

International Toastmaster Evaluation Guide Strategy to Improve Public Speaking Competence

Rita Hartati¹, Meisuri², Siti Aisyah Ginting³

¹Universitas Negeri Medan

²Universitas Negeri Medan

³Universitas Negeri Medan

Abstract: International Toastmaster Evaluation Guide Strategy to Improve Public Speaking Competence was the type of online survey tools associative research conducted factual information to obtain the truth. Online Survey Tools Research generally uses a Google form as questionnaire instrument filled out by participants (International Toastmaster club members) used certain methods (Vasanta Raju 2018). This research used Ten Guide Evaluation Projects International Toastmaster speeches as strategy to improve public speaking competence. Public Speaking training program involving 50 students of the English Literature Department Universitas Negeri Medan. The findings related to using the 10 Evaluation Guide Strategy International Toastmaster have shown at the charts (see figure 2 to 36). Before, the public speaking competence of students was on a scale of level 1 = need attention and 2 = could improve. They feel that they can speak English fluently and good self confidence. In fact, many things need to improve and need attention. However, after using the International Toastmaster evaluation guide strategy, the highest dominant scale increase to level 4 = above average, and then they did based on the evaluation guide related to what the respondents like about the speakers.

Keywords: International Toastmaster, Evaluation Guide Strategy, Public Speaking Competence, Ten Project Toastmaster Speeches

Introduction

The purpose of an evaluation is to give feedback to a speaker that will have the effect of encouraging them to work on improving and helping them to improve their public speaking skills. Toastmaster International have developed a very effective structure for evaluations. Toastmasters has a very unique evaluation system. This is said because if the evaluation is carried out correctly, what will happen will be an increase in trust and develop naturally in improving public speaking strategies.

Many students initially feel that their public speaking skills are good and confident, but in fact they are still far from the criteria. Therefore, the International Toastmaster evaluation guide strategy is one way to acquire various knowledge and skills through face-to-face or the application of science and technology by applying the Modified International Toastmaster learning model. Evaluation speech is able to improve the ability of public speaking, so the writer wants to apply the Toastmaster's instructions in public speaking strategy. Therefore, there are ten Toastmaster projects such as, The Ice Breaker, Organize Your Speech, Get to the Point, How to Say It, Your Body Speaks, Vocal Variety, Research Your Topic, Get Comfortable With Visual Aids, Persuade With Power, Inspire Your Audience.

Based on the phenomena and explanations above, the writers want to conduct research related the use the International Toastmaster evaluation guide strategy to improve public speaking competence. The writers select and modify ten project evaluation guide strategy according to the needs of each project within the scope of the Kampus Merdeka. This research is important because the results of the evaluation guide strategy to improve public speaking competence as a result of learning are needed to prepare graduates who have good public speaking skills.

Literature Review

International Toastmaster Club

In 1924, Dr. Ralph C. Smedley founded Toastmasters at YMCA Santa Ana, California, to help others improve their public speaking skills. Today, the global non-profit organization has 300,000 members in more than 15,800 clubs in 149 countries. Its mission is to "Your purpose as an evaluator is to provide honest reaction in a constructive manner to the person's efforts, using the evaluation guides provided. You are not a judge or an authority on speaking or leadership. When you evaluate, you are simply giving your own reaction to the person's speaking or leadership efforts. An evaluation is an opinion, nothing more. This opinion should mention the effect on you, what the speaker or leader did well, areas where the speaker or leader could improve, and specific recommendations for improvement" (<https://op.toastmost.org/2019/10/10/strategies-for-effective-evaluation/>)

If I had to give credit to a program that really helped improve my presentation skills, then I would without a doubt mention Toastmasters. This is the organization that made me grow and changed my life. Toastmaster is a non-profit organization engaged in communication and leadership. Toastmasters is a place where friends helping friends to achieve greatness together.

Lesmana Nahar as chairman of the Jakarta Language Toastmasters (JABAT) club once said "The ability to speak in public can be learned. The key is to practice often." He added, "The ability to speak in public is needed by all people from various professional backgrounds. That's why it's important for everyone to practice it." (<https://jakartaBahasatoastmasters.wordpress.com/page/3/>). More than 4 million people worldwide have proven that Toastmasters International delivers excellent results for the development of personal leadership and communication skills. (<https://uiupdate.ui.ac.id/content/ui-toastmasters-club-regular-meeting>).

Public Speaking Strategy

The Toastmaster Approach: An Innovative Way to Teach Public Speaking to EFL Learners in Taiwan (Yu-Chih, 2008, p. 114). This article reports on the integration of the Toastmasters approach to an EFL oral-communication class in Taiwan. At the end of the semester, the participants completed a written questionnaire that asked their opinions about the effectiveness of this unorthodox teaching approach. Students enthusiastically reported that they had improved their proficiency in public speaking and that they had made gains in various skill areas. Drawing on these experiences, this article addresses the value of a Toastmasters approach to foreign-language curricular design.

