

Improving News Writing Ability Using a Think Talk Write Type Cooperative Model Assisted by Newspapers

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Abstract: Writing is the verbal expression of ideas. The aim of this research is to determine the effectiveness of the newspaper-assisted thinking-speaking-writing model in increasing news exposure and writing skills of class X students. The method used in this research is classroom action investigation. This research was conducted on class X students of SMAN 1 Kudus and there were 27 research participants. Research shows that student newspaper media can increase student efficiency in writing exhibition materials. This was strengthened as the exhibition writing metrics performed better. Cycle I had an average total score of 17, reaching 63% in the "good" category. Cycle II has an average total score of 22, with a percentage of 81% in the "very good" category. The level of student completion in learning writing skills for publishing messages in cycle I. Students achieved an average score of 63 with a good level of 67% and an increase in the second cycle with an average score of 76 and a very good level of 89%. It can be concluded that the application of thinking, speaking and writing models with the help of newspaper media can improve the news writing skills of class X students at SMAN 1 Kudus for the 2019/2020 academic year.

Keywords: Writing Skills, News Writing, Cooperative Model, Think Talk Write, Newspapers

1. Introduction

Writing skills, including aspects of productive skills that are expressed in written form and can be used in communication. It is clear that writing skills are one of the factors that provide a pleasant learning process that supports learning success, Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widiyanto, et. al (2019). Therefore, teachers are required to be creative and self-motivated to find techniques, methods and media that suit their subject matter, Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019). The learning to write anecdotal texts carried out by teachers at SMAN 1 Kudus has made students free to choose topics to write about. However, this still leaves students with insufficient knowledge to express their ideas optimally. Moreover, students' vocabulary is still minimal. Even though learning to write descriptions is carried out optimally and structured, in reality there are still students who are bored with the learning process. Based on the results of the evaluation of the learning to write text messages for Class The average score achieved by these students has not reached the minimum Writing Completeness Criteria (KKM) score of 70. This data proves that the percentage of memorized commentary texts for Class X students at SMAN 1 Kudus is still relatively low. Given the disconnect between expectations and reality in this field, researchers conducted research to improve their ability to write expository texts, especially news texts. News captions are descriptive texts that provide information about an event and are often found in news and newspapers.

One collaborative learning model that teachers can use for learning is the Think Talk Write (TTW) learning model, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016) Pujiati, et.al (2018); Kanzunudin, et.al (2018); Yuliani et.al (2018); Kanzunudin, (2017). Through the Think Talk Write (TTW) learning model, it is hoped that the learning process can be made more effective and improve writing skills for news exposure in Indonesian language subjects for students of X SMAN 1 Kudus. Think Talk Write (TTW) is a strategy to promote oral practice and writing fluency in Indonesian. The Think Talk Write learning model makes it easier for students to think about certain topics, talk about them, and write about them. Through this model, you will be able to write sentences fluently and can be used to practice language before writing. The TTW strategy teaches students how to influence and manipulate ideas before they write them down. This research aims to investigate: (a) students' ability to create news items for students in class using newspapers at SMAN 1 Kudus, students' ability to write news.

Writing is about conveying information to your readers so they can understand your message. Reading has positive effects, such as expanding knowledge and insight, Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014); Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015). Tarigan (2008:3). Description by Alwasilah (2007:51) explains that expository text is one that contains instructions intended to inform and explain something to the reader. Types of presentation generally include presenting news, illustrations, processes, comparisons, disputes, definitions, analysis and taxonomy. In this case, the researcher observed the text writing activity. This strategy also helps students collect and develop ideas through structured conversations (Huda, 2014:218). Newspapers are one of the mass media and are very popular with the public. Top, middle, or bottom. Newspapers in the communication dictionary can be defined as printed sheets that contain reports about everything that happens in society with the characteristics of periodic, general, current, topical, related to various things in the world. It contains the values of many people and can be learned and known (onong Uchjana Efendy, 1986: 241).

