Implementation of Reportage-based Speaking Skills Learning in Vocational High Schools

Setyo Eko Wahyu Addin Nugroho[1]*, Laili Etika Rahmawati[2], Miftakhul Huda[3] iD

[1,2,3] Master of Indonesian Language Education, University of Muhammadiyah Surakarta, Surakarta, Indonesia

ABSTRAK

Pembelajaran keterampilan berbicara bahasa Indonesia dalam teks berita dengan strategi reportase sebagai role model dilaksanakan untuk mengatasi masalah kurangnya keterampilan berbicara dan presentasi siswa. Tujuan penelitian ini dilakukan untuk menganalisis penerapan metode pembelajaran keterampilan berbicara berbasis reportase di SMK. Jenis pendekatan penelitian ini adalah kualitatif deskriptif, sebagai metode penelitian yang berlandaskan filosofi postpositivisme dengan obyek kondisi alam (kebalikan dari penelitian ini adalah eksperimentasi). Penelitian dilakukan dengan cara wawancara, observasi, dan mencatat untuk pengumpulan data. Subyek penelitian adalah peneliti dan pasangannya. Kegiatan analisis data dilakukan dengan menjelaskan teknik perencanaan, pelaksanaan, dan evaluasi pembelajaran sebagai strategi pembelajaran keterampilan berbicara. Temuan dalam penelitian ini menunjukkan bahwa siswa mengalami peningkatan keterampilan berbicara dan diperagakan di sekolah umum dengan skor 71 dari 21 indikator instrumen mengenai metode penerapan keterampilan berbicara siswa berbasis reportase di SMK. Pada penelitian ini diperoleh rata-rata hasil rekapitulasi sebesar 3,38 dengan nilai maksimal 4. Perhitungan nilai dilakukan dengan menggunakan rumus pada proses evaluasi.

ABSTRACT

Learning Indonesian speaking skills in news texts with a reporting strategy as a role model is implemented to solve the problem of students' lack of speaking and presenting skills. The purpose of this study was conducted to analyze the implementation of the reportage-based speaking skill learning method in SMK. The type of approach to this research is descriptive qualitative, as a research method based on postpositivism philosophy with objects of natural conditions (the opposite of this research is experimentation). The research was conducted by interviewing, observing, and taking notes for data collection. Research subjects are researchers and their partners. Data analysis activities are carried out by explaining the technique of planning, implementing, and evaluating learning as a strategy for learning speaking skills. The findings in this study showed that students experienced an increase in their speaking skills and demonstrated in public schools with a score of 71 out of 21 instrument indicators regarding the method of applying reportage-based students' speaking skills in Vocational High Schools. In this study, the average recapitulation results were obtained at 3.38 with a maximum value of 4. The value calculation was carried out using the formula in the evaluation process.

1. INTRODUCTION

The skills of speaking and presenting a problem object or interesting object in front of the public are special skills that must be possessed by students in order to compete in the global world. The condition that occurs in vocational high schools today is that there are many students with speaking and presenting skills who are considered to be lacking (Hadi et al., 2022; Pane & Dasopang, 2017). Many obstacles experienced by students in trying to speak and present. Students tend to be nervous and stammer in speaking and presenting an object, whether it is an external object or an object itself. The condition of children who do not have a lot of vocabulary, are not used to language style, intonation, expressiveness, tempo in speaking, and are not used to enjoying and imitating the speech style of someone who is an expert in being a speaker greatly influences the speaking skills possessed by these students (Barnyak & McNelly, 2016; Haarbauer-krupa, 2010).

*Corresponding author
E-mail addresses: setyo.eko60@gmail.com (Setyo Eko Wahyu Addin Nugroho)

As a school for supplying manpower, SMK is a school that creates many students with special skills and is prepared to be able to directly enter the industrial world. One of the mandatory competencies that must be mastered in language is speaking skills. Speaking competence in Indonesian is a compulsory subject that must be followed in vocational high schools. Process of critical thinking is the destiny of human creation (Ellis et al., 2021; Zakaria, 2020). Not only thinking critically, but also having to be innovative, active and creative by understanding everything that has been read, heard and seen. Indonesian language education can be a bridge so that students are able to become creative, think critically, be active and innovative individuals. Students need to be provided with provisions to prepare themselves for the competitive world of work, one of which is the ability to speak Indonesian (Ilham & Wijiati, 2020; Noermanzah et al., 2018). There are four components in Indonesian language skills, namely speaking skills, reading skills, listening skills, and writing skills (Kurniasih, 2011; Sadiku, 2015).

Learning Indonesian in the Covid-19 era faces many challenges, one of which is that Indonesian is no longer a subject of interest to students. Speaking skills are very influential in shaping a person's personality to condition his environment (Darmuki, 2018; Valverde-Berrocoso et al., 2021). Human habits from ancient times to the present cannot be separated from speaking activities. One technique that can be used for learning to speak is by interviewing. During the Covid-19 period, students tended to be lazy to read and speak while learning was being carried out (Driver & Powell, 2017; Huertas-Abril, 2021). Vocabulary's and mastery of good communication methods need to be improved so that the purpose of conveying information on language skills can be achieved properly. In speaking skills, the cultural closeness of the environment and children will motivate them to arrange statues and speaking styles so that they adapt more quickly to environmental conditions. This is part of holistic learning (Muhali, 2019; Sari, 2018). The success rate of students' speaking skills is also influenced by internal environmental factors and external factors in the child's environment. The creation of discourse in language and communication by language producers is basically very closely related to communication skills and language skills (Okal, 2014; Syahrin & As, 2020).

