative cross-validation. It assesses the sufficiency to the data according to convergence of multiple data sources or multiple data collection procedures, (Wiliam Wiersa in Sugiyono 2010: 372). It means that in doing triangulation for getting the credibility there are source’s triangulation, the technique of collecting data and time.

Triangulation is the most common way that is used in improving data validity in qualitative research. Related with this, Patton (1984, in Sutopo, 2006: 92) states that there are four kinds of triangulation techniques, those are data triangulation, investigator triangulation, method triangulation, and theory triangulation. In this research the researcher will use data triangulation and method triangulation.

1. Method triangulation

Method triangulation technique can be done by the researcher in collecting the same data by using different methods, checking the validity of the source data by using different method. So, method triangulation in this research was done by comparing different data which are obtained from different methods, namely observation and interview.

Furthermore, in this case the researcher used method triangulation, the researcher chose and took the data sources from the Students in Muslim Smart Club. Those to answer the second problem statement about problem and solution in student's speech rhetoric. in this triangulation, the researcher compared between the result of the observations and interview. After the researcher compared the results of observation with the result of interview, It the results of the research. The researcher did cross checking by the theories. Through that the variety of perspectives is expected to obtain valid results.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research resulted of the research of study. This chapter consists of research finding and discussion based on theory present in chapter II. The researcher examined methodic and discusses the data that have been resumed before and explained the data based on the theory in chapter II. The collecting data technique was taken from the observation in speech rhetoric at MSC in IAIN Surakarta.

The research findings are processed with the data which have been obtained in the field research focusing on two actions; (1) the observation of the presentation, and (2) interview with respondents. Then, the research findings are followed by discussion.

A. Research findings

Research findings present and discuss the answer of the research problem. Here, the data which have been obtained from the field are reported based on the observations and interview with respondents. The findings focus on the speech rhetoric at MSC in teacher training faculty in IAIN Surakarta.

1. Brief description of Muslim Smart Club.

Muslim Smart Club or commonly called as MSC is one of the Semi autonomy Institutions in Islamic and Teacher Training (FITK). MSC stand on 2 April 2009 and became part of the LSO FITK in August of 2012. The founder of MSC is Suprapti, she is English education major.

Muslim Smart club has a goal to educate all of member in English language. MSC also study criticized student, culture and education. MSC have a

function as an educational institution outside the College as the capital base of the construction and development of the members.

MSC activities included Fun Discussion, Great Plan, Let's speak up and speak for the best and etc. All activities that included in MSC are support of expertise in learning English. The Model Learning is conducted in groups, mentors and practice directly.

MSC has some department. They are curriculum department, Empowering department, public relations department, touring department and Mentor department. The chief of MSC is Muhammad Taufik Firdaus which has English letter major. MSC has slogan "strive for the better, today and tomorrow".

2. Presentation Aids

Tool is very important for support the activities of the people. There are many presentation that found is also used aids. Presentation aids are LCD, slide show, etc. In Muslim Smart Club, they did not use presentation aids when had speech rhetoric.

3. Role of speech rhetoric

Muslim Smart Club is institution for skills development, especially in English skill. In Muslim Smart Club drills English skill, speaking skill, writing skill, listening skill and reading skill. There is "let's speak up" program in Muslim Smart club. The program walks based on condition. In this moment, Muslim Smart Club did speech to practice confident of members. The role of speech rhetoric, they have to speak English language in front of MSC member. They presented speech rhetoric sequentially and the material determined before speech.

1. The Types of Students' Speech Rhetoric at the Muslim Smart Club of English Education and Teacher Training Faculty of IAIN Surakarta.

Based on the observation in Muslim Smart Club, the researcher observed student's speech rhetoric in activities. Muslim smart club consisted of 40 students, but the researcher did the observation 10 students. On observation the researcher observed the ten students while they presented speech rhetoric and described the material. The material explained about enhanced English language. It caused the material was studied before in seminar. The researcher did the observation on Thursday, November 24th 2016. The data of observation was explained descriptive text:

Datum 1, speech rhetoric presented by student one (1)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhance English language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented well and he was be able to deliver message clearly to the audience.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme, and he said that if we study English we will know about anything, such as magazines, scholarship, read English book. It meant that the content of the student is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric less of confidence. It caused that he did public speaking rarely. He was able to deliver message or material to the audience, but audience cannot be affected from his speech.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is not fluently. It indicated from his speech rhetoric found the filler word. Such as, eee, mmmm, ccckk.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. But the student sometimes made body language that disturbed concentration of audiences. The students sight saw to the left side and right side.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation.

Datum 2, speech rhetoric presented by Student two (2)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. From the video, the student was prepared well. It indicated from the speech rhetoric well organize.

2) The students presented the content had a truth

In this aspect, the student presented speech rhetoric naturally. From the content, the student made relation English in Indonesia between western English. It related the truth information. The student explained English is interesting.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidently. The researcher concluded that she was prepared well before. The audience also saw the performance is good speaker.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is fluently. It indicated from her speech rhetoric. She presented the speech rhetoric by English general to English in particular.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From her speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. From observation, the student used body language, such as: using her hand, and smiling to make a sure audience.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker. Enhanced English language has chosen for the material speech rhetoric, it caused Muslim Smart Club did seminar on august.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. She explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation.

Datum 3, speech rhetoric presented by student Three (3)

1) The students have clear purpose

In this aspect, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. He explained the theme with clear purpose. It indicates that students speech rhetoric understood clearly.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme, and he said that we can improve our knowledge, experience with English. It meant that the content of the student is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. He was able to deliver message or material to the audience. The student delivered speech like politic personage. It indicated that the student has specially skills in speech rhetoric.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the observation, the researcher concluded that he used a trick in public speaking. The students face related his material was same. It indicates the characteristic of the speaker is good.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener interest with speaker.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student was saw good body language, but weakness of the student he saw the audience shyly.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation. The student also avoid hidden context in speech rhetoric.

Datum 4, speech rhetoric presented by Student four (4)

1) The students have clear purpose

In this aspect, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. The student explained the material clearly. The purpose of speaker is obvious related to the theme.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme, and he said that we can improve our knowledge, experience with English. It meant that the content of the student is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. He was able to deliver message or material to the audience. But the student cannot affect to all of the audience.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of students speech rhetoric. From the observation, the student made filler word. She often used filler word like “eeee” in her speech rhetoric.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be

brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student often moved tremble her hand. It indicated that student looked for inspiration. Sometimes she confused about what will continue in her speech.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. She explained the material unorganized. The student did not prepare well for speech rhetoric. Then, in speech rhetoric explained material repeated.

Datum 5, speech rhetoric presented by student fifth (5)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech shyly. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented unwell and he was able to deliver message good enough to the audience.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme. He explained opinion about English based on experience. The content is also showed as relative of the truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric less of confidence. It caused that he did public speaking rarely. He was able to deliver message or material to the audience, but audience cannot be affected from his speech.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is not fluently. It indicated from his speech rhetoric skipped. Sometimes he explained the material then some appearances he skipped for looked for the word.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student.

Body language is important to support and affect the audiences. The student does not use body language in his speech rhetoric.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material unclearly to the researcher or listener. The audiences did not understand about speaker's explanation. He presented speech rhetoric slowly intonation.

Datum 6, speech rhetoric presented by Student sixth (6)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented well.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme. The student explained that

study English has a lot of benefit. The researcher concluded that the material is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. The student is attractive, give smile in his speech. He was able to deliver message or material to the audience, but audience cannot be affected from his speech.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is not fluently. It indicated from his speech rhetoric found the filler word. Such as “eee, mmmm”, but the researcher concluded is normal.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student brought body language attractively. Such as; smiling while speech rhetoric. His hand also moved following the word.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation.

Datum7, speech rhetoric presented by Student Seven (7)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented well.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme. The student explained that study English has a lot of benefit. The researcher concluded that the material is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. The student is attractive, give smile in his speech. He was able to deliver message or material to the audience, but audience cannot be affected from his speech.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is not fluently. It indicated from his speech rhetoric found the filler word. Such as “eee, mmmm”, but the researcher concluded is normal.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student brought body language attractively. Such as; smiling while speech rhetoric. His hand also moved following the word.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation.

Datum 8, speech rhetoric presented by Student eighth (8)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented well.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme. The student explained his experiences when he studied English language. The content of the speech is relative.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. From the video, the researcher concluded that the speaker speaking well. He presented speech rhetoric can be affected the audience. He affected the audience from his speech rhetoric. It caused the student is funny.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. The researcher concluded that the student speech fluently. He presented speech rhetoric well. Sometimes the student used filler word, but it is not disturb his performance.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style, it interests for audience. The student made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student gave natural body language that is not aware by the speaker. His body always moved suitable with speech.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. The material is not relevance with the theme.

