

Improving Students' Writing News Text Ability through a Process Approach with Audio Visual Media at The Eighth Grade of MTs Negeri 1 Lampung Timur

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Abstract: This study aims to improve the students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur. This research method is Classroom Action Research (CAR). Data collection techniques in research are observation, documentation, and tests. Observational data analysis techniques and news text writing tests. Based on the analysis of observational data, the students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur in the first cycle, which is 69.72 with an average value of 56.25% classical success indicators. In the second cycle that is equal to 71.87% with an average value of 87.5% classical success indicator. In the third cycle increased by 80.62% with an average value of 87.5% classical success indicator. Based on the results of the study, it was concluded that there was an improve the students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur.

Keyword: the ability to write news texts, process approach, audio visual

INTRODUCTION

Writing is one of the last manifestations of language skills and abilities that are mastered by language learning after listening, reading, and speaking. Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium.

The complexity of writing lies in the demand for the ability to organize and organize ideas, thoughts, knowledge, and experiences in a coherent and logical manner, and present them in various written languages and other writing rules. However, despite its complexity, writing promises enormous benefits in helping to develop initiative and creativity, self-confidence and

courage, as well as habits and abilities in finding, collecting, processing, and organizing information (Lestari, et al, 2018).

There are many kinds of writing that have been studied in schools, but in fact many students have difficulty in writing lesson. The students' reason does not like writing because they feel not talented and do not know how and why to write. This reason is actually inseparable from the learning experiences that fell by students at school. The learning experience that fell by students at school is inseparable from the teacher factor. Generally, teachers are not prepared to be skilled in teaching it. Learning to write should receive special attention from Indonesian language teachers.

The learning approach is the path that will be taken by teachers and students in achieving instructional goals for a particular instructional unit. The learning approach is carried out by the teacher to explain the subject matter from one part to another, oriented to the experiences of students to learn new concepts, principles or theories about a field of science.

Audio-visual media is media that involves the senses of hearing and sight at the same time in a process. Audio-visual media are equipped with sound and picture equipment functions, such as sound motion pictures, television and video.

The implementation of writing learning news texts in this study used a process approach and audio-visual media, namely video. In learning to write news, students are directed to watch videos of actual news happening in Indonesia. Students observe, record real events that occur, and report real events into a writing based on a process approach.

Writing learning activities use a process approach using audio-visual media as opposed to conventional or traditional learning activities. Learning to write that is done traditionally emphasizes the results of student writing, not on the process that should be carried out. The students immediately wrote without learning how to write. The teacher usually has provided several kinds of news titles or topics and asked students to choose one of them. The students were asked to directly practice writing. This learning model causes students to be bored and less interested in learning to write. To optimize learning outcomes to write news texts, an approach with learning media that emphasizes the activity and creativity of students is needed. As for efforts to increase the activity and creativity of these students by using a process approach with audio-visual media because the process approach focuses on active and creative student involvement in the learning process.

The process approach is a teaching approach that provides opportunities for students to participate in the process of discovering or compiling a concept as a process skill (Sagala, 2013: 76). This approach is motivated by learning concepts according to Naturalism-Romantic theory

(emphasis on student activity) and Gestalt Cognitive theory, emphasizing comprehensive understanding and coherence.

The process approach in learning is also known as process skills, the teacher creates various forms of teaching activities, so that students are involved in various experiences. Students are asked to plan, implement, and self-assess an activity. Students carry out experimental activities, observations, measurements, calculations, and make their own conclusions (Sagala, 2011: 74). The process approach basically emphasizes the process aspect as a real writer goes through. As a process, writing is not just pouring ideas down on paper. The author of course goes through certain steps to create a piece of writing (Zemach and Rumisek quoted by Zainurrahman, 2013: 8). In other words, this approach emphasizes the aspect of the process which is an author create his writings these processes are not linear but recursive.

A recursive process is a process that necessitates the existence of iterations in several parts. With this recursive process, a writer will be able to review his writing and correct errors and cover up the shortcomings in his writing (Zainurrahman, 2013: 8). Mukmin (2010: 364) argues that "the process approach is a management that focuses on active and creative student involvement in the learning process". In learning Indonesian, this approach is also very suitable. In the learning that is carried out and is also directed at how to obtain learning outcomes or how the process of achieving learning objectives is expected to be met.

