Strategy Conditions of Speaking and Presenting Skills Learning Strategy in Vocational School

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

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

Abstract. The strategy of learning speaking skills in Indonesian subjects with news text material is included in the learning achievement (CP) of speaking and presenting elements. The purpose of speaking skills in learning Indonesian is so that students can convey information orally by going through the stages of critical, creative, and innovative thinking in writing news in a coherent manner. This study was conducted to determine the condition of the learning strategies carried out in SMK. This type of research is descriptive qualitative research with observation method. Data collection techniques are carried out by observing and taking notes. In this study, data analysis was carried out by explaining the findings of the data obtained by the observation method. The results of this study are the story writing map strategy used in the achievement of speaking and presenting learning in SMK has not been able to make students able to speak, think critically, be innovative, form good gestures when speaking, and present as a leader. There are several things that must be considered in conveying news information, in addition to the wealth of words as well as speaking techniques, facial expressions when speaking, tone, and body gestures. These things need to be considered and taught to help students' speaking and presentation skills in accordance with the elements of Indonesian language learning achievement phase E of the driving school curriculum.

Keywords: Learning Strategies · Learning Outcomes · Independent Curriculum · speaking and presenting

1 Introduction

Learning is a student activity that is not only required to be able to memorize or remember, but also so that students can achieve competence and show a change in behavior in themselves, such as knowledge, understanding of theory and its application, attitudes, actions, skills, reaction power, acceptance power, behavior, and also anything that involves all aspects of the student's self [1]. Learning activities occur when there is an active interaction between the learning process. From an experience, we will gain understanding and knowledge which becomes a lesson, which we will learn in the future [2]. Education is one of the bridges so that students are able to think critically, actively, innovatively, and creatively, especially in the field of Indonesian language education

as a provision to prepare themselves to face the competition in the world of work [3]. Language skills are mandatory subjects in vocational high schools, one of which is speaking skills. A conscious effort in improving speaking skills as students they will be taught to go through the process of critical, innovative, active, and creative thinking by understanding whatever has been read, heard, and seen [4].

The challenge faced in learning Indonesian in the Covid-19 era is that Indonesian is not a subject of interest to students. Interest in learning is an awareness to learn that arises in a person without coercion [5]. The creativity of educators in solving Indonesian language learning problems is also considered lacking (educators are fixated on the existing curriculum), and the influence of students' low perceptions of learning Indonesian [6]. Indonesian language learning for vocational school children must have a role model in order to stimulate students to achieve goals and make students' motivation like someone they see.

Speaking is an activity of delivering information through communication. A good vocabulary is needed so that the purpose of the information delivery process can also be processed by listeners properly [7]. Internal and external factors related to good environmental conditions will also have a good influence on students in improving speaking skills [7]. The ability to speak basically cannot be separated from other language skills, because it is related to the creation of discourse in language and communication [8].

Learning innovation is needed in providing solutions to support students' speaking skills [9]. The student learning process will be carried out optimally and achieved according to the goals set if the solutions offered are right on target. In this sophisticated era, learning and learning activities are not only focused on textbooks, but also on technology that can be accessed anytime and anywhere [10]. 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 the development of emotions, motoric, observation, visual memory, hearing, passive and active language skills, and interpersonal intelligence [11]. Educational facilities are now very varied, not only focused on textbooks such as encyclopedias, magazines, newspapers, maps, radio, paintings, TV programs, and others.

Research on speaking skills learning strategies in Vocational High Schools has been carried out by [12–15] but on speaking skills strategies in small groups. The focus of this research is to describe the condition of Indonesian language learning strategies on speaking skills in SMK to bring up updated strategies in improving students' language, speaking, and presenting skills.

The urgency of this study is that if the condition of the speaking skills strategy for students in SMK is not known, then it is not known whether the up-to-date learning strategies for students' speaking skills are good and suitable. Critical thinking analytical skills with speaking skills and other strengths of students are needed to make them a leader. Based on the explanation on the background and theory above, the following is an overview of the relevant research roadmap that has been carried out previously.
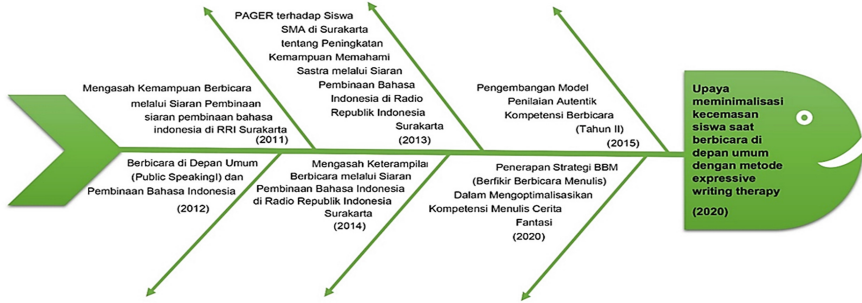
Fig. 1. Roadmap of previous research on speaking skill strategies

