Writing News Texts Ability through Approach Audiovisual Media

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ABSTRACT: This research aims to improve the ability to write news texts through a process approach with audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur. This research method is a Class Action Research method (CAR). Data collection techniques in observational research, documentation, and tests. Observation data analysis techniques and news text writing tests. Based on the analysis of observational data there is the ability to write news text through a process approach with student audiovisual media in cycle I which is 69.72 with a classic success indicator average score of 56.25%. In cycle II it is 71.87% with an average value of classical success indicators of 87.5%. Cycle III is increased by 80.62% with an average value of classical success indicators of 87.5%. Based on the results of the study concluded that there is an increase in the ability to write news texts through a process approach with audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur.

KEYWORDS: Writing Ability, News Texts, Process Approach, Audiovisual

INTRODUCTION

Writing is one of the last language skills and skills mastered by language learning after listening, reading, and speaking. Writing is a communication activity in the form of sending messages (information) in writing to other parties by using writing as a tool or medium. Writing is the activity of conveying a message (idea, feeling, or information) in writing to another party. In writing, language activities involve four elements, namely the author as a messenger, or the content of the writing, the medium of writing, and the reader as the recipient of the message.

As one aspect of language skills, writing or composing is a complex activity. The complexity of writing lies in the demand for the ability to organize ideas, thoughts, knowledge, and experiences in a logical and also logical manner. It presents in a variety of written languages and other writing rules. However, behind its complexity, writing promises enormous benefits in helping to develop the power of initiative and creativity, confidence and courage, and habits and abilities in finding, collecting, processing, and organizing information.

Various forms of writing have been studied in school but in reality not a few students have difficulty in writing learning. The cause of students not liking to write is because they feel talentless and do not know how and what to write for. This reason is inseparable from the learning experience experienced by students in school. The learning experience experienced by students in school can not be separated from the teacher factor. Generally, teachers are not prepared to be skilled at teaching it. Writing learning should receive special attention from language teachers.

The author made observations on MTs Negeri 1 Lampung Timur directly. Based on these observations, the author saw that the learning of writing given only his theories. Teachers onlyuse conventional learning (teaching techniques commonly used in the learning process) or one-way learning such as lecturer methods, Question and Answer method, and practice. This results in students experiencing saturation of the material provided by the teacher and also because the teacher does not use the learning media. Therefore, the role of teachers as facilitators is very important in choosing approaches and learning media that are very suitable for learning the ability to write news texts.

Based on the documentation of learning outcomes, English lessons on the basic competence of writing student news texts are still less than optimal. They are less able to develop themes and do not conform to the systematic writing of news texts. To achieve successful learning, the use of approaches and media in learning is essential. 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 the other-oriented to the experiences that students have to learn new concepts, principles, or theories about a field of science.

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Learning media can be understood as everything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Audiovisual media is a medium that involves the senses of hearing and vision at once in a process. Audiovisual media is equipped with voice and image equipment functions, such as motion movies sound, television, and video. The implementation of learning to write news text in this study uses the process approach and audiovisual media that is video. In learning to write news, students are directed to watch actual news videos that occur in Indonesia. Students observe record real events that occur, and report those real events into writing based on the process approach. In optimizing the learning outcomes of writing news texts, an approach with learning media is needed that emphasizes the activities and creativity of the students. Efforts to increase the activity and creativity of such students by using a process approach with audiovisual media because the process approach focuses on active and creative student engagement in the learning process.

FRAME OF THEORY
Learning Approach
The approach is a process, a creation, or a way of approaching. It is also said that an attitude or view about something is usually an assumption or a set of assumptions that are interrelated while the method is a procedure to achieve a predetermined goal. In language teaching, methods are used to state a thorough framework of the learning process. (Iskandarwassid and Sunendar, 2013:40) According to Wiranataputra in Iskandarwarssid and Sunendar (2013: 6), learning strategy is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals and serves as a guideline for teaching planning and teachers in planning and carrying out learning activities.

The approach can be interpreted as our starting point or point of view towards the learning process. The term approach refers to the view of the occurrence of a process whose nature is still very common. As stated by Roy Killen in Sanjaya's writings (2006: 127), noting there are two approaches in learning, namely: (1) teacher-centered approach and (2) student-centered approach.

The learning approach can mean learning that seeks to improve students' cognitive, affective and psychomotor abilities in message processing so that learning goals are achieved. In learning about such learning approaches, one can see student organizing, teacher-student positions in message processing, and the acquisition of abilities in learning. The approach of learning with student organizing can be done with individual learning, group learning, and classical learning (Dimyati & Mudjiono, 2002: 17).

