Rehabilitating Persuasive Speaking Through Student Assessment: Communication in the Real World

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Abstract
Students learn the art of giving a great persuasive speech to help them not only give presentations in future education levels but also in the workplace. It is considered crucial to comprehend and acknowledge the necessity of persuasion. In order to provide a more successful learning process for students who will be practising policy persuasive speaking in the future, this study explores instructors' roles in recognising the phases the students are weak in and applying pedagogical approaches. The Monroe's Motivated Sequence framework was used in this study to help undergraduate students develop persuasive writing and oral communication skills involving 64 students from various faculties in University Technology MARA, the Melaka branch. The results showed that steps 4 and 5 elements of persuasion were severely weak. Four teaching and learning strategies have been identified to overcome these weaknesses. However, these strategies must be put to the test on students during the forthcoming semester in order to determine their efficacy. This is consistent with the inclusion of employability skills in the previous study.
Keywords: Cooperative Learning, Monroe's Motivated Sequence, Policy, Efficacy

Introduction
Undoubtedly, the most in-demand talents among Higher Education Institutions (HEIs) while developing curricula as well as for university graduates in all subjects are employability skills. It is critical to establish the appropriate courses that HEIs offer and the pertinent skills that graduates should have. By giving students a deep awareness of the requirements in many industries and placing them for employment in a rapidly increasing market locally and globally, the development of curriculum designs at HEIs should promote employability. Looking into maximising their employability, graduates must also be aware and take advantage of opportunities to expand their intellectual capacities, personal profiles, and practical skills.

In light of the study on English Language and employability, as well as employers' assertions regarding the significance of English language to employability, communication skills are highly appreciated as a graduate attribute for employability. It is interesting to note that all of these "soft skills" need sophisticated language and communication, much of which will be done in English in the majority of occupations. Simply put, graduates who are proficient in English will have a huge advantage in climbing the corporate ladder and maintaining that advantage throughout their careers. In order to improve students' comprehension of their responsibility for, HEIs must include early efforts in the construction of their curricular structures.

In order to educate graduates communication skills, this study looks at the persuasive arguments that can be made in speeches that have been especially written for use in English language courses. This can motivate students to pick up new skills while taking into account how each learner processes information in a unique way. It suggests making sure students have language skills that are ready for the workplace so they can transition from school to employment and advance their careers in a way that is credible and relevant to the real-world environment in which they lived. This will increase their employability potential too. Most typically, the majority of speakers use persuasion. It is the most effective type of communication to ask questions about facts, principles, or policies. These days, policy speeches are a common form of public speaking that analyse the plans and issues of governmental organisations, businesses, or people thus deemed important to help students who are struggling with social interactions to learn proper methods of discussing issues and presenting ideas. This is even more crucial with the recent situations where students are spending less time engaging in face-to-face conversation with peers as they grow increasingly immersed in online forums, discussion boards, and social media platforms. Online debates that don't have any immediate, tangible repercussions tend to spiral out of control.

Students learn the art of giving a great persuasive speech to help them not only give presentations in future education levels but also in the work place. Additionally, the skills developed by persuasive speeches expand far beyond presentations. Students learn how to communicate with others, speak clearly, present themselves well and articulate their ideas. These skills help students communicate with friends, family members, in relationships and in the workplace. Persuasive speeches are given great significance by educators because they support students who have difficulty communicating socially and help those who can already talk well develop their skills.

In University Technology MARA, undergraduate students were taught policy persuasive speech. The major concepts given to students were that policy questions posit a problem and a solution and that policy issues involve what actions should be made to fix a specific situation. Students should be able to demonstrate the ability to verbally present idea pitching and persuasive speeches. Guidance is provided from the preparatory right up to the final stage of delivery. It focuses on oral communication theory and practice with emphasis on the importance of verbal and non-verbal communication skills. Learning takes place through a variety of activities to enhance learners' ability to use the correct language for a presentation, to exploit a variety of materials and sources, and to use visual aids appropriately in oral presentations.

The policy persuasive speech is completed individually, and students were introduced to Monroe's Motivated Sequence as a guide to identify key factors they need to put together to achieve a clear and engaging call to action. This is a well-used and time-proven method to organise presentations for maximum impact and students can use it for a variety of situations to create and arrange the components of any message.

Instructors discovered that this isn't always the case, though. Only a few of the Monroe's Motivated Sequence's steps were successfully completed by students. In order to promote a more effective method for students to adopt the needed actions, this study looks into the steps that were lacking and offers ideas.