2   Method

The type of research carried out is descriptive qualitative, namely as a research method based on the philosophy of postpositivism to examine objects with natural conditions (the opposite is as an experiment) and by explaining the results of research in the form of descriptive writing [16]. The method used in this research is the observation method with note-taking and listening techniques as the data collection technique. Observation is a research method used to determine speaking skills learning strategies at the time this research was conducted [17]. The listening technique is a vital instrument with careful, directed, and thorough listening to the object of research to find data from data sources [18]. This technique is a continuation that is carried out after listening to note important things that need to be highlighted before being analyzed using the theory used [18]. This research activity was carried out from January to June with the object of SMK Muhammadiyah 2 Andong Boyolali.

The research procedure of this observation method was carried out by going directly to the field to get data and to know the condition of speaking skills learning strategies in SMK directly. The first stage of the preliminary study is the initial stage or preparation for observation. This stage consists of the first step, namely a literature study and continued with a field survey to find out or obtain data directly from field conditions.

The data analysis technique in this study was carried out by explaining each finding of strategies and learning tools that were adapted to the school curriculum. The strategies and tools as well as the school curriculum in the findings of the observations were analyzed and explained with explanations to find out the needs and novelties needed to achieve learning outcomes in accordance with learning outcomes in the independent learning curriculum (Fig. 1).

3   Result and Discussion

Indonesian language learning on speaking skill competence at SMK Muhammadiyah 2 Andong for the academic year 2021/2022 applies the driving school curriculum. In this curriculum, learning objectives are arranged based on CP, ATP, and teaching modules. CP is a learning achievement that contains the achievement of learning Indonesian. The achievement of learning Indonesian in the driving school curriculum is reduced

to an ATP (Learning Objectives Flow) device. Learning Objectives Flow (ATP) contains information about the achievement of learning elements, class of learning objects, dimensions of Pancasila learners for students, learning indicators, learning objectives, materials, and time used to achieve these learning objectives. After the ATP (Learning Objectives Flow) has been compiled, it will be continued as a teaching module. Teaching modules are prepared with the aim of being the basis for the process of learning activities in one meeting. In the teaching module there is information on learning achievement elements, 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.

In learning Indonesian in the 2013 curriculum, learning outcomes are exposed to the syllabus and the design of the learning program. Indonesian is considered as a subject that occupies its function to shape the human mind. Indonesian is considered to be able to provide a stimulus for human resources to think critically, creatively, and innovatively [19]. Indonesian language learning in the 2013 curriculum is oriented towards text-based learning as a source of knowledge [20].

Currently, the independent learning curriculum has provided a wider space for more focused Indonesian language learning. The independent learning curriculum has provided freedom in learning to develop competencies and innovate according to the capacity of students or learners. So that teachers and students can study the material according to the competencies they like or want to learn [21]. With the presence of a new curriculum that is freer in determining the learning achievement material, it is hoped that it will provide convenience in learning Indonesian to achieve goals without avoiding the rules of life norms [22].

3.1   Condition of Strategy for Achievement of Speaking and Presenting Skills

Based on the opinions and statements of various researchers that have been described previously, it can be seen that learning Indonesian from year to year is getting more opportunities and free space to achieve its goals. The goal to be achieved is of course competencies that are in accordance with capacity with broader innovations taking into account the norms of life.

The strategy of learning speaking skills in Indonesian subjects with news text material is included in the learning achievement (CP) of speaking and presenting elements. The purpose of speaking skills in learning Indonesian is so that students can convey information orally by going through the stages of critical, creative, and innovative thinking in writing news in a coherent manner.

So far, the learning strategy used at SMK Muhammadiyah Andong class X in achieving the elements of speaking and presenting skills is the strategy of taking notes and reading aloud after going through the story writing map stage. Story writing map is a strategy used to stimulate students in transferring information obtained from the results of the visuality process [23]. With this strategy, students will know what information must be achieved and communicated to the general public or a wider audience. Story writing map is basically used to write experience stories, but in the process, it can also be used to write expository texts, especially news texts (Table 1).

Table 1. Elements of achievement in learning speaking and presenting skills in Indonesian subjects

Elements of Speaking and Presenting
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 speech degrees logically, coherently, critically, and creatively. Students are able to create expressions in accordance with the norms of politeness in communicating. Students contribute more actively to the discussion by preparing discussion materials, carrying out tasks and functions in the discussion. Students are able to creatively express sympathy, empathy, care, feelings, and appreciation in the form of multimodal fiction and nonfiction texts.