Research related to The Implementation of the Effective Strategy for Practicing Extemporaneous Speech Style in Public Speaking (Yulanda, 2021, p. 63) applied a qualitative research approach. The finding of strategies concluding the speech began the conclusion with a restatement of the speaker's message by using positive words to the audience, praise and thanks to the audience, closing with an entertaining sentence or anecdote, chant rhymes, and chant rhymes and short poems.

Research related to Exploring Feedback Learning Strategies to Improve Public Speaking: An Interactive Virtual Audience Framework (Chollet, Mathiew, et al, 2015, p. 4) used experimental design as an initial study on the use of virtual audience for public speaking training by exploring three different feedback strategies.

(1) a non-interactive virtual audience (control condition), (2) direct visual feedback, and (3) nonverbal feedback from an interactive virtual audience.

An Analysis of Communication Strategies in Speaking (Widiastuti, N.L.A, et.al, 2021, p. 128). This study was using a qualitative design. Data collection is done through direct observation. In data collection, the study used a cellular recorder. In addition, observation sheets were also used to obtain data. Data were taken descriptively. The results of this study indicate that the teacher

applies a 15-dimensional Communication Strategy, namely Literal Translation, Code Switching, Pantomime, Message Reduction, Message Substitution, Repetition, Use of Fillers, Verb Strategy Maker, Self Accuracy, Response, Asking Clarification, Asking for Confirmation, Asking for Help, Repetition Request, and Comprehension.

Evaluation Guide Strategy for Ten Toastmasters Speeches

Based on the online article category speechwriting written by Andrew Dlugan (2008) "Toasmaster Speech Series : Your Guide to the First 10 speeches" and it's modified from Toastmaster Manual Book "Competent Communication" (2015) by choosing the essential elements for each of the 10 speeches as the evaluation strategy to improve public speaking competence (<http://sixminutes.dlugan.com/toastmasters-speech-0-competent-communicator/>), namely:

Speech 1: The Ice Breaker — The first speech of the Toastmasters program is about introducing yourself to your peers, providing a benchmark for your current skill level, and standing and speaking without falling over. Three (3) essentials evaluation guide strategy are used:

1. Speaker Already Has Strong Point
2. Audience Get to Know the Speaker Well
3. The Speech Reflected Adequate Preparation

Speech 2: Organize Your Speech — Introduces the basic concepts of organizing a speech around a speech outline. Three (3) essentials evaluation guide strategy are used:

1. Opening
2. Message/Body
3. Conclusion

Speech 3: Get to the Point — Clearly state your speech goal, and make sure that every element of your speech focuses on that goal. Three (3) essentials evaluation guide strategy are used:

1. General Purposes
2. Specific Purpose
3. Conclusion

Speech 4: How to Say It — Examines word choice, sentence structure, and rhetorical devices. Three (3) essentials evaluation guide strategy are used:

1. Use Simple, Short and Clear Words
2. Use Rhetorical Devices
3. Avoid Jargon

Speech 5: Your Body Speaks — Body language is an important part of speaking because it enhances your message and gives you more credibility. It also helps release any nervousness you may feel. Five (5) essentials evaluation guide strategy are used:

1. Posture
2. Gesture
3. Body Movement
4. Eye Contact
5. Facial Expression

Speech 6: Vocal Variety — A good speaking voice has several qualities. It is: Pleasant, conveying a sense of friendliness. Natural, reflecting the true personality and sincerity of the speaker. Forceful, conveying vitality and strength, even when it isn't especially loud. Expressive, demonstrating various shades of meaning, never sounding monotonous and emotionless. Six (6) essentials evaluation guide strategy are used:

1. Volume
2. Rate
3. Pitch
4. Quality
5. Pauses
6. Expressiveness

Speech 7: Research Your Topic — Addresses the importance of backing up your arguments with evidence, and touches on the types of evidence to use. Three (3) essentials evaluation guide strategy are used:

1. Well research
2. Support Material
3. Apply to the Audience

Speech 8: Get Comfortable With Visual Aids — Examines the use of slides, transparencies, flip charts, whiteboards, or props. Three (3) essentials evaluation guide strategy are used:

1. Appropriate for the Speech and Message
2. Help to Understand and Remember the Speaker's Point
3. Clearly Visible

Speech 9: Persuade With Power — Discusses audience analysis and the different forms of persuasion available to a speaker. Three (3) essentials evaluation guide strategy are used:

1. Sincerity and Conviction
2. A credible Source of Information
3. Use Facts and Logical Reasoning

Speech 10: Inspire Your Audience — The last of ten speeches, this project challenges the speaker to draw all their skills together to deliver a powerful inspirational message. Three (3) essentials evaluation guide strategy are used:

1. Express the Feeling and Needs of the Audience
2. Forceful, Confident and Positive
3. Use Stories, Anecdotes, or Quotes.

