# A Rhetorical Analysis of *RM's* Speech at the United Nations General Assembly and Its Application in Teaching Speaking

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**Abstract**. This study aims to find out rhetorical proof and rhetorical figure of repetition, to analyze the speech delivery strategy, and to explain the application of rhetoric in teaching speaking. This research belongs to qualitative research. The main instrument in this research was the researcher itself using documentation. The data of this research was taken from RM's speech at the United Nations General Assembly in the form text and video. The unit analysis of this research was the transcript of RM's speech and the video of the speech. The researcher analyzed the data using content analysis. The result of this research showed that RM used rhetorical proof logos (10%), ethos (42%), and pathos (48%) in his speech. He also provided rhetorical figure of repetition such as anaphora (45%), epistrophe (11%), mesodiplosis (22%), anadiplosis (11%), and conduplication (11%) to give his speech the touch of art. In delivering speech, he used speech delivery strategy, includes storytelling for 54%, tone of voice, pause, and body movement. Moreover, the result of the study in this research can be applied in English learning at the tenth grade, especially in spoken advertisement.

**Keywords:** Rhetorical analysis, Public speaking, Teaching speaking

## 1. Introduction

Public speaking is a form of spoken or oral communication. It has various purposes according to the needs. The speaker can use public speaking to convey information, to entertain, to motivate, to persuade or to influence the audience. Public speaking is one of four English basic skill that needed for various aspects of human life including social life, classroom interaction, or further professional careers. A good public speaker should have the ability to deliver the message in his speech to be fully accepted by the audience. The disability in delivering message can lead to misunderstanding and turn into misinformation. Therefore, rhetoric is needed to be learned.

Rhetoric is the art of public speaking. It is originated in ancient Greece and used by the politicians or scholars to discuss, criticize, and convince people to agree with their perspective. The idea of rhetoric was developed by Aristotle in the fourth BC. As an art of persuasion, rhetoric is intended to inspire, impress, and convince the audience to acknowledge a specific perspective[1], [2].

Again, the purpose of public speaking or rhetoric is to awaken and arouse people about social problem. The impact of speech is also expected to be able to change and move the listeners to do something. In the past decade, rhetoric was used by many great orators in the world.

In this present day, the skill of public speaking is needed in various fields of life, including education. Both teachers and students must have public speaking ability during learning process in the classroom so that the message conveyed can be well received. In a broader level, public speaking skill is also important for those who involved in cultural or politics [3], [4].

However, even though public speaking is important, many people still find it difficult to deliver a speech in front of the audience. There are many factors which causes someone to have difficulty in delivering speech, such as the lack of confidence, the lack of preparation, and the lack of audience's attention [3], [5]. Thus, studying about public speaking and rhetoric will be really helpful to someone so that they are able to deliver good speech. Rhetoric can help the speaker to gain their confidence and attract audience's attention to the speech[6].

## 2. Theoretical Review

### *Public Speaking*

Public speaking is defined as the process of presenting a message in front of the audience, whether the audience is a large or small group [7]. Marinho defined public speaking as an act specific to oral or spoken communication that combines psychological, linguistic, and cultural factors [8]. Speaking is a way of conveying ideas and messages through utterance [9]. Thus, public speaking has purpose to express ideas or thoughts of the speaker. To fully express the idea, the speaker should understand the audience and the speaking goal. The speech that has purpose to influence audience's beliefs, values, attitudes or intends to change audience's act is called persuasive speech [10]. In persuasive speech, the speaker convinces the audience to think or behave in a specific manner by using persuasive strategies.

From the definition, it can be concluded that public speaking is an act to perform speech in front of the audience, not only to convey message or idea, but also to convince and influence people's beliefs and acts using rhetorical or persuasive strategies.