The story writing map strategy is a strategy used in cooperative learning, namely learning by combining students in one group in order to unite several different abilities of students to make one project assignment [24]. In the results of this research story writing map is used in the learning process of news texts. In the process, students are given material in advance about how to write good news, what to pay attention to in writing news, what are the steps in writing news, and how various ways are used to convey news. After students get the material about the news text, the next step is that students are asked to record important information based on the steps that have been conveyed in the material before it is actually compiled into a coherent and complete news text. In that process, critical and creative thinking are important things to do in order to produce news texts with complete and good information. After going through some of the learning process, it is continued by reading aloud. Students' speaking skills in news text competencies tend to stop at the reading level, because reading news requires different techniques from speech or ordinary speaking.

Learning with the story writing map strategy on the achievement of learning speaking and presenting skills tends to stop at the point of writing and reading aloud. In the driving school curriculum, elements of speaking and presenting skills with news text material aim to enable students to speak and present news information like a reporter and news anchor. The story writing map strategy is very helpful in writing news with the stimulus of students' visualization results, but the strategy has not yet led to the formation of students' speaking and presentation skills.

In the field conditions, the story writing map strategy is implemented in three stages, namely the beginning, middle, and end. In the first or initial stage, students are directed to prepare question instruments with 5W1H accompanied by short answers. In the middle or second stage, students are asked to re-complete the answers from the 5W1H instrument in which the answers have been written briefly so that they are more complete. In the last or third stage, students are directed to develop questions with 5W1H from each initial question which can still be developed in more detail about the answers from the initial instrument, so that students will write complete and more in-depth news information. In writing news, valid data is needed so that the information conveyed is not ambiguous and can be trusted. Valid information is based on complete information and does not

raise many questions from each point of information. For this reason, students need innovative, creative, and critical thinking skills.

3.2   Up-To-Date Methods to Achieve the Learning Objectives of Speaking and Presentation Skills

Stephens, et al said that however, betsy and eleanor started to teach the children about strategies as well as skills and simultaneously to pay attention to not only what they wanted the students to learn but also to what the children were learning and to how the children were learning [25]. In the statement presented, it is stated that as educators, they must be able to know the right method to achieve learning objectives in the speaking skills of their students. Students' speaking skills will not come after going through the right process, good coaching, and suitable training and coaching in order to have oral or communicative speaking [25].

In an independent curriculum, teachers or educators have wider space and opportunities to determine how the achievement of skills in the learning they want to complete. To form students in order to achieve the learning objectives of speaking and presenting skills, suitable methods and good strategies are needed so that learning outcomes can be met. The achievement of learning speaking skills and presenting students in news texts requires critical, innovative, and creative speaking skills so that the information conveyed can be well organized, valid, and complete. Learning news texts is not only enough to write a complete story, but also speak and present in accordance with the learning outcomes of the independent curriculum.

To achieve learning objectives in accordance with learning outcomes in phase E, namely students are able to think critically in conveying information coherently, creatively, clearly, innovatively, and logically, the story writing map strategy needs to be improved again and an updated strategy is needed. The story writing map strategy is considered capable of making students write complete information, but to convey it by speaking the strategy has not been able to. It is necessary to add a role model and important points that must be trained in order to convey information properly.

Speaking and presenting skills require good language mastery skills, delivery of material or information that focuses on the object of the problem, and a way of carrying with the help of self-expression and facial devices to support the information conveyed can be conveyed communicatively [26]. Improving speaking skills is not just being able to choose the right diction so that it can be understood by the audience [27]. The ability to present is an ability that cannot be done by simply speaking or reading, but requires the support of gestures and improvisation in speaking. So a role model is needed to create motivation in students to be what they see. With the explanation above, it can be seen that in order to train and grow speaking and presentation skills in accordance with the learning achievement of speaking skills, attention is needed on the visual factor of students after getting a stimulus for hearing and writing, so that to shape students into speakers and presenters, listening, writing and writing skills are needed, reading, speaking, and improvising speech to present.

4   Conclusion

It can be concluded that in learning speaking skills of students in SMK on news text material, the story writing map strategy has not achieved maximum results for the purpose of being able to speak and present according to what is stated in the CP (Learning Outcomes). The story writing map strategy tends to stop at writing and reading aloud skills, because there is no stimulus that becomes a role model in students' minds to speak and present. In learning news texts with competence in speaking and presenting skills, students must increase the wealth of vocabulary and improve body gestures to support students' self-confidence. There are several things that must be considered in conveying news information, in addition to the richness of vocabulary as well as speaking techniques, facial expressions when speaking, tone, and body gestures. These things need to be considered and taught to support students' speaking and presentation skills in accordance with the elements of Indonesian language learning achievement phase E of the driving school curriculum. With the explanation above, it can be seen that in order to train and grow speaking and presentation skills in accordance with the learning achievement of speaking skills, attention is needed on the visual factor of students after getting a stimulus for hearing and writing, so that to shape students into speakers and presenters, listening, writing and writing skills are needed, reading, speaking, and improvising speech to present.

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