Implementation of Learning Speaking Skills Based on News Anchors in Vocational High Schools

Setyo Eko Wahyu Addin Nugroho, Laili Etika Rahmawati[✉], and Miftakhul Huda

Magister Pendidikan Bahasa Indonesia, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
`laili.rahmawati@ums.ac.id`

Abstract. The strategy for learning speaking skills in Indonesian language subjects with news text material is included in the learning outcomes (CP) elements of speaking and presenting. The purpose of speaking skills in learning Indonesian is for students to be able to convey information orally by going through the stages of critical, creative and innovative thinking in writing news coherently. The purpose of this study is to describe the results of the implementation of the news anchor-based speaking skills learning method in SMK. This study uses descriptive qualitative methods with data collection techniques, namely interviews, notes, and listening. Data analysis techniques are carried out by explaining the planning, implementation, and evaluation of learning as a strategy for learning speaking skills. The findings in this study obtained a total of 39 scores from a number of 12 instrument indicators regarding the implementation of news anchor-based students' speaking skills methods at SMK. In this study, if the average value is 4, then a value of 3.25 is obtained from the recapitulation of values using the formula in the evaluation process.

Keywords: Learning strategy · news anchor · learning evaluation

1 Introduction

Learning is a student learning activity that does not only have the aim of memorizing or remembering, but also to create and shape changes in behavior in a learner, such as knowledge, understanding, to the application of the theory that has been conveyed, as well as attitudes, actions, skills, abilities reactions, receptivity, behavior, and anything that involves all aspects of students [1]. One of the bridges so that students are able to think critically, actively, innovatively, and creatively is education, especially in the field of Indonesian language education. The ability to speak Indonesian is very much used as a provision to prepare oneself for the competitive world of work [2]. Language skills have four components, namely speaking skills, reading skills, listening skills, and writing skills [3]. Vocational Schools are manpower supply schools that create many students with special abilities and are prepared to be able to work directly in the industry. One of the language skills that is a compulsory subject or competency to master is speaking

skill. Language skills with speaking competence is a compulsory subject in vocational high schools. Conscious effort in improving speaking skills Ariyana et al. [4] says that as students will be taught to go through the process of critical thinking as it is destiny created for humans to think critically, innovatively, actively, and creatively by understanding whatever has been read, heard, and seen.

The challenge faced in learning Indonesian in the Covid-19 era is that Indonesian is not a subject of interest to students. Speaking skills are very influential in every person conditioning his environment [5]. Talking cannot be separated from ancient human habits until now. Techniques in learning to speak can be done one way with interviews [6]. Students tend to be lazy to read and speak when learning is carried out during the covid-19 period. The creativity of teaching staff in solving problems in Indonesian language learning activities is also considered lacking because educators are more fixated on the existing curriculum and do not do much development, plus the low influence of students' perceptions of learning Indonesian is a factor in students' lack of interest in learning Indonesian language subjects. [7]. Role models for learning speaking competency skills in the Indonesian language subject are needed to stimulate students to more easily achieve goals and create motivation for students to be able to have speaking skills like someone they see.

As an activity of conveying information through communication, language skills need good vocabulary mastery and vocabulary so that the purpose of the process of conveying this information can also be processed by listeners properly [8]. Holistic learning in speaking skills refers to cultural closeness which will motivate to arrange statues and speaking styles so that they adapt more quickly to environmental conditions [9]. Good internal and external environmental conditions in language learning activities will also have a good influence on students in improving their speaking skills [8]. In discussing speaking skills basically, they cannot stand alone or apart from other language skills, because this is very closely related to the creation of discourse in language and communication [10] (Fig. 1).

To support students' speaking skills, learning innovations are needed in providing solutions to improving the learning of speaking and language skills. Skill is a person's ability to solve problems or problems that are his responsibility [11]. In learning to
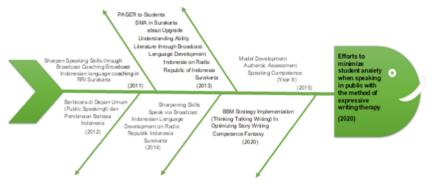

Fig. 1. Roadmap of speaking skills research

speak, educators are required to be able to provide motivation to students about learning speaking skills, so that students will automatically be motivated to learn language without coercion [12]. The existence of speaking language skills in learning is often a problem, namely the emergence of the question "Why learn to speak, while children are already good at speaking?" [13]. The solutions offered regarding learning speaking skills will be right on target and in accordance with the goals set if the student learning process is carried out in an innovative and creative way. In this sophisticated era, teaching and learning activities are not only focused on textbooks, but also on technology that can be accessed anytime and anywhere [14]. [15] explained that when viewed from the development of learning for students, learning resources are needed that can encourage cognitive, affective, and psychomotor factors contained in emotional, motor, observation, visual memory, hearing, passive and active language skills, and interpersonal intelligence development.. Educational facilities are now very varied, not only fixated on textbooks, for example, encyclopedias, magazines, newspapers, maps, radio, paintings, TV programs, and others.

