The Effectiveness of Learning Skill Writing of News Texts with Student Team Achievement Divisions Model and Direct Instruction Based on Language Attitude of Students of Junior High School

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Article Info

Abstract

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Learning in the classroom often makes students have difficulties in distinguishing the content of news texts with other texts. One of the factors that cause this problem is that students do not fully understand news text writing skills, which include assessment of the title, completeness of the elements of news, diction, sentence effectiveness and spelling in the form of news text. The purpose of this study is to examine the effectiveness of learning news text writing skills with STAD and Direct Instruction models based on language attitudes. The design of the study uses a quasi-factorial experiment. The study population is the SMP in Bima Subdistrict using purposive sampling technique. This study used two samples of each class consisting of 32 students namely class VIIIA SMPN 1 Lambu as the experimental class to get treatment using the STAD model and VIIIC class 6 Lambu Junior High School as the control class to get treatment using the Direct Instruction model. Data collection techniques are test and non-test. Data analysis techniques to determine the effectiveness of STAD models using t-test and Anava to determine differences in STAD models and Direct Instruction. The results of the writing skills of the news text STAD model with the average value of the experimental group pre-test 67.59 and the post-test results of 77.78 there were significant differences in the improvement of learning outcomes by 10.19, proved the value of t_{value} = 8.459. After using the Direct Instruction model effective in learning news text writing skills from the average pre-test control class of 67.50 and the post-test results to equal to 76.50, there was a significant change of 9, proved t_{value} = 13.889. The skill to write news texts on the positive-speaking attitude of students who are treated with the STAD model is better than the writing skills of news texts for students whose positive speaking attitude is treated with the Direct Instruction model.

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INTRODUCTION

Writing is one part of the language skills that must be possessed by all students who are still in school, both at the elementary level and to the college level. Writing can be said to be the most difficult skill when compared to other language skills.

Through writing, students can learn to express ideas that are in their minds. In the skill of writing news texts, of course, students are not necessarily just conveying an idea or idea that is in his mind.

This is in line with the opinion of Zulaeha (2013) in learning writing. Students are accustomed to pouring ideas and ideas in the form of writing as a reflection of their thinking pattern and linguistic behavior. Meanwhile, according to Septarianto, and Subyantoro (2016) writing is one of the activities of students who require creativity and skills. In line with the opinion of Kusnida, Mulyani, and Su'udi (2015) in the writing process must use language that is easily understood by the reader so that the written message does not cause misunderstanding.

The skill of writing news texts is one part of writing skills to express ideas, ideas, and imagination. This is very necessary intelligence in writing activities, more specifically the skills to write news text. News text is one of the texts that explain the actual information and facts or events about the development of a problem that occurs in the community, namely, social, conflict, political, economic, educational, tsunami, an earthquake. According to Purnomo, Zulaeha, and Subyantoro (2015) revealed that the text is an embodiment of one's ideas in written language that can be read and understood by the reading community. This is in line with the opinion of Afandi, and Zulaeha (2017) that text is a unit of language expressed in writing and meaningful with a particular organizational structure that serves to express ideas, then provided in the form of a written work.

Learning in the classroom makes students have difficulty in distinguishing the contents of news texts from the other texts. One of the factors that caused the problem was that students did not fully understand the skills of writing news texts, which included the assessment of titles, completeness of news elements, diction, sentence effectiveness and spelling in the form of news text.

Therefore, writing text news skills require a special pattern to understand students about the characteristics of news text writing skills. Apart from that, learning in the teacher class often has difficulty choosing the right learning model, so sometimes learning to write news text is not getting a place in the hearts of students.

In general, the teachers still need improvement in the 2013 curriculum learning. The learning with the 2013 curriculum has not been recently used. The existence of curriculum changes that take place in a short period raises problems related to the teacher readiness and understanding of students. One of the basic competencies that must be mastered by students in the grade VIII of junior high school education level in the 2013 curriculum is to write news texts. In line with the opinion of Margiati (2012) in the learning of news text writing skills, one of the basic competencies of Indonesian language subjects that junior high school students must have is to write news texts.