Human life cannot be separated from language. Students' speaking skill techniques can be formed and trained with techniques such as a reportage in the world of journalism (Anwar et al., 2021; Hidayati, 2018). The technique in journalistic reporting by a journalist is observation to determine the condition of an event. Interviews were conducted to gather information and data research or literature studies were carried out to ensure the accuracy of the information obtained. Reporting is a part that must be passed in the news production process. A new story will be published after it is approved by the head of the editorial team (Oktavianti, 2016; Satiakemala, 2019). Before a reporter spoke about his role in digital media, they were once a journalist or interview officer who was forced to sharpen their speaking, listening and writing skills. Interview activities by students provide sufficient stimulus for critical thinking and make children more active in experiments seeking information by asking and speaking (Judiasri, 2017; Syaputri et al., 2020). Speaking is a sign system or sound production activity that can be heard and seen by utilizing the muscles of human tissue for combined purposes and goals. A performance to say words along with articulation to give appreciation, express feelings, and ideas or ideas is called speaking (Irwandi & Fajeriadi, 2020; Nurdin, 2016; Rahayu et al., 2022). An interactive process is needed to train students so they can learn well about speaking skills, one of the skills that can be used is interviewing.

Reporting is an activity covering an event by bringing up a track record in the form of interview data. Reporting activities need to be carried out by interviewing both internal and external parties in a news object or event. Reportage requires language skills by a reporter. Language skills are not brought by humans from birth, but must be trained (Anwar et al., 2021; Ningsih, 2014). In this digital era, educators must be able to utilize various media and technologies for better learning facilities. Various media have appeared in the era of the industrial revolution 4.0 (Darmuki et al., 2017; Erka, 2014; Indarta et al., 2022; Tambunan., 2018). Research on the language and speaking skills of a reportage has been carried out by previous study. The focus of this research is the Implementation of Reportage-Based Speaking Skills Learning in Vocational Schools to bring up good strategies and in accordance with the independent curriculum in conditioning learning objectives, as well as improving students' language and speaking skills so they can present an event or information properly (Heriyanto & Muhid, 2021).

The urgency of this research is that if the reporting method is not carried out for speaking skill strategies for students at SMK, then it will not be known that the strategy for learning speaking skills for students is good and suitable. The ability to analyze critical thinking with speaking skills and other strengths of students is needed to make them as leaders who are able to speak and present. Based on the explanation on the background and theory above, the following is an overview of the relevant research roadmaps that have been carried out previously.

2. METHOD

This research was conducted using descriptive qualitative research, namely a research method based on postpositivism philosophy with objects of natural conditions (the opposite of this research, namely experiments). In this study the results will be presented in the form of written descriptions (Suyono et al., 2017). Research subjects are researchers with research partners. In this study the method used was the observation method with interview, note-taking and observation techniques as data collection techniques. This research was conducted by observing the learning process of reportage-based speaking skills directly starting from the planning, implementation, and evaluation. The listening technique is a vital instrument that is carried out by careful, directed and thorough listening to objects to find data from original data sources (Astuti, 2017). The note-taking technique as an advanced technique is carried out after listening to record important things before being analyzed using the theory used. This research activity was carried out in SMK Muhammadiyah 2 Andong Boyolali.

This observation method is carried out by going directly to the field (Sidiq et al., 2019). This was done to obtain data and find out the process and results of implementing reportage-based speaking skills learning strategies in Vocational High Schools. The instrument used in collecting this data is observation/observation. The first stage is knowing the planning that was prepared before learning, continuing with the implementation activities, and ending with knowing how the evaluation is. Preliminary study is the initial stage or preparation for observation. This stage consists of the first step, namely the study of literature and continued with a survey of field conditions to obtain data directly from field conditions.

In this study, data analysis techniques were carried out by explaining the planning, implementation, and evaluation of learning as a strategy in learning speaking skills. The findings after observing the implementation of learning strategies are explained in an explanation to find out the needs and newness needed, so that learning outcomes can be achieved in accordance with learning outcomes in the independent learning curriculum.

3. RESULT AND DISCUSSION

Result

The competence of students' speaking skills at SMK Muhammadiyah 2 Andong for the 2021/2022 academic year in the Indonesian language subject applies the driving school curriculum. The curriculum for this driving school has learning objectives that are arranged based on CP, ATP, and teaching modules. CP is learning outcomes whose content is about learning outcomes that will be achieved and completed in the implementation of learning Indonesian. The achievement of learning Indonesian in the driving school curriculum is reduced to an ATP device or Learning Objective Flow. The Learning Objectives Flow (ATP) contains information on the achievements of class learning elements, learning objects, student dimensions of Pancasila in students, learning indicators, learning objectives, materials, and time used to achieve these learning objectives. After the ATP device or Learning Objective Flow is compiled, then it is continued to develop teaching modules. The teaching module is made so that it becomes the basic goal of the learning activity process at every one of these meetings. In the teaching module there is information on the elements of learning outcomes, indicators, learning objectives, steps, diagnostic assessments, formative and summative assessments, and student worksheets and attachments. The following is the content of learning outcomes in Phase E of the Indonesian Language subject. Elements of achievement in learning speaking and presenting skills in Indonesian subjects. "Students are able to process and present ideas, thoughts, views, directions or messages for the purpose of submitting proposals, formulating problems, and solutions in the form of monologues, dialogues, and speeches logically, coherently, critically, and creatively.