Both the instructors and the students are thought to find this important. In addition to displaying the ability to correctly structure information in spoken and written texts and are able to talk with confidence and fluency, students are able to recognise and handle communication hurdles or breakdowns. But good verbal skills shouldn't be sacrificed in favour of lousy concepts or even poor writing abilities. This problem might be resolved by instructors providing the right kind of guidance, which would enable students to come up with multiple answers by putting them into practise, outlining them, and explaining them. As a result, new students will emerge who are capable of taking charge and motivating others to take action through a clear vision and strong communication techniques.

Problem Statement
It is considered crucial to comprehend and acknowledge the necessity of persuasion. In society today, there are a lot of message sources competing for our attention all the time. Unfortunately, the majority of individuals pay little attention to or analysis of communications and simply let them flow over them like a wave. They are therefore more susceptible to believing lies, illogical reasoning, and half-truths. You will be able to analyse the signals being delivered to you and determine why some are good and some are not once you begin to comprehend persuasion.

Nevertheless, as people tend to be prejudiced against any necessary adjustments, human behaviour makes it difficult for persuasion to be accepted. Change is often viewed as a loss rather than a gain, and it is also a dangerous adventure into the unknown. This makes it more difficult for persuasive presenters to become adept at influencing listeners' opinions on certain issues, as is the case with this study.

The ability to deliver effective speeches that persuade policymakers should be practised and developed by students. Although instructions have been given and students are forced to use Monroe's Motivated Sequence stages to help them generate strong policy persuasive speeches in written and vocal form, it does not appear that instructors find it appealing that the students were able to do so. In order to provide a more successful learning process for students who will be practising policy persuasive speaking in the future, this study explores instructors' roles in recognising the phases the students are weak in and applying pedagogical approaches.

Literature Review

The ability to convince and influence an audience to believe in the issues being presented is considered to be a vital component of persuasive speaking. Although it is a challenging undertaking to master, it is realistic and attainable with the right strategy and methods.

The art of persuasive speech deals a lot with rhetoric. Rhetoric is derived from the Greek word "rhetor" which brings the meaning of an orator or a public speaker. According to Lunceford (2007), rhetoric is a belief that language can alter or change a person's perceptions into believing to what they hear. It can also change the way someone think and action thus, making rhetoric as one of the crucial elements in the art of persuasiveness, (Francesca and Piazza, 2017).

A persuasive speech can be successful by using a variety of techniques from the art of persuasive speaking. The Monroe's Motivated Sequence, Rhetorical Triangle method, Five Cannons of Rhetoric, and Communication Strategy Framework are a few examples of techniques that can be used.

Monroe's Motivated Sequence

According to Monroe (1969), "Research has revealed that most persons desire consistency or balance among their cognitions, although individuals may vary to some amount. They hunt for a solution when faced with a challenge that deviates from their usual orientation, just as they do when they are faced with a desire or need. They are motivated to change their beliefs or values or their behaviour in order to achieve a new state of equilibrium when something causes them to experience disorganisation or discord (p. 42).

The most well-known organisational structure centred on appeals to motivation is Monroe's motivated sequence. It is especially helpful when the speaker is outlining a solution to an issue that already exists.

Using Monroe's motivated sequence, students can get their audience to picture what will happen if they take the action students are trying to convince them to. This tactic is frequently employed in health-related appeals, such as those against smoking, wearing seatbelts, and using masks during pandemics.

Rhetorical Triangle

Rhetoric, or art of eloquent speech, which is originated from ancient Greek tradition, is closely related with persuasion. According to Aristotle, a speaker's ability to persuade an audience is based on how well the speaker appeals to that audience in relation to three important elements – logos, ethos, and pathos (Lutzke & Henggeler, 2009). The triangle of persuasion or Rhetorical Triangle and meaning should be emphasised to make the message received effectively, persuasively, and meaningfully. Similarly, Holt and MacPherson (2010) claimed that these three elements are inseparable. Ethos refers to credibility while logos means logic and pathos is related to emotions. By combining these three elements competently, a speaker may achieve a good argument that has a strong persuasive power. Persuasion involves ethos or credibility. Meaning, a speaker should be able to build credibility to persuade an audience. Ethos can be considered as the role of the speaker in the persuasion, and how credible his or her claims. The speaker uses their credibility on the subject matter to appeal to the values and attitudes of the audience. The speaker's

credibility is also influenced by his or her competence and experience on the subject. A speaker can build a strong connection with the audience as he or she emphasises the values that matter to the audience and include why are they important to the speaker.

Logos or logic is another element in persuasion. Speakers need to use logic in supporting their claims with objective support such as statistics, facts, and other verified data. A logical claim is always clear and consistent. Besides, to appeal to logos, speakers must always keep the audience and the context of the speech in mind.