Research Method

This research was the type of online survey tools associative research conducted factual information to obtain the truth. Online Survey Tools Research generally uses a Google form as questionnaire instrument filled out by participants used certain methods. (Raju, 2018) Borg and Gall (1983:772) educational research and development is a process used to develop and validate educational production to produce a modified International Toastmaster model to improve public speaking competence as implementation Independent Learning-Independent Campus. For more details see the following image:

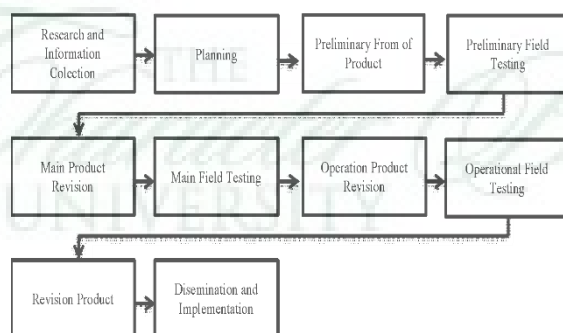


Figure 1 Development Model Procedure Borg and Gall

Research Finding and Discussion

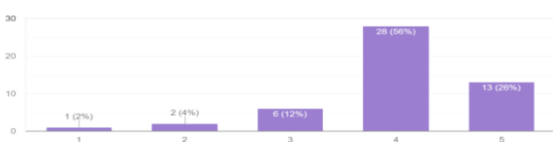
Finding

The Chart shows the percentage of public speaking competence achievements for the Ten (10) Evaluation Guide International Toastmaster, based on the scale below; Excellent (5), Above Average (4), Satisfactory (3), Could Improve (2), Need Attention (1)

1. The Ice Breaker

The speakers' competence was at level scale (four) above average for these criterion: Speaker Already Has Strong Point (29,58 %), Audience Get to Know the Speaker (28,56%) and The Speech Reflected Adequate Preparation (27,54%)

The audience get to know the speaker well
50 jawaban



The speaker already has strong points
50 jawaban

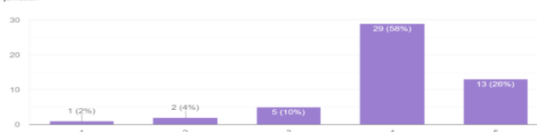


Figure 2 Speaker Already Has Strong Point

Figure 3 Audience Get to Know the Speaker

The speech reflected adequate preparation
50 jawaban

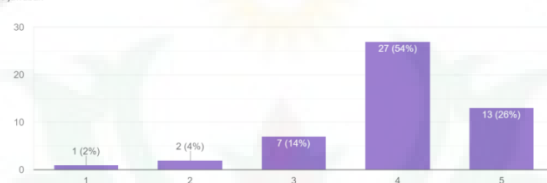


Figure 4 The Speech Reflected Adequate Preparation

The Ice Breaker speech at Toastmaster is the first speech you give to that group to know more about you and it's your first chance to practice your presentation skill. When going into your ice breaker speech just remember to trust yourself, slowdown, and do the best you can without beating yourself up afterward.

2. Organize Your Speech

The speakers' competence was at level scale (four) above average for these criterion:

Opening (26,52%), Message/Body(26,52%) and Conclusion (27,54%)

Opening
50 jawaban

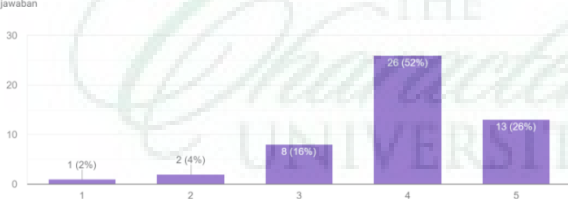


Figure 5 Opening

Body
50 jawaban

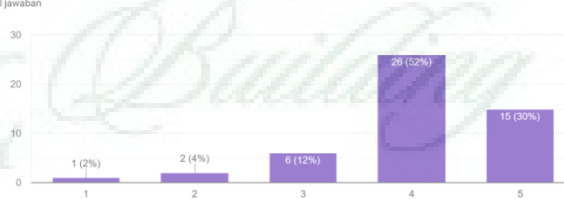


Figure 6 Message/Body

Conclusion
50 jawaban

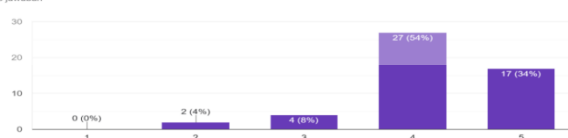


Figure 7 Conclusion

A Good organization of speech consists of: Opening, the body of message, and conclusion. The conclusion is your final opportunity to convey your message and main points in a manner that will help the audience remember them. It should reinforce your ideas and leave listeners with a lasting impression

3. Get to the Point

The speakers' competence was at level scale (four) above average for these criterion:
 General Purposes (32,64%), Specific Purpose (28,56%) and Conclusion (22,44%)