8) The students avoid hidden context

In this aspect, the researcher is found the hidden context by the student. He explained the material unclearly to the researcher or listener. It caused the student repeatedly, but audiences understood about speaker's explanation.

Datum 8, speech rhetoric presented by Student ninth (9)

1) The students have clear purpose

In the observation, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English

language. It related to the topic that Muslim smart club has chosen. It indicates that the student presented well.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme. The student explained that study English is very important. The researcher concluded that the material is truth with condition.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. The student is calm down, natural smile in his speech. He was able to deliver message or material to the audience. The student is also affected from his speech.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of the student. From the video, the student presented speech rhetoric is fluently. The student was prepared well when he had presented speech rhetoric.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student gave expression in presenting speech rhetoric. Such as; smiling while speech rhetoric, hand movement.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. He explained the material clearly to the researcher or listener. The audiences understood about speaker's explanation.

Datum 10, speech rhetoric presented by Student tenth (10)

1) The students have clear purpose

In this aspect, the researcher found that the student presented the speech confidently. The theme of speech rhetoric is Enhanced English language. It related to the topic that Muslim smart club has chosen. The student explained the material clearly. The purpose of speaker is obvious related to the theme.

2) The students presented the content had a truth

In this aspect, the student showed the material or idea clearly. He presented the speech rhetoric related to theme, and he said that we can

improve our knowledge, experience with English. It meant that the content of the student is truth.

3) The students affected the audience

In this aspect, the student presented speech rhetoric confidence. He was able to deliver message or material to the audience. But the student cannot affect to all of the audience.

4) The students presented speech rhetoric fluently

In this aspect, the researcher focused on the fluently of students speech rhetoric. From the observation, the student made filler word. She often used filler word like “eeee” in her speech rhetoric.

5) Accuracy the material of the students

In this aspect, the researcher analyzed of speech rhetoric is accurate and suitable to convey the listeners. From his speech, some students can be brought the information. The student presented the speech with his style. It made the listener is not bored.

6) The students presented the speech rhetoric with body language

In this aspect, the researcher found some body language of the student. Body language is important to support and affect the audiences. The student often moved tremble her hand. It indicated that student looked for inspiration. Sometimes she confused about what will continue in her speech.

7) The students presented Speech rhetoric relevance

In this case, the student showed speech rhetoric relevance. The student brought English opinion, and listener listen the material. It made any relationship or relevance between listener and speaker.

8) The students avoid hidden context

In this aspect, the researcher is not found the hidden context by the student. She explained the material unorganized. The student did not prepare well for speech rhetoric. Then, in speech rhetoric explained material repeatedly.

From those observation, the class of students of fifth semester of English Education and English letter in teacher training faculty in IAIN Surakarta who did presenting the speech rhetoric. The researcher found the types of speech are three. They are informative and persuasive. Before they presented speech rhetoric, the researcher gave the explanation of types of speech. Most of students presented the speech rhetoric fluently. They used body language to support his idea, sometimes they were trembled their hand. The students are also have problem with pronunciation, it caused most of them listening English rarely. While some students feeling nervous when they presented English material. Their face looked confusing. They presented speech rhetoric instantly, it meant they presented directly.

From the observation the researcher found the pre presentation, middle presentation and last presentation. Some students gave the material fluently, but they looked some direction to get inspiration. From the interview, the students knew Indonesian word, but they looked for word in English language. Some

students were nervous in the pre presentation, but after that they felt confidence in the middle and the last presenting speech rhetoric.

Table 4.1 The analyzes students speech rhetoric

No	Name	Students Presenting speech rhetoric							
		CP	CST	EA	F	A	BL	R	AHC
1	Student 1	V	V			v	v	v	
2	Student 2	V	V	v	V	v	v	v	v
3	Student 3	V	V	v	V	v	v	v	v
4	Student 4		V		V	v	v	v	v
5	Student 5		V			v		v	
6	Student 6	V	V			v	v	v	v
7	Student 7	V	V		V	v		v	v
8	Student 8	V	V			v	v	v	v
9	Student 9	V	V		V	v	v	v	
10	Student 10	V				v	v	v	

CP = CLEAR PURPOSE

CST =CONTENT OF SPEECH HAD TRUTH

EA =AFFECTED AUDIENCE

F =FLUENTLY

A =ACCURATELY

BL =BODY LANGUAGE

R =RELEVANCE

AHC =AVOID HIDDEN CONTEXT

Besides the students presenting speech analyzed on the table above, the researcher concluded that the result of classified in types of speech rhetoric are different. From the observation, the students who have clear purpose, content of speech had trued, accurately the material, body language, relevance with the material and avoid hidden context classified as informative speech rhetoric. While the students that have clear purpose, content of speech had truth, affected audience, fluently speech rhetoric, accurately material, body language, relevance with condition, and avoid hidden context classified as persuasive speech. Then the students that have clear purpose, content of speech had truth, affected audience, fluently speech rhetoric, accurately material, body language, relevance with condition, and avoid hidden context classified as persuasive speech rhetoric.

Table 4.2 The classification of speech rhetoric types.

No	Student	Semester/ studies	Type of speech
1	Student 1	5/ English education	Informative speech rhetoric
2	Student 2	5/ English education	Persuasive speech rhetoric
3	Student 3	5/ English letter	Persuasive speech rhetoric
4	Student 4	5/ English letter	Informative speech rhetoric
5	Student 5	5/ English education	Informative speech rhetoric

6	Student 6	5/ English education	Informative speech rhetoric
7	Student 7	5/ English education	Persuasive speech rhetoric
8	Student 8	5/ English letter	Informative speech rhetoric
9	Student 9	5/ English education	Persuasive speech rhetoric
10	Student 10	3/ English education	Informative speech rhetoric

From the table above, six students classified informative speech rhetoric, four students classified persuasive speech rhetoric.

1. The Difficulties of Students' Speech Rhetoric at Muslim Smart Club of English Education and Teacher Training Faculty of IAIN Surakarta.

To get answer of the second question based on problem statement, the researcher mentions the difficulties faced by students in speech rhetoric. The data taken by observation and interview the students of Muslim Smart Club at English education and teacher Training Faculty in IAIN Surakarta. Friday, November 25th 2016, the researcher did interview with the students of Muslim Smart club.

The researcher got the data about the difficulties by the students' speech rhetoric in English education and teacher training faculty in IAIN Surakarta. The

researcher collected the data from observation and interview. The results of interview to the difficulties were faced in speech rhetoric.

Based on the researcher interview, there are some difficulties that students faced in presenting speech rhetoric. From students that were researcher interview who have difficulties in vocabulary case, from each student has different difficulties. The difficulties are:

“...interviewer : setelah mempresentasikan materi, apa yang paling sulit dalam presentasi?”

Interviewed : yang paling susah itu vocabulary mas, karena ketika speech, biasanya bahasa Indonesia dulu baru menerjemahkan ke bahasa inggris. Karena bahasa inggris adalah second language di Indonesia.

According to Muhammad Taufiq, he has a difficult when he presented speech rhetoric in vocabulary. It caused English language is second language in Indonesia, the students almost have a same difficulties in vocabulary. They have thought Indonesia word, Then they interpreted or translated in English language.

The researcher also takes difficulties in confidence. The following interviewing with interviewed as follow:

Interviewer : dari speech nya yang susah apa mas?

Interviewed : kalau aku biasanya percaya diri mas, awalnya percaya diri, setelah pembukaan di awal kalau kehilangan kata kata biasanya sedikit grogi mas.

From the interview above, Danu pramasandi has difficulty when he presented speech rhetoric in confidence. He explained to the researcher that speech rhetoric is

difficulty, it caused he has no background to be an orator. He has also the difficulties in vocabulary. He explained that confidence and vocabulary are correlated.

Interviewer :mas ari ada kesulitan gak dalam menyampaikan speech?

Interviewed : ada mas, saya punya kesulitan dalam kepercayaan diri.

Interviewer :kalau dalam vocabulary?

Interviewed : saya tidak mas, soalnya kalau vocabulary bisa di akalin pakai kata kata yang hampir mirip artinya. Karena saya juga punya forum diskusi bahasa inggris dengan orang prancis atau Australia mas. Saya juga biasanya belajar kata kata baru melalui video games.

From the explanation above, Ari has difficulties in confidence. The confidence when he had presented something. He explained that he does not have problem in vocabulary. He always learn new word from video game, when he did not know the meaning, he will be looking for the word. Ari has a special accent, it is Javanese accent. It made the researcher concluded that he has problem or difficult in pronunciation too.

The researcher takes some part of interview with the students who have difficulty in pronunciation. The interview follows:

Interviewer : kalau kamu dalam speech yang susah dalam mempresentasikanya apa?

Interviewed : saya pronunciation mas,

Interviewer : apa factor yang mempengaruhi pronunciation mas?