2. Structure of References

Learning is a process of interaction between teachers, students and learning resources to achieve goals (Darmuki & Hidayati, 2019; Hidayati & Darmuki, 2020). Apart from that, learning must occur in quality and effective interactions (Darmuki & Hidayati, 2019; Darmuki & Hariyadi, 2019) and trigger student motivation in learning activities (Darmuki et al., 2017) so that the process of transferring knowledge and information to students occurs (Darmuki et al., 2017). 2018). The learning carried out by teachers in class aims to achieve goals in the form of mastering competencies and skills (Hidayati, 2020).

Writing skills are one of the four language skills, (Darmuki & Hidayati, 2019); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020) which have an important role in human life, (Hidayati, 2019); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). By writing, a person can express thoughts and ideas to achieve his goals and objectives. Akbayar (2019), stated that writing means organizing ideas systematically and expressing them explicitly. Meanwhile, according to Dalman (2018), writing is a communication activity in the form of conveying written messages (information) to other parties using written language as a tool or medium. Slamet (2018), states that writing is expressing one's ideas, knowledge, knowledge and life experiences in written language. Thus, writing requires a form of expression of ideas that is continuous and has a logical sequence using certain vocabulary and grammar or language rules used so that it can describe or present information that is expressed clearly, Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Rodli, et. al (2019).

One of the learning materials for writing at school is material for writing news texts, Fathurohman, et.al (2017); Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018); Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). According to Barus (2018), news is any report regarding events, happenings, ideas, facts that attract attention and are important to be conveyed or published in the mass media so that they become known or become public awareness. Meanwhile, according to Chaer (2018), news is an event or event in society, then the incident or event is repeated in the form of words broadcast in writing in written media (newspapers, magazines, etc.) or in sound media (radio, and others), or also in sound and image media (television). From this opinion, it can be concluded that a news text is a news script that contains facts about events that are warm, interesting or important for the majority of society which can be conveyed through periodic media such as newspapers, radio, television or internet media, Ardianti, et. al (2017); Kanzunudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018).

In writing news texts, there are six main aspects that are used as assessment criteria, namely: (1) Completeness of news elements (5W+1H); (2) Sequence of presentation (the content of the news is sequential and clear); (3) Use short and clear sentences; (4) The vocabulary used is standard vocabulary; (5) Attractiveness of the title; and (6) The accuracy of using EYD in the news (Depdiknas, 2003). According to Djurat (2018), news elements include news headlines that

can be answered using questions: what, who, why, when, where, and how as well as aspects of sequence of presentation, use of sentences, vocabulary, and spelling accuracy. Students' work is assessed based on the completeness of the news elements.

Choosing the right learning model will help successful learning in the classroom. Therefore, the learning model that will be carried out using the TTW (Think Talk Write) type cooperative learning model is appropriate for developing writing learning skills. The TTW learning model is used to help students be more active and productive. According to Trianto (2018), TTW is a type of cooperative model to train students' reasoning skills. The TTW model is basically built through thinking, talking, and writing. The flow of progress in the TTW type cooperative model starts from the involvement of students in thinking or dialogue with themselves after the observing process. Next, discuss and share ideas with friends through discussions. So that in the end students can write the results of their thoughts.

The success of implementing the TTW model can be proven by previous research conducted by Sugiarti, et al. (2018). The results of the research show that there is a change in values from before the TTW model was implemented to after. The change in value referred to is a change in the direction of improvement from the previous results as explained. Because one of the steps of the method is that students are required to think critically. Through critical thinking, students are required to think about what is needed in writing news. Next, the results of these thoughts are discussed together with other students. The results of mature thoughts are made in written form in the form of news text, Ahsin, et.al (2017); Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017).

