Structure and Language Features of Speech Texts in the Works of Kandri Village Learning Community

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ABSTRAK

The realization of non-formal education in the field of language literacy can be realized by the existence of learning communities in the village. This learning community focuses on linguistic literacy to increase linguistic literacy for the community, specifically students in the village, which is realized through training in writing speech texts. To determine the level of comprehension, literacy improvement, and evaluation of the learning community's ability to compose speech texts, it is necessary to analyze the results of the speech texts that have been produced in the form of analyzing the structure and language features of speech texts. The method in this research is a descriptive qualitative approach to analyze the structure and language features in the speech text produced by the learning community in the literacy corner of the learning community. The results of the research analysis show that the learning community in the literacy corner has shown a good ability to compose speech texts with complete structures and language features.
Keywords: Literacy; Language; Factual Discourse

INTRODUCTION

In the community, humans interact and communicate with language, so language skills play an important role in life. With good language skills, a human can interact and express thoughts, ideas, and information properly (IMS Widyantara, 2020). Consistent with the opinion (Magdalena et al., 2021) that language skills are very important for humans because language is a model for the intellectual, social, and character development of students. Language skills consist of four aspects, including listening, speaking, reading, and writing, which are divided into receptive aspects and productive aspects. (Erka, 2015). Receptive aspects consist of listening and speaking skills, whereas productive aspects consist of speaking and writing skills. One aspect that plays an important role in expressing ideas, thoughts, and information is writing skills. Writing is a language skill used for indirect communication. This skill involves the ability to communicate ideas, opinions, and emotional reactions to others through written words. In general, writing has the main function as an indirect communication tool (Arizal, 2021).

Each individual needs language skills. This is due to the fact that language skills are a model for developing intellectual, social, and character abilities (Dina Aulia Yudistira Munthe, 2023). One of the ways that can be practiced to train writing skills is through learning or training in writing speech texts. In the process of writing the text, an individual can practice expressing ideas, thoughts, and information in a more organized and structured manner (Suprayogi et al., 2021). Speech is a type of factual discourse text in the form of words as a medium for expressing thoughts or ideas that aim to be addressed to the public; it can also be interpreted as a discourse that will be intended to be spoken in front of an audience (Lubis, 2018a). Speech texts contain opinions, ideas, and knowledge about a

particular topic that can be conveyed in front of a public audience (Ikhlasani et al., 2020). Therefore, it can be concluded that a speech text is a text written about a topic with the aim of being delivered in front of a public audience. Learning or training in writing this speech text is one of the attempts to improve linguistic literacy. Writing speech text can be interpreted as an activity of pouring ideas into the form of written language, which will then be spoken (Nugroho, 2018). In this effort, it is necessary to have consistent activities to get maximum results. In addition, there also needs to be variety in the speech text. Considering that this speech text can be related to the surrounding environment, it becomes one of the opportunities in developing ways of delivering learning or training in writing speech texts. With a good and interesting way of delivery, it will get optimal results. This can be one of the steps in realizing an advanced society in the aspect of science.

To realize an advanced society in the future, extensive skills and knowledge are necessary. These skills and knowledge can be achieved through education. Education is a means to realize a society that actively develops its potential through learning (Fadia & Fitri, 2021). Education is divided into 3, namely formal, non-formal, and informal education, which complement each other (Arif et al., 2022). Formal education is education that is carried out in schools (Syaadah et al., 2022). However, language learning education, especially speech-text learning in schools, cannot guarantee the achievement of students' abilities in language literacy, so it also needs to be supported by non-formal education activities. Non-formal education has a very high opportunity to be utilized and developed by the community so that it can improve skills and knowledge independently and has a scope that is adapted to the circumstances around the community (Adawiyah & Sulfasyah, 2016).

The realization of non-formal education in the field of linguistic literacy is realized by the existence of a learning community in Kandri Village in the form of a factual discourse literacy corner. This community focuses on improving linguistic literacy for students in the Kandri Village community. The existence of this learning community aims to accommodate literacy activities as well as a means of improving literacy for the village community. One of the activities in this learning community is training in writing speech texts, where learning citizens are guided with interesting methods and trained to relate them to events or events in the surrounding environment. This is one of the steps in improving the competence and language potential of the community so that people can communicate and understand language well.