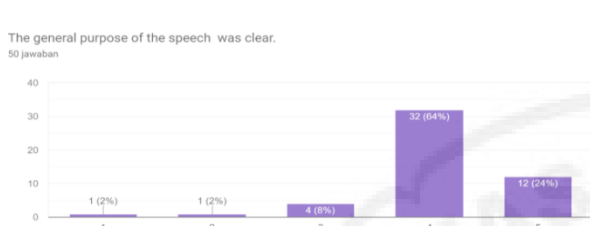


Figure 8 General Purposes

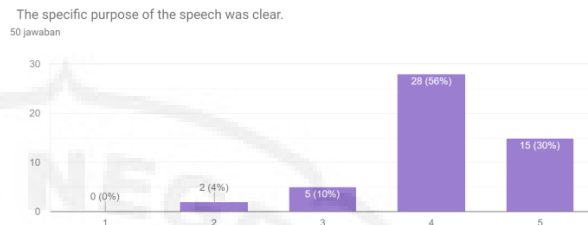


Figure 9 Specific Purpose

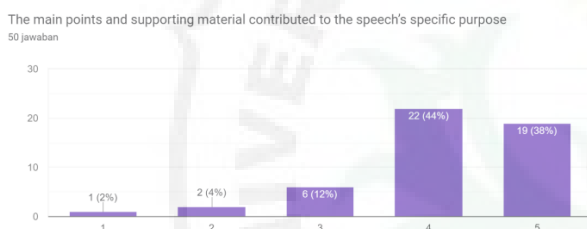


Figure 10 Conclusion

Your speech must have a purpose. There are two types of purposes: general and specific purpose. A general purpose falls into: to inform, to persuade, to entertain, to inspire. Keep the specific purpose clear and concise. Be careful to include only the main points and supporting facts and ideas that directly contribute to your specific speech purpose.

4. How to Say It

The speakers' competence was at level scale (four) above average for these criterion::
 Use Simple, Short and Clear Words (25,50%), Use Rhetorical Devices (28,56%) and Avoid Jargon (23,46%)

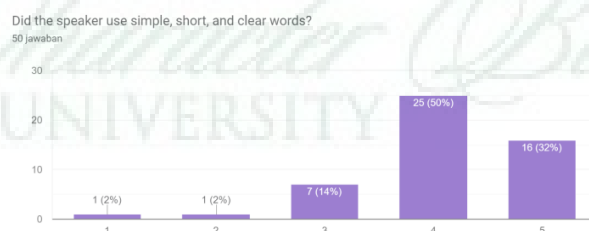


Figure 11 Use Simple, Short and Clear Words

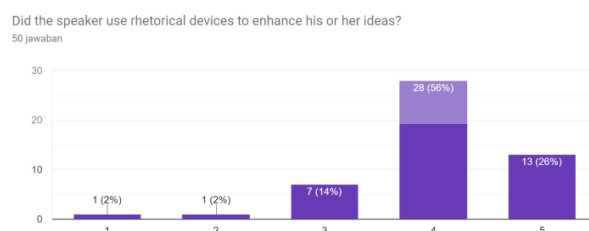


Figure 12 Use Rhetorical Devices

Did the speaker avoid jargon and unnecessary words?
50 jawaban

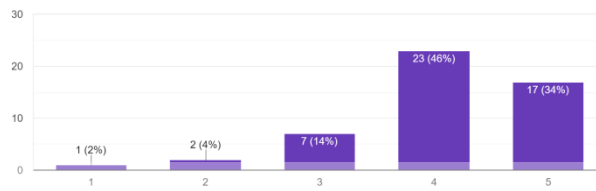


Figure 13 Avoid Jargon

These project focuses on language: Select a topic that allows you to use vivid, descriptive words. Keep sentence and paragraph construction simple and short. Use rhetorical devices to enhance and emphasize ideas. Eliminate jargon and unnecessary words and use correct grammar.

5. Your Body Speak

The speakers' competence was at level scale (four) above average for these criterion:

Posture (24,48%), Gesture (25,50%), Body Movement (25,50%), Eye Contact (23,46), Facial Expression(20,40%)