### *Rhetoric*

Rhetoric defined as the art of persuasion. According to Herrick, rhetoric is the technique to gain compliance [11]. While persuasion is the act of persuading people, rhetoric is related to the art of spoken or written language. Rhetoric is the art of language to influence or convince the audience [12]. The theory of rhetoric was proposed by Aristotle in the fourth BC. It began as a civic art in Ancient Greece to develop tactics of oratorical persuasion. Aristotle defined rhetoric as "an ability, in each particular case, to see the available means of persuasion" [13]. Rhetoric lies in speaker's intention in conveying a message that can convince and persuade the audience [14]. For Aristotle, to persuade the audience, the speaker can use three rhetorical proofs – *logos, ethos, and pathos* [15].

From some of the notions above, rhetoric can be defined as the ability to use language to form speech that gives a touch to the listeners with the aim of influencing or convincing the audience. To do so, the speaker can use three rhetorical proofs which are *ethos, pathos*, and *logos* and rhetorical figure.

### *Rhetorical Proofs*

Rhetorical proofs or artistic proofs are the methods or strategies used by speaker in persuading others [16]. According to Aristotle, there are three kinds of rhetorical proofs; *logos* (logic and reason), *ethos* (credibility and ethic), and *pathos* (emotion and feeling).

a. Logical Proof (Logos)

Logos can be interpreted as giving arguments or making reasoning in speech using logic [11]. In logos, the speaker presents a rational argument that can be accepted by audience's logic [17]. There are two forms of logos; enthymeme and example.

1) Enthymeme

For Aristotle, enthymeme was the art of rhetoric's central concern [11]. An enthymeme is an incomplete narrative argument, whereby one of the premises is left unstated [18]. A syllogism generally has a major premise, a minor premise, and a certain conclusion which states that the premises are true. However, enthymeme leaving the premise that already accepted by the audience.

2) Example

An example is the foundation of reasoning [19]. When the speaker use enthymeme, example can be used as the supplementary evidence. Example is an effective method to help the speaker conveying ideas. By giving example, the audience will easily accept the thoughts conveyed by the speaker.

b. Ethical Proof (Ethos)

Ethos relates to the credibility and the authority of the speaker to convince the audience [20]. Besides providing logical arguments, the speaker must also appear credible while delivering the speech. Among the three of rhetorical proofs, ethos was the most persuasive [11]. Murthy & Gosal described *ethos* as the speaker's credibility, trustworthiness, and authority over the audience, based on the speaker's personality and character [15]. Aristotle identified *ethos* into three parts; *phronesis* (good sense), *arete* (good moral character), and *eunoia* (goodwill).

1) Perceived Intelligence (*Phronesis*)

In delivering speech, the speaker should understand the subject they are talking about. Intelligence can be seen from the knowledge of the speaker regarding a subject [15]. A persuasive speaker must have understanding of the subject under discussion, the audience and its composition as well as the audience's belief [21]. The speaker can show their intelligence by expressing ideas or thoughts or showing experts support through extensive research.

2) Virtuous Character (*Arete*)

Virtuous character refers to someone's persona or the image that a person presents to the world [13]. Character is close with the speaker's image as a good and honest person [16]. To build trustworthiness, the speaker can show their values or share their experiences to the audience. By doing so, the audience can consider the speaker as a trustworthy individual.

3) Goodwill (*Eunoia*)

Goodwill refers to the speaker's intentions towards the audience. Aristotle thought that a speaker may be extremely intelligent and have a decent character but yet not have the audience's best interests at heart. [16]. To demonstrate goodwill, the speaker can show that they understand and empathize to the audience.

c. Emotional Proof (*Pathos*)

*Pathos* or emotional appeal is used to raise empathy from the audience and make the audience feel what the speaker wants them to feel [22]. Emotional proof refers to affective appeals that give persuasive messages to the audience to do an action. In *pathos*, the speaker does not manipulate audience's emotion, rather the speaker tries to attract audience's emotion and inspires them to make a decision. Some emotions can be drawn out from the audience using *pathos*.

