

DEVELOPING STUDENTS' WRITING COMPETENCY OF NEWS ITEM TEXT THROUGH ONLINE ENGLISH NEWS

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Abstract

This research seeks to investigate the application of online English news in teaching the writing of news item texts. An experimental study with quantitative data analysis was employed in the present study. The instruments used were tests (pre-test, post-test), and a questionnaire consisting of 10 questions. The researcher administered a pre-test in the first place before applying online news. Then, at the end of the course, the researcher administered a post-test to find out the final results of the application. The population in this study was students of class XII with a sample of 54 students. To assess students' writing score, an analytic scoring rubric developed by Jacob et al was adopted. In this study, it can be seen from the results of the pre-test and post-test which were calculated using an independent sample T-test through the SPSS program, that the significance obtained was 0.01, which means that the use of online news texts was used effectively. In the results of the questionnaire, the answers (yes) were chosen as many as 113; the answers (sometimes) were chosen as many as 92; and the answers (no) were 65. This means that majority of students at MAN Tanjung Pinang responded positively towards the application of online English news.

Keywords: *Online News, Writing Achievement, News Item Text*

INTRODUCTION

Writing is the most difficult skill for many EFL learners, particularly Indonesian learners, out of the four language skills. Writing is a difficult ability to master (Brunstein & Glaser, 2011), and English as a second/foreign language (ESL/EFL) students face much more difficulties (Bai, 2018). Errors are inevitable for students to make, just as they are inescapable and essential to the learning process. The on

going issue appears to be a lack of self-awareness regarding how to improve their English abilities, particularly in writing. They frequently rely on the knowledge they believe they have acquired from the grammar and tenses lessons they get in school.(Wulandari et al., 2021). Students frequently lack ideas when writing, in addition to grammar mistakes. They often have trouble focusing and have a hard time coming up with whole sentences. It results from a lack of in-class and independent

writing practice. (Wulandari et al., 2021). The use of grammar, punctuation, subject-verb agreement, article, capitalization, logical connectors, the choice of words, the flow of the writing, the incorrect translation of some terminologies, etc. could all be contributing aspects in writing. (Afdal, 2021).

From many different types of texts available, news item text constitutes one of those texts that pose specific problems for the amateur writers. A news item is a writing that educates readers about current happenings. The events are regarded as noteworthy or important, which indicates that if there is a significant occurrence that should be widely publicized, it is worthy of coverage. The news text is referred to as the news item text. However, if there are happenings that people do not deserve, they are not deserving of being new. type of news item text Newspapers, magazines, tabloids, television, and radio are examples of written or electronic mass media. A news item text is also a text that falls within the narrative text genre. Narration's primary function might be based on time, place, and the events themselves. According to high school graduation requirements, Basri Irfan (2001) "*Keterampilan Menyimak Seri Kemahiran Berbahasa*" the text of news items should be thoroughly analyzed in the third class with a report text. The writer's investigation in this case concentrated on news item text.

A genre of writing that informs readers about current events is news item text. The events are regarded as significant or newsworthy. Teaching news item text is not always as straightforward as most people believe. Students are expected to produce their written output grammatically, communicate their views, and offer a conclusion as stages to developing rhetorical strategies in the written form when composing news item texts. These expectations lead pupils to face challenges like understanding language, properly

structuring sentences, and developing their thoughts; nevertheless, they become trapped in.

A number of studies have discussed different methods to teaching writing news items. Wardani (2019), for instance, discovered that using newspaper in the teaching writing news item can help the learners write easily because it is considered effective, enjoyable and gain their motivation to learn and write news item text (Wardani, 2019). Hendrayani (2019) found that the presence of Jakarta Post online content may be used to strengthen students' abilities and inspire pupils to study English. In the meantime, according to Dewi, (2013) The provision of scaffolding has four advantages. These include linking students' past knowledge to new concepts, captivating students' attention, reducing students' perplexity, and increasing students' self-confidence. However, there have been no studies that have attempted to investigate the usage of internet news in teaching the authoring of news item texts.

Writing is one of the linguistic talents that involves the act of expressing thoughts, feelings, and arguments in the form of words in sentences. This talent is utilized to communicate with one another through writing. Writing is crucial to our personal experiences and social identities, and we are frequently judged on our ability to control it. Writing is issued as an aide-memoire or practice tool to assist pupils in practicing and working with the language they have been studying (Hyland, 2013). In daily life, writing is a crucial method of communication; in high school and college, it is much more crucial. One of the hardest skills to acquire in a native language and a second language is writing. Reid (2003) puts forth that writing has some purposes including to inform meaning that the writer can provide information to the readers, to explain which indicates that the writer may write anything to explain something or to

entertain the audience meaning that the writer can make the reader happy by reading his work. Therefore, when we write down an article, we will pick one of the goals previously mentioned so as to ensure that the reader understands the point of our essay. Every writer must have a goal in mind when they write so that others can comprehend what they are saying. As a result, the primary goal of writing is communication.