In observing the success of the activities that have been carried out in the learning community and seeing how the level of understanding of the community's linguistic literacy of the speech text, it is necessary to analyze the structure and linguistic features of the results of the speech text that has been written. The results of the text that has been written and analyzed can be used as a measure to see the level of writing ability in people who participate in activities in learning communities.

Previous research on this topic has been conducted by several authors, including research (Lubis, 2018) with the title "Struktur Penulisan Teks Pidato Mahasiswa Semester III Prodi Pendidikan Bahasa dan Sastra Indonesia Institut Pendidikan Tapanuli Selatan: Kajian Retorika.".
Research (Afham et al., 2022) with the title "Penggunaan Kaidah Kebahasaan Teks Pidato Pada Siswa Kelas IX: Analisis Kesalahan Berbahasa Tataran Sintaksis."

The similarities with previous research consist of the type of research that analyzes the structure and language of speech texts, where the research (Lubis, 2018b) focuses on analyzing the structure of speech texts. While the research (Afham et al., 2022) focuses on analyzing the language features of speech texts at the syntactic level. However, the difference lies in the more limited focus of this research because the focus of the research is only on one aspect and is less in-depth, so that in this study the author will explain the analysis of structural aspects and language rules of speech text in more detail. The purpose of this study is to evaluate the ability of learning citizens to compose speech texts that are in accordance with the correct structure and language rules in the learning community that has been formed in Kandri Village so that the data shows the level of understanding and linguistic literacy of learning citizens.

RESEARCH METHODS

The research method in this study is a descriptive qualitative approach to analyze the structure and language rules in the speech text produced by learning citizens in the literacy corner. This research aims to evaluate the ability of the learners in composing speech texts that are in accordance with the correct structure and language rules. The research was conducted in Kandri Village, Gunung Pati, with the subject of speech texts written by the community learners in the literacy corner of factual discourse. This study used 4 methods in the data collection process, including observation, questionnaire, interview, and documentation. Data were collected through direct observation of the collection of speech texts written by the learners. Each speech text was analyzed to identify the elements in the structure and linguistic rules of the text. The analysis was conducted by referring to relevant theories regarding the systematics of writing speech texts. The instrument used in this research is document analysis. The resulting speech text is analyzed based on the speech structure, which includes opening, content, and closing, as well as language rules, which include the use of pronouns, persuasive words, and cause-and-effect sentences. The collected data were analyzed by researchers qualitatively and then presented in descriptive form. The process of comparing the research results with previous research was also carried out in this study to provide a broader context regarding the development of language skills of the learners. As a final stage, the researcher also discussed the results of the interpretation with expert colleagues and rechecked with informants to maintain data reliability. Based on this, the preparation of the research method in this study is designed in detail and systematically to produce accurate and relevant data in providing clear findings on the ability of learners to compose speech texts as a basis for the development of non-formal learning in improving the linguistic literacy of learners in Kandri Village, Gunung Pati.