The above opinion continued by Dimyati & Mudjiono (2002: 17), states that the learning approach can mean learning that seeks to improve students' cognitive, affective, and psychomotor abilities in message processing to achieve learning goals. In learning about such learning approaches, one can see student organizing, teacher-student positions in message processing, and the acquisition of abilities in learning. Learning approaches with student organizing can be done with individual learning, group learning, and classical learning.

Process Approach
In his writings, Sagala (2013: 76) states that a process approach is a teaching approach that allows students to participate in living the process of discovery or drafting a concept as a process skill. This approach is motivated by the concepts of learning according to the theory of Naturalism-Romantic (pressing to student activity) and cognitive gestalt theory, emphasizing complete understanding and unity.

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The process approach emphasizes the process aspect as a writer goes through for real. As a process, writing is not merely pouring ideas on paper. The author of course went through certain steps to create writing (Zemach and Rumisek in Zainurrahman, 2013: 8). In other words, this approach emphasizes the aspect of the process by which an author creates his writing in which the processes are not linear but recursive.

Mukmin (2010:364) suggests that the process approach is management that focuses on active and creative student engagement in the learning process. In learning Indonesian this approach is very suitable to be used. In learning that is done and also directed how to obtain learning outcomes or how the process of achieving learning goals that are expected to be fulfilled. According to Tompkins quoted by Mukmin (2010: 362), formulating five steps of writing activities using a process approach, namely: prewriting, drafting, revising, editing, and Publishing.

Learning Media
In Arabic, the media is the intermediary or delivery of a message from the sender to the recipient (Arsyad, 2013: 3). According to Criticos quoted Daryanto (2010: 4), media is one component of communication, namely as a messenger from communicator to the

communicant. According to Daryanto (2010: 4), learning media is an intermediary means in the learning process. Supported by Munadi (2013: 7) stated also that the medium of learning can be understood as everything that can convey and channel messages, help, reinforce teaching materials, to stimulate students' thoughts, feelings, attention, and interest in the learning process. One of the many learning media is audiovisuals.

According to Djamarah (2010: 124), audiovisual media is a 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. While according to Munadi (2013: 8) audiovisual media is a medium that involves the senses of hearing and vision at once in a process.

Functions and Benefits of Learning Media
In the learning process, media has a function as a carrier of information from the source (teacher) to the recipient (student). According to Sudjana and Rivai (2013: 2), the benefits of teaching media in the student learning process include:
a.   Teaching will attract more students so that it can foster learning motivation.
b.   The teaching material will be clearer in meaning so that it can be better understood by the students and allow students to master the purpose of teaching better.
c.   Teaching methods will be more varied, not solely verbal communication through the speech of words by the teacher so that students do not get bored and teachers do not run out of energy, especially if the teacher teaches for every hour of lessons.
d.   Students do more learning activities, because not only listen to the teacher's description, but also other activities such as observing, doing, maneuvering, and others.

Writing News Text
Tarigan (2008:4) reveals that writing is a productive and expressive activity. Authors should be skilled at utilizing graphology, language structure, and vocabulary. Writing is a communication activity in the form of sending messages (information) in writing to others using written language as a tool or medium (Dalman, 2014: 3). Supported by Suparno and Jonah (2012: 25) revealed that writing can be defined as a message delivery activity (communication) by using written language as a tool or medium. Based on some of the opinions of the experts above it can be concluded that writing is pouring one's thoughts, ideas, and feelings to produce writing in the form of a message that wants to be conveyed to others in the form of writing or text.

Text is a set of language units, both oral and written, of a certain size, a specific meaning, and a specific purpose. The text is systematic and has an orderly structure, with elements which if there is a change in one of the elements it will have a systemic impact (Zainurrahman, 2013: 128). Text as an expression of language that according to content, syntax, pragmatics is a unity. A good text should express the ideas or images that exist in life.

According to Romli (2003:35) news is the fastest report of an event or event that is factual, important, and interesting to most readers and concerns the interests of those who are viewed by the media as subject to be newsworthy. Supported by Mondry (2008: 133), states that news is information or reports that attract the attention of the consumer community, based on facts, events, and or ideas (opinions), arranged in such a way and disseminated by the mass media promptly.

Based on some of the expert opinions above, it can be concluded that the news text is a set of language units, both oral and written, with a certain size, certain meaning, and a specific purpose based on facts that present information clearly and concisely obtained from the activity of reporting something.