Students are able to create expressions according to the norms of politeness in communicating. Students contribute more actively to the discussion by preparing discussion material, carrying out tasks and functions in the discussion. Students are able to express sympathy, empathy, care, feelings, and appreciation creatively in the form of multimodal fiction and non-fiction texts". Program design, program implementation, and evaluation of learning programs that become experiences in the process of educational activities are referred to as curriculum. National education has goals and achievements, namely to shape the character, dignity, character, and civilization of students as dignified and intelligent human beings as the nation's generation. The achievements of learning Indonesian in the 2013 curriculum are presented in the syllabus and learning program design as a planning stage. Indonesian in the 2013 curriculum is considered as a subject that occupies its function as forming the human mind. Indonesian is considered to be able to provide a stimulus to human resources so they have the ability to think critically, creatively, and innovatively. In the 2013 curriculum, learning Indonesian is oriented towards text-based learning as a means of drawing knowledge.

Teachers have been given freedom by the independent learning curriculum program to create learning conditions that are more directed and in accordance with what they want to achieve. The curriculum as a planned learning activity is structured based on a program that aims to create changes in learning outcomes. As part of the development of the learning cycle and curriculum renewal, independent learning has provided teachers and students with more freedom and opportunities to develop competencies and innovate according to their capacities. With this the teacher and students can come up with an agreement regarding learning activities and what material to achieve. With the presence of a new curriculum that is considered freer but still directional, it is hoped that it can provide convenience in learning Indonesian to achieve goals according to the learning outcomes specified in planning without avoiding the rules of life norms.

Planning for the implementation of learning is prepared by a teacher to become a reference in learning activities before ending with evaluation. Planning is carried out so that the goals, materials, and activity steps are more directed. Learning plans are prepared by the teacher when carrying out learning activities. As an integral process of learning activities and not just as a complement, learning plans need to be properly prepared. Good learning planning will affect the implementation of learning in accordance with the procedures and standards set in the independent curriculum.

Lesson Planning

Interviews are one of the techniques used to obtain information from an Indonesian language teacher regarding their learning activities. After conducting interviews with the Indonesian language teacher for class X at SMK Muhammadiyah 2 Adong, Boyolali, it was found that learning Indonesian in the achievement of speaking and presenting skills needs to apply reportage-based methods as student role models. Learning planning as a tool that becomes a reference in learning activities needs to be prepared properly so that the evaluation of the implementation of learning activities also gets good results. Learning tools as part of planning in the independent curriculum in driving schools are different from the 2013 curriculum. The independent curriculum uses teaching modules that are adapted to the profile of Pancasila students as planning tools for implementing learning.

Elements that must be achieved in the independent curriculum are listening, speaking and viewing, speaking and presenting, and writing. In this discussion, learning news text is carried out with speaking and presenting elements. The components of the teaching module contain general information, core components, and attachments. General information includes module identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student targets, and learning models. The core component contains learning objectives, meaningful understanding, triggering questions, learning activities, assessments, and enrichment and remedial. The appendix contains diagnostic assessment sheets, non-cognitive diagnostic assessments, cognitive assessments, student worksheets (Summative Tests), formative assessment sheets, and bibliography.

The Indonesian language teacher using interview techniques, it was found that vocational students tended to have a lack of interest in reading, but there were advantages in seeing conditions and events, students were enthusiastic about speaking and recounting past events well. Vocational students like to talk in relaxed or non-formal conditions, but by looking at the competencies they have, there is potential that can be developed from these students. With good direction and learning models, children will be motivated to be able to speak in public like a news anchor or a reporter. ATP is the basis for planning learning activities in the form of modules. ATP refers to learning outcomes and learning objectives which serve as the basis for preparing lesson plans. To form good student character in working character, the teacher always applies the 5S culture (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke) in every learning activity in class. The competencies that have been compiled are completed by the teacher by using 2 hours of time to deliver the material, 1 hour to show the style, intonation, rhyme, vocabulary, and articulation of a reporter while practicing little by little at each session or stage. At that stage students occupy the listening process to imitate, the next 1 hour for strengthening and motivation, and 4 hours for students looking for events and practical projects to become a happy reporter who works by speaking to get information.

Implementation of Learning

Learning speaking skills at the reporting stage is carried out face-to-face and assisted by audio-visual media in front of the class. Audio-visual media in this activity is carried out to foster motivation and become a role model for students in determining how to speak well, style of speaking well, tempo and good rhyme of speech, and good articulation in speaking.

The implementation of learning speaking skills in Indonesian language news texts is carried out using the reportage method as a role model and carried out in accordance with the lesson plans that have been made. On the basis of good planning, it will become a reference in implementing good learning

activities. The teacher always instills the 5S or Seiri, Seiton, Seiso, Seiketsu, and Shitsuke culture in every implementation of learning activities as part of the goals and achievements of character building in addition to the knowledge or skills of students. Reportage-based speaking skill learning as a role model is carried out in accordance with the steps that have been prepared in the preliminary activity module, namely: 1) Students and teachers pray to start learning; 2) The teacher ensures that the class conditions are in accordance with the 5S (Seiri, Seiton, Seiso, Seiketsu, Shitsuke); 3) Students convey reflections on learning outcomes at the previous meeting; 4) The teacher conveys the learning objectives to be achieved at the meeting; 5) Students make an agreement with the teacher regarding the learning activities to be carried out; and 6) Students answer the trigger questions that the teacher conveys with questions a) What is interesting about a News text presentation?; b) What information will you get after listening to the news text?