RESULTS AND DISCUSSION
Results

The result of this research is a description of the structure and linguistic rules contained in the speech texts of citizens learning literacy corner factual discourse. The following are the results of the analysis of the structure and linguistic rules of the text
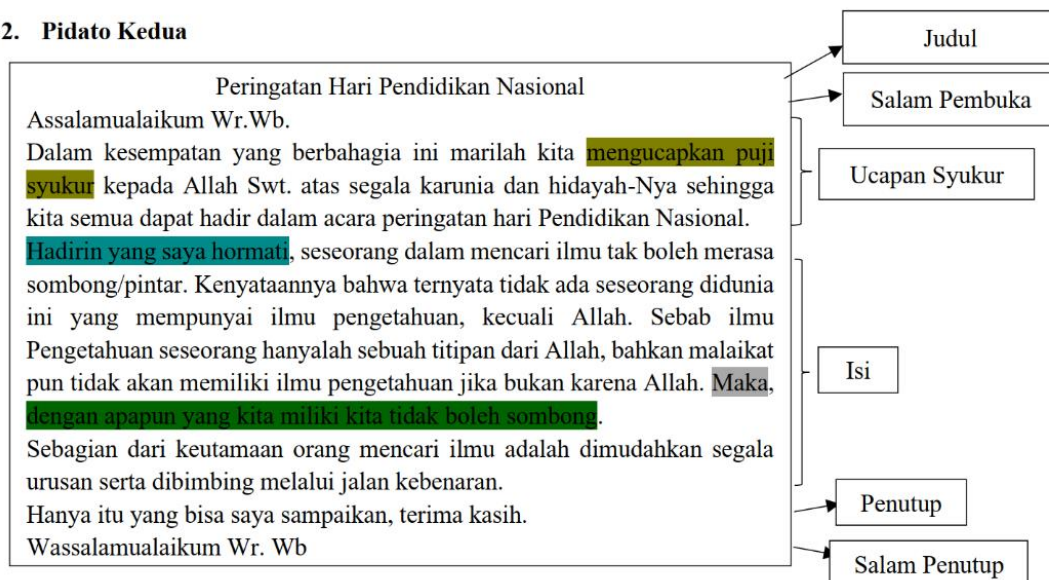
1. First Speech
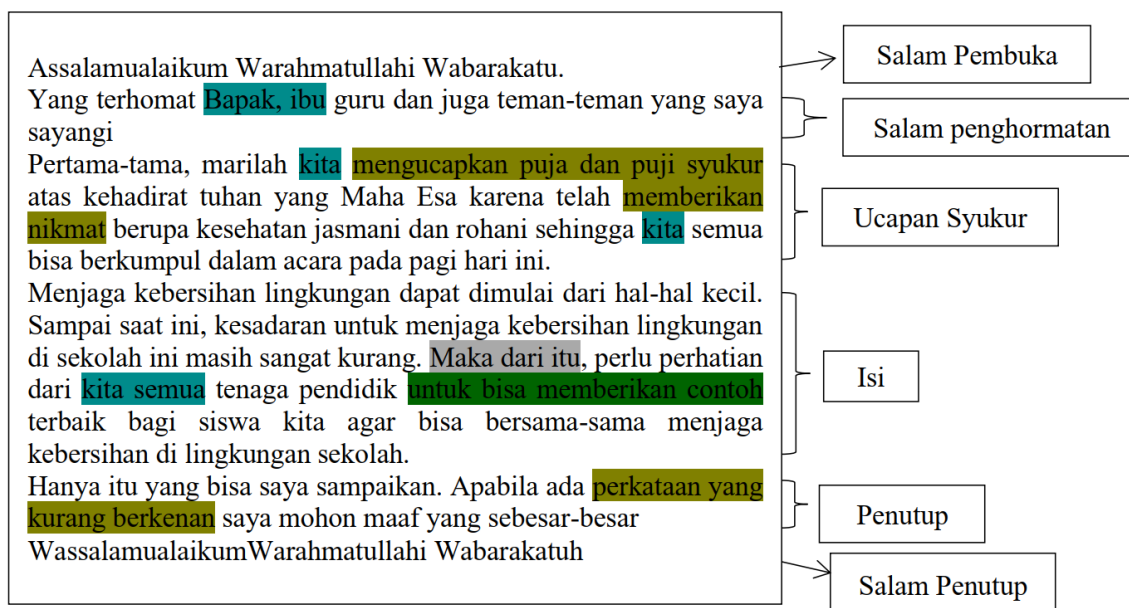
Description:
--- : Personal pronoun (as a greeting)
--- : Words that show cause and effect
--- : Persuasive words or invitations
--- : Mental verbs

2. Second Speech

2. Pidato Kedua

Judul

Salam Pembuka

Peringatan Hari Pendidikan Nasional

Assalamualaikum Wr.Wb.

Dalam kesempatan yang berbahagia ini marilah kita mengucapkan puji syukur kepada Allah Swt. atas segala karunia dan hidayah-Nya sehingga kita semua dapat hadir dalam acara peringatan hari Pendidikan Nasional.

Ucapan Syukur

Hadirin yang saya hormati, seseorang dalam mencari ilmu tak boleh merasa sombong/pintar. Kenyataannya bahwa ternyata tidak ada seseorang didunia ini yang mempunyai ilmu pengetahuan, kecuali Allah. Sebab ilmu Pengetahuan seseorang hanyalah sebuah titipan dari Allah, bahkan malaikat pun tidak akan memiliki ilmu pengetahuan jika bukan karena Allah. Maka, dengan apapun yang kita miliki kita tidak boleh sombong.

