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Improving News Text Writing Skills Through Problem-Based Learning Model in Sixth Grade Students

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Abstract

This research is a classroom action research aimed at describing the improvement in news text writing skills of sixth-grade students using a problem-based learning (PBL) model assisted by images and videos. The research consists of two cycles, each conducted in two meetings. The subjects of this research were 27 sixth-grade students at an elementary school in Bandung City. The results showed that the application of the problem-based learning model assisted by images and videos improved the news text writing skills, with an increase in the average score from 69.8 to 87. The learning process can be considered successful as the students overall met the minimum competency criteria (KKM). The students also responded very positively to learning news text writing through the application of the problem-based learning model assisted by images and videos, with a score of 55.2.

Introduction

Primary school level serves as the main foundation for progressing to the next level, which is secondary level. Of course, it includes a curriculum that contains its learning. The curriculum and lesson plans are also related to educational theory (Sholichah, 2018). At the primary school level, students are introduced to Indonesian Language Learning. This language learning is expected to be implemented in a directed and planned manner (Rahman et al., 2020). Language learning in Indonesia is closely related to four student skills, namely listening, speaking, reading, and writing. Language skills are typically acquired through a relationship that follows a chronological and hierarchical order: first learning to listen, then to speak, and subsequently to read and write (Astuti & Mustadi, 2014, Fuad and Helminsyah, 2018).

Efforts to develop language skills, both oral and written. “Indonesian language learning is directed to improve students' ability to communicate in Indonesian properly and correctly, both orally and in writing, and to foster appreciation for Indonesian literary works” (BNSP, 2016, p. 100). Thus, it can be said that the means of communication in primary school education are oral and written. However, language skills can be acquired through continuous language activities (Nisa, 2017). This is in line with what (Syafira & Zulfikarni, 2019) stated, that Indonesian language learning, especially in the 2013 Curriculum, emphasizes students to understand and produce texts both orally and in writing in various contexts. Students are encouraged to learn the language communicatively as a provision for their life skills, making the language something functional for their lives (Nuryanah, Sunarya, and Irawati, 2016).

Writing ability is a fundamental skill for students that needs to be continuously improved to support cognitive and linguistic abilities (Grener et al., 2021). Writing skills are productive and expressive language skills (Tarigan, 2013). Writing is related to students' activities in learning. Through writing, students can express ideas, feelings, and opinions. One of the writing skills that must be mastered in elementary school is writing news texts.

Writing an idea is not as easy as turning your hand. Currently, writing has not become something students enjoy, and many students even consider writing to be difficult (Abidin et al., 2017). Writing requires perseverance and sufficient time. This makes writing complicated and problematic for both students and teachers (Amatullah & Iswara, 2021). However, this does not mean that writing skills and activities cannot be carried out and targeted at all. Therefore, the writing process requires concentration to find the ideas or concepts to be expressed in writing.

Writing is a creative process of expressing ideas in written form with a purpose, such as informing, convincing, and entertaining the reader. Additionally, writing is a language skill used to communicate indirectly or without face-to-face interaction (Astuti, 2016; Sutardi, 2010). Students who are proficient in writing certainly go through a continuous process and use the right strategies (Akkaya & Kırmızı, 2010).

Students receive writing instruction at the elementary school level. One of the topics covered is news texts. Monica et al. (2016) argue that news is information or a report that attracts the audience's attention, based on facts in the form of events or ideas (opinions). Learning news texts can be used to convey information or news about an event in written form (Puspitsari & Rustono, 2014). Therefore, students need to improve their memory, reasoning, and imagination so that the information they express in writing is easy to understand (Ma'ruf et al., 2023). Furthermore, Rokayah (2018) and Asdarina (2019) state that news texts contain essential elements: what happened (what), the location of the event (where), when the event occurred (when), who was involved (who), why the event happened (why), and how the event happened (how).

Some problems students face when writing news texts include: students lack mastery of the topic they are writing about, students do not effectively construct sentences resulting in repetition of information, and the use of spelling does not conform to the Guidelines for

Indonesian Spelling (Karisna, 2020). Effectiveness includes reasoning accuracy and linguistic precision.

Based on the aforementioned issues, students' writing abilities, particularly in elementary school, which are not yet considered good, need immediate attention. One way to address this is by using an innovative learning model, namely the Problem-Based Learning (PBL) model. PBL is an instructional model oriented towards mastering competencies and skills in the 21st century (Greenleaf et al., 2011 & Tan, 2011). PBL has several advantages, including developing problem-solving and critical thinking skills, as well as aiding students in communication. With these advantages of the PBL model, it is expected to enhance students' ability to write news texts.