Lerner, Ye, Valdesolo and Kassam (2014), reported that numerous psychological scientists now believe that emotions are the dominant factor of most important decisions in life. Therefore, Pathos is an element that should be emphasised in persuasion that appeals to the emotions, sympathetic imagination as well as beliefs and values of the audience. A speaker can do this by getting connected with the audience's emotions they already have towards a subject matter or by evoking new emotion in them. Different emotions that audience already have or can be evoked are like sadness, hope, anger and happiness. In short, they audience may be more receptive to this element as emotions can influence decision-making.

Five Canons of Rhetoric
This model was invented by Cicero and there are five steps involved which are Invention (Inventio), Arrangement (Dispositio), Expression (Elocutio), Memory (Memoria) and Delivery (Pronuntiatio) and the steps should be in chronological order. These five stages of outline can be a great help in order to produce an effective persuasive speech.

The first step begins with the plan on how to influence your audience into accepting your belief. This is done by tackling audiences' past memories so that a series of questions can be generated based on previous knowledge that the audiences have and thus will create a great starting point to begin the speech.

The next step is to arrange the content of the speech. In normal composition, the arrangement will begin with introduction, followed by body of content and conclusion. However, in the arrangement of this model, it will be in the form of introduction, stating neutral facts, making the case, refuting alternative positions and finally concluding the presentation. This stage has to be planned strategically in order to achieve the objective of the speech.

As for the third step, linguistics elements play a crucial role. The presentation has to have emotional appeal with the help of the figurative language and literary devices. Word choices selected must have a great impact to the audiences and this can determine the success of the persuasive speech presented.

Memory in step four is where the speaker has to be able to deliver the speech without reading from the prepared text and finally the last step is delivery. Elements of verbal and non-verbal communication plays an important role such as intonation, gestures, facial expressions, pauses, pitch, volume, and visual aids, to name a few, as these will further reinforce the performance of the persuasive speech.

Evidently, the five canons of rhetoric have indeed helped students in producing effective persuasive speech as it is found in a study done by (Ekpang et al., 2021).

Communication Strategy Framework
A good persuasive speech should employ the Communication Strategy Framework (CSF). CSF explains how businesses need to communicate with their employees, investors, customers, and suppliers. Some of the essential elements of an effective communication strategy are purpose, objectives, background, messaging, target audience, and approach (Cuofano, 2022). In relation to persuasive speech, there are few communications strategy framework can be used to persuade the audience in various context. These strategies can be used to better understand the audience or to enhance reputation with them whose attitude and belief influences the speaker. For instance, The Strategies and Motives for Resistance to Persuasion (SMRP) Framework by Fransen, Smit and Verlegh (2015) provides an initial step to a better understanding of resistance processes that serves as a guideline for speakers who would like to persuade audience toward behaviours such as buying a product, voting for a particular political candidate, or giving up drinking alcohol or smoking.

Fundamentally, choosing the correct Communication Strategy Framework is the very vital part that connects the difference between the situation analysis and the execution of the issues brought up by the speakers. It should be a well plan speech that provide a detailed description of how the solutions will satisfy the audience in given the situation.

English Language and Graduate Employability
Employability and English language proficiency are connected. An individual's employability increases with their level of English proficiency. Keeping a job and advancing in the chosen career are thought to be the following obstacles after finding employment. One of the greatest aspects determining this is having effective English communication skills. This is the rationale behind why the majority of eminent institutions in the nation emphasises on the English language courses to their students. These courses aim to improve students' English language proficiency combined with their technical or professional expertise by teaching it as a skill.

Lack of English proficiency is one barrier graduates face while trying to get entry-level jobs in Malaysia (Survey by Manpower Inc. 2008 as cited in Ministry of Higher Education Malaysia, 2012, p. 9). A similar conclusion was made based on a survey performed by TalentCorp and the World Bank (World Bank, 2014, p. 24), where 81% of employers asked listed a lack of communication skills as a major barrier to recruiting local graduates. This is corroborated by a different study, this one done by Jobstreet.com (2015) among 472 clients, managers, and senior managers from several businesses in Malaysia. A lack of proficiency in English is one of the top five reasons given by recent graduates, according to the report. Thus, language proficiency and other soft skills are given a lot of weight when applying for jobs. The necessity to acquire or inherit competencies becomes important to even just survive in the market as more and more business houses go global and operate in competitive situations as a result of the altered global economy. This statement is true for both employees and employers.