Based on the problems experienced by teachers and students in learning to write news texts, what needs to be considered is the application of the models used in learning. The right model will provide a positive impact value of learning that can invite students to be active, creative and innovative so that learning is fun. Teachers need to innovated learning models (Widyastuti, 2012). With the learning model innovation, it is expected that learning to write news texts can be carried out effectively and in quality so that the competencies in writing news texts are as expected. The same thing according to Sokhipah, Subyantoro, and Mardikantoro (2015) in the learning model provides opportunities for students to play an active role because the active role of students is very important in the framework of forming creative and innovative students who can produce something, for the benefit of themselves and others. In line with Mubaroq, and Subyantoro

(2017) that the presence of learning models can spur students' mindsets.

Also, the teachers have to understand and master various types of learning models, and can choose models that are appropriate to the learning material, and characteristics of students. In particular, the term model is defined as a conceptual framework that is used as a guideline in conducting activities.

The learning model used in the learning process in many types, but not all learning models are suitable for use in learning news text writing skills. One learning model that can be applied is the STAD model and the Direct Instruction model. They both have different characteristics, but they are learning models that promote high-level thinking.

The learning model used for learning news text writing skills is the STAD model. The STAD model is a learning model that emphasizes students on group goals and group success (Pujianto, Nuryatin, and Subyantoro, 2015). Reaffirmed by Kusmaniyah (2012) in the principle of implementing the STAD model it can be seen from the reciprocal relationships in learning activities, both in the form of interactions between students and the other students, as well as between students and teachers. This is in line with the opinion of Tran (2014) revealing that the STAD model is one of the goals of group processing to clarify and increase the effectiveness of members in contributing to joint efforts to achieve group goals.

This was confirmed by Gupta, and Ahuja (2014) that the STAD model is one of the cooperative learning models as a classroom learning situation where students of all levels of performance work together in structured groups towards a common goal. In line with the opinion of Almuslimi (2016) stated that the STAD model is one strategy that can develop positive attitudes of students towards the learning process and high achievement.

Another learning model applied in learning news text writing skills is the Direct Instruction model. According to Cohen (2008) revealed that the Direct Instruction model is one

of the effective models with all students showing that attitudes towards the Direct Instruction model are positively correlated with the teacher. This is in line with the opinion of Troia, and Graham (2002) that the Direct Instruction model is very effective for students in practicing writing skills in learning disabilities in the classroom.

Based on the description above, the STAD learning model will have a positive attitude value if done according to procedurally which leads to a pattern of changes in student attitudes in supporting good language attitudes, and models Direct Instruction is the learning process of students relating to declarative knowledge and procedural knowledge that well-structured which can be taught with a gradual pattern of activities, step by step for good language attitude. Therefore, this study will test the effectiveness of learning news text writing skills with the STAD and Direct Instruction models based on the language attitude of the eighth-grade students of SMP.

Based on the explanation of the effectiveness of learning news text writing skills through STAD and Direct Instruction based models on the language attitude of the third grade of VIII students need to be found and proven by a study so that educators can choose the most appropriate learning model to write news texts successively. The purpose of this research is to explain the effectiveness of learning news explanatory text skills through the STAD learning model and Direct Instruction model based on students' language attitude. The importance of this research is to enrich research development and increase knowledge in learning of news text writing skills in educational institutions.

METHODS

The method used in this research is the experimental method. The design of the experimental method used is Quasi-Experimental Factorial because it has influences (moderators) which influence the treatment (Sugiyono, 2003).

The population in this study was news text writing skills of class VIII in the middle school

students in Bima Regency. The sample in this study amounted to 64 students with sampling using Purposive Sampling techniques based on certain considerations and needs. The variables in this study are learning models as independent variables, news text writing skills as dependent variables, and language attitudes as moderator variables.

The class, VIIIA of SMPN 1 Lambu, consisted of 32 students as the experimental class gets treatment using the STAD learning model and 32 students in class VIIIC of SMPN 6 Lambu as a control class gets treatment using Direct Instruction models.

Data analysis carried out in this study included test analysis requirements, namely: (1) normality test, (2) homogeneity test, and (3) average similarity test (t-test) and hypothesis test, namely: (1) descriptive test of the skill in writing news texts with the STAD model and Direct Instruction models based on language attitude, and (2) Variant Analysis tests (ANAVA).