The core learning activities are carried out in the following steps: 1) Students get exposure to currently developing information; 2) Students answer the questions offered by the teacher regarding the information in the news text; 3) Students listen to news obtained from audio-visual online media; 4) Students discuss with groups that have been formed (4-5 people) to discuss the information contained in the news text; 5) Students confirm the correctness of the information by matching the data found; 6) Students try to voice their ideas or creative ideas in front of their class mates regarding the results of group discussions about the information obtained; 7) Students from other groups are given the opportunity to convey their ideas in the form of rebuttal or support; 8) Students work on the summative tests that have been prepared; and 9) The teacher provides evaluation and reinforcement of the presentation results from students. The time allocation for these activities was carried out with 3 hours out of a total of 8 hours provided. The next 5 hours of implementation are carried out in the following steps: 1) The teacher prepares an audio-visual media of a reporter presenting the news as a student role model in learning speaking skills; 2) Teachers and students prepare tools to display audio-visual media that have been prepared; 3) The teacher and students make reflections which are conveyed by speaking first before learning continues in the process of listening and observing; 4) After the reflection activity is carried out, the teacher plays the prepared audio-visual media; 5) The teacher discusses in several speaking sessions a reporter to be understood by students; 6) When finished, students are given the opportunity by the teacher to look for events that can be compiled in news texts and continue with presentations in front of the class like a reporter.

Learning Evaluation

The results of the evaluation on the process of implementing reportage-based speaking skill learning were carried out with a formative assessment. This formative assessment is carried out to find out the results of the learning process, improve learning activities, and evaluate the achievement of learning objectives that have been implemented. Formative assessment is a form of assessment which also provides feedback on children's skills. The evaluation process was carried out as a whole starting from the time of learning to the process of practicing speaking skills and presenting a total of 35 students. Instrument for evaluating reportage-based speaking skills learning outcomes for SMK students is show in Table 1.

Table 1. Instruments for Recapitulating the Development of Reportage-based Speaking Skills Learning Outcomes for SMK Students

No.	Indicator	Not Enough	Pretty Good	Well	Very Good
1	21 observation indicators	0	6 score	21 score	44 score
Total score		**71 scores out of 84 maximum scores**			

Base on Table 1, the instrument above if it is converted in the form of a score then score 1 is poor, score 2 is quite good, score 3 is good, and score 4 is very good. The recapitulation of the score results based on the instrument that has been made is the total score divided by the number of existing indicators. It shows that the total score obtained is 71 scores from 21 indicators in the observation instrument. The average result of the recapitulation of the implementation of the reportage-based speaking skill learning method. The average result from the above calculation is 3.38. The maximum score is 4. The indicator at point 5 shows the results of the reportage-based speaking skills learning outcomes of students whose contents are written "Students can make the right choice of words to minimize the chance of misinterpretation by listeners of information" it was found that the points achieved were still at a score of 2. The score was obtained because the child still had difficulty in using the choice of words and sentences in speaking. Children need to reason quickly in speaking and need to get used to doing speaking activities. By using the reportage-based learning method alone, it is proven that these indicators have not been achieved.

There needs to be training and broadening of children's knowledge of the wealth of information they have by reading or listening more when other people are talking. It will take more time to reach these indicators. In addition, there is also a score of 2 on indicator 6 which contains "Students can compose sentences of information well, so it does not become a sentence that has multiple or ambiguous meanings" and indicator 14 which contains "Students can understand the procedures for choosing words and sentences. the right way to speak informatively".

The indicators that can be achieved indicate that children's motivation to increase their courage and speaking skills as language skills is fairly good. It takes a longer process to form students who really can and have speaking skills. Learning speaking skills using reportage-based methods by teachers and students can be shown that the planning, implementation, and evaluation activities have been carried out properly. The components and steps in the planning that have been made have been carried out well, but there are still some indicators that need more attention to get the maximum score. The new speaking skill method applied to Indonesian language learning activities will be a new innovation that can be continuously developed and innovated as creatively as possible in order to achieve success according to what has been planned. To achieve maximum results, of course, improvements in learning and innovation by teachers must continue to be made. After this research activity was carried out, it was found that there were shortcomings that in order to raise the speaking skills of students, additional time was needed so that students could practice and get used to increasing vocabulary richness, accuracy of intonation, style, rhyme and rhythm, and good choice of words and sentences. in speaking and conveying information.

Discussion

Learning in the driving school curriculum needs to be prepared for planning as part of learning activities. In learning Indonesian, learning objectives are arranged based on ATP, CP, and modules. Motivator schools carry out learning with an independent curriculum whose learning outcomes are adjusted to the profile of Pancasila students (Agustina, 2017; Manalu et al., 2022; Sumarsih et al., 2022) (Malikah et al., 2022). In learning Indonesian with the achievement of speaking and presenting skills, it is necessary to have good planning so that implementation activities can run well until at the evaluation stage. Implementation of learning tools in the independent curriculum requires a lot of adjustments by the teacher and students, so it takes time and good creativity from a teacher to achieve appropriate learning goals (Malikah et al., 2022; Umam & Dewantoro, 2022). Learning planning in includes regular learning modules, learning achievements, and project learning modules that are used in the learning implementation process. The learning modules prepared include approaches and strategies, one of which is Contextual Teaching and Learning (CTL). In this new research carried out, it contains several stages in the preparation of modules, including being made with news text material which is carried out in accordance with the abilities of the elements of speaking and showing. Procedures that can be carried out in preparing lesson plans, namely: 1) analyzing the needs of students, teachers and schools; 2) identify and determine the dimensions of the Pancasila student profile that will turn off; 3) determine the flow of learning objectives that will be developed in teaching modules; 4) arrange open modules based on the specified components; 5) implementation of learning activities in accordance with what has been planned; and 6) evaluation and follow-up of what has been implemented (Purwanto & Rizki, 2015; Selvianiresa & Prabawanto, 2017; Suryawati & Osman, 2018).