Methodology

The Monroe's Motivated Sequence framework was used in this study to help undergraduate students develop persuasive writing and oral communication skills. 64 students from various faculties in University Technology MARA, the Melaka branch, were given a briefing on the five procedures. From week 11 through week 14, students were given instructions on how to write and deliver a persuasive speech in class. Instructors were required to provide out persuasive speech-related materials, such as lecture notes, video and script samples, and templates with sample content that students were to fill up on topics based on areas of interest. The next step was to coach the students and establish a deadline for consulting the instructors about their progress. In week 14, instructors were expected to evaluate each student's performance on their policy-related persuasive speech.

As a result, this study used direct observations as its primary tool to observe and pinpoint the advantages and disadvantages that students exhibit during their presentations in terms of the information they convey as well as the nonverbal persuasive speech features. The use of rubrics by instructors helped them grade students successfully. Instructors can directly observe students' behaviour and interaction through observation, or they might look for the outcomes of these acts. Instructors gathered checklists and recording sheets. Additionally, student speeches were recorded so that instructors could watch them again. This is done to make sure they do not miss anything.

In order to prevent the instructors from missing anything on the day of the presentations, this is being done. Data precisely about the location and time of the presentation was gathered by the instructors. However, it also enables the instructors to observe the students' actions rather of depending just on what they claim to have done.

Research Findings and Results

Table 1

Topics selection

1. BANNED OPEN BURNING
2. CHILDREN SHOULD NOT BE ALLOWED TO HAVE A CELL PHONE
3. ILLEGAL THE USE OF ALCOHOL FOR ALL AGES (MAKE ALCOHOL CONSUMPTION ILLEGAL FOR ALL AGES)
4. ENFORCEMENT OF LAW ON CHILD MARRIAGE IN MALAYSIA (STRICTER LAW ENFORCEMENT ON CHILD MERRIGAES IN MALAYSIA)
5. MAKE NEUTERING MANDATORY (MAKE NEUTERING MANDATORY TO ALL PETS)
6. COLLEGE ATHLETES SHOULD BE PAID LIKE PROFESSIONAL ATHLETES
7. QUALITY CONTROL OF VEHICLES FOR SECOND- HAND CAR (STRICTER CONTROL ON SECOND- HAND CARS)
8. STRICTER REQUIREMENTS FOR CHILD CARE ESTABLISHMENT
9. BANNED THE CYCLISTS FROM USING THE MAIN ROAD.
10. PEOPLE SHOULD NOT CONSUME SUGAR IN EXCESS
11. STOP CYBER BULLYING
12. STOP PHONE SCAM!
13. PREVENTION OF BULLYING IN SCHOOL
14. URGE LOCAL YOUNGSTER TO WORK AS BLUE- COLLAR WORKERS
15. SMOKING SHOULD BE BANNED!

16. STOP VANDALISME AROUND THE COMMUNITY (STOP VENDALISM IN THE COMMUNITY)
17. AVOID EATING EXOTIC ANIMAL
18. PEOPLE SHOULD NOT OVEREAT
19. STOP BODY SHAMING
20. ENFORCEMENT OF LAW ON ILLEGAL LOGGINGS
21. BANNED FOOD DELIVERY ROBOT IN RESTAURANTS
22. DOMESTIC VIOLENCE HAS TO BE STOPPED
23. STRICTER LAW ENFORCEMENT REGARDING WOMEN ONLY TRAIN COACH (STRICTER LAW ENFORCEMENT ON WOMEN ONLY TRAIN COACH)
24. BANNED ANIMAL TESTING COSMETICS COMPANY (BANNED ANIMAL TESTING IN COSMATICS COMPANY)
25. COMPULSORY DOG LEASHING IN PUBLIC PLACES (DOG LEASING SHOUD BE MADE COMPULSORY IN PUBLIC PLACES)
26. ABORTION SHOULD BE ILLEGAL (ABORTION SHOUD BE MADE ILLEGAL)
27. ENCOURAGE THE USE OF QR CODES
28. SAY NO TO ENGINE MODIFICATION!
29. CHILDREN SHOULD HAVE THEIR USE OF SOCIAL MEDIA AND THE INTERNET MONITORED
30. SCHOOL UNIFORMS SHOULD NOT BE BANNED
31. BANNED FIRECRACKERS IN PUBLIC DURING FESTIVAL
32. LET'S SWITCH TO REUSABLE STRAW
33. E-SPORT IN EDUCATION!
34. DONATE BLOOD CAN SAVE MULTIPLE LIVES
35. BREAKFAST IS A VITAL MEAL
36. MENTAL HEALTH SHOULD BE INCLUDE IN SCHOOL SYLLABUS
37. START THE SKINCARE NOW, INSTEAD OF DELAYING UNTIL OLD AGE
38. EDUCATION IS THE PASSPORT TO A BETTER LIFE
39. LET'S EAT MORE FRUITS AND VEGETABLES!
40. SWITCHING TO CRUELTY FREE PRODUCT
41. DEFEND OURSELVES WITH TAEKWONDO!
42. STAY AWAY FROM FAST FOOD
43. DO NOT USE PLASTIC BAG, TO SAVE THE ENVIRONMENT.
44. FOOD WASTE IS CRIMINAL
45. COFFEE ADDICTION CAN LEAD TO HEALTH PROBLEMS
46. SHOULD ANIMAL TESTING IN PHARMACEUTICALS BE BANNED?
47. TRAVELING MAKES YOU A BETTER PERSON.
48. SAY NO TO FAKE BRACES!
49. NEVER TRY TO SKIP SUNSCREEN
50. EVERYONE SHOULD START SAVING FROM NOW
51. LET'S START USE E-WALLET!
52. SMARTPHONES SHOULD BE ALLOWED AT SCHOOL
53. STOP BODY SHAMING
54. LET'S SWITCH TO CARPOOLING!
55. ALL OF US ARE VICTIMS OF PHANTOM VIBRATION SYNDROME
56. LET'S START THRIFT SHOPPING
57. LET'S USE PUBLIC TRANSPORT.