Language is an important thing that represents all human life [16]. One of the techniques used to teach speaking skills is the technique of a news anchor in the world of journalism. Before news anchors spoke as news presenters, they were once journalists or interview officers who were forced to sharpen their speaking, listening and writing skills [17]. Interviews in providing stimulus to students can make children more active in experimenting with finding information, asking questions, and speaking [18]. Speaking is a sign system that can be heard and seen that utilizes the muscles of human tissue for combined purposes and goals [19]. Talking is a performance to say words along with articulation to give appreciation, express feelings, and ideas or ideas [20]. There needs to be an interactive process in training students to be able to learn and master speaking skills, one of the skills that can be used is interviewing.

News anchor in his journalistic role is a character who conveys news material on radio, television and other news media. A news anchor is often involved in improvisation giving comments in live broadcasts [11]. Language skills are not brought by humans from birth, but must be trained [21]. 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 [22].

Research on the language and speaking skills of a news anchor has been carried out by [11, 23], and [24], but on prospective presenters or journalism students whose interest has been focused from the start. The focus of this research is the Implementation of News Anchor-Based Speaking Skills Learning in Vocational High Schools to bring up updated strategies and improve students' language, speaking, and presentation skills.

The urgency of this research is that if the news anchor method is not applied to the speaking skill strategy for students at SMK, then it is not known that the strategy for learning student speaking skills 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. 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 carried out using descriptive qualitative research, namely a research method based on postpositivism philosophy with objects of natural conditions (the opposite of this research, namely experiments) with research results explained in the form of descriptive writing [25]. The method used in this study is the observation method with interview, note-taking and observation techniques as data collection techniques. This research was conducted by observing the process of learning speaking skills strategies directly starting from the planning, implementation, and evaluation. The listening technique is a vital instrument with careful, directed and thorough listening to the object of research to find data from data sources [26]. This technique is a continuation after listening to record important things that need to be highlighted before being analyzed using the theory used [26]. This research activity was carried out from January to June with the object of SMK Muhammadiyah 2 Andong Boyolali (Table 1).

The research procedure for this observation method is carried out by going directly to the field (Ni'mah, 2021). This was done to obtain data and find out the process and results of the implementation of news anchor-based speaking skills learning strategies in Vocational High Schools. The first stage is to know how to plan prior to learning, followed by implementation, and how to evaluate it. Preliminary study is the initial stage or preparation for observation. This stage consists of the first step, namely library research and continued with field surveys to find out or obtain data directly from field conditions.

Table 1. Elements of learning outcomes for speaking and presenting skills in Indonesian language subjects

Elemen Berbicara dan Mempresentasikan
Peserta didik mampu mengolah dan menyajikan gagasan,pikiran, pandangan, arahan atau pesan untuk tujuan pengajuan usul, perumusan masalah, dan solusi dalam bentuk monolog, dialog, dan gelar wicara secara logis, runtut, kritis, dan kreatif.
Peserta didik mampu mengkreasi ungkapan sesuai dengan norma kesopanan dalam berkomunikasi. Peserta didik berkontribusi lebih aktif dalam diskusi dengan mempersiapkan materi diskusi, melaksanakan tugas dan fungsi dalam diskusi. Peserta didik mampu mengungkapkan simpati, empati, peduli, perasaan, dan penghargaan secara kreatif dalam bentuk teks fiksi dan nonfiksi multimodal.
Elements of Speaking and Presenting
Students are able to process and present ideas, thoughts, views, directions or messages for the purpose of submitting suggestions, formulating problems, and solutions in the form of monologues, dialogues, and speech titles logically, coherently, critically, and creatively. Students are able to create expressions in accordance with the norms of decency in communicating. Students contribute more actively in discussions by preparing discussion material, carrying out tasks and functions in discussions. Students are able to express sympathy, empathy, care, feelings, and appreciation creatively in the form of multimodal fiction and non-fiction texts.

The data analysis technique in this study was carried out by explaining the planning, implementation, and evaluation of learning as a strategy for learning speaking skills. The findings in the observation of the implementation of learning strategies are analyzed by elaborating the explanation to find out the needs and novelties needed, so that learning outcomes can be achieved in accordance with learning outcomes in the independent learning curriculum.

3   Results and Discussion

In the competence of speaking skills at SMK Muhammadiyah 2 Andong for the 2021/2022 academic year, learning Indonesian 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 that contain content about learning outcomes that will be carried out and completed in 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, Pancasila learning dimensions for 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 their attachments. The following is the content of learning outcomes in Phase E of the Indonesian Language subject.