Isi

Sebagian dari keutamaan orang mencari ilmu adalah dimudahkan segala urusan serta dibimbing melalui jalan kebenaran.

Hanya itu yang bisa saya sampaikan, terima kasih.

Wassalamualaikum Wr. Wb

Penutup

Salam Penutup

Description:
--- : Personal pronoun (as a greeting)
--- : Words that show cause and effect
--- : Persuasive words or invitations
--- : Mental verbs

3. Third Speech

Judul

Salam Pembuka

Perpisahan Kelas 6

Assalamualaikum Wr. Wb.

Syukur Alhamdulillah dipanjataken kangge sang pencipta dunyo gusti Allah. Kangge restune gusti Allah kita sedoyo saged kumpul teng mriki damel keadaanipun sehat walafiat, Alhamdulillah.

Ucapan Syukur

Bapak lan Ibu sedoyo,

acara niki yaiku perpisahan kelas 6 ngaturake kulo selaku wakil siswa lan sedoyo kelas 6 ngaturaken matur nuwun sekatahipun kangge Bapak utawi Ibu guru sing sampun tulus lan sabar ngajar kulo lan sedoyo.

Kulo lan kanca-kanca ngatur pangaksami sekatah-katahe amarga pernahipun salah muring Bapak utawi Ibu guru.

Isi

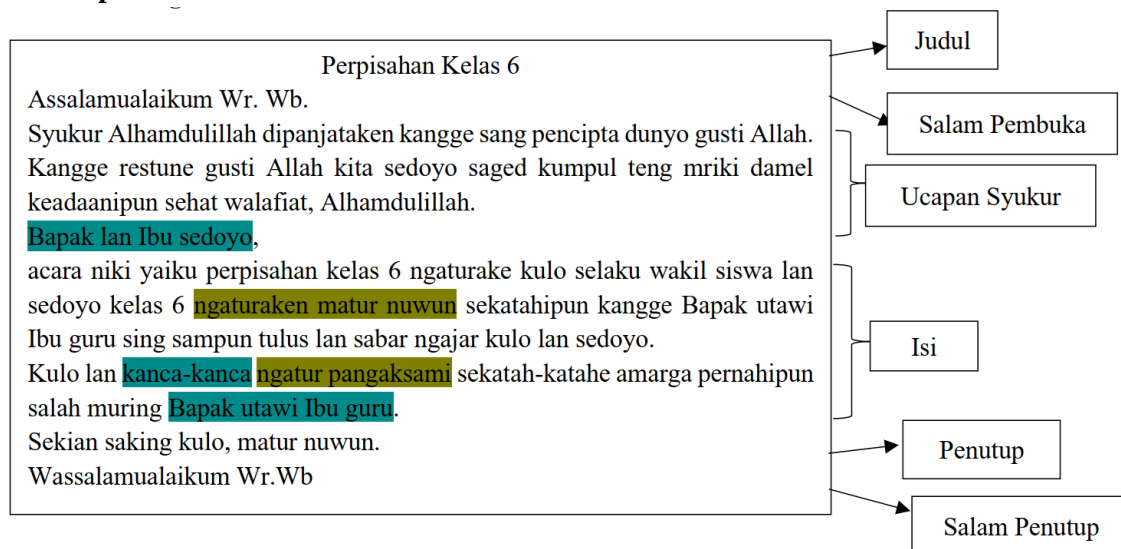Sekian saking kulo, matur nuwun.