1) Anger versus Mildness

The feeling of pain to a conspicuous revenge is called anger. People feel angry when they fail to fulfill their needs or get an opposite from what they expected. Aristotle says that the opposite of anger is calmness [19]. After raising the audience's anger, the speaker can calm down the audience by showing that the offender is sorry, deserves praise, and has great power [16].

2) Friendship versus Hatred

Aristotle described that friendly is a feeling towards someone. This feeling makes someone hoping that things that are considered good will happen to others for their own sake, and they will try to make those things really happen. Hatred is the opposite of friendship. Anger that can be subside, while hatred cannot. Someone who hates other has no pity to the people they hate, they even have them to cease their existence. Griffin suggested the speaker should point out common goals, experiences, attitudes, and desires to the audience [16].

3) Fear versus Confidence

Fear is defined as a pain caused by a mental image of a potential disaster in the future. To show fear to the audience, the speaker should present description of the event clearly and indicate the likelihood of it happening [16]. Feeling confidence is the opposite of feeling fear. The feeling of confidence built by the successful experience. When someone believes that they have frequently succeeded, or have avoided danger safely, the feeling of confidence rises inside them.

4) Admiration versus Envy

Admiration is the feeling of respect and approval towards someone or something. Griffin said that people usually admire good things such as moral virtue, power, wealth, and beauty. When an individual acquired the goods of their life through hard work, the admiration will also increase. Meanwhile, envy is a pain at the sight of good things happened to other. When someone feeling envy, they want the good fortune to be happened to them rather than other people.

### *Rhetorical Figure of Repetition*

Rhetorical figure is also called rhetorical device. It is defined as some devices that used to help the speaker to gain or attract the audience's attention [23]. Rhetorical figure as a part of rhetoric emphasizes on the study of the sentence structure which is as a distortion from normal usage [24]. By using rhetorical figure, the speaker can create beauty and an effective speech. Rhetorical figure of repetition is a form of rhetorical figure. It is defined as the study of the repetition of word or phrase in the sentence. Some of rhetorical figure of repetition by Harris are anaphora, epistrophe, mesodiplosis, anadiplosis, and conduplication [25].

a. Anaphora

Anaphora described as the sequence of repetition word or phrase at the beginning of clauses or sentences to create emphasis [26]. The example of anaphora is, "*I remembered* how he showed up at my house all of sudden after two years. *I remembered* how he smiles".

b. Epistrophe

Epistrophe or epiphora is the opposite of anaphora. As stated by Harris, the repetition word or phrase in epistrophe comes at the end of clauses or sentences [25]. The example of epistrophe is, "That's why I could not tell him *the truth*. Sometimes, a lie is more beautiful than *the truth*".

c. Mesodiplosis

In mesodiplosis, the repeating of words occurs in the middle of a phrase or line [27]. The example of mesodiplosis is, "My brother *always* got laughed at while trying to reason with my sister, Dad was *always* bustling around, and my niece *always* paced around like she never knew where to stand".

d. Anadiplosis

Anadiplosis is a rhetorical device in which the last words of a phrase, clause, or sentence are repeated close or at the start of the text [25]. The example of anadiplosis is, "I want to *dream*, a *dream* that will come true one day".

e. Conduplicatio

Conduplicatio is a figure in rhetoric. Conduplication repeat the keyword in the sentence [23]. For example, "It was the *moon*. The *world* appear upside down. In that *world*, the *moon* was also upside down. And then, the *moon* change into marble-like green and blue lights.

***Speech Delivery Strategies***

Marcus Tullius Cicero was Rome's finest orator and rhetorical thinker. He devised the five rhetorical canons. Griffin defines canons of rhetoric as the principle divisions of the art of persuasion [16]. The five rhetorical cannons are the construction of an argument (invention), ordering of material (arrangement), selection of language (style), mastery and rehearsal of content (memory), and the techniques of presentation (delivery). This research focused on the fifth canon of rhetoric which is delivery. Delivery linked to ethical proof and the technique of delivery will affect the audience's perspective to the speaker.