Curriculum is program design, program implementation, and evaluation of learning programs that become experience in the process of educational activities (Manalu, 2022). The function and purpose of national education is to shape the character, dignity, character, and civilization of students as dignified and intelligent human beings as the nation's generation [27]. The 2013 curriculum for learning Indonesian has learning outcomes that are exposed in the syllabus and learning program design. In this curriculum, Indonesian is considered as a subject that occupies its function as the formation of the human mind. Indonesian is considered to be able to stimulate human resources to have the ability to think critically, creatively and innovatively [28]. Indonesian language learning in the 2013 curriculum is oriented towards text or text-based learning as a transfer of knowledge [29].

The independent learning curriculum at this time has provided wider space and opportunities for teachers to be able to provide learning conditions that are more directed and according to conditions. The curriculum is a planned learning activity and aims to create change and achieve the goals to be achieved. In the development of the learning cycle and curriculum renewal, independent learning has provided more freedom and opportunities for teachers and students to develop competencies and innovate according to the capacity of students or students. So that in terms of learning teachers and students may study material according to the competencies they like or want to learn [30]. With

the presence of a new curriculum that is freer in determining learning outcomes, it is hoped that it will provide convenience in learning Indonesian to achieve goals without avoiding the rules and norms of life [31].

In carrying out learning, of course the teacher prepares a plan for the implementation of learning and ends with an evaluation. Planning is carried out so that learning activities are more directed towards goals, materials, and activity steps [32]. Planning is the basis prepared by the teacher when carrying out learning activities [33]. Learning planning needs to be prepared carefully, because it becomes an integral process of learning activities and not just a complement [34]. With good planning, the implementation of learning will also be carried out in accordance with the procedures and standards set out in the Merdeka curriculum. Good planning and implementation is expected to produce a good evaluation of student learning outcomes or news anchor-based student speaking skills learning.

3.1   Learning Planning

Based on the results of interviews with Indonesian teachers in class X at SMK Muhammadiyah 2 Adong, Boyolali, it was found that learning Indonesian in speaking and presenting skills using a face-to-face method based on news anchors as a student role model in providing stimulus for learning to speak really needs to be implemented to students. In order to implement learning well, it is necessary to prepare learning plans.

in the form of teaching modules based on the independent curriculum [35]. Indonesian language teachers say that the implementation of the independent curriculum in learning Indonesian is different from the 2013 curriculum. In the 2013 curriculum, planning before learning needs to be prepared in lesson plans or learning implementation plans, but in the independent curriculum learning implementation plans or lesson plans are replaced with teaching modules as lesson plans before face-to-face implementation.

In the independent curriculum the elements that must be achieved 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, this component, and attachments. General information includes module identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student targets, and learning models [36]. 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 display of general information is in Fig. 2, and the core components are in Fig. 3.

Teaching modules as learning plans are prepared by considering 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. In compiling teaching modules, of course there are procedures that can be implemented, namely: 1) conducting an analysis of 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;
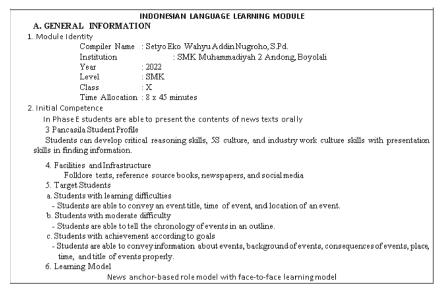
```
                    INDONESIAN LANGUAGE LEARNING MODULE
    A. GENERAL INFORMATION
  1. Module Identity
          Compiler Name  : Setyo Eko Wahyu Addin Nugroho, S.Pd.
          Institution             : SMK Muhammadiyah 2 Andong, Boyolali
          Year           : 2022
          Level          : SMK
          Class          : X
          Time Allocation : 8 x 45 minutes
  2. Initial Competence
      In Phase E students are able to present the contents of news texts orally
      3 Pancasila Student Profile
      Students can develop critical reasoning skills, 5S culture, and industry work culture skills with presentation
  skills in finding information.

      4. Facilities and Infrastructure
          Folklore texts, reference source books, newspapers, and social media
      5. Target Students
      a. Students with learning difficulties
        - Students are able to convey an event title, time of event, and location of an event.
      b. Students with moderate difficulty
        - Students are able to tell the chronology of events in an outline.
      c. Students with achievement according to goals
        - Students are able to convey information about events, background of events, consequences of events, place,
          time, and title of events properly.
      6. Learning Model
                    News anchor-based role model with face-to-face learning model
```

Fig. 2. General information on the Indonesian language learning module

4) carry out the preparation of teaching modules based on the specified components; 5) learning implementation activities in accordance with what has been planned; and 6) evaluation and follow-up (Sufyadi et al., 2021).

