

UTILIZATION OF SPEECH IN TELEVISION
"DEBATE" TEACHING MATERIAL

Indrayana
State University of Malang
Email: indrayana@gmail.com

ABSTRACT



PROCEEDINGS

International Seminar and Annual Meeting 2017 BKS PTN Wilayah Bara
Fields of Linguistics, Literature, Arts and Culture
September, 12th – 14th, 2017

Editors

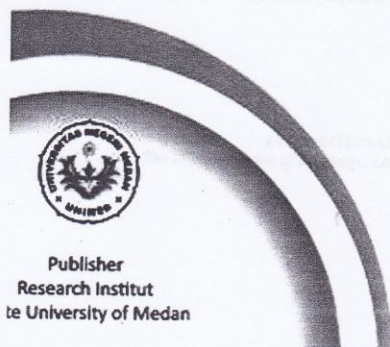
- Rahmad Husein • Meisuri • Anni Hollla Pulungai
- Zulherman • Wisman Hadi • Indra Hartoyo



Foreword

Head of BKS - PTN Barat
Field of LLAC Science:
Dr. Isda Pramuniati, M.Hum

**“The Implementation of Language
Literature, Art and Cultural Studie
in Strengthening the Nation’s Civilization**



Publisher
Research Institut
te University of Medan

UTILIZATION OF SPEECH IN TELEVISION DEGREE AS A "DEBATE" TEACHING MATERIAL AT HIGH SCHOOL

Tressyalina
State University of Padang
E-mail : tressyalina@gmail.com

ABSTRACT

Debate plays an important role in building the civilization of the nation. In building the civilization of the nation, not apart from a problem. The problem must be solved by providing the right solution. The right solution is "born" through the results of the deliberative decision because Indonesia is a democratic country. Motion, affirmative, and opposition as elements in the debate are in the process of deliberation to produce responsible decisions. Therefore, the matter of "debate" as one of the basic competencies that must be achieved by students in high school. It is intended that students can think critically in solving a problem that requires a decision to be taken. Thus, speech acts on television can be interpreted as "debate" teaching materials in high school. The speech acts consist of assertive speech acts, speech acts directive, komisif speech acts, and expressive speech acts. This is a manifestation of the use of information and technology in electronic mass media in Indonesia.

Keywords: Speech Acts, Teaching Materials, Debates, Talk Show

INTRODUCTION

To build a nation civilization of quality, one step that can be taken is through education. As proposed by the Divine (2012: 84) that through education, then humans will have the potential of a qualified resource to acquire knowledge. This means that the knowledge that has been obtained can be used to address the challenge of civilization of the nation in the future. Therefore, education in schools is very important to do to form a young generation of civilized.

Education in schools, especially for High School education unit has a process that must be passed by the young generation in gaining knowledge. The process in question is the learning of a subject, one of which is learning Indonesian language. The learning aims to enable students to understand and use the Indonesian language properly and correctly for various purposes.

Understanding is certainly related to listening, speaking, reading, and writing as aspects of language skills. One of them is in basic competence to analyze the contents of debate (issues / issues of viewpoint and arguments of some parties, and conclusions). In the basic competence, the child is required to have the skills in identifying the content of the debate, which includes the motions and statements of attitude that support or reject, and arguments to support the attitude. This means there are lingual markers that can be used as keywords in identifying the contents of the debate. In this regard, electronic media, such as television, can be used as an Indonesian language learning media to understand the intended competencies.

Television is believed to give influence in terms of attitudes and behavior of the audience so that it will bring an impact in the short-term period or in a long time. One of them, the program offered by television stations. For example, the *Mata Najwa* speech event program broadcasts Metro TV stations with news genres. The award-winning *KPI Award* program as *the Best Talk Show* Program of 2014 with the auction of news anchor character, Najwa Shihab, makes the program not just a talk show, but an in-depth investigation of the political and legal factors - presented. The speakers did not have the opportunity to think in giving an answer so once the question was submitted, they immediately answered. By examining the *Mata Najwa* students can practice their language skills. Of course it can be realized if the positive side of the degree of speech is applied, such as responding with the use of good language and true according to the situation and understand a subject that will be discussed. Therefore, through this article explained about the speech used by interviewers and speakers in television speech, especially *Mata Najwa* as the utilization in learning Indonesian in school.

DISCUSSION

This section of discussion discusses the speech acts contained in the *Mata Najwa* speech title as an exploit in "debate" teaching materials at High School to build the nation's civilization.

Importance of Debate in Building Nation Civilization

Building a young generation that has a democratic personality is one of the goals of the Indonesian government. This is because Indonesia is a country that prioritizes deliberation to take a decision. The growing democratic character of every citizen is necessary for the achievement of national education objectives in the framework of nation-building and catamaran (Arif, 2014:9). In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 Year 2008 regarding Student Development stated that one of the types of coaching activities related to democracy include conducting debate activities. Through the debate is expected as a young generation students can overcome a problem by reviewing various aspects that accompanied the evidence to obtain a solution that can be accounted for.