The manner in which someone delivers their message to the audience is referred to as delivery [28]. Delivery is defined as oral language focused on vocal elements such as pitch, duration, and volume, as well as paralinguistic aspects that includes body movement, stance, gestures, and facial expression [29]. Storytelling, tone of voice (pitch, loudness, and speech pace), pause, and body language (posture, facial expression) are the delivery method used by the speaker in delivering speech.

a. Storytelling

The act of telling or sharing stories is referred to as storytelling. Storytelling is often employed in public speaking as a means for communicating, interpreting, or providing the story's substance to the audience. The speaker can used storytelling to inspire others to act, highlight a message, or increase group energy [30].

b. Tone of Voice

In the field of public speaking, the voice has evolved into a potent tool. It aids the speaker in capturing the attention of the audience. A speaker who speaks in a monotonous voice with no changes will rapidly lose the attention and interest of their audience. To avoid this, a speaker should manage his or her tone of voice in order to make the discourse more expressive and fascinating [30]. There are numerous factors considered in tone of voice.

1) Speech Pace

The speed when a person speaks his or her thoughts is referred to as speech tempo or speech pace. When feel nervous, people usually talking in fast pace. Some people also talking in slow pace. When delivering speech, talking too fast or too slow will only make the speaker lose the attention of the audience. Thus, the speech should be given at a velocity that permits the audience to comprehend the information and allow it to sink in [30].

2) Pitch

Pitch is a musical scale of voice from high to low. Low-pitched speaking voices are connected with trustworthiness, authority, power, and self-assurance. High-pitched speaking voices, on the other hand, are less pleasant to hear because it sounds weaker, less convincing and less genuine [30].

3) Volume

The power and loudness of someone's voice is defined as volume. The volume of public speaking is determined by the size of the audience and the location of the event. The voice should not be too high or too low when making a speech. In certain situations, speaking loudly during a presentation may be highly useful in emphasizing an essential point or expressing strong emotions [30].

c. Pause

The pause can be thought of in terms of the performative characteristics of speech [31]. Pause used by the speaker to gather thoughts and give the audience time to process the message delivered by the speaker. Two types of pause are long pause and short pause.

d. Body Language

Body language is a kind of nonverbal communication that involves the use of body motions and gestures. Body language is an external representation of a person's emotional state [32]. The speaker used body language to transmit information to the audience. Body language consists of numerous behaviors, including posture, body placement, and facial expression.

1) Posture

Posture refers to how people hold their shoulders, neck, back, or a certain stance whether they are standing, walking, or sitting.

2) Body Movement

Movement might be interpreted as a sign of trust and openness. Movement is also an excellent method to establish a clear transition from one topic to another, allowing a speaker to swiftly recover the attention of the audience.

3) Facial Expression

Facial expression can be used by the speaker to express themselves. A smile may be an excellent approach to connect with the audience and gain their appreciation. A speaker can convey compassion by smiling and gazing at the audience as they speak.

# 3. Method

### Research Design

Research design defines as plans and methods for connecting conceptual research concerns to detailed and feasible empirical research [33]. A research design is a technique for determining which methods may be utilized to gather and evaluate data to answer research objectives. This research belongs to descriptive qualitative research. The purpose of descriptive research is to characterize a phenomena and its features [34].

### Data and Data Source

The data for this study were taken from RM's speech to the 2018 United Nations General Assembly. The data utilized were in the form of video and text. The video was obtained from the UNICEF YouTube channel. The video used in the analysis of speech delivery methods. Meanwhile, the text was obtained from the UNICEF website. It is used to examine the speaker's rhetorical arguments and rhetorical figures of speech.