58. GOLD SAVINGS IS GOOD INVESTMENT FOR FUTURE
59. WEAR A HELMET TO SAVE YOUR LIFE
60. GAMIFICATION AND VIRTUAL REALITY ARE THE FUTURE OF EDUCATION
61. ADOPT, NOT SHOP!
62. PROCRASTINATING CAN RUIN YOUR LIFE
63. HIRING FRESH GRADUATES IS NOT A BAD IDEA
64. SOCIAL MEDIA IS THE END OF THE FACE-TO-FACE CONVERSATION

The topics in Table 1 above were chosen by the students, who, with the help of the instructors, were able to highlight their areas of interest. This is to ensure that a strong persuasive speech can be formed, and it is necessary for students to select a topic that is relevant to their area of interest. As a guidance for students to grasp the significance of choosing to write on something the students care about, instructors have provided examples of pertinent themes.

Table 2
Percentile of students' achievements in the Monroe's Motivated Sequence

STEPS	ACHEIVE	NOT ACHEIVE	TOTAL
STEP 1	57 (89%)	7 (11%)	64 (100%)
STEP 2	53 (83%)	11 (17%)	64 (100%)
STEP 3	50 (78%)	14 (22%)	64 (100%)
STEP 4	35 (55%)	29 (45%)	64 (100%)
STEP 5	33 (51%)	31 (49%)	64 (100%)

The outcomes of students meeting and failing to meet the milestones specified in the Monroe's Motivated sequence are shown in Table 2. Instructors were able to determine the reasons why some students were unable to complete the steps from the percentile displayed, so suggestions to ensure students' ability to do so require special consideration to incorporate the right approach so that students were able to do so in the upcoming semester.

Step 1: Attention
Examples
Have you ever experience smelling this awful smell of an open? Or do you know someone where once a victim by it? Have you felt the burn in your eyes caused by the smoke residue? Does it make you feel really angry about it? And how would you react? Let me ask you have you heard of open burning? (STUDENT 1)
first of all, I would like to show u guys this picture, this is what we call alcohol, people drank alcohol to get their self-drunk but most of the time they drink to party and have a good time. (STUDENT 3)
Have you ever heard about someone who just got into an accident, and lost lots of blood and he needs a blood transfusion as soon as possible to save his life? Can you imagine that happened to one of our family members or friends, but the hospital is in a shortage of blood supply? Can you imagine that happening to you? (STUDENT 34)
Hana, dul, set. Annyeonghaseyo, Syahida imnida. *punch* (STUDENT 41)
Students were able to capture the audience's attention in step 1 by giving the persuasive speech's introduction the right kind of beginning. Students were able to successfully apply tactics such as asking a question, using illustrations, connecting with the audience, and

delivering a stunning claim. This demonstrates that the strategy could be understood by the students and was able to attract positive attention.

Step 2: Need
Examples
Although neutering is a good thing to be done by our community, the effort done by some of the community is still not enough. (STUDENT 5)
Of late it has become a new trend among Malaysians to cycle on highways, which in turn has raised many reactions and brought about danger to cyclists and other road users. (STUDENT 9)
Ladies and gentlemen, now let me share with you why we need to stop body shaming. (STUDENT 53)
A major source of greenhouse gas emissions globally is the transportation industry. Other than that, it also contributes to the problem of high air pollution. (STUDENT 54)
People have to realize that using personal vehicle other than public transport is damaging our environment and our health. (STUDENT 57)
In the second step, students were also able to use the right writing technique to address a specific need. Students were successful in convincing the audience that a need for change existed. They were able to demonstrate that the existing scenario has a major problem by providing a clear, succinct explanation or description of the need or problem, as well as instances that clearly show the need. The audience was able to convey their worry about the issue and their ability and need to hear the suggested solutions.