Audio-visual media are tools that are "audible" which means they can be heard and tools that are "visible" means that they can be seen. According to Djamarah (2010: 124) audio-visual media is media that has sound elements and image elements, this type of media has better capabilities because it includes both types of media, namely auditive and visual media. Audio visual media (AVA) is a modern instructional media in accordance with the times (advancements of science and technology), including media that can be seen, heard, and can be seen and heard (Rohani, 1997: 98). Meanwhile, according to Munandi (2013: 8) audio-visual media is media that involves the senses of hearing and sight at the same time in a process. Audio-visual media are equipped with sound and picture equipment functions, such as sound motion pictures, television and video. According to Daryanto (2010: 86), video is a very effective medium to help the learning process, both for mass, individual, and group learning. Video is also a non-printed teaching material that is rich in information and complete because it can reach students directly.

Suparno and Yunus (2012:25) reveal that "Writing can be defined as an activity of delivering messages (communication) using written language as a tool or medium." According to him, in written communication there are at least four elements involved: the writer as the messenger (the author), the message

or content of the writing, the channel or media in the form of writing, and the reader as the recipient of the message. Writing is a series of activities that occur and involve several phases, namely pre-writing (preparation), writing (content development), and post-writing (writing completion).

News is the fastest report of an event or incident that is factual, important and interesting for most readers and concerns their interests which are seen by the media as worthy subjects to be reported on (Romli, 2003: 35).

According to Mondry (2008: 133), news is information or reports that attract the attention of the consumer community, based on facts, in the form of events and or ideas (opinions), arranged in such a way and disseminated by the mass media as soon as possible. Assegaf (in Suryawati, 2014: 68), states: News is a mass report on facts or ideas selected by the editorial staff of a newspaper to be broadcast, which can then attract the attention of readers, either because it is extraordinary, because the consequences are important, or because extraordinary, because it covers aspects of human interest, such as humor, emotion, and suspense.

METHOD

The procedure in this research is based on the concept of Classroom Action Research (CAR). According to Sanjaya (2009: 26), CAR can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing any effects of the treatment. The research steps in Classroom Action Research (CAR) are as follows:

1. Research Cycle

a. Planning

Planning is making plans about learning to be given to students. General planning is intended to develop a design that covers all aspects related to CAR. Meanwhile, special planning is intended to develop a design from cycle to cycle. Formulate alternative actions to be implemented in Indonesian language learning as an effort to improve students' ability to write news texts. Develop a learning implementation plan, the planned things are related to learning approaches, learning media, learning materials, and so on.

In order for the implementation of the action to run optimally as expected, the researcher made preparations by carrying out the following things.

- 1) Develop a Learning Implementation Plan (RPP), prepare learning resources, and media used in research.

- 2) Compile an observation sheet to see how the teaching and learning conditions in the classroom are when the concept of audio-visual media is implemented.
- 3) Develop a news text writing test instrument and its assessment guideline to see whether the students' ability in writing news texts has reached the success criteria.

b. Implementation

The implementation carried out is implementing the lesson plan. According to the lesson plan, learning in cycles I, II, III, and the next cycle is done by displaying the news and students observing the news that is displayed using audio visuals. After students observe the news through audio visuals, question and answer session and discussion will be held. Based on the results of questions and answers and discussions, the researcher then explained about the news and explained how to write news using a process approach.

c. Observation

Observations, observations or monitoring can be carried out by the researcher or collaborator, who is indeed given the task of doing so. At the time of memo tiring, observers must record all events or things that occur in the research class. For example, regarding teacher performance, class situations, student behavior and attitudes, presentation or discussion of material, student absorption of the material being taught, and so on. In the observation process, the researcher was assisted by colleagues who observed student activities in the learning process.

d. Reflection

Reflection is an evaluation effort carried out by collaborators or participants related to a CAR being implemented. This reflection is done collaboratively, namely the discussion of various problems that occur in the research class. Provide feedback on the learning process, implementation of tasks by students, student activities during learning, and provide an assessment of test results. Thus, reflection can be determined after the implementation of actions and observations. Based on this reflection, a further action (replanning) is determined.

2. Test

The test given is in the form of an action test that students must do, namely the ability to write news texts through a process approach and audio-visual media. This test is given at the same time as the learning process takes place. The topic developed is the actual news that is happening in Indonesia.

RESULTS AND DISCUSSION

Results

Classroom action research with the title "Improving students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur". This classroom action research was conducted at MTs Negeri 1 Lampung Timur. The class that used in the research was the eighth D grade with the total students 32, which is consisting of 18 female students and 14 male students. This research was conducted in 3 cycles, namely cycle I, cycle II and cycle III consisting of planning, action, observation and reflection in each cycle. The discussion focused on improving students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur.

Researchers asked students to publish their writings, namely reading news texts that students wrote and researchers holding questions and answers on the results of writing or reading news texts read by friends (Apriyanti et al, 2018). From the results of student writing and student answers, it is known that students are actually skilled in writing news texts as long as they are motivated and use methods and media that can support the learning process so that students do not feel bored with monotonous learning.