### Research Instrument

The instrument of this research is the researcher itself. The researcher as instrument is an established and acceptable attitude in qualitative research [35]. As the main instrument, the researcher gathering, classifying, analyzing, interpreting, and concluding the data. The other instrument used to help the main instrument were laptop, internet, pen, and paper.

### Technique of Collecting Data

The researcher collects the data using documentation. The data collection process is carried out by the researcher by searching the video on YouTube, downloading the video and the transcript, then watching the video and editing the transcript to make the transcript more accurate.

### Technique of Analyzing Data

The researcher utilized content analysis to analyze the data. Content analysis is a research approach that gives a systematic and objective way for drawing accurate conclusions from verbal, visual, or written data in order to define and quantify certain occurrences [36]. The data were analyzed

in some steps. The researcher identifying the data, coding the data to differentiate the data, analyzing and making conclusion, and making application of rhetoric in teaching speaking.

## 4. Findings and Discussion

Based on the analysis, the researcher found that RM's used the rhetorical proofs *logos, ethos,* and *pathos*. He also presented rhetorical figure of repetition such as anaphora, epistrophe, mesodiplosis, anadiplosis, and conduplicatio. The speaker also delivers the speech using delivery strategies to make an effective speech. Rhetoric also can be used to teach students at the tenth grade of senior high school, especially to teach spoken advertisement.

### *Rhetorical Proofs*
The table below is the percentages of rhetorical proofs found in RM's speech.

**Table 1. Table of Rhetorical Proofs**

| Rhetorical Proofs | | |
|---|---|---|
| **Logos** | **Ethos** | **Pathos** |
| 5x (10%) | 20x (42%) | 23x (48%) |

a. Logical Proof (Logos)
1) Enthymeme
   Data 1: "*Even after making the decision to join BTS, there were a lot of hurdles. Some people might not believe it but most people thought we were hopeless. Sometimes, I just wanted to quit.*"
   RM utilized two potential premises and a conclusion. He informs the audience that he and his group are confronted with the difficulty both before and after their debut. He emphasized through two premises and came to the conclusion that he sometimes just wanted to stop.
   *1st premise: After join BTS, there were a lot of hurdles*
   *2nd premise: People thought we were hopeless*
   *Conclusion: I wanted to quit*
2) Example
   Data 2: "*I would like to say one last thing. After releasing our "Love Yourself" albums and launching the "Love Myself" campaign, we started to hear remarkable stories from our fans all over the world, how our message helped them overcome their hardships in life and start loving themselves.*"

   RM demonstrated to the audience how their album titled "Love Yourself" and their collaboration campaign with UNICEF titled "Love Myself" which was launched in 2018, assisted many individuals in overcoming adversity and learning to love themselves. The example used to strengthen his "Speak Yourself" speech, which encourages the audience to speak for themselves.

b. Ethical Proof (*Ethos*)
1) Perceived Intelligence
   Data 3: "*We have been partnering with UNICEF's #ENDviolence program to protect children and young people all over the world from violence.*"
   RM outlined the program in which he has collaborated with UNICEF. The #ENDviolence initiative is a global campaign effort focused at protecting children and teenagers from violence, assisting victims of violence, and advocating preventative actions. RM can make a great effect on the audience by sharing his experience as a UNICEF ambassador. The audience will believe in his intellect and trust his statements because of his expertise and experience.
2) Virtuous Character
   Data 4: "*My name is Kim Nam Jun, also known as RM, the leader of the group BTS.*"

RM demonstrated his noble nature by introducing his given name, stage name, and position as group leader. He attempted to differentiate his role by informing the audience his birth name and the name he normally used on stage. He is well-known for his stage name and his position as the group's leader. Knowing his position, the audience would believe that he can lead the group to international fame and demonstrate his outstanding character.