*Interviewed : saya jarang mendengarkan bahasa inggris aslinya mas
(native speaker)*

From the dialogue above, Abid has difficulty some factor. It caused, he presented speech rhetoric rarely. He explained to the researcher if he has problem in some difficulties. He has difficulties in listening native speaker and pronunciation.

The difficulties of the students that faced by students in speech rhetoric.

- a. Some students listened English language rarely.
- b. The students lack vocabulary.
- c. Some students pronounced unwell.
- d. Some students are not confident when they presented speech.

Based on the observation of the students, the researcher analyzed the difficulties of the speech rhetoric classified into four. The researcher also did the interview the student after the students presented the speech rhetoric. The researcher solved their problem by asking the students intensively.

Table 4.3 The difficulties of students in speech rhetoric.

No	Student	Semester/ studies	Difficulties of the speech rhetoric				
			G	V	P	C	MT
1	Student 1	5/ English education		v		v	
2	Student 2	5/ English education		v			
3	Student 3	5/ English letter		v			
4	Student 4/	5/ English letter	V	v		v	
5	Student 5/	5/ English	V	v	v	v	

		education					
6	Student 6/	5/ English education	V	v			v
7	Student 7/	5/ English education	V	v			
8	Student 8/	5/ English letter			v	v	
9	Student 9/	5/ English education		v			
10	Student 10/	3/ English education	V	v		v	v

- **G = GRAMMAR**
- **V = VOCABULARY**
- **P = PRONUNCIATION**
- **C = CONFIDENCE**
- **MT = MOTHER TOUNGE**

From the table above it can be concluded that there were difficulties causes some students Grammar, five students said that their difficulties to present speech rhetoric listening English rarely. Nine students said that besides Grammar, almost of the students have difficulties in vocabulary. It caused English language is not prime language in Indonesia, but second language, While two student have difficulty in Pronunciation case. Then five students said that their cause of speech rhetoric is confidence.

B. DISCUSSION

1. Analysis Types of Speech Rhetoric in Students' Speech Rhetoric at Muslim Smart Club in Islamic Education and Teacher Training Faculty in IAIN Surakarta.

In previous chapter that has been mentioned, based on O'Hair (2008:23). There are two kind of speech rhetoric. There are: informative rhetoric and persuasive rhetoric.

Based on it, the researcher also notes the process of students speech rhetoric that are important for analyzed types of speech rhetoric that used by students. Lucas (2009:222) mentioned the good presenting speech rhetoric. There are eight component that had by the students.

In the research findings, the researcher explained about the description of research findings concerning with the students speech rhetoric. The researcher analyzed the types of students' speech rhetoric. To analyzed types of students' speech rhetoric, the researcher determined from presenting good speech rhetoric, such as: (a) clear purpose, (b) content of speech had truth (c) Accordance with condition, (d) fluently, (e) material accurately, (f) body language, (g) relevance and (h) avoid hidden context.

The first component that used by the students Muslim Smart Club in presenting speech rhetoric is clear purpose Lucas, (2009:222). Clear purpose is one of the good presenting speech rhetoric components when analyzed of types the students. This way is the students presenting the speech rhetoric have to clear

purpose. The researcher knew that the students used their clear purpose when they presented the speech rhetoric in observation. The students presented speech rhetoric with themes Enhanced English language. It made the students presented well.

The second component is the content of speech had the truth. There are students who presented speech rhetoric had the content truly. When the students explained the material, they told that the reality of enhanced English in their experienced. They presented speech rhetoric in their thought's, the students gave knowledge of enhanced English language from their study and their experience.

The third component is affected audience. An orator or a public speaker is a speaker or the sender of the message (sender) or people who want to communicate with the public. Affected audience is very important for orator. The researcher analyzed the speech rhetoric of the students are diverge from one student and another. It can be analyzed from their message when they presented the material.

The fourth component is fluently. This component refers to serenity and diction. The students presented speech rhetoric based on the material or themes. They prepared it before. Most of the students presented speech rhetoric with filler word. They thought good diction that used in presenting speech rhetoric well. The serenity of the students sometime cannot be managed. Their diction is affected their serenity of the students speech rhetoric.

The fifth component is accuracy of the material. Accuracy used the students in presenting speech rhetoric. Before the students delivered their speech

rhetoric, they have been prepared the content of speech. Some student have a note of material, it can be presented speech rhetoric sequentially. All the students have accuracy with the material.

The sixth component is body language. Body language is important for delivering speech rhetoric. The researcher analyzed the students body language to help the fluently of the students. The all students that researched almost used body language in delivering speech rhetoric.

The seventh component is relevance. Relevance that the researcher gets from the students is correlated the material and the reality of students speech rhetoric. The students presented speech rhetoric through their thought and their experience that they got. The students also gave perception, opinion about enhanced English language.

The eight component is avoid hidden context. There are students who used hidden context, they look up the word for getting the fluently. Good orator is always avoid hidden context. The students within avoid hidden context easier for understand the audiences. The students looked up Indonesia word in their thought, Then they translated in English word. If the students didn't know the meaning, they looked up another word in English. It made the students have hidden context.

The following discussion explained about the research findings covering 10 students in types of speech rhetoric in Muslim Student Club, and the discussion of the results of this research based on some related theories. The researcher finds two types speech rhetoric in chapter two. They are informative and persuasive speech rhetoric.

Based on the results, the analysis of 10 students presented speech rhetoric in types of speech rhetoric. The researcher found 6 students or (60%) was categorized as informative speech rhetoric, four students (40%) were categorized as persuasive speech rhetoric.

2. The Difficulties of Students' Speech Rhetoric at Muslim Smart Club of English Education and Teacher Training Faculty of IAIN Surakarta.

Based on the research finding above, the researcher finds that there are some causes of students' difficulties in speech rhetoric in Muslim Smart Club Institution. The result of the observation and interview shows the difficulties that most of the students do not completely the three element of speaking; they are vocabulary, pronunciation, and confidence.

The research findings above, there are five difficulties that usually do to students in speech rhetoric. Many students feel afraid to speak English because interference of grammar in speaking. Many of them think that grammar is the most difficult component. They do not master grammar well, so it makes them feel shy and afraid to speech in English.

Grammar is sometimes defined as the way words are puts together to make correct sentences, Penny (2005:75). Grammar is an important role in the language where it can guide the speaker to purpose he wishes to when he is delivering ideas through language. Moreover, grammar will make someone's communication clearer and more accurate. The students of Muslim Smart club did not concern in grammar, it should be focused on speaking or speech.

The researcher also finds vocabulary as the difficulty of students' speech rhetoric. This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak well.

In other hand, if a student wants to speak English, he must firstly master vocabulary before mastering other elements of speaking. Based on Burn and Joyce's opinion in Hanunah that vocabulary or the content words is the first recognizable elements of spoken language to develop. There are some students that have a difficulty in vocabulary. It indicates that there are the students seldom practice their English or seldom to open dictionary.

The difficulties of student are also some of them difficult to pronounce word clearly. The researcher finds two of the Muslim smart Club's student is still difficult in pronunciation. In researcher's opinion, there is possibility that the students do not frequently and regularly practice how to pronounce words. It was because they seldom practiced the way to pronounce words in daily life. So, besides it made their tongue was difficult to pronounce in English, their vocabulary was good to increase when he/ she did speech rhetoric.

Another difficulty is related mother tongue. Based on the data above, it is surprising that many students speak English fluently. All of them are because most of the students are really enthusiastic to practice their English by doing speech rhetoric.

The last difficulty is confidence of the student. Half of the students have problem in confidence. Speech rhetoric be able to increase the confidence of the students. The researcher indicates that delivering speech rhetoric can be improved

their confidence. Moreover, The Students were studying in organization. The student able to affected to another person.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the result of the research conducted in Muslim Smart Club Institution. This chapter provides some conclusion, and suggestions about the speech rhetoric. This chapter consists of the conclusion and suggestion.

A. Conclusion

Based on the research findings and the discussion result of the research in Muslim Smart Club institution, the researcher can conclude that speech rhetoric in MSC as follows:

First, based on research findings and discussion the students speech rhetoric at Muslim Smart Club in English Education Teacher and Training Faculty of IAIN Surakarta, there are many type of speech rhetoric that showed by the students. The types of speech rhetoric are informative speech rhetoric and persuasive speech rhetoric. The dominant speech that used by the students of Muslim Smart Club is informative speech.

Second, the difficulties faced by Students of Muslim Smart Club in presented speech rhetoric are Spelling, pronunciation, vocabulary, confidence and Mother Tongue. There are many students that have difficulty in differences. Most of the difficulties that student faced is in vocabulary cases. It caused English as second language in Indonesia, if the students wanted speaking language. The students thought in Indonesia first, and translated or interpreted in English language. Then, the students presented the speech rhetoric as they do.