News item text is principally classified into two types. The first is spoken news, such as what people hear on the radio and television. The second is written and may be found in magazines, newspapers, social media, and other places. This is especially true for news item text. The text of a news item is factual language that informs readers about current events that are remarkable or significant.

To this end, it is not easy to write a news item text as students especially EFL learner are required to make themselves familiar with the news text genre. News item text, however, has several characteristics as follows:

- a. The purpose of News Item
- b. A news item's social function/communicative objective is to tell readers, listeners, or viewers about a current occurrence that is considered significant or relevant.
- c. Generic Structure

News item has the following generic structure:

1. News worthy events where the event is recounted in a summary form,
2. Background event: what happened, to whom, and under what conditions,
3. Source: statements from event participants, observers, and authoritative experts
- d. Grammatical characteristics include:

1. In the title, provide brief telegraphic information about the story.
2. Material procedures for recounting the incident
3. Projection of verbal processes at the source stage.
4. Concentrate on circumstances.

The above elements should be taken into account and incorporated by news writer accordingly so as to make the content readable.

METHOD

Online English News referred to in this research is news articles that were published online. We took several articles from the Jakarta Post. Three articles were selected in order to provide students with the understanding of the structure of the news and the five Ws (who, what, when, why, where). Students in the experimental class were assigned to read the texts and identified the generic structures of news text.

This was an experimental study with two groups of pre-test and post-test designs and a control group. In this study, the population consisted of all MAN Tanjungpinang third-grade students. The third grade consists of six classes. The number of XII IPA 1 is 31 students, XII IPA 2 is 33 students, XII IPS is 27 XII IPS 2 is 27 students, XII BAHASA is 19, students, XII AGAMA 1 is 23 students, and XII AGAMA 2 is 30 students. The total number of students is 190 students. The population of this study is 190 students. The researcher recruited 54 students with a sample of third-grade XII IPS 1 and XII IPS 2 from MAN Tanjungpinang.

The research tests consisted of a pre-test which was carried out before the treatment and a post-test which was completed at the end of each cycle. The test was given by the researcher to determine the writing skills of class XII students of

Tanjungpinang MAN. Pre-testing and post-testing are some of the tests that have been carried out. Both tests use essay questions to assess students' understanding of writing online news. The questionnaire was used to measure students' opinions about the use of English-based online news in a classroom lesson. In this study, the questionnaire was only given after the post-test. Besides, the questionnaire was used in finding out the students responses toward using online English news in teaching writing. The questionnaire consisted of ten items.

In the present research, the researcher adopted quantitative data technique where the data were processed by calculating with SPSS $\frac{\sqrt{(n_1-1)S_1^2+(n_2-1)S_2^2}}{n_1+n_2-2}$, and the formula $P = \frac{f}{N} \times 100\%$ to calculate

students' responses the T-Test Independent Sample Test Formula was used in processing the data that using a t-test to calculate the pre-test and post-test score as the researcher used control group pre-test and post-test in this research.

Test of Validity

Before the instrument is used to carry out research, the instrument must be assessed in the first place on a number of respondents who have been determined to test its validity. If the instrument is valid, the researcher is ready to use the questionnaire for research.

To test the validity of the instrument, researchers used the SPSS program. The results of the calculation of the validity of the questionnaire are as follows:

Table 1 *The Result of Questionnaire Validity Test Count*

No item	Correlation Pearson	Rtabel (Sig.0,05)	Description
1	0.394	0.042	Valid
2	0.400	0.169	Valid
3	0.545	0.003	Valid
4	0.483	0.141	Valid
5	0.866	0.034	Valid
6	0.424	0.027	Valid
7	0.479	0.011	Valid
8	0.456	0.017	Valid
9	0.418	0.030	Valid
10	0.457	0.017	Valid

From the table 4.3 above, it can be seen that an item is declared valid if the

results of the Pearson correlation calculation are $>$ rtabel (sig. 0.05)

Test of Reliability

In general, reliability is defined as something or a situation that can be relied on. In SPSS statistics, the reliability test assesses the level of consistency of the questionnaire used by the researcher so that the questionnaire is dependable even if the

study is repeated using the same questionnaire. The reliability test in this study was performed using Cronbach's alpha and the SPSS software. The following are the findings of the questionnaire reliability calculation:

Table 2 *Questionnaire Reliability Test Results Using Alpha Cronbach*

Reliability Statistics	
Cronbach's Alpha	N of Items
.247	10

From the output table 4.4 above, it is known that the alpha value is 0.247 then this value is compared with the alpha coefficient value. If the correlation value is > 0.8 then the instrument is reliable, if the correlation value is < 0.8 then the instrument is less reliable. In other words, the instrument used by the researcher is reliable.