Based on interview information from Indonesian language teachers, it is clear that the character of SMK children tends to have less interest in reading, but in view of conditions and events, students tend to be enthusiastic about talking and telling stories. Vocational school children tend to like to speak in non-formal situations, but with these basic competencies there is the potential that with good direction and learning models, the motivation of children will be stimulated to be able to speak in front of them like a news presenter or news anchor. ATP or the flow of learning objectives is the basis for preparing learning plans in the form of modules. ATP refers to learning outcomes and learning objectives as the basis for preparing lesson plans. To shape the character of students, in learning activities in the classroom the teacher always applies the 5S culture (Seiri, Seiton, Seiso, Seiketsu, and Shitsuke). To complete this competency the teacher spends 2 h to deliver the material, 1 h to show the style, intonation, rhyme, vocabulary and articulation of a news anchor while practicing little by little at each session or stage. At that stage students occupy the listening process to imitate, the next 1 h for strengthening and motivation, and 4 h for students to look for events and practical projects to become news presenters.

3.2   Implementation of Learning

The implementation stage of learning speaking skills based on news anchors is carried out face-to-face and with audio-visual media in front of the class. The use of audio-visual media is carried out in order to foster motivation and become a role model for students
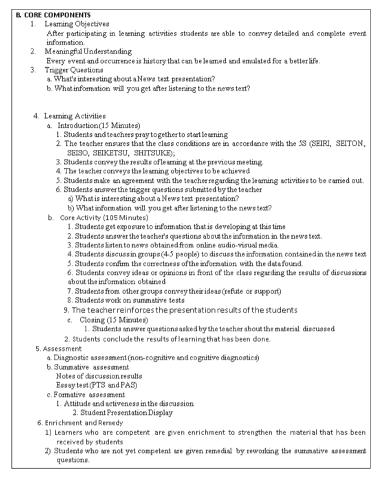
B. CORE COMPONENTS

1. Learning Objectives
   After participating in learning activities students are able to convey detailed and complete event information.
2. Meaningful Understanding
   Every event and occurrence is history that can be learned and emulated for a better life.
3. Trigger Questions
   a. What's interesting about a News text presentation?
   b. What information will you get after listening to the news text?

4. Learning Activities
   a. Introduction (15 Minutes)
      1. Students and teachers pray together 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 the results of learning at the previous meeting.
      4. The teacher conveys the learning objectives to be achieved
      5. Students make an agreement with the teacher regarding the learning activities to be carried out.
      6. Students answer the trigger questions submitted by the teacher
         a) What is interesting about a News text presentation?
         b) What information will you get after listening to the news text?
   b. Core Activity (105 Minutes)
      1. Students get exposure to information that is developing at this time
      2. Students answer the teacher's questions about the information in the news text.
      3. Students listen to news obtained from online audio-visual media.
      4. Students discuss in groups (4-5 people) to discuss the information contained in the news text
      5. Students confirm the correctness of the information with the data found.
      6. Students convey ideas or opinions in front of the class regarding the results of discussions about the information obtained
      7. Students from other groups convey their ideas (refute or support)
      8. Students work on summative tests
      9. The teacher reinforces the presentation results of the students
      c. Closing (15 Minutes)
         1. Students answer questions asked by the teacher about the material discussed
      2. Students conclude the results of learning that has been done.
5. Assessment
   a. Diagnostic assessment (non-cognitive and cognitive diagnostics)
   b. Summative assessment
      Notes of discussion results
      Essay test (PTS and PAS)
   c. Formative assessment
      1. Attitude and activeness in the discussion
         2. Student Presentation Display
6. Enrichment and Remedy
   1) Learners who are competent are given enrichment to strengthen the material that has been received by students
   2) Students who are not yet competent are given remedial by reworking the summative assessment questions.

Fig. 3. The core components of the Indonesian language learning module

in determining how to speak well, style of speech, tempo and rhyme of speech, as well as good articulation in speaking.

The implementation of teaching Indonesian speaking skills in news texts with the anchor-based method as a role model is carried out in accordance with the lesson plans that have been made. Implementation of good learning activities is based on good planning [37]. In this implementation the teacher always instills a culture of 5S or Seiri, Seiton, Seiso, Seiketsu, and Shitsuke as part of character building which must be achieved in addition to the knowledge and skills of students. Learning speaking skills based on news anchors as role models is carried out according to the steps in the preliminary activity module, namely: 1) Students and teachers pray together to start learning; 2) The teacher ensures that the class conditions are in accordance with 5S (Seiri, Seiton, Seiso, Seiketsu, Shitsuke); 3) Students convey the results of learning at the previous meeting; 4) The teacher conveys the learning objectives to be achieved; 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 teacher's questions about the information in the news text; 3) Students listen to news obtained from audio-visual online media; 4) Students discuss in groups (4–5 people) to discuss the information contained in the news text; 5) Students confirm the correctness of the information with the data found; 6) Students convey ideas or opinions in front of the class regarding the results of discussions about the information obtained; 7) Students from other groups convey their ideas (refute or support); 8) Students work on summative tests; and 9) The teacher reinforces the presentation results of the students. This activity was carried out with an allocation of 3 h out of the 8 h provided. For the next 5 h it is carried out in the following steps: 1) The teacher prepares an audio visual media of a news anchor who presents news as a role model in learning speaking skills; 2) Teachers and students prepare media to display or display the audio-visual media that has been prepared; 3) Teachers and students provide reflection before learning continues in the process of listening and observing; 4) After reflection, the teacher plays the prepared audio-visual media; 5) The teacher conducts discussions on several speaking sessions of a news anchor so that students understand them; 6) When finished, the teacher provides an opportunity for students to look for events that can be compiled into a news text and presented in front of the class like a news anchor.