Problem-Based Learning (PBL) is a learning model based on the presence of numerous problems that require authentic investigation, which involves finding real solutions (Herdiningrum, 2023). Substantially, the introduction must include the background of the problem, a review of previous literature (state of the art) as the basis for stating the scientific novelty of the article, and scientific novelty statements (novelty), as well as supporting data to strengthen the arguments presented. The introduction should also include a formulation of the problem and the objectives of the article study.

Methods

In this study, the researcher conducted two cycles: Cycle I and Cycle II. Each cycle consisted of four stages: planning, action, observation, and reflection. Prior to this, a pre-cycle action was conducted, and initial observations were used for planning Cycle I. Then, the learning outcomes from Cycle I were used to assess the improvement in learning outcomes from the pre-cycle stage to Cycle II. A pre-test was administered to sixth-grade elementary school students. The material provided was writing news texts. The pre-test learning was conducted conventionally without applying the PBL model. Learning was conducted by giving instructions after students observed phenomena in images/videos and newspaper articles.

The implementation procedure of the cycle consists of four components: planning, action, observation, and reflection, which the researcher details as follows. The planning stage is the initial phase involving activities to determine the steps taken by the researcher to solve the problems at hand. The research action is the execution of the plan formulated during the planning stage of Cycle I. The action involved was teaching news text writing with the aid of visual media. The action was divided into three stages: introduction, learning process, and evaluation. After completing the action process of Cycle 1, the researcher analyzed the test results, observations, interviews, journals, and photo documentation. The analysis results were used to understand the students' news text writing skills, their attitudes towards learning, and the challenges they encountered. Reflection in this cycle was used to plan appropriate strategies for improving learning in Cycle II. Based on the reflection results from Cycle I, activities were conducted to improve the plans and actions taken. The steps in

Cycle II are essentially the same as those in Cycle I, with some improvements in activities in Cycle II.

In Cycle II learning, the researcher observed improvements in learning outcomes and changes in student behavior after implementing learning in the pre-cycle, Cycle I, and Cycle II stages. Additionally, the researcher prepared journal sheets for the students and conducted interviews to understand their responses to the news text writing learning activities using the PBL model and visual media. Similar to Cycle I, samples were selected based on highest, moderate, and lowest scores.

After the action process of Cycle II concludes, the researcher conducts reflection through analysis of test results, actions, observations, interviews, journals, and photo documentation. This reflection is used to ascertain the improvement in students' news text writing skills after participating in the pre-cycle, Cycle I, and Cycle II learning. Reflection also describes changes in students' behavior during the learning process and outlines the challenges encountered by students. This classroom action research employs two variables: the variable of news text writing skills assessed through cycle-wise tests, and the variable of the PBL learning model with visual media.

The PBL model is combined with a series of visual media. This combination is aimed at achieving the research objective of improving news text writing skills, particularly in presenting information based on the visuals displayed. The news text writing skills referred to in this study involve the ability to articulate writing containing current, informative, and verifiably accurate information. A characteristic feature of news texts is their inclusion of the 5W+1H elements (What, When, Where, Who, Why, How).

In this classroom action research, the researcher employs both quantitative and qualitative data analysis techniques. The description of the data analysis techniques is outlined below. The test scores collected are summarized and analyzed collectively to find their averages in percentage form. The steps involved are as follows: 1) Calculate the scores for each aspect, 2) compile the students' scores, 3) calculate the average scores of the students, and 4) compute the percentage scores. Students are considered proficient in news text writing if they achieve a minimum score of 75.

Result and Discussion

This research was conducted at an elementary school in Cibiru District, Bandung City. This classroom action research was conducted in the first semester of the 2023/2024 academic year, involving 27 sixth-grade students. Based on observations during Cycle I, several challenges were identified, including some students not being adequately prepared or focused, ineffective group division, limited writing time, students being overly focused and neglecting break times, frequent errors in spelling and punctuation while writing news texts, and insufficiently effective teacher instructions being received by students.

Based on these issues, it was decided to implement improvement measures in Cycle II, including restructuring groups into smaller teams of 3 members each and appointing a

leader for better organization, managing lesson time more effectively according to the plan, providing guidance to students who struggle with language elements and spelling in their texts, and offering more detailed explanations to students. Additionally, based on the test analysis results from Cycle I, it was found that many students did not achieve proficiency. The lack of proficiency in Cycle I could eventually be addressed in Cycle II, as shown in the following table.