B. Suggestion

After finishing the data analysis and drawing the conclusion about students' speech rhetoric in Muslim Smart Club institution in English education and teacher training faculty in IAIN Surakarta. Some suggestions are dedicated to the students, to lecturer, to another researcher. It can be presented as follows:

1. For the students

The students should be confident when they presenting speech rhetoric. Confidence is very important in presenting speech rhetoric, it caused grammar is second points in speaking. The students have to increase the vocabulary. If they increased the vocabulary in everyday, they will be easy in presenting speech rhetoric.

2. For the Lecturer.

English is practical knowledge that has to use by the students. Muslim Smart Club is one study club in IAIN Surakarta. It has also the lecturer for partner in studying English. The lecturers have to more concern for bringing the knowledge in English. If the students have difficult in speaking, the lecturer should give motivation or tips for the students.

3. For another researcher

The result of this research can be used as additional reference for next research. They are able to conduct the other researchers relating to the students speech rhetoric, in order that the students speech rhetoric can be improved. The researcher hopes, this thesis can help the other researcher to develop any research that have some root.

The researcher realizes that this research is yet being perfect. The researcher hopes the readers would give any critics and suggestions for the researcher.

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APPENDICES

Syllabus of Studying Basic English

1. Part of speech
2. Pronoun
3. Sentence pattern
4. Verbal-nominal sentence
5. Tenses
 - a. Simple present + present continuous
 - b. Simple past + simple future
 - c. Simple present perfect + question sentence
6. Passive voice
7. Conditional sentence
8. Question tag
9. Causative verb

Part Of Speech

(Jenis-jenis kata)

1. Noun (N) kata benda
(bisa disentuh, dilihat, dibayangkan abstrak/konkret)
Example:
 - Student
 - Chair
 - Language
 - Book
 - Knowledge
 - Etc.
2. Ajective (Adj) kata sifat
(memberi penjelasan/gambaran pada kata bendanya/subjectnya)
Example:
 - Small
 - Big
 - Dilligent
 - Beautiful
 - Lazy
 - Etc.
3. Verb (V) kata kerja

(menunjukkan aktifitas/tindakan/perbuatan)

Example:

- Write
- Listen
- Eat
- Cry
- Sit
- Etc.

4. Adverb (Adv)

(memberi keterangan pada kata kerjanya)

Ada 4 macam kata keterangan:

a. Adverb of frequency

Example:

- Always
- Seldom
- Often
- Usually
- Never
- Etc.

b. Adverb of manner

Example:

- On foot
- By bus
- By pedicab
- By plane
- Nicely
- Etc.

c. Adverb of place

Example:

- In the class
- In campus
- At home
- Etc.

d. Adverb of time

Example:

- On Sunday
- At 07 o'clock
- Tomorrow
- Yesterday
- Etc.

5. Conjunction (Conj.) kata penghubung

Example:

- And
- Or
- But
- Not only... but also...
- When
- Etc.

6. Pronoun (Pron.) kata ganti

Example:

- These
- Him
- They
- Me
- Yours
- Etc.

7. Preposition (Prep.) kata depan

Example:

- In
- Under
- On
- Behind
- Beside
- Etc.

8. Interjection (Intj.) kata seru

- Wow!
- Oh God!
- Amazing!
- Great!
- Etc.

Pronouns

(kata ganti kata benda)

1. Demonstrative pronouns (kata ganti penunjuk)

Tunggal :	This, that
Jamak :	These, those

Contoh:

- This is my book
- Those are tables

2. Indefinite pronouns (kata ganti benda yang tidak jelas)

Everyone/everybody :	Setiap orang
Someone/somebody :	Seseorang
Anyone/anyone :	Seseorang
Each other :	Satu sama lain
One another :	Satu sama lain
No one :	Tak satupun/tak seorangpun
Nothing :	Tak satupun
None :	Tak satupun

Contoh:

- Everybody read books in this room
- No one come at home

3. Personal pronoun

Personal Pronoun		Possesive pronoun		Reflexive pronoun
Subject	Object	Possesive adjective	Possesive pronoun	
I	Me	My...	... mine	My self
You	You	Your...	... yours	Yourself/yourselves
We	Us	Our...	... ours	Ourselves
They	Them	Their...	... theirs	Themselves

She	Her	Her...	... hers	Herself
He	Him	His...	... his	Himself
It	It	Its...	... its	Itself

Contoh:

- I help Agus myself
- They sleep in the bed room
- This pen is yours

Sentence pattern

(Pola Kalimat)

Kalimat (sentence) adalah sekumpulan kata yang memiliki makna dan memiliki hubungan subject-predicat.

Macam-macam Verb:

1. Berdasarkan jenis
 - a. Transitive verb (verb yang bisa menerima object)
Example: Muna and Tyas eat sate
 - b. Intransitive verb (verb yang tidak bisa menerima object)
Example: Halim runs to the jungle
2. Berdasarkan bentuk
 - a. Verb 1 (V₁)
 - 1) V bare infinitive (V_{bi})
(verb yang masih murni/belum berubah dari bentuk aslinya)
Example: I drink coffe
 - 2) V additional infinitive (V_{ai})
(Verb yang sudah mendapat imbuhan s/es {simple present})
Example: Andi sits on the floor
 - b. Verb 2 (V)
 - 1) Regular verb (kata kerja beraturan)
(Verb yang berubah dari V₁-V₂-V₃ dengan meberi imbuhan "ed")
Example:

Arrive	Arrived	Arrived
Work	Worked	Worked

2) Irregular verb (kata kerja tidak beraturan)

(Verb yang berubah dari V_1 - V_2 - V_3 tidak dengan memberi imbuhan "ed")

Eat	Ate	Eaten
Give	Gave	Given

c. Verb 3 (V_3)

(sama dengan pembagian V_2 di atas)

d. Verb + ing (V_{ing})

(Verb yang mendapat imbuhan +ing)

3. Berdasarkan jabatan/fungsi

a. Ordinary verb (kata kerja utama)

(Adalah kata kerja utama dan dalam kalimat verbal bermakna aktivitas, sedangkan dalam kalimat nominal berupa "be")

b. Auxiliary verb (kata kerja bantu)

(Adalah kata kerja bantu yang berfungsi membantu ordinary)

1) Primary auxiliary

(tidak memiliki makna, namun membentuk karakter tenses). Yang termasuk primary auxiliary yaitu: be, is, am, are, was, were, been, being, do, does, did, have, has, had.

2) Modal auxiliary

(memiliki makna dan membentuk karakter tenses). Yang termasuk modal auxiliary yaitu:

Shall	Can	Ought to	Would rather
Should	Could	Must	Needn't
Will	May	Had to	Dare
Would	Might	Had better	Used to

Verbal And Nominal Sentences

(Kalimat Verbal Dan Nominal)

1. Verbal sentence

(kalimat yang mengandung aktifitas di dalamnya)

Ordinary verb selain "be", berupa verb yang berupa aktifitas. Rumus umum: {S + V}

Example:

- Dani swims in the waterpool
- They are bringing my wallet

2. Nominal sentence

(kalimat yang tidak mengandung aktifitas di dalamnya)

Ordinary verb berupa "be" (is, am, are, are, was, were, been, being). Rumus umum: {S + be + 3C}

Example:

- Doni is handsome
- Siti is a student
- They are in Surabaya

Tenses

A. Definisi

(Perubahan bentuk kata kerja sesuai dengan waktu terjadinya peristiwa).

B. Macam-macam tenses (informal)

Tenses	Example
1. Simple present	I study English every day
2. Present continuous	I am studying English now
3. Simple past	I studied English yesterday
4. Simple future	I will study English tomorrow
5. Present perfect	I have studied English for 3 months

C. The 7 keys of tenses

1. Present (saat ini) : V₁ (s/es)
2. Past (lampau) : V₂
3. Future (akan) : will/shall

- 4. Continuous (sedang) : be + V_{ing}
- 5. Perfect (sudah/belum) : hev + V₃
- 6. Nominal : be + 3C
- 7. Passive voice : be + V₃

D. Pembagian tenses (informal)

1. Simple present

a. Pattern (pola kalimat)

Verbal	Sign	Nominal
S + V (s/es) + O	(+)	S + be (is, am, are) + 3C
(He speaks English)		(We are in the class)
S + do/does + not + V₁ + O	(-)	S + be (is, am, are) + not + 3C
(He does not speak English)		(We are not in the class)
Do/does + S + V₁ + O	(?)	Be (is, am, are) + S + 3C
(Does he speak English?)		(Are we in the class?)

b. Time signal (tanda waktu)

- Always
- Usually
- Seldom
- Every...
- Once a week
- Etc.

c. Function (fungsi)

- 1) Menyatakan kebiasaan sehari-hari (habitual action)
Exp: Dian always gets up early morning.
- 2) Digunakan pada kebenaran umum (general truth)
Exp: the sun rises from the east.
- 3) Digunakan pada headline (tajuk utama) untuk koran, majalah, dsb.
Exp: Obama comes to Indonesia

2. Present continous

a. Pattern (pola kalimat)

Verbal	Sign	Nominal
S + be (is, am, are) + V_{ing} + O	(+)	S + be (is, am, are) + 3C

(Dian is calling Juan now)		(Juan is your friend)
S + be (is, am, are) + not + V_{ing} + O	(-)	S + be (is, am, are) + not + 3C
(Dian is not calling Juan now)		(Juan is not your friend)
Be (is, am, are) + S + V_{ing} + O	(?)	Be (is, am, are) + S + 3C
(Is Dian calling Juan now?)		(Is Juan your friend?)

b. Time signal (tanda waktu)

- Now
- Right now
- At the moment
- Today
- Etc.

c. Function (fungsi)

- 1) Menyatakan aktivitas yang sedang berlangsung sekarang.
Exp: Owi is watching Doraemon now.
- 2) Menyatakan perubahan kebiasaan, sifat, keadaan untuk sementara.
Exp: Maudy usually drinks milk, but this week she is drinking tea.