METHODOLOGY
The procedure in this research is based on the concept of Class Action Research (CAR). According to Sanjaya (2009: 26), CAR can be interpreted as the process of assessing learning problems in the classroom through self-reflection to solve the problem by performing various planned actions in real situations and analyzing every influence of the treatment. Classroom action research is how a group of teachers can organize the conditions of their learning practice, and learn from their own experiences (Wiriaatmadja, 2005:66). According to Kunandar (2011:70-76) research involves four aspects, namely the preparation of plans, actions, observations, and reflections.
Furthermore, Kunandar (2011: 70) said that the four aspects of the activity are called one cycle of problem-solving activities. If the first cycle has not shown signs of change in the direction of improvement of quality improvement. In this study, the data collection techniques used were observation, documentation, and tests.

RESEARCH INSTRUMENTS
Conceptual Definition
The conceptual definition refers to the tendency to respond consistently to either liking or dislike of an object. Attitude instruments aim to know the attitude of learners towards an object.

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Operational Definition

The operational definition of a variable is a clue to how to measure a variable. The definition of a variable operational is "A definition based on the properties of things that can be observed or observed and can be measured (Edi Kusnadi, 2008: 60). While according to other sources "The definition of Operational variable is everything in the form of anything set by the researcher to be studied so that information about it is obtained, then concluded". (Sugiyono, 2008:60) Based on the above definition, it can be concluded that variables are the object of research that we will examine, and in this study, there are three variables, such as free variable, bound variable, and instrument validation.

Free Variable

An operational definition is a definition based on the properties of observable things. While a variable is something that can have various values or something that varies. (Sugiono, 2008:39). Free variables are variables that affect or are the cause of their change or the onset of bound variables. (Nurgiyantoro, 2010:305-306)

The final grades obtained by students are processed using the following formulas:

$$Final\ Score = \frac{Score\ Obtained}{Maximum\ Score}\ X\ 100$$

While the percentage of learning success of writing news text is calculated with the following formula:

$$PS\ = \frac{Total\ of\ students\ get \geq 75}{Total\ of\ students}X\ 100$$

Description:
PS: Percentage of Success

Based on the minimum criteria of mastery learning *(KKM)* of English at VIII D MTs Negeri 1 Lampung Timur, the students were said to pass the learning of English if the score was more than or equal to 75.

Bound Variable

An operational definition is a definition based on the properties of observable things. While bound variables are variables that are affected or that are a result because of the existence of free variables. (Sugiyono., Ibid, h. 39)

Instrument Validation

Triangulation involves two teachers. Test writing news text using audiovisual media. Complete problem package with Student Worksheet. Observations were made during the study, which was assisted by two teachers.

Data Analysis Techniques

The technique used in this study uses a written test technique, which is to obtain data from the test results each cycle. This written technique is used to find out the ability of learners in writing news texts. All collected data is processed through stages: data reduction, data tabulation, and data collection. Djiwandono (2008:73) states that in general writing tests can be held on a limited and free basis. The test is said to be limited if the writing of the test taker is limited to certain restrictions. The limitations are in the form of themes, problems, and titles that have been set. Furthermore, on the free writing test, participants can determine for themselves what they want to write, and how to arrange their writing with signs that have been set to a minimum. Therefore, the writing test used in this study is a writing test through process approaches and audiovisual media. The goal is that students can write news text easily, because of the help of words and images that exist in audiovisual media. Student competency results are assessed and results of writing student news texts. To analyze observation data, the reviewer prepared an observation format to find out the ability of students to write news texts.
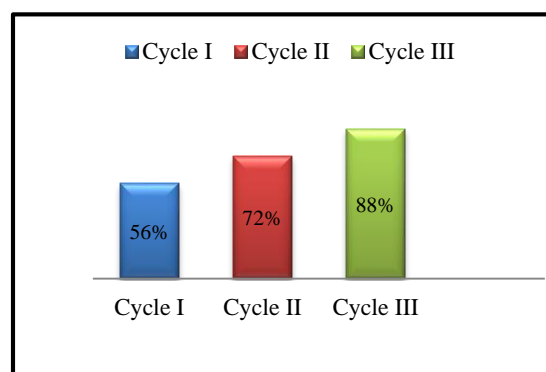
RESULT

Based on the results of research conducted by the author, the process approach with audiovisual media can improve students' ability to write news texts. Based on the results of recapitulation of improved news text writing skills through a process approach with the audiovisual media of students of class VIII D MTs Negeri 1 Lampung Timur and each action in cycle I, cycle II, and cycle III, obtained results in cycle I of 2231 with an average of 69.72, from 32 students who obtained grades ≥75 only 18 students with classical completion of 56.25% or 56%. In cycle II the ability to write news text through a process approach with student audiovisual media there was an increase in grades of 2357 with an average score of 73.65 or from 32 who obtained a grade of ≥ 75, namely 23 students with a classical completion of 71.87% or 72%. In cycle III the ability to write news text through a process approach with student audiovisual media there was an increase in grades of 2580 with an average score of 80.62 or from 32 who obtained a grade of ≥ 75, namely 28 students with classical completion of 87.5% or 88%.