Table 1
Student Improvement

No.	Student Code	Score Cycle I	Score Cycle II	Description
1	Siswa-01	76.4	91.25	Meningkat
2	Siswa-02	66.2	81	Meningkat
3	Siswa-03	72	90.5	Meningkat
4	Siswa-04	71.2	91	Meningkat
5	Siswa-05	62.4	87	Meningkat
6	Siswa-06	71.2	87.5	Meningkat
7	Siswa-07	70.6	85.75	Meningkat
8	Siswa-08	66.6	92	Meningkat
9	Siswa-09	70.4	85.5	Meningkat
10	Siswa-10	70.8	82.5	Meningkat
11	Siswa-11	71.2	87.75	Meningkat
12	Siswa-12	71.8	84.75	Meningkat
13	Siswa-13	73	90	Meningkat
14	Siswa-14	66.8	81	Meningkat
15	Siswa-15	67.2	89.75	Meningkat
16	Siswa-16	68	84.25	Meningkat
17	Siswa-17	64.8	81	Meningkat
18	Siswa-18	73.2	88.75	Meningkat
19	Siswa-19	72.8	81.75	Meningkat
20	Siswa-01	76.4	91.25	Meningkat
21	Siswa-02	66.2	81	Meningkat
22	Siswa-03	72	90.5	Meningkat
23	Siswa-04	71.2	91	Meningkat
24	Siswa-05	62.4	87	Meningkat
25	Siswa-06	71.2	87.5	Meningkat
26	Siswa-07	70.6	85.75	Meningkat
27	Siswa-08	66.6	92	Meningkat

Table 1 shows the increase in student scores compared to learning news text writing using the PBL model. In Cycle I, the average score of students was 69.8, while in Cycle II, the average score was 87. This means that with the PBL model, students' scores in news text

writing increased by 17.2%. The data also indicates that out of 27 students, all showed improvement in learning outcomes in news text writing. In addition to test results, the survey responses from students regarding news text writing through the application of the PBL model in Cycles I and II also showed improvement, as depicted in Table 2.

Table 2
Student Response Comparison, N=27

Criteria	Cycle I	Cycle II
Very Positive	9 (33,3 %)	16 (59,2 %)
Positive	15 (55,5 %)	11 (40,8 %)
Fairly Positive	3 (11,1 %)	0
Less Positive	0	0

In Cycle I, during the implementation process of the PBL model, the researcher attempted to identify the issues faced by students that could be addressed using the PBL model. Subsequently, the researcher reviewed the syllabus and classroom materials, and developed a lesson implementation plan as a guideline for conducting news text writing lessons using the PBL model. The researcher also prepared assessment instruments related to the taught material.

The PBL model is developed as a response to contemporary educational challenges where students are trained to think and seek alternative solutions to real-life problems they encounter. This model utilizes problems to stimulate learning motivation. The goal of the PBL model is mastery of heuristic learning content and the development of problem-solving skills. PBL is a problem-oriented learning model where students are required to develop their thinking abilities, solve problems, and find solutions to the issues they face, both individually and in groups (Rusman, 2013).

Students' response to the implementation of this model shows a positive reaction. Based on the overall average response of the 27 students, it indicates that students responded positively according to the conversion guidelines used. This means that students agree that the application of the PBL model with visual media can enhance the news text writing skills of sixth-grade students. Below are some results of the text writing by several students with assessment scores based on (1) title appropriateness, (2) completeness of the 5W+1H elements, (3) coherence and effectiveness, (4) word choice, and (5) punctuation.

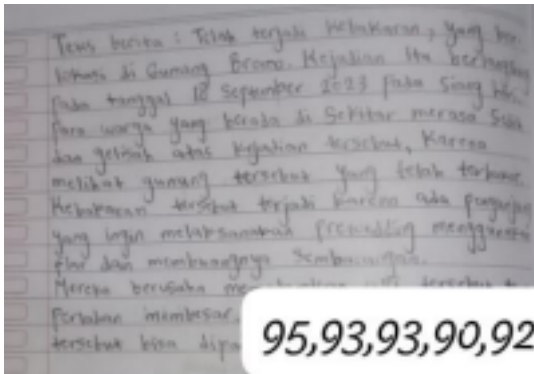
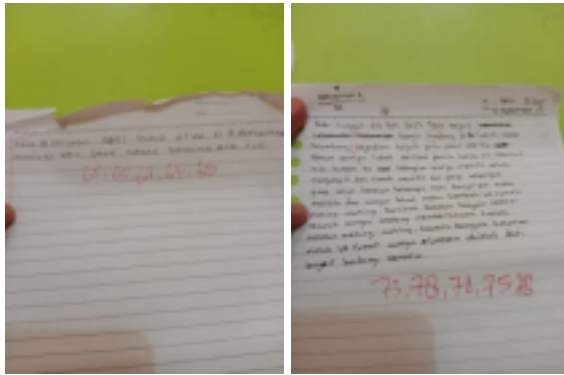


