# THE ABILITY OF WRITING NEWS ITEM TEXT USING THE TEAM GAME TOURNAMENT LEARNING MODEL ON 8TH GRADE STUDENTS

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**Abstract** : This study aims to evaluate the ability to write news item texts of 8th grade students using the Team Game Tournament learning model. This descriptive qualitative research was conducted at SMP Katolik Don Bosco Bitung. The data sources were 25 8th grade students at SMP Katolik Don Bosco Bitung. Data collection was done through written test, especially news text writing test. The results of the study were grouped into four assessment categories: excellent, good, fair, and poor. Data analysis revealed that 15 students (60%) showed the level of news text writing skills in the excellent category, 6 students (24%) in the good category, 4 students (16%) in the fair category, and no students were in the less category. The conclusion of this study is that the news text writing skills of the 8th grade students at SMP Katolik Don Bosco Bitung can generally be categorized as good, with an average score of 84.2 on a scale range of 0-100.

**Keywords** : *Learning Model, Team Game Tournament, News item Text.*

## INTRODUCTION

Writing skills are one of the language skills that students are expected to master because writing skills are also an inseparable activity from student teaching and learning activities at school (Pabur & Liando, 2018). Writing activities make students active in learning activities and stimulate students' skills in stringing words. However, it is not uncommon for students to think that writing is a boring and tiring activity. This is due to mistakes in the way teachers teach which is too rigid, giving the impression that writing is difficult and tiring.

Writing skills are also the last language skills that students are expected to master after reading, speaking and listening skills. This is because writing skills require the ability to master various linguistic elements and beyond that the language itself which will be the content of the essay. Writing exercises in Indonesian can familiarize students to apply linguistic knowledge, such as grammar, vocabulary, style, spelling, and so on.

Writing is not as easy as one might think. A person often experiences the desire to write, but is unable to do so. The difficulty that is often faced is the limitation of developing language so that it can be more interesting. Then the difficulty in choosing the right words is also one of the factors that cause students' lack of interest in writing activities. Writing ability is considered as the most difficult ability. Nurgiyantoro (2001) argues that writing is an ability that is more difficult to master than the other

three abilities, namely listening, speaking, and reading. In this case, the teacher plays an important role in the success of learning.

Writing news texts requires high creativity in creating a series of sentences that become the content of news. According to Lyle M. Spencer (2016), news is the reality of ideas correctly and can attract greater attention to its readers. For this reason, students are expected to have adequate abilities in writing a news text that is not only informative but also in attracting the attention of its readers. However, due to the lack of students' ability to arrange or compose news texts with interesting compositions in terms of vocabulary and relevant to the news theme, the researcher feels the need to improve students' ability to write news texts.

The obstacles that are often found in news text writing activities are the difficulty level of the theme given by the teacher and the collection of vocabulary related to the theme is sometimes not easy for students if done individually. For this reason, the students' learning model must be changed into students who enjoy learning, are active, participatory, and responsible. The learning model chosen is Teams Games Tournament.

Based on the aforementioned explanation, this study is conducted to aims to evaluate the ability to write news item texts of 8th grade students using the Team Game Tournament learning model. This study focusses its investigation on the 8th grade students at SMP Katolik Don Bosco Bitung. This study is expected to contribute on the field of Indonesian Language Teaching and Learning at junior high school level. The following rubric is used to evaluate students' news item text.

**RESEARCH METHODOLOGY**

This research was conducted at SMP Katolik Don Bosco Bitung from March to June 2023, with the research subjects totaling 25 8th grade students. The method used is a descriptive method with a quantitative approach, which aims to describe the state of the subject or object of research based on facts, but without making broad conclusions. Data sources involved students, teachers, and documentation of the learning process and results. Data collection was conducted through direct observation of the learning process, interviews with students and teachers outside of class hours to find out the response to learning, tests to assess the skills of writing news texts before and after the study, and documentation through photographs of research activities in the classroom from the beginning to the end of learning.

The data analysis technique in assessing the news text writing skills of 8th grade students at SMP Katolik Don Bosco Bitung using the Teams Game Tournament learning model involves analyzing the news texts that have been written by the students. The analysis includes two aspects, namely news completeness and language. With this approach, it is expected to gain a deep understanding of the impact of the learning model on students' news text writing skills.