3) Goodwill

Data 5: "*Tell me your story. I want to hear your voice, and I want to hear your conviction.*"

To show goodwill, RM invites the audience to share their experience and conviction. These comments will give the listener the impression that the speaker cares about them and empathizes with them. It is also a good approach to demonstrate respect for the audience and to feel accountable for them.

c. Emotional Proof (*Pathos*)

1) Anger

Data 6: "*Soon, I began to shut out my own voice and started to listen to the voices of others.*"

This data revealed that RM was angry because he had lost his own voice or will and had begun to obey someone else's will. This statement may disturb the audience as well, because no one wants to lose their dream and become stuck in someone else's fantasy. However, the anger is not shown clearly and directed to the situation rather than pointed at someone else.

2) Mildness

Data 7: "*But I had one sanctuary, and that was music.*"

RM attempted to persuade the audience that as a musician, he may lose everything, but he will always have music. This remark has the potential to provide serenity and tranquility to all who hear it.

3) Friendship

Data 8: "*If there's anything that I've achieved, it was only possible because I had my other BTS members right by my side, and because of the love and support of our ARMY fans all over the world made for us.*"

RM demonstrated the sentiment of friendship in this statement. The initial relationship formed between him and the other group members. He stated that what he had accomplished was only possible due of the individuals on his team. The second friendship he had was with his fans, who were always there for them.

4) Hatred

Data 9: "*I stopped looking up at the night skies, the stars, I stopped daydreaming.*"

RM demonstrated his hatred by refraining from doing what he wanted because he was concerned about people's thought of him. When someone feels internal-hatred as a result of discrimination, this is referred to be self-hatred.

5) Fear

Data 10: "*And I'm sure that I, and we, will keep stumbling and falling like this.*"

RM went through a period in which he lost both his voice and his dream. RM conveyed his concern by informing the audience that in the future, he and the audience will possibly suffer the same thing and will always encounter obstacles in their lives.

6) Confidence

Data 11: "*These faults and mistakes are what I am, making up the brightest stars in the constellation of my life.*"

The speaker conveyed his confidence to the audience by stating that he embraced his past flaws and failures as a part of himself. He also stated to the listeners that he is attempting to embrace his past, present, and future selves.

7) Admiration

Data 12: "*And our fans have become a major part of this campaign with their action and with their enthusiasm.*"

RM conveyed his gratitude to their fans who have played an important role in the "Love Myself" campaign by contributing cash and spreading the word. He appreciated the fans' strength, activity, and excitement. It will make the audience admire the fans too.

8)  Envy
Data 13: "*Like most people, I've made many and plenty mistakes in my life.*"
    The speaker contrasted his errors and mistakes to others'. It reflects the speaker's envy that other individuals make less errors and have fewer anxieties than him.

### *Rhetorical Figure of Repetition*
The table below is the percentage of rhetorical figure of repetition in RM's speech.

**Table 2. Table of Rhetorical Figure of Repetition**

| Rhetorical Figure of Repetition | | | | |
|---|---|---|---|---|
| **Anaphora** | **Epistrophe** | **Mesodiplosis** | **Anadiplosis** | **Conduplicatio** |
| 4x (45%) | 1x (11%) | 2x (22%) | 1x (11%) | 1x (11%) |

a.  Anaphora
Data 14: "***I used to** look up at the night sky in wonder and **I used to dream** the **dreams** of a boy. **I used to** imagine that I was a superhero, who could save the world.*"
    RM's employed anaphora in the preceding statement. To make his childhood narrative more intriguing, he addressed thrice 'I used to' and twice 'dream'. He utilized anaphora to emphasize his character to the audience as an ordinary boy with a dream.

b.  Epistrophe
Data 15: "*No matter who you are, where you're from, your skin colour, your gender identity: just **speak yourself**. Find your name and find your voice by **speaking yourself**.*"
    RM utilized epistrophe in this remark by repeating the term "speak yourself" at the end of the sentence to highlight his aim to encourage the listeners. He implored and encouraged the listeners to speak out for themselves regardless of race or nationality.