Posture
50 jawaban

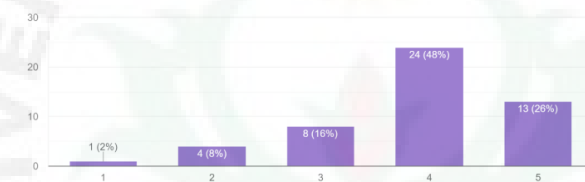


Figure 14 Posture

Gestures
50 jawaban

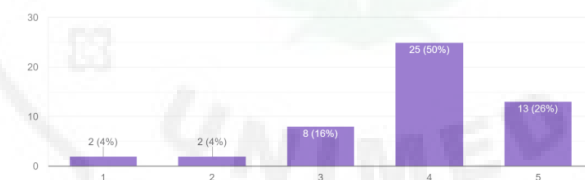


Figure 15 Gesture

Body movement
50 jawaban

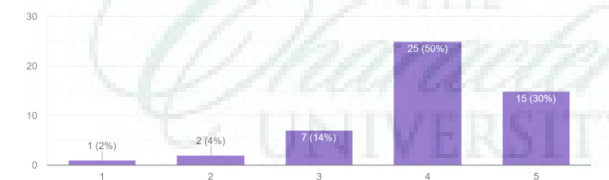


Figure 16 Body Movement

Eye contact
50 jawaban

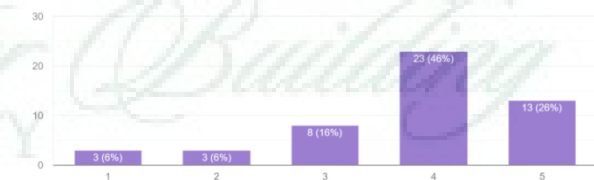


Figure 17 Eye Contact

Facial expression
50 jawaban

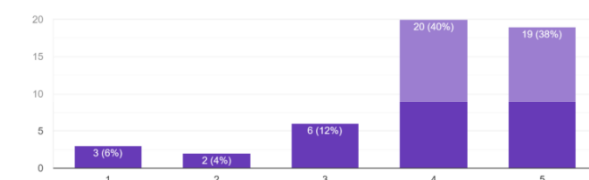


Figure 18 Facial Expression

Body language should look natural and unrehearsed and be consistent with the meaning of the words being spoken. Using body language that is comfortable for you and enjoyable for the audience. Try several different ways of using your arms, hands and facial expressions. Match your gesture to your words. Natural positions and smooth movements will come the more you rehearse your speech and become familiar with it.

6. Vocal Variety

The speakers' competence was at level scale (four) above average for these criterion:

Volume (27,54%), Rate (27,54%), Pitch (26,52%), Quality (22,44), Pauses (23,46%) and Expressiveness (23,46%)

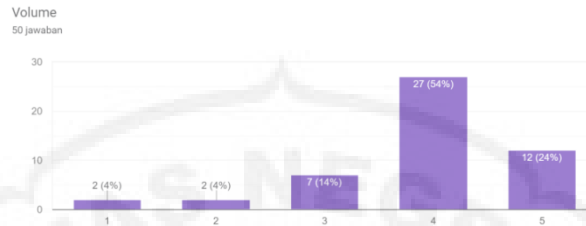


Figure 19 Volume

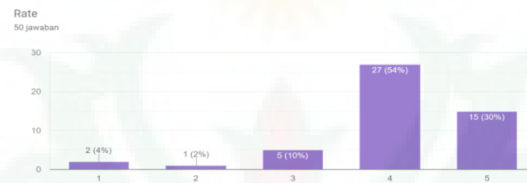


Figure 20 Rate

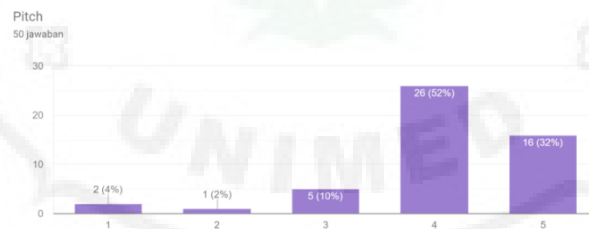


Figure 21 Pitch

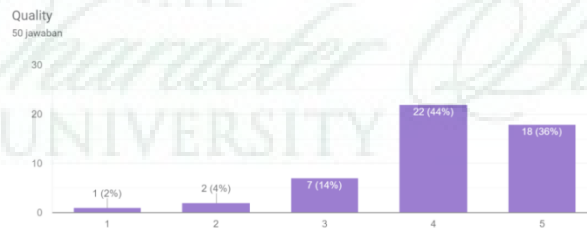


Figure 22 Quality

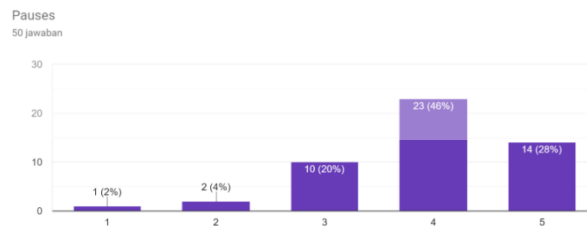


Figure 23 Pauses

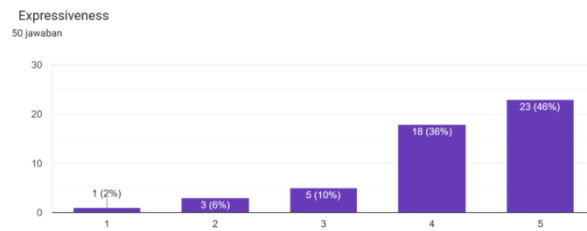


Figure 24 Expressiveness

Your voice is the link between you and your listeners. It is the primary medium for conveying your message. What kind of voice do you have? Is it rich, exciting and easy to listen to? All speakers should work to develop a voice that enhances their words and attracts listeners' attention. A good speaking voice has several qualities. It is: Pleasant, conveying a sense of friendliness. Natural, reflecting the true personality and sincerity of the speaker. Forceful, conveying vitality and strength, even when it isn't especially loud. Expressive, demonstrating various shades of meaning, never sounding monotonous and emotionless. Easily heard, as a result of proper volume and clear articulation.