3.3 Learning Evaluation

To find out the results of the evaluation of the implementation of news anchor-based speaking skills learning, it was carried out using a formative assessment. This formative assessment aims to be able to monitor and improve the learning process, as well as evaluate the achievement of learning objectives that have been implemented. One form of assessment that provides feedback on children's skills is formative assessment [38]. The evaluation process was carried out in its entirety starting from the learning process to the process of practicing students' speaking skills totaling 35 students. The following is an instrument for assessing the learning outcomes of speaking skills based on news anchors for SMK students.

Based on the instrument table above, if it is changed in the form of a score, then score 1 is less, score 2 is quite good, score 3 is good, and score 4 is very good. Recapitulation of the calculation results based on the instruments that have been prepared, namely by calculating the total score divided by the number of indicators.

Based on the Table 2, the total score recapitulation obtained a total of 39 scores from a number of 12 instrument indicators. To find out the average results of the recapitulation of the implementation of the news anchor-based speaking skills learning method, namely the formula:

$$average = \frac{totalscore}{totalindicator}$$

$$average = \frac{39}{12}$$

$$average = 3.25$$

Table 2. Instrument for recapitulation of the development of speaking skills learning outcomes based on news anchors in SMK students

No	Indicator	Not enough	Pretty good	Good	Very good
1	Students have good enthusiasm when listening to the audio-visual media displayed				✔
2	Learners better understand how to speak to convey good and informative information			✔	
3	Students understand what sound pronunciation is in speaking			✔	
4	Learners better understand how to place stress, tone, intonation, and rhythm in speaking				✔
5	Students understand the procedures for using good words and sentences in informative speaking		✔		
6	Students can speak by considering the loudness of the sound				✔
7	The fluency of students' speaking can be improved			✔	
8	Students can master the topic when speaking to convey information			✔	
9	Students can show a good speaking attitude in conveying information or news			✔	
10	Students can show good gestures and facial expressions			✔	
11	Students can show reasoning in language well when speaking conveying news information			✔	
12	In speaking students can show good attitude and politeness				✔

The results of the calculation obtained an average result of 3.25 from a maximum score of 4. In indicator point 5 learning outcomes of students' speaking skills based on the news anchor which contains "Students understand the procedures for using good words and sentences in informative speaking" it was found that the points achieved is a score of 2. This score is obtained because in speaking the child still has difficulty using the choice of words and sentences. It has been proven that these indicators cannot be achieved using the news anchor-based method alone, because in order to improve the ability to use words and the climate of students, training and broadening of horizons is needed by reading or listening more to rich people. This indicator needs more time to achieve it, so that in class learning it is still achieved at a score of 2 or good enough.

Score 4 is obtained on indicator 1. Namely "Students have good enthusiasm when listening to the audio-visual media displayed", indicator 4. Namely "Students understand better how to place pressure, tone, intonation, and rhythm in speaking", indicator 6. " Students can speak by considering loudness, and 12. "In speaking students can show good attitude and politeness. The indicators that can be achieved show that children's motivation to increase their courage and speaking skills as language skills is fairly good. It needs a longer process to form students who really can and have speaking skills.

Learning speaking skills using news anchor-based methods carried out by teachers and students can show that the planning, implementation, and evaluation processes have been carried out properly. The components along with the steps in the planning made for the learning implementation process received a good response and enthusiasm from the students even though there was still one indicator that had not reached good and maximum points. The new speaking skill method applied in learning Indonesian will later become a new innovation that can be continuously developed to achieve successful learning outcomes and objectives. Therefore improvements in learning and innovation by teachers must continue to be made. Based on the research that has been done, it is found that there is still a need for additional time to practice and familiarize students so that they can increase vocabulary richness, accuracy of intonation, style, rhyme and rhythm, and good use of words and sentences in informative speaking.

4   Conclusions and Suggestions

Based on the research that has been done, it can be concluded that in the process of learning speaking skills based on news anchors, lesson plans are prepared in advance in the form of modules that are adapted to the components in the independent curriculum. In the research that has been carried out, the results show that: 1) the planning of news anchor-based speaking skills learning activities has been made and adapted efficiently to the independent curriculum with general information, core components, to attachments and evaluation. The planning has been carried out well with good results too; 2) The implementation of learning activities has been adapted to the teaching modules which are arranged as part of the planning of learning activities; 3) Evaluation activities are carried out with a formative assessment and are accompanied by instruments to find out the results of the implementation of the news anchor-based speaking skills learning method. in this evaluation an overall average score of 3.25 was obtained from a maximum score of 4. So it can be said that the method has been implemented properly and has more

than good results to be used as an innovation in learning speaking skills in speaking and presenting elements.