Step 3: Satisfaction
Examples
Install security cameras, call the police, lock security gates and all other entrances and exits. (STUDENT 16)
The government must take a number of actions, such as establishing a district-level forest enforcement team, a specialist forestry security enforcement team, or an auxiliary forest police. (STUDENT 20)
Parents should slow talk with their children's first before starting any monitoring into their phone. (STUDENT 29)
They rake in cash for their schools and they give their schools valuable exposure. (STUDENT 6)
Since people are ever unlikely to give up this popular drink, here are three quick tips on how to consume this beverage more responsibly. (STUDENT 45)
Procrastination may be overcome in many ways, from identifying the best times for your mind to work creatively to breaking a task down into smaller jobs to prevent feeling overwhelmed by its complexity. (STUDENT 62)
Students were successful in completing step 3 as well. By offering answers to the identified problem, they were able to meet the need. Students were able to provide ideas or solutions and demonstrate their viability for this phase. Plans or solutions have been thoroughly explained so that everyone may understand them. The satisfaction steps allowed the audience to leave with a clear knowledge and the ability to picture it in action.

Step 4: Visualisation

Examples

On of that is the cyclists must ensure their bicycle and equipment have the necessary safety features including only using roof rack carriers on their vehicles. The reason is to transport their bicycle wherever they want to go. (STUDENT 9) – (student gave conclusion instead of providing the visualization)

We must always make sure that the engine of a car that we bought is in good condition otherwise we need to spend a lot of money to fix it because engine can be classified as the heart of the car. (STUDENT 7) – (student gave what action to be taken instead of visualising the consequences of not checking the second hand car before purchasing it)

There is a lot of sexual harassment in places that use the transit. The law on this matter should be tightened where there should be seats for women only need to be safer. (STUDENT 23) – (student gave a closing statement)

The tips to keep the young skin. (STUDENT 37) – (Student gave the steps on how to keep young skin)

Now, I'd like to share with you some further step you can use to help reduce food waste. (STUDENT 44) – (Student gave steps on how to reduce food waste)

There are a lot of benefit in using E-Wallet. (STUDENT 51) – (Student failed to show how the plan would benefit the audience)

Together we can end the suffering of animals in labs. The millions of animals that suffer in research labs every year around the world deserve better than to have their bodies used and discarded. (STUDENT 24) – (Student gave conclusion instead of giving visualisation of the future cause if effect)

Due to their inability to increase the audience's desire for the offered plan or solutions, the students were unable to complete this phase. Students were unable to forecast the future or visualise the possible advantages of the suggested strategy or remedies. Students were unable to realise their imagined or visualised goals. The audience was unable to be inspired to take any action on the suggested plan or solutions, and the policy was judged to be poor. In the aforementioned instances, students display a range of writing skills necessary to complete steps 3 and 5. Additionally, several instances have demonstrated that students failed to adequately explain the benefits or the drawbacks of the proposed plans or solutions.

Step 5: Actualisation

Examples

Phone scam is a very serious crime and will impact to the victim who is affected and will even lose their money. (STUDENT 12) – (Student managed to summarize the problem but failed to attract the audience attention with strong action to be taken)

For the conclusion is the use of sugar in the diet must be taken into account so that our body is always healthy and get balanced nutrition. This is because, if the sugar intake is taken in excess it will invite various chronic diseases such as obesity, risk of heart disease and various other chronic diseases. This sugar is also able to affect a person's appetite so that a person finds it difficult to stop and seems addictive. This must be given serious attention especially among children and adolescents who are generally fond of consuming sugary drinks. This is because excessive sugar intake is also will cause a person to lack energy and cause his metabolism to be weak. (STUDENT 10) – (Student failed to complete the STEP 5 and still continue to elaborate the problem that is supposed to be discussed in STEP 2)

Student is having problems at school or with a friend as a result of bullying, a mental health professional, such as a psychologist, can help your child develop resilience and confidence. This will allow your child to be more successful socially and academically. (STUDENT 13) – (Student gave solution to the problem (STEP 3) instead of completing STEP 5)