3. Simple past

a. Pattern (pola kalimat)

Verbal	Sign	Nominal
S + V₂ + O	(+)	S + be + (was, were) + 3C
He went to England		He was in England
S + did + not + V₁ + O	(-)	S + be (was, were) + not + 3C
He did not go to England		He was not in England
Didn't + S + V₁ + O	(?)	Be (was, were) + S + 3C
Did he go to England?		Was he in England?

b. Time signal (tanda waktu)

- Yesterday
- Last ... (week, month, year)
- ... ago (two days ago)
- Etc.

c. Function (fungsi)

- 1) Menyatakan kegiatan/peristiwa di masa lalu
Example: they got breakfast a few minutes ago

4. Simple future

a. Pattern (pola kalimat)

Verbal	Sign	Nominal
S + will + V_{bi} + O	(+)	S + will + be + 3C
Bima will climb the tree		Ayu will be a nurser
S + will + not + V_{bi} + O	(-)	S + will + not + be + 3C
Bima will not climb the tree		Ayu will not be a nurser
Will + S + V_{bi} + O	(?)	Will + S + be + 3C
Will Bima climb the tree?		Will Ayu be a nurser?

b. Time signal (tanda waktu)

- Tomorrow
- Next week
- Next month
- Tonight
- Etc.

c. Function (fungsi)

- 1) Menyatakan aktivitas yang dilakukan pada masa yang akan datang.
Exp: I will pick you up
- 2) Menyatakan prediksi kejadian yang akan datang.
Exp: I think he will have a date

5. Present perfect

a. Pattern (pola kalimat)

Verbal	Sign	Nominal
S + have/has + V₃ + O	(+)	S + have/has + been + 3C
David has got lunch		Andi and Budi have been in office
S + have/has + not + V₃ + O	(-)	S + have/has + not + been + 3C
David has not got lunch		Andi and Budi have not been in office
Have/has + S + V₃ + O?	(?)	Have/has + S + been + 3C?
Has David got lunch?		Have they been in office?

b. Time signal

- Since
- For
- Just now
- Etc.

c. Function (fungsi)

- 1) Menyatakan aktivitas jangka panjang yang belum selesai sampai sekarang (masih berlangsung) dengan keterangan durasi waktu.

Exp: Ricko has studied in IAIN Surakarta since December 2015

- 2) Menyatakan aktifitas yang terjadi berulang-ulang

Exp: I have visited Splo three times this week

Passive voice

A. Definisi

(kalimat yang subjeknya berposisi sebagai penderita)

B. Rumus

[be + V₃]

C. Syarat perubahan active menjadi passive

1. Berupa kalimat verbal
2. Ordinary verb bersifat transitive

D. Cara pembentukan

1. Tukar posisi subjek dengan objek
2. Bila pada AV (active voice) terdapat aux turunkan semua
3. Tambahkan "be" (sesuai subjek dan tenses) setelah aux terakhir
4. Rubah ordinary ke dalam V₃
5. Beri kata "by" sebelum pelaku
6. Bila pada AV tidak terdapat aux, tambahkan "be" (sesuai subjek dan tenses) setelah subjek.

Exp: AV: Albert will engage marshanda

PV: marshanda will be engaged by Albert

Conditional sentence

A. Definisi

(kalimat bersyarat dan kalimat pengandaian yang mana menyatakan sesuatu yang mungkin terjadi jika persyaratan terpenuhi dan menyatakan sesuatu yang tidak sesuai dengan kenyataan (fakta) yang ada).

B. Pembagian conditional sentence

Pola-pola conditional sentence:

- Type 1 (real condition in future/ harapan)
Main clause : simple future
If clause : simple present
eg: if you study hard, you will understand English well
- Type 2 (unreal condition in present/khayalan)
Main clause : past future
If clause : simple past
All subject : were
eg: if I were you, I would tell you the truth
- Type 3 (unreal condition in past/penyesalan)
Main clause : past future perfect
If clause : past perfect
eg: if Andi had been a successful man, he would have got married soon

Causative verb

(kumpulan kata kerja yang menyebabkan objek melakukan sesuatu atau diperlakukan)

1. Active causative

Rumus:

S +	Have	+ O +	Vbi	(memaksa)
	Make		Vbi	(menyuruh)
	Get		To inf	(membujuk)

eg:

- Tommy makes Susi mop the floor every day
- Tommy is making Susi mop the floor now
- Susan get Albert to buy her home

2. Passive causative

Rumus:

S +	Have	+ O +	+ V ₃
	Get		

eg:

- She has teh door opened
- Aron gets the book taken
- Aeon is getting the book taken

VOCABULARY

VERB	
Get up (get up)	: Bangun
Tidy up (tidi ap)	: Merapikan
Pary (prei)	: Sholat
Brush (brasy)	: Menyikat
Take a bath (teik e' bath)	: Mandi
Have breakfast (heiv brikfast)	: Sarapan
Have lunch (heiv lanch)	: Makan siang
Have dinner (heiv dine'r)	: Makan malam
Eat (iit)	: Makan

NOUN	
Food (fu:d)	: Makanan
Meal (mi:l)	: Makanan (siap saji)
Shoes (syuwz)	: Sepatu
Slipper (slipe':(r))	: Sandal
Snack (snek)	: Makanan ringan
Beverage (beve'rij)	: Minuman
Cheese (ci:z)	: Keju
Noodle (nu:dl)	: Mie
Meat (mi:t)	: Daging

NOUN	
Pen (pen)	: Pena
Ruler (rule':(r))	: Penggaris
Eraser (ireze'r)	: Penghapus

VERB	
Drink (dringk)	: Minum
Read (rid)	: Membaca
Recite (risait)	: Melantunkan (Al-Qur'an)

Marker (marke'r)	: Spidol
Paper (peipe'r)	: Kertas
White board (wait bo:(r)d)	: Papan tulis
Scissors (size'rs)	: Gunting
Glue (gluw)	: Lem
Fan (faen)	: Kipas angin

Agree (e'gri)	: Setuju
Answer (a:nse'r)	: Menjawab
Wake up (weik ap)	: Bangun (dari Tidur)
Turn on (te'rn on)	: Menyalakan
Turn off (te'rn of)	: Mematikan
Open (eupen)	: Membuka

VERB	
Close (kle'us)	: Menutup
Buy (bai)	: Membeli
Sell (sel)	: Menjual
Borrow (boreu)	: Meminjam
Lend (lent)	: Meminjamkan
Call (ko:l)	: Memanggil/menelepon
Choose (cu:s)	: Memilih
Chat (caet)	: Mengobrol
Catch (kech)	: Menangkap

ADJECTIVE	
Good (gu:d)	: Baik
Diligent (dilige'n)	: Rajin
Clever (kleve':(r))	: Pandai
Smart (smart)	: Pintar
Honest (ane'st)	: Jujur
Humble (hambe'l)	: Rendah hati
Helpful (helpful)	: Dermawan
Brave (breiv)	: Berani
Calm (kalm)	: Tenang/Pendiam

ADJECTIVE	
Lazy (leizi)	: Malas

VERB	
Cry (krai)	: Menangis

Arrogant (are'ge'n)	: Sombong	Cook (ku:k)	: Memasak
Unfair (anfair)	: Curang	Cheat (ci:t)	: Mencontek
Unjust (anjast)	: Tidak adil	Cut (kat)	: Memotong
Careless (kerle's)	: Ceroboh	Continue(kentinyuw)	: Melanjutkan
Miserly (maize'(r)ly)	: Pelit	Come (kam)	: Datang
Impolite (implait)	: Kurang ajar	Change (ceinj)	: Merubah
Bad tempered (bed tempe'rd)	: Pemarah	Laugh (laf)	: Tertawa
Rude (ru:d)	: Kasar	Bring (bring)	: Membawa