7. Research Your Topic

The speakers' competence was at level scale (four) above average for these criterion: Well research (26,52%), Support Material (31,62%), Apply to the Audience (24,48%),

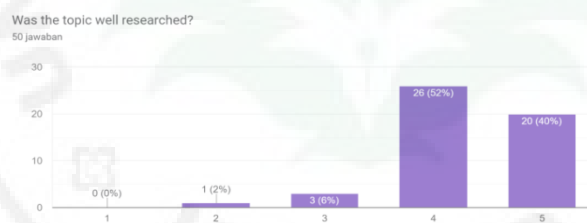


Figure 25 Well Research

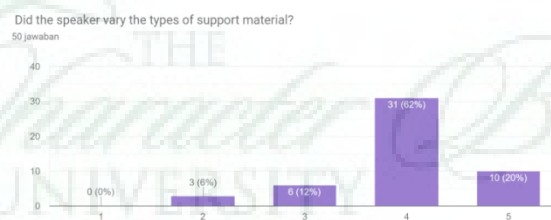


Figure 26 Support Material

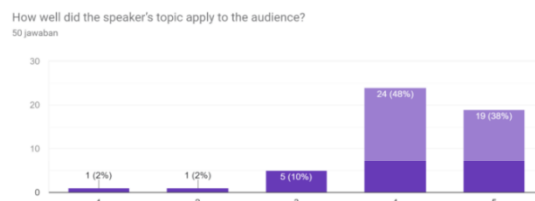


Figure 27 Apply to the Audience

The most challenging part of preparing a speech is gathering the material. If you want to convince an audience, you need the facts to support your message. But how do you find the information you need? Statistics (These are numerical ways of conveying information about incidents, data and events), Testimony (These are quotes or opinions from people with expertise on a particular subject), Examples, stories or anecdotes (These relate an event that happened to you or someone you know, or someone you've read about), Facts. Facts are verifiable information (Lots of resources offer these types of information. Your challenge is to find the ones that will help you with your presentation).

8. Get Comfortable with the Visual Aid

The speakers' competence was at level scale (four) above average for these criterion:

Appropriate for the Speech and Message (26,52%), Help to Understand and Remember the Speaker's Point (21,42%), Clearly Visible (23,46%),

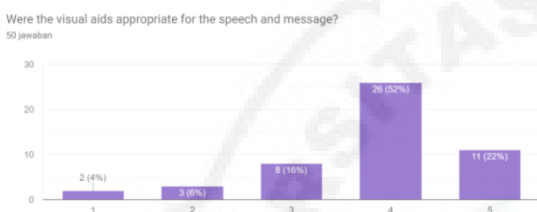


Figure 28 Appropriate for the Speech and Message

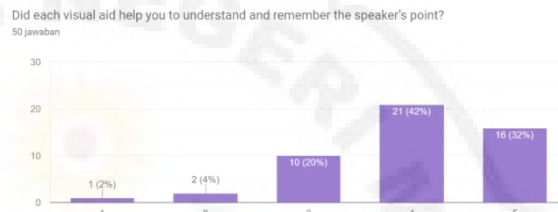


Figure 29 Help to Understand and Remember the Speaker's Point

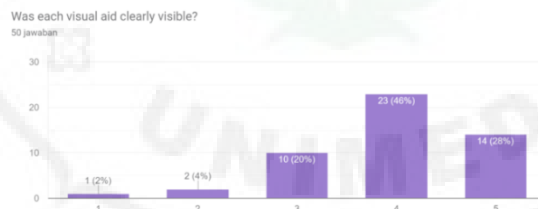


Figure 30 Clearly Visible

Visual aids offer five benefits: They increase understanding (Ours is a visual age. Most of what we learn is ingested through our eyes - not our ears. Visual aids help you convey messages in the dimension best suited to clear understanding), They save time (Information presented visually is received and processed by the brain faster than a verbal message. Visual aids are especially useful in helping people quickly understand complex or abstract ideas), They enhance retention (People remember an average of just 10 percent of a spoken message a week after it is presented. However, they remember up to two thirds of what they both see and hear), They promote attentiveness (People think much faster than you speak, so their minds tend to wander during a speech. Visuals help keep them focused on your message; they also add variety and interest to a presentation), They help control nervousness (Displaying visual aids gives you purposeful physical activity that lets your body process nervous energy without distracting the audience).