RESULTS AND DISCUSSION

Based on the results of the tests observed from the skills of writing news texts with STAD, and Direct Instruction models based on language attitude in Table 1, Table 2, Table 3, Table 4, and Table 5 below.

The results of the test report text writing skills on class VIIIA students of SMPN 1 Lambu, the average value after using the STAD model, increased compared to before getting treatment. The results of the news text writing skills test before using the STAD model an average value of 67.59. The results of the news text writing skills test after using the STAD model in detail averaged 77.78. The test results after using the STAD model in detail can be seen in the following Table 1.

Based on Table 1 it can be concluded that students who are in the 75-76 interval are 18 students or 56.25%. Students who are in the 77-78 interval is one student or 3.125%. Students who are in the 79-80 intervals are seven students or 21.875%. Students in the 81-82 intervals are

three students or 9.375%. Students who are in the 83-84 interval is one student or 3.125%. Students who are in the 85-86 intervals are two students or 6.25%.

Table 1. The Results of the STAD Post-test Model

Score interval	Frequency	Percentage (%)
75-76	18	56.25
77-78	2	3.125
79-80	7	21.875
81-82	3	9.375
83-84	1	3.125
85-86	2	6.25
Total	32	100

This is by the opinion of Al-Zu'bi, and Kitishat (2016) in his journal entitled "The Impact of STAD Strategy on FL Reading Achievement of Low-, Average-, and High-Achieving Students in Al Balqa Applied University." The study conducted of 40 students at Jordan's Al Balqa University. Regarding the effectiveness of using the STAD model as one of the cooperative learning models in learning to achieve English reading. The results of the study showed that the results of student learning outcomes experienced a significant increase compared to using conventional learning models. Also, the STAD model builds students' attitudes to develop more positively for themselves and their groups.

The results of the test report text writing skills on students of class VIIIC of SMPN 6 Lambu the average value after using the Direct Instruction model has increased compared to before getting treatment. The results of the news text writing skills test before using the Direct Instruction model an average value of 67.50. The results of the news text writing skills test after using the Direct Instruction model in detail averaged 76.50. The test results after using the Direct Instruction model in detail can be seen in the following Table 2.

Based on Table 2 it can be concluded that students who are in the 70-71 interval are two students or 6.25%. Students who are in the 72-73 intervals are two students or 6.25%. Students who are in the 74-75 intervals are seven students or 21.875%. Students who are in the 76-77 intervals are nine students or 28.125%. Students who are

in the 78-79 intervals are seven students or 21.875%. Students who are in the 80-81 intervals are five students or 15.625%.

Table 2. The Results of Post-test Model Direct Instruction

Score Interval	Frequency	Percentage (%)
70-71	2	6.25
72-73	2	6.25
74-75	7	21.875
76-77	9	28.125
78-79	7	21.875
80-81	5	15.625
Total	32	100

This is following the opinion of Fjortoft, McLaughlin, Derby, Everson, Johnson (2014) in his research journal entitled "The Effects of Two Direct Instruction Teaching Procedures for Basic Skills to Two Students with Disabilities." They are researching 100 elementary school students of America, regarding the effectiveness of using the Direct Instruction model as one of the learning models in learning skills in pre-reading and language arts. The results of the study show that

learning achievement has increased accuracy and its ability to pronounce letters and target words has increased compared to using conventional models.

Table 3. Pre-test and Post-test Results of Writing News Text Skills with the STAD and Direct Instruction Model

Model	Pre-test average	Post-test average
STAD	67.59	77.78
DI	67.50	76.50

Based on Table 3 it can be explained that the average value of the experimental group of pre-test is 67.59. After using the STAD model, the experimental group of post-test value is 77.78. Based on the results of the experimental group of pre-test and post-test there was a change of 10.19. Also, the mean value of the control group pre-test was 67.50. After using the Direct Instruction model the Direct Instruction group, the average score is 76.50. Based on the results of the control group of pre-test and post-test there was a change of 9.