Following the normality test, the researcher applied the homogeneity test to determine whether or not the sample was homogeneous. Based on the result in table 4.15, it was found that significances in based on mean was 0.977. In other words the variance in each group was the same (homogeneous) because the significance was $0.977 > 0.05$.

In the questionnaire, the researcher used validity to know if the questionnaire was valid or not. And the researcher used

reliability to know if the questionnaire was consistent or not. From table 4.16, it can be seen that each item was declared valid because the results of the person correlation calculation are $> r_{table}$ (sig. 0.05). From the output table 4.17, it is known that the alpha value is 0.247 then this value is compared with the alpha coefficient value. If the correlation value is > 0.8 then the instrument is reliable, if the correlation value is < 0.8 then the instrument is less reliable. In other words, the instrument used by the researcher is reliable.

The researcher employed a t-test to determine whether or not there is an achievement of online English news on students composing news item text at MAN Tanjung Pinang's third grade.

Hypothesis

A hypothesis is a provisional solution to the formulation of research problems based on facts gathered through data collection. This study proposed two hypotheses as follows:

1. Alternative Hypothesis (H_a)

There is a significant difference of students' achievement in writing of news item text after the application

of online news at the third-grade students' of MAN Tanjung Pinang.

2. Null Hypothesis (H_0)

There is no significant difference of students' achievement in writing of news item text after the application of online news at the third-grade students of MAN Tanjungpinang.

FINDINGS AND DISCUSSION

This section of the discussion focuses on the interpretation of conclusions resulting from findings about using online English news in teaching writing. It is one of the methods a teacher could employ to help students write news item texts. The findings indicated that online English news was effective and is applicable in teaching writing. It could be seen from the table that showed us the improvement of the students' scores from the pre-test and post-test. The effectiveness came as a result of the teacher creating an active class and knowing how to manage the class. Additionally, the students were capable of understanding the subject easily with the application of online English.

the result of the content of writing ability the searcher presented the frequency percentage distribution of students' content as follows:

The researcher initially ran a normality test to determine whether or not the sample fit the normal distribution. The significance of the experimental class was 0.111 for the pre-test and 0.017 for the post-test, according to the results in table 4.14. The control class had a pre-test significance of 0.073 and a post-test significance of 0.200. In other words, the significance of the experimental and control groups was more than $= 0.05$. It denotes that the sample is drawn from the normal distribution. The following is the outcome of the pre-test given to the experimental class:

Table 3 Students' frequency percentage of pre-test in experimental class

Pre-Test			
Score	Classification	F	%
85-100	Excellent	0	0
71-84	Good	0	0
56-70	Fair	6	22%
41-55	Poor	12	45%
40 and under	Less	9	33%
Total		27	100%

The above table illustrates that the students' pre-test score was 46.92 in poor category with total score 1267. maximal 60 and minimum score was 37 and the frequency percentage distribution of students' pre-test score on the table above was no students got excellent and good category. While, 6 students (22%) got fair category, 12 students (45%) got poor

category, and 9 students (33%) got less category.

After gaining the result of pre-test, the research did the treatment and used online English news in teaching writing. The treatment did in four meeting. Then, the researcher give the post-test to the students in the last meeting. The post-test score as follows:

Table 4 The Students' frequency percentage of post-test in experimental class

Post-Test			
Score	Classification	F	%
85-100	Excellent	7	26%
71-84	Good	15	55%
56-70	Fair	5	19%

41-55	Poor	0	0
40 and under	Less	0	0
Total		27	100%

With reference to the above table, it is discovered that the students' post-test score was 78.96 in good category with total score 2.132. Maximal score was 87 and minimum score was 69, And the frequency percentage distribution of

students' post-test score was 7 students (26%) got excellent category, 15 students (55%) got good category, 5 students (19%) got fair category, and no students get poor and less category. The following is the result of pre-test in the control class:

Table 5 *The Students' frequency percentage of pre-test in control class*

PRE-TEST			
Score	Classification	F	%
85-100	Excellent	0	0%
71-84	Good	2	8%
56-70	Fair	8	30%
41-55	Poor	11	40%
40 and under	Less	6	22%
Total		27	100%

The above table presents that the students' pre-test score was 52.74 in poor category with total score 1.421. Maximal 72 and minimum score was 30 and the frequency percentage distribution of students' pre-test score on the table above was no students got excellent. While, 2 students (8%) got good category, 8 students (30%) got fair category, 11 students (40%)

got poor category and 6 students (22%) got less category.