Suggestions from this research for future researchers are: 1) Other researchers can carry out further and deeper research activities regarding news anchor-based speaking skills learning methods by covering more aspects and indicators as well as by applying them to other subjects; 2) In the method of learning speaking skills based on news anchors, it is necessary to be more creative and innovative in implementing and preparing learning plans so that they can be achieved properly and optimally.

References

1. Andayani N, "Peningkatan Kemampuan Menulis Teks Eksplanasi dengan Menggunakan Media Audiovisual Pada Siswa Sekolah Menengah Pertama," Basastra J Bahasa, Sastra, dan Pengajarannya, vol. 4, no. 2, pp. 161–174, 2014, Accessed: Dec. 11, 2022. [Online]. Available: https://jurnal.fkip.uns.ac.id/index.php/bhs_indonesia/article/view/9994

2. N. Noermanzah, S. Abid, and S. Septaria, "Improving the Ability of Writing a Narrative Charge by Using Animated Images Media Student Class V.B SD Negeri 17 Lubuklinggau," Bahtera J Pendidik Bhs dan Sastra, vol. 17, no. 2, p. 116, 2018, Accessed: Dec. 11, 2022. [Online]. Available: http://journal.unj.ac.id/unj/index.php/bahtera/article/view/7637

3. M. Ilham and I. A. Wijiati, Keterampilan Berbicara: Pengantar Keterampilan Berbahasa. Lembaga Academic & Research Institute, 2020.

4. Ariyana A, I. S. Ramdhani, and Sumriyani, "Merdeka Belajar Melalui Penggunaan Media Audio Visual Pada Pembelajaran Menulis Teks Deskripsi," SILAMPARI BISA Jurnal Penelitian Pendidikan Bahasa Indonesia Daerah, dan Asing. 3(2):, vol. 3, no. 2, pp. 365–70, 2020, Accessed: Dec. 11, 2022. [Online]. Available: https://www.ojs.stkippgri-lubuklinggau.ac.id/index.php/SIBISA/article/view/1112

5. A. Darmuki, Andayani, Joko Nurkamto, and Kundharu Saddhono, "The Development and Evaluation of Speaking Learning Model by Cooperative Approach," International Journal of Instruction, vol. 11, no. 2, pp. 115–128, 2018, Accessed: Dec. 11, 2022. [Online]. Available: https://jurnal.umk.ac.id/index.php/kredo/article/view/3343/1603

6. Suyatno, Teknik Pembelajaran Bahasa dan Sastra. Surabaya: SIC, 2014.

7. Sujinah and Sujinah, "Tantangan dan Solusi Pembelajaran Bahasa Indonesia di Era Covid-19," Stilistika: Jurnal Pendidikan Bahasa dan Sastra, vol. 13, no. 2, pp. 256–271, 2021, Accessed: Dec. 11, 2022. [Online]. Available: http://103.114.35.30/index.php/Stilistika/article/view/5444

8. Ruiyat SA, Yufiarti, and Karnadi, "Peningkatan Keterampilan Berbicara dengan Bercerita Menggunakan Komik Elektronik Tematik," J Obs (Jurnal Pendidik Anak Usia Dini), vol. 3, no. 2, pp. 518–526, 2019, Accessed: Dec. 11, 2022. [Online]. Available: https://www.obsesi.or.id/index.php/obsesi/article/view/256

9. I. Sari, "Motivasi belajar mahasiswa program studi manajemen dalam penguasaan keterampilan berbicara (speaking) bahasa Inggris," Jumant, vol. 9, no. 1, pp. 41–52, 2018, Accessed: Dec. 11, 2022. [Online]. Available: https://journal.pancabudi.ac.id/index.php/JUMANT/article/view/191

10. Syahrin A and bin As A, "Pengaruh Penggunaan Audiovisual dan Motivasi Belajar Terhadap Keterampilan Berbicara Bahasa Inggris di SMA Negeri 3 Takengon," KANDE J Ilm Pendidik Bhs dan Sastra Indones, vol. 1, no. 1, p. 21, 2021.

11. W. Erka, "KETERAMPILAN BERBAHASA PRESENTER PENYAJI BERITAPADA LEM-BAGA PENYIARAN TELEVISI," JURNAL IPTEKS TERAPAN, vol. 8, no. 4, pp. 235–241, 2014, Accessed: Nov. 28, 2022. [Online]. Available: http://103.111.125.15/index.php/jit/article/view/19.