Table 4. Results of Writing News Text Skills with the STAD and Direct Instruction Model

Language attitude	Learning model	Mean	Std. deviation	n
Positive	STAD	79.25	3.3853	20
	DI	78.7857	1.1883	14
	Total	79.0179	2.2868	34
Negative	STAD	75.3333	0.8498	12
	DI	74.6667	2.142	18
	Total	75	1.4959	30
Total	STAD	79.0179	2.2868	32
	DI	75	1.4959	32
	Total	77.009	3.7827	64

Table 5. ANOVA Test Results

Source	Type III Sum of squares	df	Mean square	F	Sig.
Corrected model	295.803[a]	3	98.601	19.465	.000
Intercept	364512.372	1	364512.372	7.196E4	.000
Language atttitude	269.366	1	269.366	53.176	.000
Learning model	3.787	1	3.787	.748	.391
Language atttitude * Learning model	.000	1	.000	.000	.995
Error	303.931	60	5.066		
Total	381443.000	64			
Corrected total	599.734	63			

Based on the results of ANAVA test show that: (1) there is no difference in the average learning outcomes of students in their skills in writing news texts regarding the learning model. This can be seen from the sig value. 0.391 > 0.05 then H_0 is accepted; (2) there are differences in the average learning outcomes of students in news

text writing skills regarding language attitude. This can be seen from the sig value 0.00 < 0.05 then H_0 is rejected; (3) there is no difference in interaction between learning models and language attitudes toward students' news text writing skills. This can be seen from the sig value. 0.995 > 0.05 then H_0 is accepted. Based on the

results of the pre-test and post-test of the news text writing skills of the experimental group using the STAD learning model, the average value of the pre-test of students before using the STAD learning model was 67.59, while the post-test average value of students after using the STAD learning model was 77.78. There is an increase in student learning outcomes before and after using the STAD learning model, which is equal to 10.19. Based on the explanation above, it can be concluded that the STAD learning model is effective in learning news text writing skills for class VIII of junior high school students with an increase of 10.19, which is from an average of 67.59 to 77.78. This is evidenced by the value of count = 8.459 with a sign value = 0.000 < 0.05, which means that there is a significant difference in the results of the pre-test and post-test in the experimental group using the STAD learning model.

Based on the results of the pre-test and post-test news text writing skills of the control group using the Direct Instruction model, the average value of the students' pre-test before using the Direct Instruction model was 67.50, while the post-test average value of students after using the Direct Instruction model was 76.50. There is an increase in student learning outcomes before and after using the Direct Instruction model, which is equal to 9.000. Based on the explanation above, it can be concluded that the Direct Instruction model is effective in learning news text writing skills for class VIII SMP students with an increase of 9.000, which is from an average of 67.50 to 76.50. This is evidenced by the value of count = 13.898 with a sign value = 0.000< 0.05, which means that there is a significant difference in the learning outcomes of the pre-test and post-test in the control group using the Direct Instruction model.

CONCLUSION

Based on the results of the research and discussion that have been put forward, it can be concluded.

The STAD model is effective in learning news text writing skills for class VIII of the middle school students with an increase of 10.188, which is from an average of 67.59 to 77.78. This is evidenced by the value of count = 8.459 with a sign value = 0.000 < 0.05, which means that there is a significant difference in the learning outcomes of the experimental group of pre-test and post-test used by the STAD model.

The Direct Instruction model is effective in learning news text writing skills for class VIII of junior high school students with an increase of 9.000, which is from an average of 67.50 to 76.50. This is evidenced by the value of count = 13.898 with a sign value = 0.000 < 0.05, which means there is a significant difference in the learning outcomes of the pre-test and post-test in the control group used in the Direct Instruction model.

News text writing skills for students who have a positive language attitude treated with the STAD model are better, namely achieving an average value of 79.25, rather than news text writing skills for students who have a positive language attitude who are treated with the Direct Instruction model.

This is evidenced by count = 1.228 with sign = 0.24 > 0.05, which means there is no significant difference in learning outcomes in the positive group between the STAD learning model and the Direct Instruction model. Whereas news text writing skills for positive language attitude students who are treated with the Direct Instruction model, which reaches an average of 78,21 rather than news text writing skills for students who have a positive language attitude who are treated with the STAD learning model better, that is achieving an average value of 79.25. This is evidenced by the value of count = 0.518 with a sign value = 0.615 > 0.05, which means there is no significant difference in learning outcomes in the positive group between the STAD learning model and the Direct Instruction model.

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