c.  Mesodiplosis
Data 16: "*I have come to love myself **for who** I am, **for who** I was, and **for who** I hope to become.*"
    RM employed mesodiplosis when he repeated the word "for whom" in the middle of the statement. He emphasized that he accepted himself and attempted to connect with the audience in order for them to feel the same way and embrace themselves.

d.  Anadiplosis
Data 17: "*And maybe I made a mistake **yesterday**, but **yesterday**'s me is still me.*"
    RM used the term "yesterday" at the beginning of clause after used it at the end. RM utilized anadiplosis to connect two concepts. First, he admitted that he had made a mistake in the past, and then he embraced the previous him as a part of himself. He had no regrets and made no attempt to erase the past.

e.  Conduplicatio
Data 18: "*Today, I am who I am, with all my **faults** and my **mistakes**. Tomorrow I might be a tiny bit wiser, and that would be me, too. These **faults** and **mistakes** are what I am, making up the brightest stars in the constellation of my life.*"
    RM employed condupliccatio by repeating the words 'fault' and 'mistake'. These two words are the keywords. He stressed it to show the audience that fault and mistakes are an essential part of one's personality. He attempted to persuade the audience that he had embraced the error that had made him the person he is today.

### *Speech Delivery Strategy*
a.  Storytelling
    In his speech, RM employed narrative to account for 54% of his speech. He informed the audience about his childhood and the lengthy journey he had to learn to accept himself. When presenting a storytelling, RM describes the images so that the listeners may envision it as well.

b. Tone of Voice

RM used 794 words in his 6 minutes speech. It indicates he speaks at a rate of 132 words per minute. It is possible to conclude that his speech rate is slow. The normal rate would be 140-150 words per minute.

The speaker maintains a low tone during the speech, especially while delivering a story or sharing his experience. It assists him in establishing his credibility, strength, and confidence.

RM maintains a constant loudness of his voice while delivering his remarks. He raised his voice to applaud and to highlight the words to the audience. When he was furious, he also raised his voice to demonstrate his emotional reasoning (*pathos*). In several phrases, he dropped his voice to soothe the listeners or to demonstrate his trustworthiness.

c. Pause

In his discourse, RM employed both long and short pauses. The pause was intended to assist the audience recall the message he had delivered, as well as to slow down the pace of his speech and keep it at the desired tempo.

d. Body Language

RM stands at the lectern and keeps his body upright. He performed some hand gestures and body movements. He also managed eye-contact with the audience by looking at the front, right, or left side. Besides, he also provided facial expression by smiling.

### The Application of Rhetoric in Teaching Speaking

Following the discovery of rhetorical proofs, rhetorical figures of repetition, and speech delivery strategies, the researcher devised for using rhetoric to teach speaking in senior high school. Rhetoric may be employed the classroom interaction.

The application of rhetoric will focus on the use of rhetorical proofs such as *logos*, *ethos*, and *pathos* to create advertisements for senior high school grade X. Following the creation, the student can present the product in front of the class and employing the delivery strategy. Advertisement is include in English syllabus of the tenth grade of senior high school point 7.7. The researcher also made lesson plan as direction to the teacher in teaching the material.

## 5. Conclusion

Based on the finding and discussion, the researcher draws some conclusions. RM's used all three rhetorical proofs in his speech at the United Nations General Assembly. He provided *logos* for 10%, *ethos* for 42%, and *pathos* for 48%. The speaker also used rhetorical figure of repetition, such as anaphora (45%), epistrophe (11%), mesodiplosis (22%), anadiplosis (11%), and conduplication (11%). In delivering the speech, the speaker used 54% of the speech as storytelling and used various tone of voice. The speech rate of RM is slow with 132 words per minute. He established his pitch and volume. The speaker also incorporates pause and facial expressions into his delivery style. The rhetoric can be applied in teaching speaking for tenth grade students of Language Program of senior high school, especially in teaching spoken advertisement.

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