9. Persuade With Power

The speakers' competence was at level scale (four) above average for these criterion:

Sincerity and Conviction (24,48%), Accredible Source of Information (22,44%), Use Facts and Logical Reasoning (22,44%)

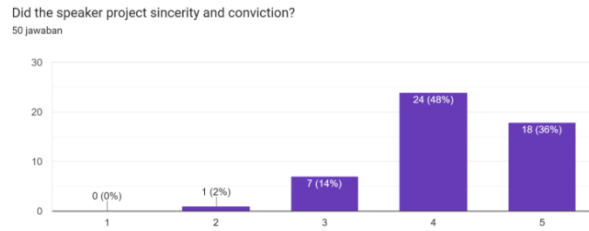


Figure 31 Sincerity and Conviction

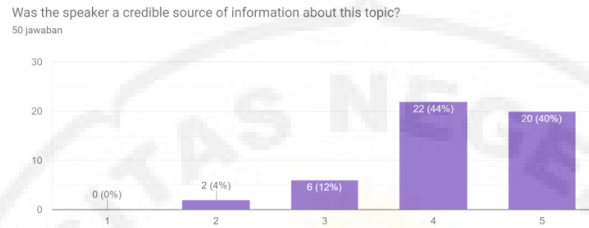


Figure 32 Accredible Source of Information

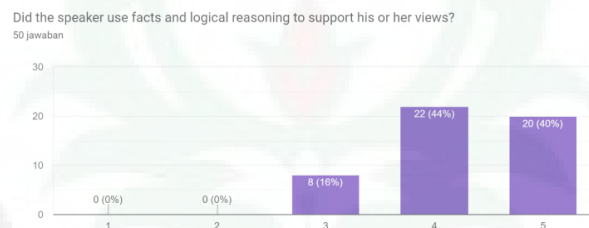


Figure 33 Use Facts and Logical Reasoning

In a persuasive speech, your primary purpose is to influence the thinking or behavior of listeners. You can influence them in several ways: Inspire (Your goal is to excite your listeners about your topic or reinforce their existing ideas or beliefs, not necessarily to alter their opinions or beliefs. Sermons and commencement addresses fall into this category of persuasive speech), Convince (You want your listeners to change their opinions or to develop the same opinion you have. You may not want them to do anything at the moment but change their minds. A presentation convincing listeners that extraterrestrial life exists is an example of this type of speech), Call them to action (You want listeners to do something after hearing your presentation, such as sign a petition, read a book or buy a product).

10. Inspire Your Audience

The speakers' competence was at level scale (four) above average for these criterion: Express the Feeling and Needs of the Audience (25,50%), Forceful, Confident and Positive (25,52%), Use Stories, Anecdotes, or Qoutes (21,42%)

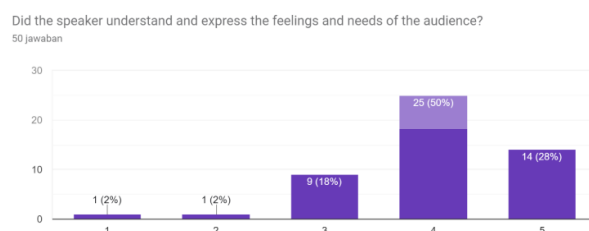


Figure 34 Express the Feeling and Needs of the Audience

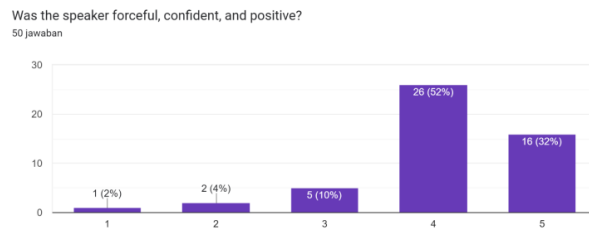


Figure 35 Forceful, Confident and Positive

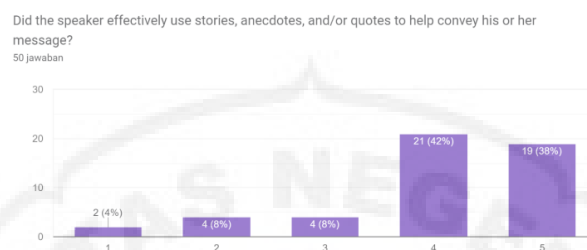


Figure 36 Use Stories, Anecdotes, or Quotes

An inspirational speech brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a plan and appeals to the audience to follow this plan. The inspirational speech relies more heavily on emotional appeal than on the logical appeal found in the other types of persuasive speeches. It strives to: Connect with listeners' feelings, fears or goals at this particular time and occasion. Explain why and how the situation is changing or why these feelings, fears and goals may be inadequate or counterproductive. Motivate and challenge listeners to adopt higher, nobler feelings, values and goals, including the benefits of doing so.

