

Ability to Write Speech Texts for Class XI Madrasah Aliyah Students



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ABSTRACT: This study aims to determine the students' ability in writing speech texts based on their structure, aspects of spelling and punctuation, the accuracy of the choice of diction, the effectiveness of the sentences written by these students, and to determine students' abilities in deciphering the text of speech as a whole. This study was conducted in class. XI IPS Madrasah Aliyah Mamba'ul Ulum Jambi City. Using a descriptive approach. While this type of research uses qualitative research. The techniques used to collect data in this study are: Test techniques, questionnaires and documentation techniques. This research procedure has several stages, namely the orientation stage, the exploration stage, and the checking stage. The ability of this research students in writing speech texts based on the aspect of the structure of the text students are classified as capable, based on the aspects of spelling and punctuation it can be concluded that the students are less able to use correct spelling and punctuation, based on the diction aspect, it can be concluded that the students are classified as capable, based on the aspect of sentence effectiveness, it can be concluded quite capable, and all students are quite capable in writing speech texts.

KEYWORDS: writing, text, speech

I. INTRODUCTION

Indonesian is a very important lesson because the language used in daily interactions and academic activities in schools, from the lowest to the highest level of education (Sari & Siti, 2017). This learning leads to four aspects, namely listening, speaking, reading and writing skills. These four aspects are interrelated with one another and must be mastered by students. One of the language skills that need to be trained and mastered by students is writing skill.

In the 2013 curriculum, Indonesian language learning is directed at developing students' language and literary competencies and attitudes through listening, reading, speaking, and writing activities (Rahayu, 2021). Learning Indonesian on the subject matter of speech texts in class XI is guided by the 2013 curriculum which is contained in basic competencies (KD) 4.6. Indicators of competency achievement 4.6.1 Determine aspects that are edited in the speech text.

One aspect of language skills related to these thoughts, ideas, opinions, and feelings is writing skills. Writing is an activity that is influenced by the power of thought to convey inspiration and ideas. In writing activities students are expected to have mastery of writing so that the writing can be well structured in learning. Writing skills are very necessary in modern life, by writing students can express their experience and knowledge, through writing this will produce useful and scientific works (Siddik, 2016).

Students' writing ability is reflected in students' writing, such as student speech texts. In writing skills, especially in writing speech text skills, students should be able to string words correctly and develop writing into a speech (Wati, 2014). Students' writing abilities are influenced by several factors such as physical condition, intelligence, strength, ability, and skills. . The habit of writing is part of the activity of writing letters with stationery and expressing thoughts in words in the media (Noriyani, 2017).

This research was carried out within the scope of the Islamic boarding school. Students in Islamic boarding schools are less interested and often underestimate the general learning process. This was known by the author when teaching Indonesian subjects at Madrasah Aliyah Mamba'ul Ulum Jambi City. Weak student interest in learning can be seen when students are often late to class during class hours. Students are always late in completing the assignments given by the teacher. This study aims to determine the students' ability in writing speech texts based on their structure, aspects of spelling and punctuation, the accuracy of diction selection, the effectiveness of the sentences written by these students, and to determine students' abilities in deciphering the speech text as a whole.

“Ability to Write Speech Texts for Class XI Madrasah Aliyah Students”

Research related to the ability to write speech texts has been carried out previously by (Dede Sukanah, 2021) with the research title "Inquiry Learning Methods in Improving Speech Writing Ability" . speech of students who are taught using the inquiry model is higher or better than discovery learning. Further research was carried out by (Zainal Abidin 2019) with the title "Ability to Write Persuasive Speech Texts for Class I Students of SMP Negeri 1 Tommo, Mamuju Regency". Furthermore, it was carried out by (Suprihatin et al, 2017) with the title "Ability to Write Speech Texts (Case Study at SMA Muhammadiyah 1 Karanganyar)". Learning to write speech texts is very important to research. Because research can be used to confirm students' success in writing speeches. Writing speech text is required by students. To learn how to write speech texts, students must be able to speak from the results they write. The author is interested in discussing the ability to write audio text. In other words, the writer wants to know how capable the ability to write speech text is. Therefore, the authors are interested in conducting a research entitled "Ability to Write Speech Texts for Class XI Social Sciences Madrasah Aliyah Students".

II. RESEARCH METHOD

This research was conducted in class XI Social Sciences Madrasah Aliah Mamba'ul Ulum Jambi City. Using a descriptive approach. While this type of research uses qualitative research. This type of research was chosen because it is in accordance with the research objectives, namely to determine the students' ability in writing speech texts based on aspects of speech structure, spelling and punctuation, word selection (diction), sentence effectiveness and the complete speech text. Obtaining information and data is explained as it is in accordance with the facts on the ground. This is in line with the comments (Sugiyono, 2013). The techniques used to collect data in this study are: Test techniques, questionnaires and documentation techniques.

This study aims to determine the students' ability in writing speech texts based on the structure of the speech text, spelling and sign, the choice of diction, the effectiveness of the sentence and the entire speech text as a whole. To achieve this goal, the researcher went directly to the research field to meet all students of class XI IPS. Collecting research data, aims to analyze data during the research process.