12. A. Darmuki, "Evaluating Information-processing-basedLearning Cooperative Model on Speaking Skill Course," Journal of Language Teaching and Research, vol. 8, no. 1, pp. 44–51, 2017, Accessed: Nov. 28, 2022. [Online]. Available: http://www.academypublication.com/issues2/jltr/vol08/01/06.pdf.

13. Tambunan, "PEMBELAJARAN KETERAMPILAN BERBICARA DI SEKOLAH DASAR," Jurnal Ilmiah Fakultas KIP Universitas Quality, vol. 2, no. 1, pp. 1–11, 2018, Accessed: Nov. 28, 2022. [Online]. Available: http://portaluniversitasquality.ac.id:5388/ojssystem/index.php/CURERE/article/view/109.

14. R. Rahayu, S. Iskandar, and Y. Abidin, "Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia," Jurnal Basicedu, vol. 6, no. 2, pp. 2099–2104, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://jbasic.org/index.php/basicedu/article/view/2082.

15. Kurniawan and Khaerudin, Belajar dan Pembelajaran Bahasa dan Sastra Indonesia. Bandung: Bangkit Citra Persada, 2010.

16. A. Hidayati, "Peningkatan Keterampilan Berbicara Melalui Pendekatan Komunikatif kelas V SD Padurenan II di Bekasi Tahun Pelajaran 2016/2017," Jurnal ilmiah pendidikan dasar, vol. 5, no. 2, pp. 83–95, 2018, Accessed: Nov. 28, 2022. [Online]. Available: http://jurnal.unissula.ac.id/index.php/pendas/article/view/3134.

17. S. Satiakemala, "TEKNIK WAWANCARA DALAM STORYTELLINGUNTUK MENINGKATKAN KETERAMPILAN BERBICARA DANMENYIMAK PADA PEMELAJAR BAHASA PRANCIS," jurnal sora , vol. 4, no. 1, pp. 31–39, 2019, Accessed: Nov. 28, 2022. [Online]. Available: http://jurnalsora.stba.ac.id/index.php/jurnal_sora/article/view/32.

18. W. Syaputri, L. Septianasari, and F. H. Abqoriyyah, "Tantangan Dalam Meningkatkan Kemampuan Berbicara Mahasiswa dengan Metode Pembelajaran Wawancara," Jurnal Educatio FKIP UNMAJurnal Educatio FKIP UNMA, vol. 6, no. 1, pp. 89–96, 2020, Accessed: Nov. 28, 2022. [Online]. Available: https://www.ejournal.unma.ac.id/index.php/educatio/article/view/281.

19. Saddhono, Kundharu, and Y. Slamet, Pemelajaran Keterampilan Berbahasa Indonesia: Teori Dan Aplikasi. Graha Ilmu, 2014.

20. Nurdin, "Penerapan Kemampuan Berbicara Dengan Metode Cooperativ Learning Tipe Artikulasi Pada Siswa Kelas X MAN 1 Mataram," Jurnal Ilmiah Mandala Education , vol. 2, no. 2, pp. 35–52, 2016, Accessed: Nov. 28, 2022. [Online]. Available: http://ejournal.mandalanursa.org/index.php/JIME/article/view/44.

21. S. Ningsih, "Peningkatan Keterampilan Berbicara Melalui Metode Bercerita Siswa Kelas III SD Negeri 1 Beringin Jaya Kecamatan Bumi Raya Kabupaten Morowali," Jurnal Kreatif Online, vol. 2, no. 4, 2014, Accessed: Dec. 11, 2022. [Online]. Available: https://download.garuda.kemdikbud.go.id/article.php?article=986138&val=5150&title=Peningkatan%20Keterampilan%20Berbicara%20melalui%20Metode%20Bercerita%20Siswa%20Kelas%20III%20SD%20Negeri%201%20Beringin%20Jaya%20Kecamatan%20Bumi%20Raya%20Kabupaten%20Morowali

22. Y. Indarta, N. Jalinus, W. Waskito, A. D. Samala, A. R. Riyanda, and N. H. Adi, "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. Edukatif," Jurnal Ilmu Pendidikan, vol. 4, no. 2, pp. 3011–3024, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://edukatif.org/index.php/edukatif/article/view/2589.

23. M. S. Restendy, "Daya tarik jurnalistik, pers, berita dan perbedaan peran dalam news casting. Al-Hikmah," Jurnal Pendidikan dan Studi Islam, vol. 4, no. 2, pp. 1–12, 2017, Accessed: Dec. 11, 2022. [Online]. Available: http://jurnal.staiba.ac.id/index.php/Al-Hikmah/article/view/13

24. S. Rosida, "Efektivitas Media BIGVU pada Pembelajaran Jurnalistik dalam Meningkatkan Keterampilan Newscaster Mahasiswa PBSI," Jurnal Kiprah, vol. 9, no. 1, pp. 48–55, 2021, Accessed: Dec. 11, 2022. [Online]. Available: https://ojs.umrah.ac.id/index.php/kiprah/article/view/3237.