VERB	
Take (teik)	: Mengambil
Accompany (ekampeni)	: Menemani
Arrive (eraiv)	: Tiba
Wash (wosy)	: Menggosok
Sweep (swi:p)	: Menyapu
Mop (mop)	: Mengepel
Clean (klin)	: Membersihkan
Drain the water (drein)	: Menguras

NOUN	
Mirror (mire'r)	: Kaca
Cupboard (kapbo(r)d)	: Lemari
News paper rack (Nyuz pepe'r rek)	: Rak koran
Clock (klok)	: Jam dinding
Electric switch (ilektrik swich)	: Tombol sekring
Rubbish box (rabisy boks)	: Tempat sampah
Table (teibe'l)	: Meja
Chair (chee'r)	: Kursi

de' wote'r)			
Iron (ai(r)en)	: Menyetrika	Stairs (steirs)	: Tangga

NOUN	
Soap (se'up)	: Sabun
Paste (peist)	: Odol
Tooth brush (tu:th brasy)	: Sikat Gigi
Towel (towel)	: Handuk
Toilet (toile't)	: Kamar Kecil
Pillow (pile'u)	: Bantal
Blanket (blangkit)	: Selimut
Mattress (matris)	: Kasur
Dipper (dippe(r))	: Gayung

VERB	
Dry the clothes (drai de' kloths)	: Menjemur
Boil (boil)	: Merebus
See (si:)	: Melihat
Look after (luk afte'r)	: Merawat
Pay attention (pei e'tensye'n)	: Memperhatikan
Meet (mi:t)	: Bertemu
Go home (ge'uw hom)	: Pulang
Send (sen)	: Mengirim
Sit (sit)	: Duduk

VERB	
Stand (stend)	: Berdiri
Give (gif)	: Memberi
Try (traí)	: Mencoba/berusaha

ADJECTIVE	
Heavy (hivi)	: Berat
Horror (hore'(:r))	: Menyeramkan
Important (impo(r)te'n)	: Penting

Get (get)	: Mendapatkan
Move (muw)	: Pindah/bergerak
Treat (trit)	: Mentraktir
Apply for (e'plai fo:(r))	: Melamar pekerjaan
Blame (bleim)	: Menyalahkan
Fail (feil)	: Gagal

Near (nier)	: Dekat
Sensitive (sensitiv)	: Perasa
Privacy (prive'si)	: Rahasia
Sweet (swi:t)	: Manis
Ripe (raip)	: Matang
Quite (kwait)	: Sepi

ADJECTIVE	
Delicious (de'lisious)	: Lezat
Simple (simpl)	: Sederhana
Confusing (kenfyuzing)	: Membingungkan
Real (ri:l)	: Nyata
Famous (fe'mouz)	: Terkenal
Intersted in (interestid in)	: Menarik
Bored (bord)	: Bosan
Thirsty (thristi)	: Haus
Wet (wet)	: Basah

VERB	
Fight (fait)	: Berkelahi
Put on (put on)	: Memakai
Take off (teik of)	: Melepaskan (baju)
Look down (luk dawn)	: Menunduk
Combine (ke'mbain)	: Menggabungkan
Register (rejiste'r)	: Mendaftar
Pronounce (pre'nauns)	: Mengucapkan
Take a rest (teik e' res)	: Istirahat
Smile (smail)	: Tersenyum

VERB	
Pass (pas)	: Melewati
Sing (sing)	: Menyanyi
Speak (spik)	: Berbicara
Put (put)	: Menaruh
Play (plei)	: Bermain
Make up (meik ap)	: Berdandan
Permit (permit)	: Ijin
Help (help)	: Menolong
Hope (he'up)	: Berharap

ADJECTIVE	
Curious with (ke'rie's with)	: penasaran
Cheerful (ci:rful)	: Periang
Empty (e'mti)	: Kosong
Clean (kli:n)	: Bersih
Clear (kli:r)	: Jelas
Dirty (de'rti)	: Kotor
Economical (ekonomike'l)	: Hemat
Elegant (eleje'n)	: Elok
Fat (fat)	: Gemuk

NOUN	
Clothes (kloths)	: Pakaian
Shirt (se'rt)	: Kemeja/baju
Skirt (skirt)	: Rok
Trousers (trose'(:r))	: Celana
Socks (sock)	: Kaos kaki
Under wear (ande'(:r) wer)	: Celana dalam

VERB	
Live (lif)	: Tinggal
Hang on (heng e'n)	: Menggantungkan
Over sleep (oferslip)	: Tidur kesiangan
Stay up (stey ap)	: Bergadang
Sew (se'u)	: Menjahit
Fry (frai)	: Menggoreng

Belt (belt)	: Sabuk
Purchase (Pe'(:r)ce's)	: Dompet
Neck-tie (nek tai)	: Dasi

Water (wote'r)	: Menyiram
Determine (dete'rmin)	: Menentukan
Stimulate (stimulet)	: Memberi semangat

VERB	
Repeat (ripit)	: Mengulangi
Teach (tich)	: Mengajar
Study (stadi)	: Belajar
Improve (impruf)	: Meningkatkan
Include (ingklud)	: Termasuk
Pick up (pik ap)	: Menjemput
Translate (translit)	: Menerjemahkan
Say (sei)	: Berkata
Sleep (sli:p)	: Tidur

NOUN	
Key (ki:i)	: Kunci
Pillar (pillar)	: Tiang
Well (wel)	: Sumur
Wall (wol)	: Dinding
Yard (yard)	: Halaman
Soil (soil)	: Tanah
Jewel (juwe'l)	: Permata
Diamond (daime'nd)	: Intan
Knife (naif)	: Pisau

NOUN	
Ashtray (astrei)	: Asbak
Vase (veis)	: Pot
Broom (bru:m)	: Sapu
Bottle (bote'l)	: Botol

ADJECTIVE	
Naughty (no:ti)	: Nakal
Greedy (gri:di)	: Rakus
Fussy (fassy)	: Cerewet
Cowardly (kawe'rdli)	: Penakut

Helmet (helme't)	: Helm
Iron (ai(r)en)	: Setrika
Clothes hamper (kloths hampe'r)	: Ranjang pakaian
Bag (bag)	: Tas
Lamp (lamp)	: Lampu

Afraid (e'freid)	: Takut
Big (big)	: Besar
Blind (blaind)	: Buta
Busy (bizi)	: Sibuk
Beautiful (byu:tife'l)	: Cantik

VERB	
Take a nap (teik e'nep)	: Tidur siang
Tell (tel)	: Menceritakan
Think (thingk)	: Berfikir
Understand (anderstend)	: Mengerti
Use (yuwz)	: Menggunakan
Guess (ge's)	: Mengira
Forget (forget)	: Lupa
Remember (rimembe':(r))	: Mengingat
Follow (folow)	:

NOUN	
School (sku:l)	: Sekolah
Hospital (hospite'l)	: Rumah sakit
Police office (pe'lis ofis)	: Kantor polisi
Railway station (relwei steisyen)	: Stasiun kereta api
Mosque (mosq)	: Masjid
Shop (syop)	: Toko
Theater (tie'te'(:r))	: Bioskop
Sky scraper(skai skreper)	: Gedung pencakar langit
Hotel (he'utel)	: Hotel

Noun

VERB

Earring (iering)	: Anting-anting
Necklace (nekles)	: Kalung
Ring (ring)	: Cincin
Wristwatch (ristwoch)	: Jam tangan
Armet (armlet)	: Gelang
Rain coat (rein ke'wt)	: Jaket hujan
Singled (singlet)	: Pakaian dalam
Botton (bate'n)	: Kancing baju
Eye glasses (eiglase's)	: Kaca mata

Fill (fil)	: Mengisi
Fly (flai)	: Terbang
Finish (finisy)	: Menyelesaikan
Guarantee (garanti)	: Menjamin
Miss (mis)	: Merindukan
Marry (mari)	: Menikahi
Lose (los)	: Kehilangan
Let (let)	: Membiarkan
Grumble (grambel)	: Mengomel

VERB	
Bite (bait)	: Menggigit
Beat (bit)	: Memukul
Collect (ke'lek)	: Mengumpulkan
Start (start)	: Memulai
Pinch (pinc)	: Mencubit
Insult (inzalt)	: Menghina
Share (syer)	: Membagi
Forbid (forbid)	: Melarang

NOUN	
Jobless (jables)	: Pengangguran
Employee (imploi)	: Pegawai
Sportsman (spot(:r)men)	: Olahragawan
Sprinter (sprinter)	: Pelari
Salary (sele'ri)	: Gaji
Retire (ritair)	: Pensiun
Basic pay (besik pei)	: Gaji pokok
Office hour (ofis auer)	: Jam Kerja