Data Validity Test

In this study, the main research instrument is the researcher himself, so the level of subjectivity is higher. For this reason, to ensure that the data obtained are truly objective and the results of the analysis are also objective so that the findings can be trusted, it is necessary to check the validity of research findings by testing validity (Wahidpure, 2017).

Research procedure

This research procedure has several stages, including:

A. Orientation Stage

The orientation stage aims to describe clearly and completely related to the observed case.

B. Exploration Stage

This stage is carried out to analyze the data that has been obtained in the field, and summarize in a more structured manner so that the maximum data will be obtained, after all the information has been collected the researcher then makes an overview of this research according to the respondents' comments.

C. Checking Stage

At this stage, the process of checking the data that has been obtained so that the results of the research can be accounted for.

Data analysis technique

The data analysis technique uses the Spradley Model in (Hardani, 2020) Spradley divides data analysis in qualitative research based on the stages in qualitative research

III. RESULTS AND DISCUSSION

First, the students' ability in writing speech texts based on the introduction which contains; opening greetings, respect and thanksgiving are categorized as capable. This is known from the results of student work totaling (18 students). 17 students were able to write speech texts based on the introduction, but there was 1 student who was incomplete in writing the introduction, the student only wrote assalamu'alaikum on the first line then continued with the contents of the speech text. In the content section, a number of facts are also presented that strengthen the speaker's arguments. The essence of the speech text is as concise as possible and easily understood by the readers.

Students' ability in writing speech texts based on closing which includes; conclusion, apologies, closing. This section is the essence of the main problem presented, this section must be written in a concise, concise and easy to understand manner. Of the 18 students who wrote the speech text, they were classified as capable in the closing aspect, there were 4 students who did not write the closing part of the text they wrote.

“Ability to Write Speech Texts for Class XI Madrasah Aliyah Students”

Second, based on the results of this study, students are less able to write speeches based on aspects of accuracy in spelling and punctuation. This is known from the number of students (18 students) who took the speech writing test. There are as many as 10 students who are less able to write speech texts based on spelling and punctuation, these students still use a lot of incorrect spelling and give punctuation according to the student's wishes without seeing how the punctuation is used. According to (Widagdo, 1997) basic joining words whose parts are not closely related, meaning that they are not considered one word, are written separately.

Third, not all students are able to write speech texts based on aspects of diction accuracy. Overall, students are classified as capable of diction accuracy, it is known that as many as 14 students in the capable category, while students in the poor category as many as (4 students).

Diction is word choice. Word choice is the activity of choosing the right words when writing so that it expresses the intent and purpose to the listener or reader, both orally and in writing. In (Arifin, 2017) states that in choosing the right word to express an intention, a dictionary is needed. Therefore, the writer must know the meaning of a word before using it in a sentence or statement.

Fourth, the results of this study show that students are quite capable in writing speech texts based on sentence effectiveness. In writing a speech text, the sentence written must be effective, from this research it is known that there are (9 students) who can write effective sentences in writing speech texts and (9 students) are classified as lacking in writing effective sentences in speech texts.

Fifth, overall the results of this study were categorized as quite capable of writing speech texts as a whole. It is known that there are 12 students who can write a complete speech text that meets the structure of the speech text, spelling, diction and sentence effectiveness. Students' ability to write can be influenced also through external factors, students' daily lives or the environment students often listen to lectures / speeches, so students have memories of what they listen to so it is easy to think about their ideas.

As explained by (Kusmana, 2020) this internal factor is a factor that is contained within the students themselves. However, this factor is further divided into two, namely Physiological and Psychological. Students' language skills can be influenced by psychological (psychic) and physical (articulatory organs and brain) factors. If a student has psychological problems or physical disorders (obstacles in the articulation organs and brain) it will cause inappropriate language skills.

While external factors consist of several indicators, including family factors, school environmental factors, and community factors. From this statement, of course, the process of learning to write speech texts is greatly influenced. The school environment in this study is in the form of an Islamic boarding school environment as we know that students who live in Islamic boarding schools will focus on learning that is yellow book, etc., thus school learning is slightly neglected.



“Ability to Write Speech Texts for Class XI Madrasah Aliyah Students”



Figure 1. Research Process

IV. CONCLUSION

Based on the objectives, results, and discussion, it can be concluded:

- A.** The ability of class XI students in writing speech texts based on aspects of the structure of the text in the form of: introduction, content, closing concluded that students were classified as capable.
- B.** The ability of class XI students in writing speech texts based on aspects of spelling and punctuation. It can be concluded that these students are less able to use correct spelling and punctuation, there are 10 students who still use spelling and punctuation incorrectly.
- C.** The ability of class XI students in writing speech texts is based on the aspect of diction. From the research that has been done, it can be concluded that the students are classified as capable of choosing words/diction. It can be seen that as many as 14 students can choose words well, and 4 students still make a lot of mistakes in using words.
- D.** The ability of class XI students in writing speech texts is based on the aspect of sentence effectiveness. The results of this study indicate that the ability of students to compose effective sentences is quite capable, but there are still students who use sentences that are difficult to understand, use incomplete sentences in the closing part, in sentences written by students many words are abbreviated.
- E.** Based on the research findings, the overall class XI students are quite capable in writing speech texts, it is known that as many as 12 students and 6 students cannot write speech texts in their entirety.

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