The development of democratic values through debate is expected to shape the student's personality as a young generation who can examine all the problems that arise in this civilization. This is because in the debate there are elements of motion, affirmative, and opposition. The element can train students in building the civilization of a democratic nation. Motions are instruments used to ask participants to take action or express a particular opinion (Middleton, 2007:22). Such action or disclosure may be the acceptance of a motion or rejection of a motion. In the revelation of the motion begins with a motion submitted by an affirmative parliamentary party. The parliamentary group approved the motion. However, as Middleton (2007:23-24) notes that parliament makes a decision based on a motion. Another case with the opposition aims to submit a rejection of the motions and arguments expressed by the parliament. Of course the rejection is accompanied by the evidence that can be accounted for. Therefore, Trapp (2009:6) states that the opposite statement needs the right argument, so that the slavery is acceptable. The presence of motions, affirmative parties, and opposition that are an element in "debate" involves arguments that require evidence to support the stated proposition. The arguments presented are based on a review of the motion given. This means that the motion is not only accepted or rejected, but seeks to find a solution of the motion given. When it comes to the "debate" material in high school, "debate" teaches students to make every decision through a deliberative process. The process involves arguments based on existing evidence. Thus, deliberation builds the students as a younger generation that is democratic so as to build the civilization of the nation.

The Using of Assertive Acting in a Speech for "Debate"

In debate, it takes an argument to expose a statement. The argument must be accompanied by concrete evidence. This means associated with assertive speech acts. Assertive assertiveness is the expression of a speaker's statement based on the truth of the stated proposition (Searle, 1979: 12). This form of assertive speech acts is related to the learner's skill in conveying arguments, either by parliament or by the opposition. The form of speech acts in question is the act of explaining and supporting speech. *First*, the act of explaining explained with anaphora or cataphora. However, sometimes rhetorical questions are also used by sources who according to Kiefer (1980: 98) basically speakers do not want the opponent to answer the question because he knows the answer so that the question sometimes answered himself. It can be seen in the phrase, "*Who is responsible now if not his ministers? Yes, the minister is not it?*" *Second*, speech acts support. This act of speech is interpreted by the use of nouns *agreement* or expression of justification as *true* and *precisely* when based on the title of *Mata Najwa*. The speech acknowledged by the speaker (hereinafter abbreviated as Ns) as a result of the act of the interviewer directive (hereinafter abbreviated as Pw) which is delivered by accompanying the facts. Therefore, this act of speech is not stated Pw because Pw as the interviewer is not justified to take sides. It was in accordance with Keeble's statement that a journalist should avoid a conflict of interest (Keeble, 2009: 69). In debates, speech acts support the use of learners to support a motion statement. This means that learners as participants in the debate can use lingual tagging to *agree / correct* to support the motions or and statements of fellow participants.

Utilization of Speech Directive in Speaking Degree for "Debate" Material

The act of being directive is contained in a "debate" when one of the debating parties argues. The question is a form of disapproval of the arguments given by the opponent. Based on the results of *Mata Najwa* study, the learners can use the skills to ask questions with the form of speech acts ask using markers pronouns taya, tone ask questions, particles, choice or interrogative sentences embelan and acting speech ask. *First*, the pronoun of the question word, i.e. what, who, when, how, where, why, how. *Second*, the tone asks. This type uses intonation markers to rise in declarative sentences. *Third*, the particles. The particle in question is a form of the word denial marked with the word not accompanied by the particle so that it becomes not. *Fourth*, the use of

choice. Selection is mandated by word or ellipsis or phrase can not? So it indicates yes or no answer. *Fifth*, interrogative sentences embelan. This type of questioning sentence is marked by the use of a declarative sentence that ends with a form of denial like no or not. In the book of *Standard Indonesian Grammar* it is understood that to form the interrogative sentence of the declarative sentence by adding the questioning particles of what, reversing the wording, using the word not or not, and adding intonation to rise (Alwi et al., 2003: 358).

Speeches ask often used by learners to argue if there is something to be said when the opponent is arguing related to the motion. The speech acts like the example of *Mata Najwa*, "Interruption, Mbak Najwa!". This means that the act of the speech asking for the speech acts related to this speech is used to interrupt the conversation of the opponent so that it permits to get a turn to speak.