The implementation of learning in previous study is carried out using learning media as a tool for digesting learning material and making the material more meaningful, making games and inveromental (Malikah et al., 2022). Design: A delightful sight." However, previous studies did not mention more specifically the media used. This research has similarities with previous research, namely using media as a support in understanding material to students, the difference is that this research uses audio-visual media as media support in the process of implementing learning so that the desired results can be achieved as expected. Audio-visual media becomes a role model in learning activities to provide examples such as being a public speaker, presenter, orator, reporter, and being a good leader figure. a learner's skills and behavior can be formed by giving a good example or role model.

Learning planning

Good learning planning in the form of teaching modules based on an independent curriculum needs to be prepared so that learning activities can be carried out properly (Laoli et al., 2022; Maulida, 2022)**.** The Indonesian teacher stated that the implementation of the independent curriculum in learning Indonesian was different from the 2013 curriculum. The 2013 curriculum needed to prepare pre-learning planning in the form of lesson plans or lesson plans, but in the independent curriculum the lesson plans or lesson plans were replaced with teaching modules as part of the planning. learning before implementation.

Elements that must be achieved in the independent curriculum are listening, speaking and viewing, speaking and presenting, and writing. In this study, lesson plans were made using news text material which was carried out in accordance with the achievements of the elements of speaking and presenting. The components contained in the teaching module are general information, core components, and attachments (Baan & Dewi, 2021; Diputera et al., 2022; Susetyo, 2020). General information includes module identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student targets, and learning models. The core component contains learning objectives, meaningful understanding, triggering questions, learning activities, assessments, and enrichment and remedial. The appendix contains diagnostic assessment sheets, non-cognitive diagnostic assessments, cognitive assessments, student worksheets (Summative Tests), formative assessment sheets, and bibliography as state by previous study (Alfitri, P. A. A., & Dahlan, 2022). There are several things that are taken into consideration in compiling modules as lesson plans, which include the depth of the material, the needs of students, the motivation of students, the facilities of students, the media used in learning activities, and the interests that are embedded in students. Of course there are procedures that can be carried out in preparing lesson plans, namely: 1) analyzing the needs of students, teachers and schools; 2) identify and determine the profile dimensions of Pancasila students who will be trained; 3) determine the flow of learning objectives that will be developed in teaching modules; 4) compile teaching modules based on the specified components; 5) implementation of learning activities in accordance with what has been planned; and 6) evaluation and follow-up of what has been implemented (Lase, 2022; Nasution et al., 2022; Saitya, 2022).

Implementation of Learning

Implementation of learning activities carried out in accordance with the plans that have been made. Planning is made after going through a process of thinking and observing by adjusting to the conditions students are facing, so that good planning will provide good evaluation results at the end of learning. Laoli's research states that the basis for good planning will become a reference in implementing good learning activities (Deviana, 2019; Laoli et al., 2022). A good implementation of learning starts with careful and innovative planning. In the process of learning activities, it is certainly accompanied by implementation steps so that the process carried out can be carried out in a structured manner. As previous study state implementation is to realize the plans that have been made and continue with evaluating what has been planned to become the basis for preparing further lesson plans (Mulyatna et al., 2018). Speaking skills are not only enough to be learned in theory, but there must be good practice gradually supported by several factors. Some things that should be a concern to achieve good results in speaking and presenting are the richness of language vocabulary, critical thinking skills, expressive speaking, playing tempo, intonation, and a supportive environment. As one of the language skills, speaking skill is a skill that needs to be trained (Ilham & Wijiati, 2020; Zahra, 2019). Of course, a skill cannot be sufficiently learned with knowledge. Role models are something that can motivate students to understand how speaking and presenting skills are good and comfortable to listen to. A role model is an activity of giving examples such as being a public speaker. Presenter, orator, reporter, and be a good leader figure. Previous study state student's skills and behavior can be formed by providing a good example or role model (Setyowati & Nurdahlia, 2018).

Learning Evaluation

Learning evaluation is carried out to find out the results of the implementation of learning activities that have been carried out in accordance with the learning planning tools. Learning evaluation activities are carried out with formative assessments. This assessment needs to be done to get feedback on what students have gained during learning activities. Evaluation activities in addition to obtaining results are also to become the next foothold in compiling learning outcomes and determining appropriate learning strategies to be implemented. The success or failure of a learning activity can be seen from the output of students or the evaluation results of what has been implemented (Hidayat & Asyafah, 2019). Learning evaluation is not only important in one institution, but actually can also be a national education evaluation. Assessment activities are carried out to improve the quality of learning. An assessment is carried out with the aim of knowing whether the process of implementing the learning is good or bad and the solutions given for any problems that arise in the implementation process (Primanisa, 2020). The implication of this research is providing overview related to implementation of reportage-based speaking skills learning in Vocational High Schools. School teacher can make it as references in conducting learning process. After completion can be used as a basis for a suggestion to future researchers to conduct more in-depth research on reportage-based speaking skills learning methods which include more aspects and indicators as well as application to other subjects. The limitation of this research there needs to be development and innovation that is more creative and in implementing and compiling lesson plans about reportage-based speaking skills in order to achieve goals properly and optimally.