**Table 1.** Assessment format for writing news texts

| No. | Scoring Criteria | Score | | | | | Max Score |
|-----|------------------|---|---|---|---|---|-----------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Title appeal | | | | | | 2 |
| 2 | Completeness of news elements | | | | | | 5 |
| 3 | News writing structure | | | | | | 5 |
| 4 | Sentence effectiveness | | | | | | 3 |
| 5 | Spelling/ punctuation accuracy | | | | | | 5 |
| Maximum score | | | | | | | 20 |

After using the rubric, students' score is generated using the following formula:

$$Studens\ Score = \frac{Student's\ Score}{Max\ Score} \times 100$$

After generating each student's score, the next step is to generate the average score of the class. To do so, the following formula is used:

$$Average\ Score = \frac{Total\ Students'Score}{Number\ of\ Students}$$

Students' score and class average score are then categorized using the following criteria:

**Table 2.** News Text Writing Skill Test Assessment Categories

| No. | Category | Value |
|-----|----------|-------|
| 1 | Very good | 84-100 |
| 2 | Good | 73-83 |
| 3 | Good enough | 62-72 |
| 4 | Not so good | 51-61 |
| 5 | Very Less | 0-50 |

**FINDINGS AND DISCUSSION**

**1. The implementation of the Team Game Tournament (TGT) Learning Model**

Based on the results of data obtained from the field through observations, interviews, and documentation, the description of the application of the Teams Game Tournament (TGT) learning model in the writing skills of news texts of the 8th grade students at SMP Katolik Don Bosco Bitung can be explained as follows:

a) Before the implementation of the TGT learning model, news text writing activities were carried out individually by students, relying on materials from learning books at school. In this context, students tend to be less active during the learning process and less interested in writing activities.

b) After the implementation of the TGT learning model, there was an increase in students' interest in writing news texts. This change can be observed through the implementation of the

learning cycle which includes planning, implementation, observation, and reflection.

The TGT learning model is implemented through the following stages:

a) **The planning stage** in implementing the Teams Game Tournament (TGT) learning model involves a series of activities by the teacher. This includes determining the subject matter of writing news texts, choosing the TGT learning model, making lesson plans, preparing observation sheets, and preparing teaching tools such as pictures, markers, and books.

b) **The Implementation stage** in which the activities were carried out in two meetings, namely on Friday, April 3, 2023 at 12.15-13.00 and Monday, April 10, 2023 at 09.15-10.00. Before entering the classroom, the researcher first communicated with the teacher to prepare learning tools and everything related to the learning process. During this cycle, the first meeting focused more on understanding the concept, while the second meeting focused more on applying the learning model to ensure better understanding from students. The material taught in this cycle relates to writing news texts by applying the Teams Game Tournament (TGT) learning model. The steps of implementing the TGT learning model include:

- The teacher conveys the learning objectives and gives a pretest as a measure of students' initial understanding of news texts.

- The teacher provides an introduction to learning to motivate and encourage learners.

- The teacher draws a scheme or concept map about the material presented, explains about the news

text, and provides an opportunity to ask questions.

- The teacher divides the learners into 5 groups heterogeneously based on score data, and each group consists of 5 students.
- The group is tasked with studying the worksheet, discussing, comparing answers, and correcting groupmates' conceptual errors.
- Games containing questions relevant to the material are used to test learners' knowledge.
- Learners start the game at the tournament table by representing their group, choosing a numbered card or paper, and answering questions according to the number.
- The teacher announces the winning group and awards prizes based on the average score that meets the set criteria.

c) **Evaluation Stage**. Evaluation of learning outcomes was carried out at the second meeting on Monday, April 10, 2023, using a test sheet as an evaluation instrument. This test was designed to assess students' initial ability before learning and continued with the final test as a final assessment of the application of the TGT learning model in writing news texts.

## 2. Test Results

In the application of the Teams Game Tournament learning model for writing news texts, 25 students were divided into 5 groups, with each group given a different news theme to develop into a news text. The news themes given to each group are as follows: Group 1 with the theme of Natural Disasters, Group 2 with the theme of Traffic Accidents, Group 3 with the theme of the Lembeh Strait Enchantment Festival, Group 4 with the theme of the Covid-19 Pandemic, and

Group 5 with the theme of Deviant Behavior among Teenagers. After students wrote news texts based on the given question guide, the news texts were then analyzed based on the predetermined aspects of news text assessment, as listed in Table 1. The following table summarize the results of the students' works.