Utilization of Comic Acts in Speech for "Debate" Material

Commissive speech acts in speech *Mata Najwa* degree can be utilized in debate material especially when learners as debate participants promise in something. The agreement is usually found when the debater participant introduces himself and asks the teammate to continue the argument in favor of or reject the motion, thus indicating a commissive speech act. The act of commissary speech is a speech act related to future action (Searle, 1975: 14). In *Mata Najwa* an assertive speech act was revealed with the adverbs later, going to even merge from later on with will. This is used by Pw in relation to the figure of Ns who was also invited at that time, so sometimes Pw said the phrase, "I will check directly." If Ns, using commissive comitative speech acts, this promise relates to the provision of a proof related to the matter discussed or as The reaction of another resource person who wanted to be introduced to the audience of the *Najwa Eye Speech* title. For example, what is said in the phrase, "... I'll talk to Kang Raska again, but I want to say hello to the next legislative candidate first." However, the use of a task assignment later will be the latest findings for this promised speech act. Based on research conducted by Mudiono that the modalities may, later or yes answer be used to follow promise (Mudiono, 2010: 30).

The Using of Expressive Speech in a Speech Contest for "Debate" Material

Expressive speech acts are the psychological expression of the speaker to a state so that the truth of the proposition is sometimes not the main requirement (Searle, 1975: 15). The expressive speech acts are used by learners in debating at the time of the expression of thanks, apologizing, and criticizing the arguments given by the opponent. In *Mata Najwa* expressive speech acts thanks marked with lingual marker thanks. Apologize marked with sorry word. This is expressed as a feeling of regret for Pw's assumed wrong statement about something. So also with Pw. Pw reveals this act of speech because Ns does not understand the questions that have been repeatedly asked in different forms. This is in accordance with the opinion of Sedorkin and McGregor (2002: 87) which states that the use of the word apology is done if the interviewee does not directly answer the question raised and make circumvention by expressing other things in a row, then the use of the word sorry to follow up the question. Another case with speech acts blasted. This criticism is confounded by a protest against the stated statement, thus marking the use of particles but as a form of opposition to the speech of the opponent. Alwi, et al (2003: 297) states that a conjunctor that signifies a resistance relationship is called a conjunctor but.

The use of expressive speech acts markers contained in speech degrees can be used by learners as participants of the debate. Acts of thanksgiving are disclosed when the debate participants are given the opportunity to get a turn to speak. The apologetical acts are expressed when the debater participates in an error in expressing the argument. Criticism of speech used by debate participants to refute the arguments conveyed by the opponent said.

CONCLUSION

The younger generation that has a democratic personality is one of the goals of the Indonesian government. This is because Indonesia is a country that prioritizes deliberation to take a decision. The "debate" material is expected to be one of the solutions to nurture learners toward democratic values, thus forming a personality that can examine all the problems that arise in this civilization. This is because in the debate there are elements of motion, affirmative, and opposition. The element can train students in building the civilization of a democratic nation. Therefore, the degree of speech on television, especially *Mata Najwa* can be used for the material "debate". Speech actions contained in the speech title, markers can be used learners related to basic competence analyze the contents of the debate (issues / issues point of view and the arguments of some parties, and conclusions). Moreover, in the basic competence, the child is required to have the skills in identifying the contents of the debate, which includes the motions and statements of attitude that support or reject, and arguments to support the attitude. This means there are lingual markers that can be used as keywords in identifying the contents of the debate.

REFERENCES

- Alwi, Hasan dkk. 2003. *Tata Bahasa Baku Bahasa Indonesia: Edisi Ketiga*. Jakarta: Balai Pustaka.
- Arief, Dikdik Baehaqi. 2014. "Pendidikan Kewarganegaraan dan Pembentukan Karakter Demokratis Warga Negara". *Prosiding Seminar Nasional "Optimalisasi Peran Pendidikan dalam Membangun Karakter Anak untuk Menyongsong Generasi Emas Indonesia*, 14 Desember, Yogyakarta, Universitas Ahmad Dahlan.
- Ilahi, Mohammad Takdir. 2012. *Nasionalisme dalam Bingkai Pluralitas Bangsa: Pradigma Pembangunan dan Kemandirian Bangsa*. Yogyakarta: Ar-Ruzz Media.
- Keeble, Richard. 2009. *Ethics for journalist*. London dan New York: Routledge.
- Kiefer, Ferenc. 1980. "Yes-No Question as Wh-Question" dalam *Speech Act Theory and Pragmatics*, Eds. John R. Searle, Ferenc Kiefer, dan Manfred Bierwisch. Holland: D. Reidel Publishing Company.
- Middleton, Mochael K. 2012. *Participation for All: A Guide to Legislative Debate*. New York: The International Debate Education Association.
- Mudiono, Alif. 2010. "Tindak Ilokusi Komisif Bahasa Indonesia dalam Interaksi Keluarga," dalam *Jurnal Bahasa dan Seni*, Tahun 38, Nomor 1, Februari.
- Searle, John R. 1979. *Expression and Meaning: Studies in the Theory of Speech Acts*. Cambridge: Cambridge University Press.
- Sedorkin, Gail dan Judy McGregor. 2002. *Interviewing: A Guide for Journalist and Writers*. Australia: Allen & Unwin.