4. CONCLUSION

The process of reporting-based speaking skills learning activities is carried out by first preparing learning planning tools in the form of modules that are in accordance with what has been programmed in the independent curriculum. In the research that has been carried out, the results show that the reportage-based speaking skills learning activity planning tool has been efficiently created and adapted to the independent curriculum with several general information components, core components, to attachments and evaluation. The planning that has been made has been carried out properly with good results as well. The implementation of learning activities is adjusted to the teaching modules which are arranged as part of the learning activity planning toolkit. Evaluation activities are carried out with a formative assessment and are accompanied by instruments to find out the results of the implementation of reportage-based speaking skills learning methods. In this evaluation, an overall average score of three point thirty eight was obtained from a maximum score of four. It can be said that the method has been implemented well and has more than good results to be used as an innovation in learning speaking skills in speaking and presenting elements.

5. REFERENCES

Agustina, E. S. (2017). Pembelajaran bahasa indonesia berbasis teks: representasi kurikulum 2013. *AKSARA: Jurnal Bahasa Dan Sastra*, *18*(1). http://jurnal.fkip.unila.ac.id/index.php/aksara/article/view/13585.

Alfitri, P. A. A., & Dahlan, J. A. (2022). Implementasi Standar Proses Kurikulum Sekolah Penggerak dalam Pembelajaran Matematika. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, *11*(1), 51–66. http://e-journal.unipma.ac.id/index.php/jipm/article/view/11789.

Anwar, S., Supriadi, S., Pasiska, P., Sauti, S., Maliki, U., Ngatiyah, C., & Pudralisa, D. (2021). Reportase Media Asik. *Jurnal Khabar Komunikasi Dan Penyiaran Islam*, *3*(1), 83–90. https://jurnal.staibsllg.ac.id/index.php/khabar/article/view/292.

Astuti, C. W. (2017). Sikap Hidup Masyarakat Jawa dalam Cerpen-Cerpen Karya Kuntowijoyo. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, *1*(1), 64–71. https://doi.org/103.111.125.15/index.php/kata/article/view/1945.

Baan, A., & Dewi, R. (2021). Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia untuk Implementasi Merdeka Belajar Kampus Merdeka. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *7*(1), 327–331. https://doi.org/10.30605/onoma.v7i1.1407.

Barnyak, N. C., & McNelly, T. A. (2016). The Literacy Skills and Motivation to Read of Children Enrolled in Title I: A Comparison of Electronic and Print Nonfiction Books. *Early Childhood Education Journal*, *44*(5), 527–536. https://doi.org/10.1007/s10643-015-0735-0.

Darmuki, A. (2018). The Development and Evaluation of Speaking Learning Model by Cooperative Approach. *International Journal of Instruction*, *11*(2), 115–128. http://repository.ikippgribojonegoro.ac.id/277.

Darmuki, A., Nurkamto, J., & Saddhono, K. (2017). Evaluating Information-processing-based Learning Cooperative Model on Speaking Skill Course. *Journal of Language Teaching & Research*, *8*(1). https://doi.org/10.17507/jltr.0801.06.

Deviana, T. (2019). Implementation of thematic learbing based on HOTS (Higher of Order Thinking Skills) in 2013 Curriculum at SD Muhammadiyah 05 Batu. *PEDAGOGIK: Jurnal Pendidikan*, *6*(2), 385–415. https://doi.org/10.33650/pjp.v6i2.696.

Diputera, A. M., Damanik, S. H., & Wahyuni, V. (2022). Evaluasi Kebijakan Pendidikan Karakter Profil Pelajar Pancasila dalam Kurikulum Prototipe untuk Pendidikan Anak Usia Dini. *Jurnal Bunga Rampai Usia Emas*, *8*(1), 1–12. https://doi.org/10.24114/jbrue.v8i1.32650.

Driver, M. K., & Powell, S. R. (2017). Culturally and linguistically responsive schema intervention: improving word problem solving for english language learners with mathematics difficulty. *Learning Disability Quarterly*, *40*(1), 41–53. https://doi.org/10.1177/0731948716646730.

Ellis, R., Zhu, Y., Shintani, N., & Roever, C. (2021). A study of Chinese learners' ability to comprehend irony. *Journal of Pragmatics*, *172*, 7–20. https://doi.org/10.1016/j.pragma.2020.11.003.

Erka, W. (2014). Keterampilan Berbahasa Presenter Penyaji Beritapada Lembaga Penyiaran Televisi. *Jurnal Ipteks Terapan*, *8*(4), 235–241. https://doi.org/103.111.125.15/index.php/jit/article/view/19.

Haarbauer-krupa, J. K. (2010). Language and speech predictors of reading achievement in preschool children with language disorders. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, *71*(3-B), 1663.

Hadi, S., Haryanto, H., & AM, M. A. (2022). Classroom Assessment Tool using Learning Management System-based Computerized Adaptive Test in Vocational High Schools. *Journal of Educational Research and Evaluation*, *6*(1), 143–155. https://doi.org/10.23887/jere.v6i1.35630.

Heriyanto, E., & Muhid, A. (2021). Creating Indonesian Young Content Creators Through Ciject-Bale As An English Learning Innovation. . http://jurnal.unw.ac.id:1254/index.php/philosophica/article/view/1272.