Forgive (forgiv)	: Memaafkan	Lecturer (lekcure'r)	: Dosen
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NOUN	
House (haus)	: Rumah
Living room (living ru:m)	: Ruang tamu
Dining room (daining ru:m)	: Ruang makan
Waiting room (weiting ru:m)	: Ruang tunggu
Bed room (bed ru:m)	: Kamar tidur
Bath room (bath ru:m)	: Kamar mandi
Kitchen (kicen)	: Dapur
Floor (flu(:r))	: Lantai
Roof (ru:f)	: Genteng

VERB	
Apologize (e'polejaiz)	: Meminta maaf
Take a walk (teik e' wolk)	: Jalan-jalan
Provide (pre'waid)	: Menyediakan
Appreciate (e'presiet)	: Menghargai
Return (rite'rn)	: Mengembalikan
Shout (syot)	: Berteriak
Waste the time (weis de' Taim)	: Membuang waktu
Persuade (persuid)	: Membujuk
Accuse (ekiuz)	: Menuduh

VERB	
Neglect (niglek)	: Menunda
Replace (ripleis)	: Menggantikan
Save (seif)	: Menyimpan

NOUN	
Fruits (fru:ts)	: Buah-buahn
Orange (oreinj)	: Jeruk
Pine apple (pain epel)	: Nanas

Occur (e'kke'r)	: Terjadi
Defend (difend)	: Bertahan
Grow (grou)	: Tumbuh
Bear (bir)	: Melahirkan
Deliver a baby (delifer e' bebi)	: Melahirkan bayi
Draw (drau)	: Menggambar

Guava (juava)	: Jambu
Grape (greip)	: Anggur
Coconut (kokonat)	: Kelapa
Vegetables (vejetables)	: Sayur-sayuran
Corn (ko(:r)n)	: Jagung
Carrot (kerre't)	: Wortel

ADJECTIVE	
Innocent (inese'n)	: Polos/lugu
Tender (tende'r)	: Lemah lembut
Gentle (jente'l)	: Jantan
Funny (fani)	: Lucu
Skillful (skilful)	: Terampil
Kind (kaind)	: Baik hati
Discipline (disiplin)	: Disiplin
Foolish (fu:lisy)	: Tolol
Bad (bed)	: Buruk

VERB	
Touch (tach)	: Menyentuh
Need (nid)	: Membutuhkan
Enrich (inric)	: Memperkaya
Separate (spe'reit)	: Memisahkan
Admit (e'dmit)	: Mengakui
Notice (neutis)	: Memperingatkan
Burn (bern)	: Membakar
Penetrate (pene'treit)	: Menembus
Suppose (se'poz)	: Mengharuskan

VERB

CONJUNCTION

Deny (dinai)	: Menolak
Jump (jamp)	: Melompat
Add (ed)	: Menambahkan
Adapt (e'dep)	: Menyesuaikan diri
Steal (stil)	: Mencuri
Decide (disaid)	: Memutuskan
Pass away (pas e'wei)	: Meninggal
Die (dai)	: Mati
Devide (divaid)	: Membagi

And (end)	: Dan
Or (or)	: Atau
Then (den)	: Kemudian
However (howeve'r)	: Meskipun
Because (bikeuz)	: Karena
So that (so dat)	: Sehingga
Thus (de's)	: Oleh karenanya
While (wail)	: Sementara/sedangkan
Besides (bisaid)	: Padahal

ADJECTIVE	
Hopeless (hoples)	: Sia-sia
Selfish (selfisy)	: Egois
Talk active (tolk ektif)	: Banyak omong
Forgetful (forgetful)	: Pelupa
Colorful (kale'rful)	: Bewarna-warni
Sharp (syarp)	: Tajam
Hot (hot)	: Panas
Bitter (bite'r)	: Pahit

VERB	
Enjoy (enjoy)	: Menikmati
Find (faind)	: Menemukan
Watch (woch)	: Menonton
Practice (praktis)	: Berlatih
Move a bit (muv e'bit)	: Bergeser
Paint (peint)	: Mengecat
Listen (lise'n)	: Mendengarkan
Advise (e'dvaiz)	: Menasehati

Sour (sawe'r)	: Hambar
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Get married (get merit)	: Menikah
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VERB	
Solve (solf)	: Mengatasi
Graduate (grejuet)	: Lulus
Keep (ki:p)	: Menjaga
Allow (ellow)	: Membolehkan
Knock (nok)	: Mengetuk
Spend (spend)	: Menghabiskan
Stop (stop)	: Berhenti
Fall down (fol dawn)	: Menjatuhkan
Struggle (stragel)	: Berjuang

PREPOSITION	
In (in)	: Di dalam
On (on)	: Di atas (menempel)/pada
Above (e'bov)	: Di atas
Under (ande'r)	: Di bawah
In front of (in frant e'f)	: Di depan
Among (e'mang)	: Di antara (lebih dari dua)
Between (bitwi:n)	: Di antara (dua hal)
Beside of (bisaid ef)	: Di samping
Behind of (bihaind ef)	: Di belakang

ADVERD	
Finally (faine'ly)	: Akhirnya
Firstly (fe'rstli)	: Pertama kalinya
Everyday (eve'ridei)	: Setiap hari
Usually (yuzue'ly)	: Biasanya

VERB	
Join (join)	: Ikut
Avoid (e'void)	: Menjauhi
Want (wont)	: Ingin
Like (laik)	: Suka

Nicely (naisli)	: Dengan baik
Fluently (flue'ntli)	: Dengan lancar
By Bus (bai bas)	: Dengan bis
At 7 AM (et 7 ei e'm)	: Pada jam 7
In the morning (in de mo(:r)ning)	: Pada pagi hari

Shake hand (syek hend)	: Berjabat tangan
Blink (bling)	: Mengedipkan mata
Shave (shev)	: Mencukur
Leave (liv)	: Berangkat
Enter (ente'r)	: Masuk

VERB	
Order (orde'r)	: Memesan
Refuse (rifyuz)	: Menolak
Offer (ofe'r)	: Menawarkan
Disturb (diste'rb)	: Mengganggu
Depend on (dipend on)	: Tergantung pada
Ask (ask)	: Meminta
Hate (heit)	: Membenci
Memorize (meme'raiz)	: Menghafal
Guide (gaid)	: Membimbing

VERB	
Mention (mesye'n)	: Menyebutkan
Feel (fi:l)	: Merasa
Handle (handel)	: Menangani
Soak (sok)	: Merendam
Rinse (rins)	: Membilas
Visit (vizit)	: Mengunjungi
Invite (invait)	: Mengajak
Swim (swim)	: Berenang
Pay (pei)	: Membayar

VERB

VERB

Throw away (thre'w wei)	: Melemparkan	Measure (mize':(r))	: Mengukur
Take a peep (teik e' pi:p)	: Buang air kecil	Manage (meneij)	: Meangatur
Take a dump (teik e' dam)	: Buang air besar	Educate (ejukeit)	: Mendidik
Drop in(drop in)	: Membuang	Escape (e'skeip)	: Kabur
Quarrel (kworel)	: Bertengkar	Worship (worsyip)	: Beribadah
Look for (lu: fo:(r))	: Mencari	Wish (wisy)	: Ingin
Inject (injek)	: Menyuntik	Go up (ge'uw ap)	: Naik (tangga)
Observe (observ)	: Mengamati	Go down (ge'uw dawn)	: Turun (tangga)
Attend (e'tend)	: Menghadiri	Carry out (keri aut)	: Mengadakan

VERB	
Intend (intend)	: Berniat
Spray (sprei)	: Menyemprot
Explode (eksplod)	: Meledak
Sign (sain)	: Menanda tangani
Arrange (e'rrenj)	: Menyusun
Develop (dive'le'p)	: Berkembang

DAILY ACTIVITY I	
Do you mind?	: Kamu keberatan?
Since when?	: Sejak kapan?
What 'ju look at me?	: Ngapain liat-liat?
This is it!	: Nah ini dia!
You're telling me	: Masa sih!
What's wrong with you?	: Kenapa dengan mu?

Enlarge (enla:(r)j)	: Memperluas
Appear (e'pie:(r))	: Menampilkan
Entertain (ente'rtein)	: Menghibur

What's bummer!	: Sialan!
See what I've told you	: Gue bilang juga apa
What is in it for me?	: Apa untungnya bagi saya?

DAILY ACTIVITY II	
Where have you been?	: Dari mana saja kamu?
What are you doing?	: Lagi ngapain kamu?
Where are you going?	: Mau kemana kamu?
What time is it?	: Jam berapa sekarang?
Harry up!	: Cepatlah!
Open the door!	: Buka pintunya!
Turn on the lamp!	: Hidupkan lampunya!
Don't disturd me!	: Jangan ganggu aku!
Tell me frankly!	: Katakanlah terus terang!