3. Research Methodology

The research conducted was classroom action research. The reason the researcher used the classroom action research method was because in the research process, the researcher designed and implemented an action in the form of the teacher's efforts to improve news text writing skills through the application of the Think Talk Write type cooperative learning model in Indonesian language subjects, especially writing skills. Class activity research method (PTK) with a quantitative approach at SMAN 1 Kudus. The subjects of this research were class X students. There were 27 students in class one. The background to this research theme is examining the low writing skills of class X students at SMAN 1 Kudus, especially in writing news articles. The cycle model used by previous researchers refers to the flow model developed by Kemmis and McTaggart, a model consisting of four components including (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection. As shown in Table 2 below (Arikunto, 2012:16). The type of research used is classroom action research.

The ability to be improved in the research carried out is the ability to write news. Efforts are made to improve student learning outcomes by implementing an innovative learning model, namely Think Talk Write. The research subjects were 24 class X students of SMAN 1 Kudus and 1 Indonesian language teacher. The data collection techniques used are direct observation, interviews, measurements and documentary studies with data collection tools in the form of observation guides, interview guides, tests and documents related to learning administration. The data analysis technique used in classroom action research is critical analysis and comparative analysis techniques which are carried out by describing the process and results of learning to write news texts using TTW, then the results are compared with the application of each cycle in order to see whether there is an improvement in learning outcomes after research was carried out.

4. Result and Discussion

The research results and discussion of the research results are presented in the form of graphs and tables that summarize the research results. Graphs and tables are provided according to the type of sub-discussion, and it is hoped that they will be useful for researchers to understand the research results. At each conference, the subject matter is tailored to research needs. However, examples of exhibition texts will be differentiated at each conference. Analysis at the pre-cycle stage revealed that the learning outcomes of Class X students at SMAN 1 Kudus for the 2019/2020 academic year only reached 57%. For students without a degree, the figure is even higher at 43%. Based on the results of the previous stage of research, the average score for learning Indonesian using news presentation stationery for Class Meanwhile, the Minimum Maturity Standard (KKM) is 70. The results of the pre-cycle analysis can provide an initial picture that most students, especially those who score below the KKM, need to pay special attention to improving their learning when learning to write news articles.

Table 1: Increased value of news exposition writing skills

Value	Mastery learning	The number of students		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
≥ 70	Complete	18	24	67%	89%
< 70	Not Completed	9	3	33%	11%
	Amount	27	27	100%	100%

The table above explains that the Learning Implementation Plan for class activities in Cycle I is related to learning Indonesian with basic competencies and the results of pre-cycle observations carried out in preparing explanatory texts that are relevant to the field of work, and content considerations are as follows. Initial observations show that the problems faced are that students do not master what the teacher teaches, students are still less active in participating in learning activities, and the use of learning approaches is still teacher-centered. It is. Because of the existing problems, it was decided to make learning improvements to increase student activity in writing news articles. In the first cycle of news writing learning activities, there were 18 students who completed or reached points above the KKM. Namely, ADM, AL, DIL, DRA, DF, FNH, IMA, IFR, LS, NMSU, NKPN, NIS, PAS. , RS, RA, RANS, SJ, TNK. Furthermore, students who fail to complete the KKM or score 9 points are ANH, GF, MQ, NC, NS, PAP, RW, SDL, YDL. Responding to the results of the News Media Exposure Writing Test, Cycle I obtained a classical average score of 63 and a percentage of Good criteria of 67. Comparing the level of classical completion of writing skills in Cycle I Message Exposure between students with a complete score (70 and above), he had a level of 67% in 18 students. He had 9 students with incomplete results (less than 70), 33% of his grade. The average classical score measured for classical completeness in Cycle I was 63 with a percentage of 67% meeting the classical completeness success index of 70%.

Observations of student learning activities during the Cycle I Session 1 learning process resulted in an average score of 16. According to classical calculations, the percentage reached 59 on a "sufficient" basis. Session 2, on the other hand, achieved a classically calculated mean score of 18 and a percentage of 67 for the 'good' criterion. The results of observations of student learning activities in the first cycle of learning obtained an average score of 17, the percentage of "good" criteria reached 63, and student learning activities did not reach the criteria. Success index, namely $\geq 70\%$. Analyzing this data, we found that the problems faced in student learning activities were due to a lack of instructional skills in teaching, low student enthusiasm, and a lack of cooperation between group members.