Hidayati, A. (2018). Peningkatan Keterampilan Berbicara Melalui Pendekatan Komunikatif kelas V SD Padurenan II di Bekasi Tahun Pelajaran 2016/2017. *Jurnal Ilmiah Pendidikan Dasar*, *5*(2), 83–95. https://doi.org/10.30659/pendas.5.2.83-95.

Huertas-Abril, C. A. (2021). Developing speaking with 21st Century digital tools in the English as a foreign language classroom: New literacies and oral skills in primary education. *Aula Abierta*, *50*(2), 625–634. https://doi.org/10.17811/RIFIE.50.2.2021.625-634.

Ilham, M., & Wijiati, I. A. (2020). *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa*. Lembaga Academic & Research Institute.

Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022). Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(2), 3011–3024. https://doi.org/10.31004/edukatif.v4i2.2589.

Irwandi, I., & Fajeriadi, H. (2020). Pemanfaatan lingkungan sebagai sumber belajar untuk meningkatkan minat dan hasil belajar siswa SMA di kawasan pesisir, Kalimantan Selatan. ,. *BIO-INOVED: Jurnal Biologi-Inovasi Pendidikan*, *1*(2), 66–73. https://doi.org/10.20527/binov.v1i2.7859.

Judiasri, M. D. (2017). Koto Renshu Dalam Pembelajaran Kaiwa (Berbicara) Di Departemen Pendidikan Bahasa Jepang FPBS UPI. *Japanedu: Jurnal Pendidikan Dan Pengajaran Bahasa Jepang*, *2*(1), 29–39. https://doi.org/10.17509/japanedu.v2i1.6909.

Kurniasih, E. (2011). Teaching the Four Language Skills in Primary EFL Classroom. *JET (Journal of English Teaching)*, *1*(1), 70–81. https://doi.org/10.33541/jet.v1i1.53.

Laoli, A., Dakhi, O., & Zagoto, M. M. (2022). The Application of Lesson Study in Improving the Quality of English Teaching. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(2), 2238–2246. https://doi.org/10.31004/edukatif.v4i2.2434.

Lase, F. (2022). Peran Perencanaan Pembelajaran Dalam Meningkatkan Profesionalitas Guru. *Educativo: Jurnal Pendidikan*, *1*(1), 149–157. https://doi.org/10.56248/educativo.v1i1.22.

Malikah, S., Winarti, W., Ayuningsih, F., Nugroho, M. R., Sumardi, S., & Murtiyasa, B. (2022). Manajemen Pembelajaran Matematika pada Kurikulum Merdeka. *Edukatif: Jurnal Ilmu Pengertahuan*, *4*(4), 5912–5918. https://doi.org/10.31004/edukatif.v4i4.3549.

Manalu, J. B., Sitohang, P., & Henrika, N. H. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Prosiding Pendidikan Dasar*, *1*(1), 80–86. https://doi.org/10.34007/ppd.v1i1.174.

Maulida, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi: Jurnal Pemikiran Dan Pendidikan Islam*, *5*(2), 130–138. https://doi.org/10.51476/tarbawi.v5i2.392.

Muhali, M. (2019). Pembelajaran Inovatif Abad Ke-21. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *3*(2), 25–50. https://doi.org/10.36312/e-saintika.v3i2.126.

Mulyatna, F., Indrawati, F., & Hartati, L. (2018). Pelatihan Pembuatan Rencana Pelaksanaan Pembelajaran (RPP) Berdasarkan Kurikulum 2013. *Abdimas Dewantara*, *1*(1), 11–22. https://doi.org/10.30738/ad.v1i1.2128.

Nasution, I., Marsya, M. I., Naflah, S. A., & Wardani, A. F. (2022). Strategi Guru dalam Perencanaan Pembelajaran Kelas di MIS Nurussalam Deli Tua. *Jurnal Pendidikan Dan Konseling*, *4*(5), 2027–2032. https://doi.org/10.31004/jpdk.v4i5.6898.

Ningsih, S. (2014). Realistic mathematics education: model alternatif pembelajaran matematika sekolah. *Jurnal Pendidikan Matematika*, *1*(2), 73–94. https://doi.org/10.18592/jpm.v1i2.97.

Noermanzah, N., Abid, S., & Septaria, S. (2018). Improving the ability of writing a narrative charge by using animated images media student class VB SD Negeri 17 Lubuklinggau. *Bahtera: Jurnal Pendidikan Bahasa Dan Sastra*, *17*(2), 114–127. https://doi.org/10.21009/BAHTERA.172.9.

Nurdin. (2016). Penerapan Kemampuan Berbicara Dengan Metode Cooperativ Learning Tipe Artikulasi Pada Siswa Kelas X MAN 1 Mataram. *Jurnal Ilmiah Mandala Education*, *2*(2), 35–52. https://doi.org/10.58258/jime.v2i2.44.

Okal, B. O. (2014). Benefits of Multilingualism in Education. *Universal Journal of Educational Research*, *2*(3), 223–229. https://doi.org/10.13189/ujer.2014.020304.

Oktavianti, R. (2016). Reportase dalam Hegemoni Pemerintahdan Media: Studi Kasus Jurnalis Kepresidenan EraSoeharto dan Joko Widodo. *Jurnal Komunikasi Indonesia*, *5*(1), 37–47. https://www.academia.edu/download/55601651.

Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, *3*(2), 2460–2345. http://jurnal.iain-padangsidimpuan.ac.id/index.php/f/article/view/945.