Following the pre-test, the researcher carried out the therapy without using online English news in teaching writing. In four meetings, the therapy followed the lecturer technique. The following table shows the post-test score in the control class:

Table 6 *The Students' frequency percentage of post-test in control class*

POST-TEST			
Score	Classification	F	%
85-100	Excellent	3	12%
71-84	Good	12	44%
56-70	Fair	12	44%
41-55	Poor	0	0%
40 and under	Less	0	0%
Total		27	100%

Based on the table above, the students' post-test score was 72.04 in good category with total score 1946. Maximal score was 85 and minimum

score was 60, and the frequency percentage distribution of students' post-test score was 3 students (12%) got excellent category, 12 students (44%) got

good category, 12 students (44%) got fair category, and no students get poor and less category.

Test of Data Normality

The normality test was employed to examine whether or not the data from the research's control and experiment classes followed a normal distribution. The researcher used the following formula to seek for normality data tests:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The result of normality that calculated by SPSS could be seen in the table below:

Table 7 Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
PRE-EXPERIMENT	.152	27	.111	.926	27	.055
POST-EXPERIMENT	.186	27	.017	.882	27	.005
PRE-CONTROL	.142	27	.073	.959	27	.347
POST-CONTROL	.116	27	.200*	.942	27	.140

*This is a lower bound of the true significance.

Lilliefors Significance Correction

There are two hypotheses of normality data:

Ho = Sample come from the data of normal distribution

Ha = Sample did not come from the data of normal distribution
 Significance level $\alpha = 0.05$

According to the description above, if the computed score was greater than

significance level = 0,05, the data came from a normal distribution. However, if the score was less than the significance threshold = 0.05, the data came from an atypical distribution. According to the results in table 4.1, the significance of experimental class was 0.111 for pretest and 0.017 for post-test. Meanwhile, the significance of the control class was 0.173 for the pre-test and 0.200 for the post-test. In other words, the significance of the experimental and control classes was more than = 0.05. It denotes that the sample is from a normal distribution.

Test of Homogeneity

After the normality test was carried out, the researcher analyzed the homogeneity test. Homogeneity test was used to find out whether data of control and experiment class which had been collected

from the research come from homogeneous data or not. To look for homogeneity data test, the researcher used formula as follow:

$$X^2 = (n-1) \left\{ - \sum_{i=1}^k \left(\frac{S_i}{n} \right) \log \left(\frac{S_i}{n} \right) \right\}$$

Homogeneity t-test results generated by SPSS are presented in the table below:

Table 8 *Test of Homogeneity of Variance*

		Levante Statistic	df1	Df2	Sig.
Students learning outcomes	Based on mean	.001	1	52	.977
	Based on median	.050	1	52	.823
	Based on median with adjusted df	.050	1	51.223	.823
	Based on trimmed mean	.000	1	52	.977

There are two hypotheses in homogeneity test:
 Ho = Variances in each group was same (homogeneous)
 Ha = Variance in each group was not same (inhomogeneous)
 Significance level $\alpha = 0.05$

Based on the result in the table 4.2 above, it found that significances in based on mean was 0.977. In other words the variance in each

group was same (homogeneous) because significance was $0.977 > 0.05$.

Table 9 *Independent Samples T-test*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	S	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Learning Outcomes	Equal variances assumed	.001	.977	3.852	52	.000	6.889	.1788	.3301	10.477
	Equal variances not assumed			3.852	51.094	.000	6.889	.1788	.3299	10.479

Based on the table, the researcher found that there is significance when online English news procedure technique was applied. It was found that the significance (2tailed) was 0,01. It means that significance (2-tailed) $< \alpha = 0.05$, or we could say that Ha was accepted. In other words, there was a difference of using online English news in teaching writing at

the third-grade students of MAN Tanjungpinang.

For determining students' responses, the values were calculated and answers of YES amounted to 113, SOMETIMES amounted 92, and NO amounted 65 were selected. The yes point was the students' reaction to using online news item texts. This means that the majority of students

respond positively to the application of news texts.