**Table 3.** The Result of Students' News Item Text

| Students | Scoring Criteria | | | | | Total | Score |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | |
| 1 | 2 | 4 | 5 | 3 | 4 | 18 | 90 |
| 2 | 2 | 5 | 5 | 3 | 5 | 20 | 100 |
| 3 | 2 | 3 | 3 | 3 | 4 | 15 | 75 |
| 4 | 2 | 3 | 4 | 3 | 5 | 17 | 85 |
| 5 | 2 | 4 | 4 | 3 | 4 | 17 | 85 |
| 6 | 2 | 2 | 5 | 3 | 4 | 16 | 80 |
| 7 | 2 | 5 | 5 | 3 | 5 | 20 | 100 |
| 8 | 2 | 3 | 4 | 3 | 4 | 16 | 80 |
| 9 | 2 | 2 | 2 | 3 | 4 | 13 | 65 |
| 10 | 2 | 2 | 5 | 3 | 5 | 17 | 85 |
| 11 | 2 | 4 | 4 | 3 | 4 | 17 | 85 |
| 12 | 2 | 5 | 3 | 3 | 5 | 18 | 90 |
| 13 | 2 | 3 | 3 | 3 | 5 | 16 | 80 |
| 14 | 2 | 4 | 4 | 3 | 5 | 18 | 90 |
| 15 | 2 | 4 | 2 | 3 | 5 | 16 | 80 |
| 16 | 2 | 2 | 3 | 3 | 4 | 14 | 70 |
| 17 | 2 | 4 | 5 | 3 | 4 | 18 | 90 |
| 18 | 2 | 2 | 2 | 3 | 4 | 13 | 65 |
| 19 | 2 | 5 | 4 | 3 | 5 | 19 | 95 |
| 20 | 2 | 3 | 4 | 3 | 4 | 16 | 80 |
| 21 | 2 | 2 | 3 | 3 | 4 | 14 | 70 |
| 22 | 2 | 4 | 5 | 3 | 4 | 18 | 90 |
| 23 | 2 | 3 | 4 | 3 | 5 | 17 | 85 |
| 24 | 2 | 4 | 5 | 3 | 5 | 19 | 95 |
| 25 | 2 | 4 | 5 | 3 | 5 | 19 | 95 |
| | | | | | Total Score | | 2105 |
| | | | | | Mean Score | | 84.2 |

*Description:*
*1 = Title appeal*
*2 = Completeness of news elements (5W+1H)*
*3 = News writing structure*
*4 = Sentence effectiveness*
*5 = Spelling/punctuation accuracy*

Based on students' results it can be concluded that on average the students have a good writing skill in writing the news item text. It can be seen from the average score of 84.2 which is in the good category based on criteria in Table 2.

## Discussions

The research findings reveal insightful details about the students' performance in

different aspects of news writing. All 25 students secured a perfect score of 2 in the title appeal category, indicating a 100% success rate in creating appealing titles. In terms of completeness of news elements (5W+1H), 16% of students scored 5, 36% scored 4, 24% scored 3, and another 24% scored 2. Regarding structural accuracy, 32% of students earned a score of 5, another 32% scored 4, 20% scored 3, and 16% scored 2. For sentence effectiveness, the entire student cohort, comprising 25 individuals, achieved a score of 3, totaling 100%. In the aspect of spelling/punctuation accuracy, 48% of students scored 5, and 52% scored 4. Analyzing the overall ability to write news texts, 60% of students fell into the very good category, 24% in the good category, and 16% in the good enough category. The average score across all students was 84.2, placing them in the very good category. Consequently, it can be concluded that the application of the Teams Game Tournament learning model significantly contributed to the students' exceptional proficiency in writing news texts, placing them in the very good category.

## CONCLUSION

Through this research, it was revealed that the application of Teams Game Tournament learning model significantly contributed to the improvement of news text writing ability of 8th grade students at SMP Katolik Don Bosco Bitung. This finding is based on the analysis of the research results which resulted in an average score of 84.2. This figure reflects a substantial improvement in news text writing skills after applying the Teams Game Tournament learning model. In addition, this study indicated that students experienced a significant improvement in understanding the material and the process of writing news texts, which was reflected in the average score that reached a very good level. Thus, it can be concluded that

the use of Teams Game Tournament learning model effectively improved students' learning outcomes and news text writing skills. This finding provides a strong basis for recommending the use of this learning model in the context of learning to write news texts at the secondary school level.

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