25. Sugiyono, Metode PeneIitian Kuantitatif, KuaIitatif dan R&D. Bandung: PT Alfabet, 2016.

26. C. W. Astuti, "Sikap Hidup Masyarakat Jawa dalam Cerpen-Cerpen Karya Kuntowijoyo," Jurnal Kata: Penelitian tentang Ilmu Bahasa dan Sastra, vol. 1, no. 1, pp. 64–71, 2017, Accessed: Nov. 28, 2022. [Online]. Available: http://103.111.125.15/index.php/kata/article/view/1945.

27. I. Sumarsih, T. Marliyani, Y. Hadiyansah, A. H. Hernawan, and P. Prihantini, "Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar," Jurnal Basicedu, vol. 6, no. 5, pp. 8248–8258, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://www.neliti.com/publications/444639/analisis-implementasi-kurikulum-merdeka-di-sekolah-penggerak-sekolah-dasar.

28. E. S. Agustina, " Pembelajaran bahasa indonesia berbasis teks: representasi kurikulum 2013 ," AKSARA: Jurnal Bahasa dan Sastra, vol. 18, no. 1, 2017, Accessed: Nov. 28, 2022. [Online]. Available: http://jurnal.fkip.unila.ac.id/index.php/aksara/article/view/13585.

29. Mahsun M.S, Teks dalam Pemebelajran Bahasa Indonesia (Kurikulum 2013). Jakarta: PT Raja Grafindo Persada. , 2014.

30. S. Susetyo, "Permasalahan Implementasi Kurikulum Merdeka Belajar Program Studi Pendidikan Bahasa Indonesia FKIP Universitas Bengkulu," In Seminar Nasional Pendidikan Bahasa Dan Sastra, vol. 1, no. 1, pp. 29–43, 2020, Accessed: Dec. 11, 2022. [Online]. Available: https://ejournal.unib.ac.id/index.php/semiba/article/view/13358

31. A. Baan and R. Dewi, "Pengembangan Buku Ajar Mata Kuliah Bahasa Indonesia untuk Implementasi Merdeka Belajar Kampus Merdeka," Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra, vol. 7, no. 1, pp. 327–331, 2021, Accessed: Nov. 28, 2022. [Online]. Available: https://e-journal.my.id/onoma/article/view/1407.

32. I. Saitya, "Pentingnya Perencanaan Pembelajaran pada Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan," PIOR: Pendidikan Olahraga, vol. 1, no. 1, pp. 9–13, 2022, Accessed: Nov. 28, 2022. [Online]. Available: http://jurnal.habi.ac.id/index.php/Pior/article/view/53.

33. F. Lase, "Peran Perencanaan Pembelajaran Dalam Meningkatkan Profesionalitas Guru," Educativo: Jurnal Pendidikan, vol. 1, no. 1, pp. 149–157, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://www.educativo.marospub.com/index.php/journal/article/view/22.

34. I. Nasution, M. I. Marsya, S. A. Naflah, and A. F. Wardani, "Strategi Guru dalam Perencanaan Pembelajaran Kelas di MIS Nurussalam Deli Tua," Jurnal Pendidikan dan Konseling, vol. 4, no. 5, pp. 2027–2032, 2022, Accessed: Nov. 28, 2022. [Online]. Available: http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/6898.

35. U. Maulida, "Pengembangan Modul Ajar Berbasis Kurikulum Merdeka," Tarbawi: Jurnal pemikiran dan Pendidikan Islam, vol. 5, no. 2, pp. 130–138, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://stai-binamadani.e-journal.id/Tarbawi/article/view/392.

36. P. A. A. Alfitri and J. A. Dahlan, "Implementasi Standar Proses Kurikulum Sekolah Penggerak dalam Pembelajaran Matematika," JIPM (Jurnal Ilmiah Pendidikan Matematika), vol. 11, no. 1, pp. 51–66, 2022, Accessed: Nov. 28, 2022. [Online]. Available: http://e-journal.unipma.ac.id/index.php/jipm/article/view/11789.

37. Laoli, Adieli, Oskah Dakhi, and Maria Magdalena Zagoto, "The Application of Lesson Study in Improving the Quality of English Teaching. Edukatif," Jurnal Ilmu Pendidikan, vol. 4, no. 2, pp. 2238–2246, 2022, Accessed: Nov. 28, 2022. [Online]. Available: https://www.edukatif.org/index.php/edukatif/article/view/2434.

38. K. E. Dunn and S. W. Mulvenon, "A Critical Review of Research on Formative Assesment: The Limited Scientific Evidence of the Impact of Formative Assesment in Education," Electronic Journal of Practical Assesment, Research and Evaluation, vol. 14, no. 7, pp. 1–11, 2009, Accessed: Nov. 28, 2022. [Online]. Available: https://doi.org/10.7275/jg4h-rb87