Figure 1. Low score Cycle 1, High score Cycle 1, High score Cycle 2

Here is the transcript of the student's writing in Figure 1. In the work of the student who obtained a low score in Cycle 1: *"Pada 14 September 2023 pukul 07:00 di Jl. Pertamina menewas kan satu korban bernama alm. Yudi."* Here is the translation: "On September 14, 2023, at 07:00 on Pertamina Street, one victim named the late Yudi was killed."

As for the work of the student who obtained a high score in Cycle 1: *"Pada tanggal 23 Juli 2023. Telah terjadi banjir bandang di Lahat, Kota Palembang. Kejadian terjadi pada pukul 09:30. Semua warga Lahat terlihat panik karena air semakin naik, karena itu sebagian warga memilih untuk mengungsi dari rumah mereka dan pergi ketempat yang aman. Setelah beberapa hari banjirpun mulai mereda dan warga Lahat mulai kembali ke rumah masing-masing. Terlihat setelah banjir selesai, seluruh warga sedang membersihkan rumah mereka masing-masing, karena banyaj kotoran masuk ke rumah warga karena akibat dari banjir bandang kemarin."* Here is the translation: "On July 23, 2023, there was a flash flood in Lahat, Palembang City. The incident occurred at 09:30. All Lahat residents appeared panicked as the water continued to rise, prompting some residents to evacuate their homes to safer places. After a few days, the flood began to recede, and Lahat residents started returning to their homes. It was observed that after the flood, all residents were cleaning their respective homes because a lot of debris had entered their homes due to the previous flash flood."

Next, the work of the student who obtained a high score in Cycle 2: “*Telah terjadi kebakaran, yang berlokasi di Gunung Bromo. Kejadian itu berlangsung pada tanggal 18 September 2023 pada siang hari. Para warga yang berada di sekitar merasa sedih dan gelisah atas kejadian tersebut. Karena melihat gunung tersebut yang telah terbakar. Kebakaran tersebut terjadi karena ada pengunjung yang ingin melaksanakan prewedding menggunakan flare dan membuangnya sembarangan. Mereka berusaha memadamkan api tersebut namun api perlahan membesar, dengan bantuan petugas pemadam kebakaran dan warga sekitar akhirnya api tersebut bisa dipadamkan.*” Here is the translation: “There has been a fire, located at Mount Bromo. The incident occurred on September 18, 2023, during the day. The residents around felt saddened and anxious about the incident, seeing the mountain engulfed in flames. The fire occurred because visitors wanted to conduct a prewedding photoshoot using flares and discarded them carelessly. They tried to extinguish the fire, but it slowly grew larger. With the help of firefighters and local residents, the fire was eventually extinguished.” From these three examples of student work, it can be identified that the example in Cycle 2 obtained an optimal score because it met the criteria, including appropriate title, completeness of sentence elements, coherence and effectiveness, good choice of words, and proper punctuation.

Conclusion

Based on the research findings, it can be concluded that the implementation of the PBL model using the assistance of images and videos enhances the skill of writing news texts among sixth-grade students. In Cycle I, the average score for students' news writing skills was 69.8. There were 24 students categorized as "sufficient" and three students categorized as "insufficient". In Cycle II, the average score reached the "good" category. There were 9 students categorized as "excellent" and 18 students categorized as "good".

In Cycle II, all students have met the classical KKM (minimum completeness criteria) by surpassing the class target of 75%. Several modifications to the learning steps and teacher control in using the model are needed for this technique to succeed as expected. Student responses are categorized as positive with an average score of 59% in Cycle II. There has been a 26% increase in student response to learning news writing using the PBL model with the assistance of images and videos. Students enjoy participating in news writing lessons using the PBL model with image and video aids.

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