College sports have a great significance to colleges and should also benefit student-athletes. Such athletes can be paid to ensure that they acquire some funds to sustain them in college. Balancing sports training and coursework is also difficult for many individuals. (STUDENT 6) – (Student gave explanation on the problem (STEP 2)

To conclude, QR codes give a lot of benefits and it can be scanned anytime and anywhere with mobile phones. QR codes can provide more information about the product or service without a sweat. So, it is very convenient and faster access to the content. (STUDENT 27) – (Student failed to call the audience to react for the next action)

In conclusion, although often reminded of the dangers of firecracker explosions many cases of injuries such as finger loss occurring every year especially to children yet it does not seem to teach a lesson. (STUDENT 31) – (Student manage to summarize the speech but failed to appeal to the audience to take action and complete the speech with a suitable quotation)

Therefore, people need to aware that education is important and need to be taken seriously so that, we can create a well knowledgeable generation in future later on. (STUDENT 38) – (Student failed to challenge or appeal to the audience to take specific actions)

We should take it slowly. Slowly, educate us. Where to find cruelty free product, how can we recognize it. At the same time, we should prevent ourselves from feeling impossible. Impossible to change it. As I said, it is a process, not something that we can just change in a blink of eyes. As you use products up, replace them with cruelty-free options. You don't need to throw everything you currently own out, finish it and find new one. And most important thing, find a support system to help you go cruelty-free. (STUDENT 40) – (Student gave steps to overcome the problem instead of concluding the speech)

In the end, sunscreen is able to give us a lot of benefits in terms of health and beauty. Just a small bottle of sunscreen, you are able to save a lot of money. So choose the right sunscreen and enjoy a combo of long lasting beauty and healthy skin. (STUDENT 49) – (Student failed to challenge or appeal to the audience to take specific actions)

Generally speaking, changing to thrift shopping rather than fast-fashion can help not just yourself yet the entire world. Buying second hand might not be your way of enjoying shopping but you never know once you step in a thrift store what you can find in thrift stores. It's not about the brand, it's about style. (STUDENT 56) – (Student failed to challenge or appeal to the audience to take specific actions)

In addition, students also were unable to complete step 5. In Monroe's Motivated Sequence STEP 5 (ACTION), students should be able to complete three things. First, students should be able to summarize all four steps mentioned. Second, students should be able to call for action and urge the audience to react in order to overcome the problem and finally the students should be able to end with a strong quotation to give an impact to the speech.

They failed to successfully convert the intended visualisation from stage 4 into outward actions. Because the "what" and "how" were not well communicated, the students were unable to generate an instant action phenomenon for the audience. In this step, students were expected to question or appeal the policy; however, they did not do either. They also made no declarations of personal interest or intentions. From the data observed, the absence of strong quotation to end the speech were also noticeable. Therefore, the elements of persuasion were severely weak and did not compel the audience to take urgent action.

In order to create a strong persuasive speech, Monroe's motivated sequence outlines five steps that this paper looks at in detail. Four strategies for the teaching and learning process have been determined based on the instructor's observations.

A set of standards that would be used to select teaching methods based on the learner's needs and requirements can be established with sufficient observation of specific students' responses and evaluations. This is followed by the actual completion of the sequences in order to prepare the persuasive speech. Critical thinking is deemed important to measure students' understanding of these unachieved steps. Hence, cognitive abilities are essential to a student's entire development because they involve many of the mental processes that are at the heart of problem-solving, memory retention, and decision-making, including thinking, reading, learning, and paying attention. All of this has an impact on how well students learn and perform. What and how teachers teach, and students learn in a classroom are significantly influenced by the ways and means used by an examination system to assess students, (Assessment Reform Group, 1999; Black, 1998; Gipps, 1994 & 1996; Greaney & Hasan 1998; Kellaghan & Greaney 2001; Mirza, 1999). Instructors should utilise quantitative verbs to evaluate students' understanding of and progress in the persuasive speech in order to make it apparent what they must do to depict the learning process as shown in Table 3.

Table 3
Quantitative verbs in step 4 & 5

Steps	Approach

4 - Visualisation	1. Observation on students' responses.
	  a) Can you see a possible solution to...?
	  b) What changes to ... would you recommend?
	  c) What do you think could have happened next...?
	  d) Do you think ... is a good or a bad thing?

5- Actualisation	1. Observation on students' evaluations.
	  a) Can you defend your position about...?
	  b) Can you provide an example of what you mean...?
	  c) What do you see as other possible outcomes?
	  d) How many ways can you...?
	  e) If you had access to all resources how would you deal with...?