DAILY ACTIVITY III	
Raise hand, please!	: Tolong angkat tangan!
Once more!	: sekali lagi!
I don't care!	: saya tidak peduli!
Take it easy!	: Tenang aja !
Wait a moment!	: Tunggu sebentar!
Would you like to...	: Maukah kamu....
Thank you very much!	: Terimakasih banyak!
It doesn't matter!	: Gak masalah!
What a pity you are!	: kasihan deh lo!

DAILY ACTIVITY IV

DAILY ACTIVITY V

Don't be shy!	: Jangan malu-malu
Don't blame me!	: Jangan salahkan saya
What's going on?	: Ada apa?
What's happen?	: Apa yang terjadi?
Never mind	: Tak apa-apa
Pardon!	: Maaf (tidak dengar)
I'm glad to hear that!	: Saya senang mendengarnya!
Can you help me!	: bisa minta tolong!
Congratulation!	: Selamat!

Loudly, please!	: Bicaralah yang keras!
How could it be!	: Bagaimana bisa!
You are really something!	: Kamu ada-ada saja!
Everything has been over!	: Semuanya telah berakhir!
Everything is gonna be all right	: Semuanya baik-baik saja
You're welcome	: Sama-sama
Say hello to Susi!	: Salam kan buat Susi!
Don't give up!	: Jangan menyerah!
Give it back!	: Kembalikan!

DAILY ACTIVITY VI	
See you!	: Sampai jumpa!
By the way	: Ngomong-ngomong
Amazing !	: Menakjubkan!
With whom?	: Dengan siapa?
With a pleasure!	: Dengan senang hati!
Don't take too long	: Jangan lama-lama

DAILY ACTIVITY VII	
I'm done	: Saya dah selesai
I'll catch you later	: Ntar saya nyusul
Be patient please!	: Bersabarlah!
Of course not	: Tentu tidak
Repeat after me!	: Ulangi setelah saya!
Please come forward!	: Silahkan maju

I couldn't bear it!	: Saya sudah tidak tahan!	Just kidding!	: Hanya bercanda!
I must go now	: Saya pergi dulu	Don't take it personal	: Jangan tersinggung
I'm leaving....	: Saya duluan....	What ever will be will be	: Yang terjadi biarlah terjadi

ACTIVITY VIII	
You look so pale	: Kamu terlihat begitu pucat
You almost made it	: Kamu hampir berhasil
You are too much!	: Kamu keterlalu!
How could you!	: Teganya kamu!
No wonder !	: Rupanya!
Skip it!	: Lupakan!
I got so many things to do	: Saya banyak kerjaan
Chill out men!	: Itu sih gampang!
Shame on you!	: Memalukan!

ACTIVITY IX	
Let it be!	: Biarkan saja!
Don't cover my sight!	: Jangan halangi pandangan ku!
What more?	: Apa lagi?
Any more?	: Ada lagi?
Let's by gone be by gone	: Yang lalu biarlah berlalu
Don't black or white!	: Jangan mondar-mandir!
According to me...	: Menurut saya....
The sooner the better	: Lebih cepat lebih baik
Sure!	: Sungguh!

ACTIVITY X	
Do you get it?	: Kamu paham?
That's news to me	: Saya baru tahu
Have a seat please.....	: Silahkan duduk
Calm please!	: Tolong diam!
Don't be noise!	: Jangan berisik!
Let's go dutch!	: Mari bayar sendiri-sendiri!
I left my wallet	: Dompetku ketinggalan
I cut my finger	: Jariku teriris
Here we go!	: Mari dimulai!

Appendix 1

The List of Interview

1. Bagaimana tanggapanmu tentang *speech rhetoric*?
2. Apakah kamu sering melakukan *speech rhetoric*?
3. Apakah kamu sering berbicara dengan menggunakan bahasa inggris?
4. Apakah kesulitan mu dalam *speech rhetoric*?
5. Apa yang membuat kesulitan saat presentasi *speech rhetoric*? Coba gambarkan?

6. Apakah menurutmu dengan *speech rhetoric* dapat meningkatkan *speaking skill* mahasiswa?

Appendix III

Interviewing with students 1, D.P

Time : 5th December 2016

Interviewer : Bagaimana tanggapanmu tentang *speech rhetoric*?

Interviewed : itu adalah skill yang bagus untuk berbicara di depan umum mas.

Interviewer : Apakah kamu sering melakukan *speech rhetoric*?

Interviewed :biasa mas, tapi dalam bahasa jawa bukan bahasa inggris.

Interviewer :Apakah kamu sering berbicara dengan menggunakan bahasa inggris?

Interviewed :kadang sih mas, tergantung orang dan lingkungan.

Interviewer :Apakah kesulitan mu dalam *speech rhetoric*?

Interviewed :kesulitannya adalah vocabulary mas.

Interviewer :Apa yang membuat kesulitan saat presentasi *speech rhetoric*? Coba gambarkan?

Interviewed :pemahaman materi kurang dan pemahaman kata yang kurang

Interviewer :Apakah menurutmu dengan *speech rhetoric* dapat meningkatkan *speaking skill* mahasiswa?

Interviewed :sebenarnya iya, tapi mahasiwa yang tidak mau berkembang tidak akan bisa.

Interviewing with students 2: ED

Time : 6th December 2016

Interviewer :Bagaimana tanggapanmu tentang *speech rhetoric*?

Interviewed :*speech rhetoric* itu, *speech* yang membuat kita bisa bikin ngomong dan bisa bikin orang lain terpengaruh dengan kita. *Speech rhetoric* juga nfelatih kita punya gaya bahasa yang lebih efektif biar enak di dengar.

Interviewer : Apakah kamu sering melakukan *speech rhetoric*?

Interviewed :sering ngelakuin, tapi gak pakai bahasa inggris mas.

Interviewer :Apakah kamu sering berbicara dengan menggunakan bahasa inggris?

Interviewed :sering mas.walaupun gak semua orang gak ngedukung kita buat conversation dalam bahasa inggris.

Interviewer :Apakah kesulitan mu dalam *speech rhetoric*?

Interviewed :so far gak ada mas, mungkin kadang sih sedikit vocab

Interviewer :Apa yang membuat kesulitan saat presentasi *speech rhetoric*? Coba gambarkan?

Interviewed :pemahaman materi kurang dan pemahaman kata yang kurang

Interviewer :Apakah menurutmu dengan *speech rhetoric* dapat meningkatkan *speaking skill* mahasiswa?

Interviewed :yang bisa *speech* ya bisa mas, kalo saya bisa. tapi kalo udah terbiasa dengan *speech rhetoric*, pas udah *speaking* ngikut aja.

Interviewing with student 3

Time : 5th December 2016

Interviewer :Bagaimana tanggapanmu tentang *speech rhetoric*?

Interviewed :kalau saya setiap orang harus punya kecakapan berbicara mas, jadi ya wajib. Secara tidak langsung, bisa membuat orang percaya diri

Interviewer : Apakah kamu sering melakukan *speech rhetoric*?

Interviewed :jarang mas, biasanya pas jadi ketua panitia baru melakukan *speech rhetoric*

Interviewer :Apakah kamu sering berbicara dengan menggunakan bahasa inggris?

Interviewed :ya tergantung mas, biasanya kalau samaorang tua ya pakai bahasa biasanya, tapi kalo sama kakak saya ngegosip pakai bahasa inggris. Soalnya bapak suka ikut campur kalo ngobrol.

Interviewer :Apakah kesulitan mu dalam *speech rhetoric*?

Interviewed :vocabnya, atau kurang referensi materi

Interviewer :Apa yang membuat kesulitan saat presentasi *speech rhetoric*? Coba gambarkan?

Interviewed : ya seperti yang saya bilang tadi mas.

Interviewer :Apakah menurutmu dengan *speech rhetoric* dapat meningkatkan *speaking skill* mahasiswa?

Interviewed :sangat meningkatkan mas, karena untuk menjual kualitas kita ke depan dengan berbicara salah satunya.

APPENDIX

List of Students

Number	Name	Students' code	Study	Semester
1	Danu Pramasandi	Student 1	English Education	5
2	Eva dwi tanti	Student 2	English Education	5
3	Muh. Taufiq Firdaus	Student 3	English Letter	5
4	Khusnul Mibtadin	Student 4	English Letter	5

5	Abid Oktavian	Student 5	English Education	5
6	Bayu wiatama	Student 6	English Education	5
7	Ryan Purnomo	Student 7	English Education	5
8	Ari ilham	Student 8	English Education	5
9	Beny Setiawan	Student 9	English Education	5
10	Resta Oktaviani	Student 10	English Education	3

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