Wassalamualaikum Wr.Wb

Penutup

Salam Penutup

Description:
--- : Personal pronoun (as a greeting)
--- : Words that show cause and effect
--- : Persuasive words or invitations
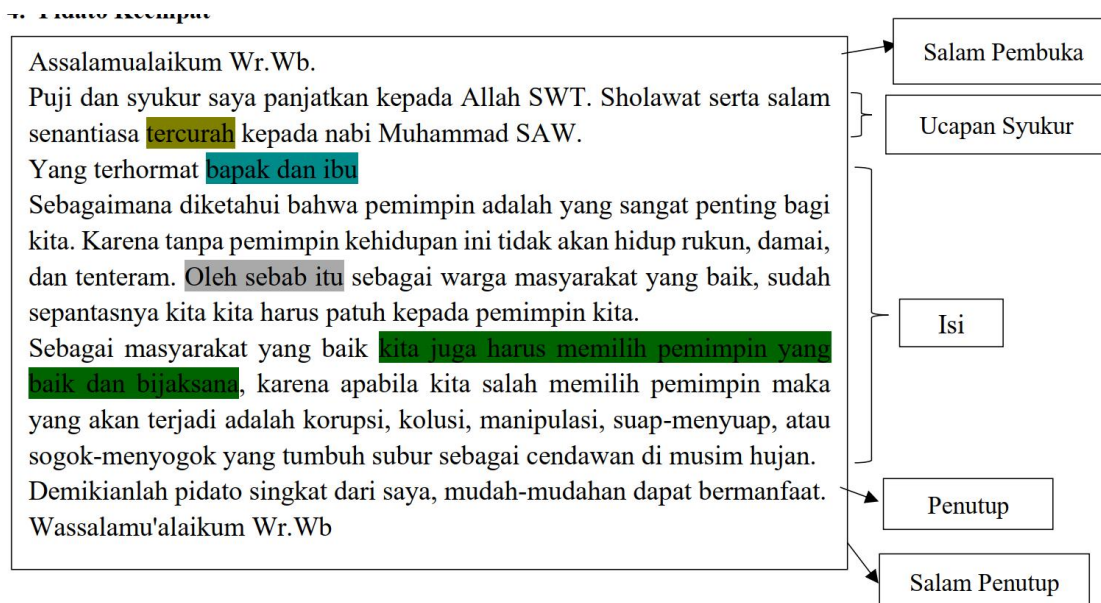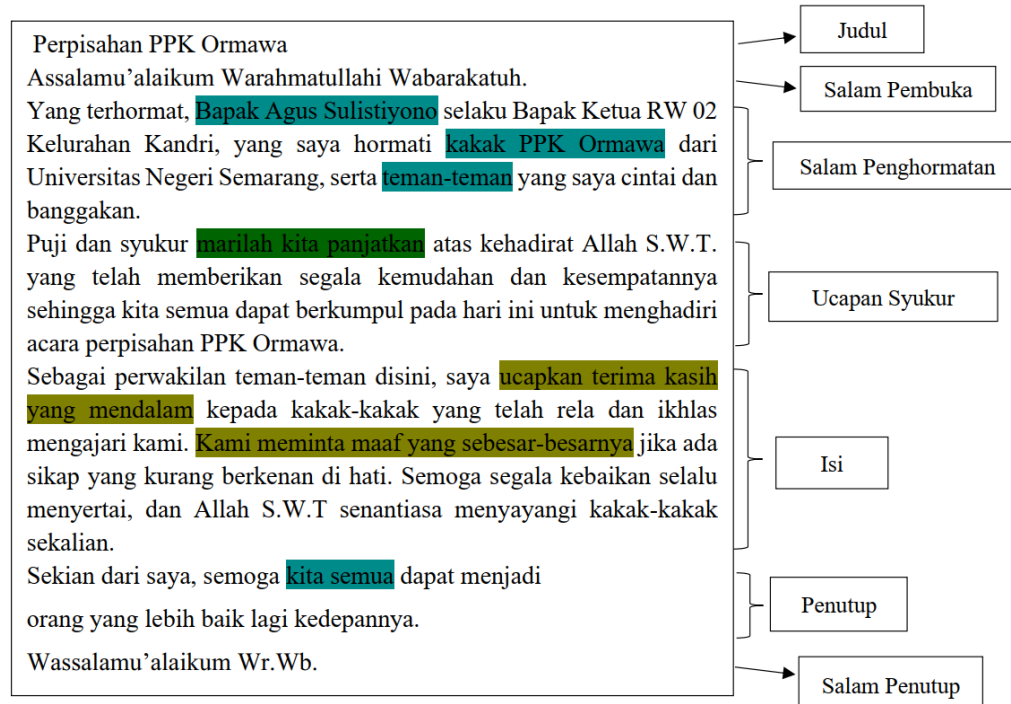--- : Mental verbs

4. Fourth Speech

4. Pidato Keempat

Assalamualaikum Wr.Wb. — **Salam Pembuka**

Puji dan syukur saya panjatkan kepada Allah SWT. Sholawat serta salam senantiasa tercurah kepada nabi Muhammad SAW. — **Ucapan Syukur**

Yang terhormat bapak dan ibu

Sebagaimana diketahui bahwa pemimpin adalah yang sangat penting bagi kita. Karena tanpa pemimpin kehidupan ini tidak akan hidup rukun, damai, dan tenteram. Oleh sebab itu sebagai warga masyarakat yang baik, sudah sepantasnya kita kita harus patuh kepada pemimpin kita.