Purwanto, Y., & Rizki, S. (2015). Pengembangan Bahan Ajar Berbasis Kontekstual Pada Materi Himpunan

Berbantu Video Pembelajaran. *AKSIOMA Journal of Mathematics Education*, *4*(1), 67–77. https://doi.org/10.24127/ajpm.v4i1.95.

Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi pembelajaran abad 21 dan penerapannya di Indonesia. *Jurnal Basicedu*, *6*(2), 2099–2104. https://doi.org/10.31004/basicedu.v6i2.2082.

Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, *1*(1), 29–31. https://doi.org/10.26417/ejls.v1i1.p29-31.

Saitya, I. (2022). Pentingnya Perencanaan Pembelajaran pada Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan. *PIOR: Jurnal Pendidikan Olahraga*, *1*(1), 9–13. http://jurnal.habi.ac.id/index.php/Pior/article/view/53.

Sari, I. (2018). Motivasi Belajar Mahasiswa Program Studi Manajemen Dalam Penguasaan Keterampilan Berbicara (Speaking) Bahasa Inggris. , . *Jurnal Manajemen Tools*, *9*(1), 41–52. http://download.garuda.kemdikbud.go.id/article.php?article=1054549&val=15785.

Satiakemala, S. (2019). Teknik Wawancara Dalam Storytellinguntuk Meningkatkan Keterampilan Berbicara Danmenyimak Pada Pemelajar Bahasa Prancis. *Jurnal Sora*, *4*(1), 31–39. https://doi.org/10.58359/jurnal_sora.v4i1.32.

Selvianiresa, D., & Prabawanto, S. (2017). Contextual Teaching and Learning Approach of Mathematics in Primary Schools. *Journal of Physics: Conference Series*, *895*(1). https://doi.org/10.1088/1742-6596/895/1/012171.

Setyowati, E., & Nurdahlia, D. U. (2018). Strategi Penanganan Perilaku Menyimpang Peserta Didik Melalui Guru Sebagai Role Model. *Paradigma Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, *24*(1), 35–42. http://ejurnal.budiutomomalang.ac.id/index.php/paradigma/article/view/340.

Sidiq, U., Choiri, M., & Mujahidin, A. (2019). Metode penelitian kualitatif di bidang pendidikan. *Journal of Chemical Information and Modeling*, *53*(9), 1–228. http://repository.iainponorogo.ac.id/484/1.

Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, *6*(5), 8248–8258. https://doi.org/10.31004/basicedu.v6i5.3216.

Suryawati, E., & Osman, K. (2018). Contextual learning: Innovative approach towards the development of students' scientific attitude and natural science performance. *Eurasia Journal of Mathematics, Science and Technology Education*, *14*(1), 61–76. https://doi.org/10.12973/ejmste/79329.

Susetyo, S. (2020). Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu. *In Seminar Nasional Pendidikan Bahasa Dan Sastra*. https://ejournal.unib.ac.id/index.php/semiba/article/view/13358.

Suyono, S., Harsiati, T., & Wulandari, I. S. (2017). Implementasi gerakan literasi sekolah pada pembelajaran tematik di sekolah dasar. *Sekolah Dasar. Kajian Teori Dan Praktik Pendidikan*, *26*(6), 116–123. https://doi.org/10.17977/um009v26i22017p116.

Syahrin, A., & As, A. bin. (2020). Pengaruh Penggunaan Audiovisual Dan Motivasi Belajar Terhadap Keterampilan Berbicara Bahasa Inggris Di SMA Negeri 3 Takengon. *KANDE Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia*, *1*(1), 21–31. https://doi.org/10.29103/jk.v1i1.3644.

Syaputri, W., Septianasari, L., & Abqoriyyah, F. H. (2020). Tantangan Dalam Meningkatkan Kemampuan Berbicara Mahasiswa dengan Metode Pembelajaran Wawancara. *Jurnal Educatio FKIP UNMAJurnal Educatio FKIP UNMA*, *6*(1), 89–96. https://doi.org/10.31949/educatio.v6i1.281.

Tambunan. (2018). Pembelajaran Keterampilan Berbicara Di Sekolah Dasar. *Jurnal Ilmiah Fakultas KIP Universitas Quality*, *2*(1), 1–11. http://portaluniversitasquality.ac.id:5388/ojssystem/index.php/CURERE/article/view/109.

Umam, N. K., & Dewantoro, A. (2022). Pendampingan Perencanaan Pembelajaran Bagi Sekolah Penggerak di SD Muhammadiyah 1 Menganti. *Kontribusi: Jurnal Penelitian Dan Pengabdian Kepada Masyarakat*, *3*(1), 30–35. https://doi.org/10.53624/kontribusi.v3i1.110.

Valverde-Berrocoso, J., Fernández-Sánchez, M. R., Dominguez, F. I. R., & Sosa-Díaz, M. J. (2021). The educational integration of digital technologies preCovid-19: Lessons for teacher education. *PLoS ONE*, *16*(8 August), 1–22. https://doi.org/10.1371/journal.pone.0256283.

Zahra, I. A. (2019). *The Effect of Debate Activity in English Four Skills: The Students' Perspective*. *November*, 21–22.

Zakaria. (2020). Mengintegrasikan Kemampuan Berpikir Kritis dan Kreatif pada Pembelajaran Bahasa Indonesia di SD/MI. *Dirasah Jurnal Pemikiran Dan Pendidikan Dasar Islam*, *3*(2), 106–120. https://doi.org/10.51476/dirasah.v3i02.191.