Nonetheless, with the use of an instructional strategy that promotes and fosters this constructive contact and interdependence, students can learn through cooperative learning. Cooperative learning is a teaching strategy in which students acquire academic material in small groups. The idea is that the group members are debating, arguing, and assisting one another to complete a certain task; more advanced students will assist less advanced ones to increase their comprehension of the subject. Learners cannot absorb all they need to communicate immediately, nor can they learn easily from a random set of language activities

in which the bulk of the time is spent completing lessons that do not engage students in intensive interactions and thus do not enable them to improve communicative skills (Hosseini et al., 2020)

This can be useful for less capable students who have trouble understanding Monroe's Motivated sequence. Students who are proficient in the processes can ask questions to the other group members, discuss their views, or even offer suggestions on how to go about crafting an effective persuasive speech. In this instance, it's specifically to complete steps 4 and 5. When students collaborate to achieve common objectives, their learning efforts support and reinforce one another's academic endeavours, which in turn helps their teammates succeed. Without a doubt, cooperative learning helps students support one another in their academic objectives, which has a significant impact on student accomplishment. Students' self-confidence may rise as a result of group work, speaking exercises, and teamwork when completing a task. Cooperative Learning promote among students the ability and the inclination to work together beyond the classroom by making cooperation not just part of the how of learning but also part of the content (Jacobs, 1997; Sapon-Shevin and Schniedewind, 1991 in McCafferty et al., 2006 :17). Additionally, as cooperative learning encourages students to support one another by correcting errors and providing feedback on the teammate's thoughts and contributions, the fear of making mistakes in any of the 5 steps can be reduced.

Because of this, instructors deem that face-to-face interactions could be more effective in developing students' understanding on how to complete the persuasive speech more successfully. This approach coordinate efforts to communicate clearly and accurately about the chosen issues and to settle disagreement in a constructive manner. Students may be able to better identify their strengths and weaknesses in persuasive speech construction with immediate feedback.

Furthermore, instructors should emphasise the Rhetorical Triangle since it helps students build credibility, provide persuasive arguments, and engage the audience's emotions (Ekpang et al., 2021). For students to become effective orators, the five canons of rhetoric—invention, arrangement, style, memory, and delivery—should be integrated as shown in table 4.

Table 4
Five canons of rhetoric

Five canons of rhetoric	Descriptions & Approach
Invention (appeal of logos)	Students should examine several approaches to themes while determining their topics and what matters most to the audience. Encourage students to think of an excellent concept or to say something insightful to the audience. The methods include: a) Definition b) Comparison c) Relationship d) Testimony
Arrangement	The right order of words, phrases, paragraphs, and sections must be taught by instructors. Making strategic judgments regarding what comes first, what comes last, and where the main areas of concentration are crucial for students.
Style (appeal to pathos)	Students need to be encouraged to make decisions that will affect an audience. In order to improve comprehension and appeal, writers can employ a variety of techniques, including word choice, the use of phrases and tales, speed, and linguistic tricks like figures of speech.
Memory (appeal to ethos)	In order to reply accurately and professionally should the need arise to improvise or answer questions, students must be made aware of the importance of learning as much as they can about a topic before presenting. Students should be warned not to memorise speeches.
Delivery	When teaching persuasive speaking, instructors need to stress the importance of eye contact, posture, professionalism, how students dress, confidence, and body language. The significance of how students deliver a speech or present a communication piece should be made clear.

Using all four strategies at once is a benefit that will increase employability. Graduates may be more employable if they can integrate their cognitive talents, foster cooperation for improved communication skills, and emphasise the value of practising proper face-to-face contacts in persuasive speaking using Monroe's Motivated Sequence. The benefit of being fluent in English is unquestionably significant in any job market.

Conclusion

Before, during, and after the persuasive lecture made to students in class, it should underline what the students' strengths and limitations are. The responsibility of instructors in helping students understand the value of persuasive discourse is crucial. This is done to inform students of the processes required to deliver a persuasive speech successfully and to make them aware of the significance of using persuasion effectively in everyday situations. Additionally, students must continually be encouraged to comprehend and apply the use of the English language because it will help them become more employable in the future.

The findings of this study, however, might not apply to all students or institutions. The shortcomings noted in the students' speeches from above might not apply to other students as well. The methods used by instructors to perform the oral presentation can differ. Additionally, the timeline could differ, which could have an impact on the students' performance results.

Furthermore, the aforementioned strategies must be put to the test on students during the forthcoming semester in order to determine their efficacy. Only then could this be the enrichment steps for both the instructors and the students to be able to produce an effective persuasive speaking to be adopted and served as a benefit in terms of employability. This merits more investigation because it will surely benefit the institution be it the stakeholders or the policy makers. This is in line with the preceding study's inclusion of employability skills.

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