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Table 1. Results of Writing News Text Ability through Approach with Audio-Visual Media in Cycle I, Cycle II, and Cycle III

No	Students	Cycle I	Cycle II	Cycle III
1	AKA	75	77	79
2	AY	63,5	53,5	79,5
3	AKG	77,5	80	66
4	ANA	76,5	76,5	82
5	AKJ	53	55,5	78,5
6	AH	75	77	78
7	ASP	79	78	84
8	AAS	80	79	85,5
9	DFAK	57,5	55	76
10	ER	75,5	81,5	83,5
11	FAS	77,5	83	85
12	FD	60	62,5	65
13	FBN	75	80	90
14	FET	76,5	81	79
15	GFF	60	75,5	88
16	IMP	77,5	76,5	82
17	KAA	76,5	80	82,5
18	KS	62,5	60	90
19	MAZ	80	77	80
20	MABW	75	80	85,5
21	MHM	67,5	79	76
22	NDM	53	55,5	86
23	RAD	66,5	76	80
24	RA	55,5	78	85
25	RHA	81,5	58,5	69
26	SNA	76	74	80
27	SEM	75	83	84
28	SC	61,5	61,5	90
29	WRA	65	80	66,5
30	WAR	54	86,5	75
31	YAS	67,5	77,5	88
32	ZF	75	79	81,5
Total		2231	2357	2580
Average		69,72	73,65	80,62
Students get ≥75		18	23	28
Average Percentage of Classic Completions		56,25%	71,87%	87,5%

Improvement of Learning Results of News Text Writing Ability in Cycle I, Cycle II, and Cycle III

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DISCUSSION

Based on the graph data above, it can be seen that from 32 students only 18 students achieved the maximum completion criteria or obtained a grade of ≥ 75 with an average score of the percentage of student completion in cycle I of 56.25% or 56%. In cycle II the ability to write news texts through a process approach with audiovisual media students Of Class VIII D MTs Negeri 1 Lampung Timur there was an increase that is from 32 students increased to 23 students who achieved the maximum completion criteria with the average score percentage of student completion in cycle II increased by 71.87% or 72%. In cycle III the ability to write news texts through a process approach with audiovisual media students of Class VIII D MTs Negeri 1 Lampung Timur can increase from 32 students increased to 28 students who achieved maximum completion criteria with the average grade percentage of student completion in cycle II increased by 87.5% or 88%.

It can be concluded that there is an increase in the ability to write news texts through the process approach with audiovisual media students of Class VIII DMTs Negeri 1 Lampung Timur. Therefore, researchers assume that in cycle III, namely Class Action Research (CAR) about the ability to write news texts through a process approach by posting audiovisual media students of class VIII D MTs Negeri 1 Lampung Timur has been successful and no longer needs to be held the next cycle.

The cycle I process is focused on learning to write news texts based on the steps of writing news text that is through a process approach. In cycle I of 32 students there were 18 students whose grades met the criteria of mastery learning *(KKM)* and 14 students whose grades had not reached the specified criteria. In cycle II of 32 students, there are 23 students whose grades meet the criteria of mastery learning *(KKM)* and 9 students the grade has not reached the specified criteria, because students who have not reached the *KKM* have not been able to pour their ideas into good sentences because of the lack of vocabulary, the organization of writing is not systematic, the use of language and spelling is not yet appropriate. In cycle III the researcher explains in-depth the steps of writing a news text, the researcher provides examples of news through audiovisual media with different themes to interest students, while explaining some important things in the news that must be recorded by students. Then the researchers also reviewed the steps of writing news texts.

CONCLUSION

From the observation results, there are advances in the learning process through the process approach with audiovisual media, students look more concentrated, ask questions, are active, and are enthusiastic during the learning process. Improvement in student learning outcomes occurs after several actions, ranging from the preparation stage of writing news texts, news text writing activities, revising writing, editing writing, and publishing the results of writing. The results of the analysis of data on the news text capabilities of students of class VIII D MTs Negeri 1 Lampung Timur through a process approach with audiovisual media there is a significant increase in the action in each given cycle.
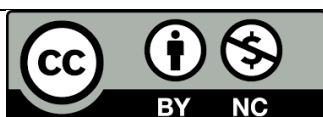
The process approach collaborated with audiovisual media should be applied in learning to write news texts, because it can help students in exploring ideas in news texts by following the steps in the process approach. For teachers, the results of this study can be used as an alternative to learning to write news texts through a process approach with audio-visual media.

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