The following are the findings of questionnaires distributed to students about the use of online English News:

Based on the questionnaire of item 1 on "do you love studying English", it was revealed that 8 students replied yes with the proportion of 29,6%. 11 students responded yes with a percentage of 40.7% and 8 students responded no with a rate of 29.6%. According to the findings shown above, questionnaire item 1 is perceived positively. As a result, it is possible to infer that the majority of pupils like studying English.

According to the results of item 2 of the questionnaire, 12 students replied yes with a percentage of 44.4%, 4 students answered sometimes with a percentage of 14.8%, and 11 students answered no with a percentage of 40.7%. From the data above it is started that questionnaire item 2 has a perception to be positive. Thus it can be concluded that the majority of students likes writing English.

According to the results of the questionnaire item 3 on "do you enjoy writing courses in English," 7 students responded yes with a percentage of 25,9%, 10 students replied sometimes with a percentage of 37,0%, and 10 students answered no with a percentage of 37,0%. According to the statistics shown above, questionnaire item 3 is perceived positively. As a result, it can be assumed that the majority of pupils like taking English writing classes.

According to the results of the questionnaire item 4 on "do you find writing skills challenging," 20 students responded yes with a percentage of 74.0%, 4 students replied sometimes with a percentage of 14.8%, and 3 students answered no with a percentage of 11.1%. From the data above, it is started that questionnaire item 4 has a perception to be positive. Thus, it can be concluded that

majority of students face difficulty in writing in English.

Based on the questionnaire of item 5 on "do you like learning about writing text in school", it was discovered that 13 students answered yes with the percentage of 48,1%, 7 students answered sometimes with the percentage of 25,9%, and 7 students answered with the percentage of 25,9%. From the data above, it is started that questionnaire item5 has a perception to be positive. Thus, it can be concluded that majority of students like learning about writing text in school.

The questionnaire of item 6 on "do you like learning about news item text" reveals that 14 students answered yes with the percentage of 51,8%, 8 students answered sometimes with the percentage of 29,6%, and 5 students answered no with the percentage of 18,5%. From the data above, it is stated that questionnaire item 6 has a perception to be positive. Thus, it can be concluded that majority of students like learning about news item text.

The questionnaire of item 7 on "have you ever learned to using online news" reveals that 13 students answered yes with the percentage 48,1%, 5 students answered sometimes with the percentage 18,5%, and 9 students answered no with the percentage 33,3%. From the data above, it is started that questionnaire item 7 has perception to be positive. Thus, it can be concluded that majority of students' ever know about learned to using online news.

The questionnaire of item 8 on "do you have difficulty in news item text lessons" reveals that 15 students answered yes with the percentage of 55,5%, 7 students answered sometimes with the percentage of 25,9%, and 5 students answered no with the percentage of 18,5%. From the data above, it is started that questionnaire item 8 has a perception to be positive. Thus, it can be concluded that the

majority of students' difficulty about news item text.

According to the questionnaire item 9 on "do you find it difficult to grasp a text," 13 students replied with a percentage of 48.1%, 10 students answered with a percentage of 37.0%, and 4 students answered with a percentage of 14.8%. According to the statistics shown above, questionnaire item 9 is perceived positively. As a result, it is possible to assume that the majority of students find it difficult to comprehend a book.

CONCLUSION

Based on the above findings, it was discovered that applying a t-test sample resulted in a significance (2tailed) of 0;01. It means that the significance (2tailed) $< \alpha = 0.05$, so that H_a was accepted. In different word there was an achievement of using online English news in teaching writing at the third grade of MAN Tanjungpinang.

For determining students' response, the values were calculated and lead to the results of the answers of YES by 113, the answers of SOMETIMES by 92, and the

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According to the questionnaire item 10 on "in your view, is the news item text lesson extremely essential for our life," 18 students responded yes with a percentage of 66.6%, 6 students said sometimes with a rate of 22,2%, and 3 students answered no with a percentage of 11,1%. From the data above, it indicates that questionnaire item 10 reveals positive perception. Thus, it can be concluded that majority of students' think positive about the importance of news item text in improving their writing skill particularly news item texts.

answers of NO by 65. This indicated that the majority of students responded positively to the application of online news in writing news item text. Hence, it can be suggested that the teachers can adopt this strategy when it comes to teaching the writing of news item texts.

SUGGESTIONS

Future research may take a wider sample of research participants so as to provide a more comprehensive findings to this particular study.

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