Discussion

Before using the Toastmaster International evaluation guide strategy, the public speaking competence of students was on a scale of level 1 = need attention and 2 = could improve. When they haven't used the Toastmaster International evaluation guide, students don't even understand what needs to be improved and paid attention to, instead they feel that they are very good when their English skills are very fluent and have good self-confidence. In fact, there are still many things that need to be improved. So with this evaluation guide, students will understand and perform according to the existing instructions as evaluation guide strategy.

However, after using the Toastmaster International evaluation guide strategy, the highest dominant scale increased to level 4 = above average, which is above average because students understand and do something fun as speakers as their public speaking competence.

As for some of the competencies on the scale 4= above average, what they did based on the evaluation guide related to what the respondents (International Toastmaster club members) like about the speakers, so these are their evaluation for the Google form as, namely:

1. The Speaker had a good organization of a speech
2. Use interesting opening
3. The very clearness of the topic
4. Feel more confident
5. Do more express the feeling and make it clearly
6. Great preparation
7. Use short, effective and interesting story
8. Inspire the audience
9. Convey messages briefly, concisely, and clearly
10. Very naturally use gesture
11. Very good self confident

12. No bad sound like ah...hem...and no repetition

Conclusion

International Toastmaster Evaluation Guide Strategy can improve public Speaking Competence towards the dominant level scale (4). Those student understand what they have to do to be a good public speaker based on the evaluation guide related to what the respondents (International Toastmaster club members) like about the speakers.

References

- Arsy, H., Prasetyo, A., and Subali, B. 2020. Predict-Observe-Explain Strategy with Group Investigation Effect on Students ' Critical Thinking Skills and Learning Achievement. *Journal of Primary Education*, 9 (1), 75–83.
- Atmadewita, UI Toastmasters Club Regular Meeting, Date of access: 21/09/2022. <https://uiupdate.ui.ac.id/content/ui-toastmasters-club-regular-meeting>
- Atmowardoyo, H., Weda, S., and Sakkir, G.2021. *Learning Strategies in English Skills Used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar*. *ELT Worldwide*, 8(1), 2203-3037.
- Aunurrahman, Kurniati, T., Ramadhiyanti, Y. 2013. Exploring Indonesian College Students Strategies in Learning English Language. *Arab World English Journal*, 4(3), 317-330.
- BeyzaBjörkmanab. 2014. An analysis of polyadic English as a lingua franca (ELF) speech: A communicative strategies framework. *Journal of Pragmatics*, 66, 122-138.
- Chan, J., Y., H.2021. *Bridging the gap between ELF and L2 learners use of communication strategies: Rethinking current L2 assessment and teaching practices*. *System*, 101.
- Chollet, M., Wortwein, C., Morency, L., Shapiro, A., Scherer, S.2015. Exploring Feedback Learning Strategies to Improve Public Speaking: An Interactive Virtual Audiences Framework. *International Joint Conference on Pervasive and Ubiquitous Computing*, 1-12.
- Coopman, S., J., Lull, J. 2012. *Public Speaking: The Evolving Art*, Second Edition. (USA: Wadsworth Cengage Learning).
- JABAT, Melihat Ke Belakang, Date of access: 21/09/2022. <https://jakartaBahasatoastmasters.wordpress.com/page/3/>
- Nadila, U., Hengki, Ratna. 2020. *Self Confidence Factors of Students in Speaking English in Banjarmasin*. *Proceeding of Shepo 2020 (International Conference on Social Sciences & Humanity, Economics, And Politics)*, 143-146.
- Online Presenter, Strategies for Effective Evaluation, Date access: 22/09/2022. <https://op.toastmost.org/2019/10/10/strategies-for-effective-evaluation/>
- Prabawa, W., P. 2016. Speaking Strategies Used by Indonesian Tertiary Students. *Journal of English Education*, 4(2), 2301-7554.
- Raju, N., V. 2016. Online Survey tools: A case study og Google Form. *Scientific, Computational & Information Research Trends in Engineering*, 1-12.
- Sixminutes, Toastmasters Speech Series: Your Guide to the First 10 Speeches, Date access: 22/09/2022. <http://sixminutes.dlugan.com/toastmasters-speech-0-competent-communicator/>
- Thompson, C. 2017. How do teachers view strategic planning as contributing to the development of Speaking in EFL Classes. *Journal of Language Teaching and Research*, 1(2), 90-112.
- Toastmaster. 2015. *Competent Communication: A Practical Guide to Become International a Better Speaker*. (USA: Toastmaster International).
- Widiastuti, N., Tantra, D., Padmadewi, N. 2021. An Analysis of Communication Strategies in Speaking. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(2), 127-133.
- Yu-Chih, S., 2008, *The Toastmasters Approach: An Innovative Way to Teach Public Speaking to EFL Learners in Taiwan*. *RELC Journal*, 39(1), 113-130.
- Yulanda, N., 2021, *Implementation of the Effective Strategy for Practicing Extemporaneous Speech Style in Public Speaking*. *ELTALL (English language teaching, applied linguistics and Literature)*, 2(2), 63-70.