Based on the results of the recapitulation of improving students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur, each action in cycle I, II, and III, the results obtained in cycle I were 2231 with an average of 69.72, out of 32 students who scored 75 only 18 students with classical completeness 56.25% or 56%. In cycle II Improving students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur". This classroom action research was conducted at MTs Negeri 1 Lampung Timur, there was an increase in the value of 2357 with an average value of 73.65 or from 32 who obtained a score of 75, namely 23 students with completeness. classical 71.87% or 72%. In cycle III Improving students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur, there was an increase in the value of 2580 with an average value of 80.62 or from 32 who obtained a score of 75, namely 28 students with completeness. classical 87.5% or 88%.

The students' writing news text ability through a process approach with audio-visual media at the eighth grade of MTs Negeri 1 Lampung Timur, for more details, it can be seen in the following graph of the increase in writing ability recapitulation.

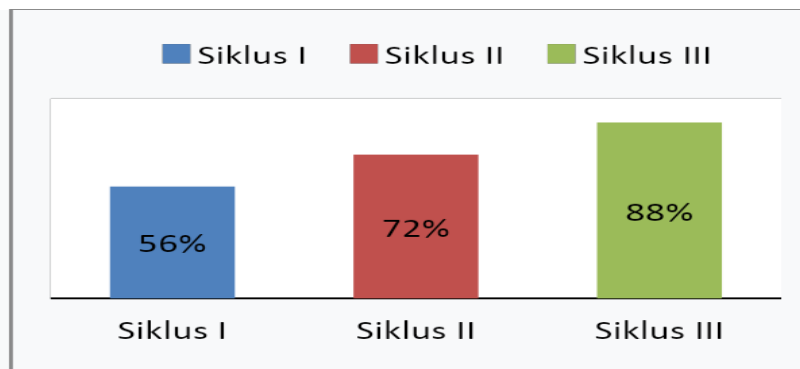


Figure 1.
The increase in writing ability recapitulation

Based on the graphic data above, it can be seen that from 32 students only 18 students achieved the maximum completeness criteria or obtained a score of 75 with an average value of the percentage of students' completeness in the first cycle of 56.25% or 56%. In cycle II the ability to write news texts through a process approach with audio-visual media for Class VIII D MTs Negeri 1 Lampung Timur there was an increase, from 32 students increased to 23 students who achieved the criteria for maximum completeness with the average value of the percentage of students' completeness in cycle II increased, namely by 71.87% or 72%. In cycle III the ability to write news texts through a process approach with audio-visual media for Class VIII D MTs Negeri 1 Lampung Timur there was an increase, from 32 students increased to 28 students who achieved the maximum completeness criteria with the average value of the percentage of students' completeness in cycle II increased, namely by 87.5% or 88%.

It can be concluded that there is an increase in the ability to write news texts through a process approach with audio-visual media for Class VIII DMTs Negeri 1 East Lampung students. Therefore, the researcher assumes that in this third cycle, Class Action Research (CAR) on the ability to write news texts through a process approach using audio-visual media for class VIII D students of MTs Negeri 1 Lampung Timur has been successful and there is no need for another cycle to be held.

Discussion

The first cycle was focused on writing learning news texts based on the steps in writing news texts, namely through a process approach. In the first cycle of 32 students there were 18 students whose scores met the maximum completeness criteria (KKM) and 14 students whose scores had not reached the specified criteria. In cycle II of 32 students there were 23 students whose scores met the criteria for maximum completeness (KKM) and 9 students whose scores had not reached the specified criteria, because students who had

not reached the KKM had not been able to put their ideas into good sentences because of the lack of vocabulary. unsystematic writing organization, improper use of language and spelling.

Then, at the second cycle, the researcher explained in depth the steps for writing news texts, namely the researcher gave examples of news through audio-visual media with different themes to attract students' interest, while explaining some important things in the news that should be recorded by students. Then the researcher also reviewed the steps of writing news text.

CONCLUSIONS

Based on the results of the discussion, it can be concluded that the students' writing news texts ability at the eighth grade of MTs Negeri 1 Lampung Timur can be improved through a process approach using audio-visual media. This is proven that student learning outcomes have met the maximum completeness criteria (KKM) that have been determined.

The results of observations showed that there was progress in the learning process through a process approach with audio-visual media, students seemed more concentrated, asked questions, were active and enthusiastic during the learning process. The increase in student learning outcomes occurred after several actions were taken, start from the preparing, writing, revising, editing, and publishing written results.

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