Sebagai masyarakat yang baik kita juga harus memilih pemimpin yang baik dan bijaksana, karena apabila kita salah memilih pemimpin maka yang akan terjadi adalah korupsi, kolusi, manipulasi, suap-menyuap, atau sogok-menyogok yang tumbuh subur sebagai cendawan di musim hujan. — **Isi**

Demikianlah pidato singkat dari saya, mudah-mudahan dapat bermanfaat. — **Penutup**

Wassalamu'alaikum Wr.Wb — **Salam Penutup**

Description:
- --- : Personal pronoun (as a greeting)
- --- : Words that show cause and effect
- --- : Persuasive words or invitations
- --- : Mental verbs

5. Fifth Speech

Perpisahan PPK Ormawa — **Judul**

Assalamu'alaikum Warahmatullahi Wabarakatuh. — **Salam Pembuka**

Yang terhormat, Bapak Agus Sulistiyono selaku Bapak Ketua RW 02 Kelurahan Kandri, yang saya hormati kakak PPK Ormawa dari Universitas Negeri Semarang, serta teman-teman yang saya cintai dan banggakan. — **Salam Penghormatan**

Puji dan syukur marilah kita panjatkan atas kehadirat Allah S.W.T. yang telah memberikan segala kemudahan dan kesempatannya sehingga kita semua dapat berkumpul pada hari ini untuk menghadiri acara perpisahan PPK Ormawa. — **Ucapan Syukur**

Sebagai perwakilan teman-teman disini, saya ucapkan terima kasih yang mendalam kepada kakak-kakak yang telah rela dan ikhlas mengajari kami. Kami meminta maaf yang sebesar-besarnya jika ada sikap yang kurang berkenan di hati. Semoga segala kebaikan selalu menyertai, dan Allah S.W.T senantiasa menyayangi kakak-kakak sekalian. — **Isi**

Sekian dari saya, semoga kita semua dapat menjadi

orang yang lebih baik lagi kedepannya. — **Penutup**

Wassalamu'alaikum Wr.Wb. — **Salam Penutup**

Description:
- --- : Personal pronoun (as a greeting)
- --- : Words that show cause and effect
- --- : Persuasive words or invitations

--- : Mental verbs

Discussion

Based on the results of the research in an analysis of the structure and linguistic rules of speech texts written by learning citizens in the literacy corner of factual discourse, it shows that the structure and rules of language can be developed in learning communities or non-formal learning. In line with the opinion (Musriyatun, 2022) that writing speeches is very important to pay attention to the structure and linguistic rules of the text because when making a speech with an unsystematic structure, the speech will be ambiguous; therefore, linguistic rules and structure have an important role in writing speech texts. The structure and grammatical rules used in the activity of writing speech texts by learning citizens in the literacy corner of factual discourse have fulfilled the completeness of the speech text structure, namely, introduction, content, and conclusion (Suprihatin et al., 2021). The application of the importance of considering the structure and rules of language in writing a text, one of which is the speech text, is very important, in line with the opinion (Muhtya, 2021), which states that the structure and rules of language are very important for writers to master. So that the learning citizens must be able to master the structure and language rules in writing speech texts.

Based on the final results, the findings showed that the complexity of the speech text structure in the speeches made by the learners in Kandri Village indicated that the learners successfully applied the results of the non-formal learning process carried out in the factual discourse literacy corner in improving the quality of literacy. The results of this speech text showed their ability to understand and apply the theories learned and showed an increase in language skills.

CONCLUSIONS

The research concludes that the learners in the literacy corner have shown a good ability to compose speech texts with complete structure and linguistic rules. On the whole, the results of this analysis reflect the improvement of language skills and understanding of the theory learned by the learners, although there is still room for improvement in certain aspects. This study provides a clear overview of the quality of the speech texts produced and can be the basis for further development in non-formal learning through the literacy corner.

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