In the second cycle of classroom action research, two sessions were conducted (4x45 minutes) and attended by 27 students. In cycle II behavior, the application of the Think-Talk-Write model assisted by newspaper media significantly increased the learning activity of writing news articles. As a result, 24 students completed the KKM or got a score above the KKM: ADM, AL, DIL, DRA, DF, FNH, GF, IMA, IFR, LS, MQ, NC, NMSU, NKPN, NIS, PAP, PAS, RA, RS , RANS, SDL, SJ, TNK, YDL. Then there were three students who did not complete the KKM or were not below the KKM, namely ANH, NS and RW. Based on the presentation of the results of the Cycle II Message Exposure Writing Skills Test, an average classical score of 76 was obtained with a percentage of 'very good' criteria of 89. Comparison of the level of classical completion of Cycle II Message Exposure writing skills among up to 24 students who completed the score (70 or more) (percentage 89%). He had three students with incomplete results (less than 70), or 11% of his grade. If measured against the completeness of classical literary works in Cycle II, the average score for classical literature is 76 and the percentage of 'very good' criteria is 89%, indicating that writing news stories in Cycle II is the most successful work of classical literature. It can be concluded that the indicators are met. Completeness is determined by researchers, namely ≥ 70 . This makes the percentage of classical completeness at least 70% for the "good" criteria.

Observations of student learning activities during the Cycle II Session 1 learning process resulted in a classically calculated average score of 21 and a percentage of good criteria of 78. An average score of 23 was achieved at the second meeting. This is calculated using the classic method to achieve a percentage of 85 on the "very good" criteria. The average results of observations of student learning activities in learning cycle II were an average of 22 with a percentage of 81% with the criteria "very good". With the help of newspaper media, Cycle I research applying the Think-Talk-Write model showed that although research had increased, some students still had not achieved the researchers' goals. Based on the

limitations that researchers faced in Cycle I, the behavior improvement carried out in Cycle II was that the teacher was able to motivate and explain the importance of group collaboration. The problems faced in Cycle I had several consequences: Students were less enthusiastic, did not cooperate in groups, and the class atmosphere was noisy. This can be minimized by providing motivation and explaining the importance of cooperation so that each student can act proactively and responsibly in the group. Based on the results of observations of student activities in Cycle I and Cycle II, from the results of these cycle observations, using a talk writing model assisted by Indonesian language newspaper media in writing news exposition texts. It can be concluded that students' learning activities increase when studying. The average results from Cycle I to Cycle II were 63% to 81%.

A study using newspaper media using the Think-Talk-Write model showed a significant increase. Measured against the classical completeness of Cycle I, the classical average is 63 with a percentage of 'good' criteria of 67%, and Cycle II has a classical average of 76 with 'very good' criteria. The percentage is 89%. This increase was due to teachers using the "think, speak, write" learning model during the learning process. This learning model is also supported by the presence of newspapers, making it easier for students to learn. The graph shows a significant increase in news writing skills from Cycle I to Cycle II. Therefore, learning Indonesian using the "think, talk, write" learning model assisted by newspaper media will improve the news article writing skills of class X students at SMAN 1 Kudus for the 2019/2020 student year.

5. Conclusion

The results of the research and discussion in this study are Indonesian language learning in relation to news writing skills using the thinking-speaking-writing model supported by newspaper media. Specifically, the author can draw the following conclusions: (1) The total score of class learning activities during Cycle II averaged 22 points, with 81% reaching the 'very good' criteria. (2) Writing Skills for Publishing Class X Messages at SMAN 1 Kudus for the 2019/2020 Academic Year. Cycle I had an average classical completeness of 63 and a percentage of 67%, with the highest score of 76 and the lowest score of 20. Then it increased in Cycle II to an average of classical completeness of 76 and a percentage of 89%. Highest Score The results of this news writing skill were included in the 'Good' criteria in Cycle I and the pass rate increased to 'Very Good' in Cycle II.

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