

Enhancing Students' Writing Ability Through 'Junior Journalists' Program in Elementary School Using PAKEM Model

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Abstract—The present research was conducted based on the students' writing ability which was considered low. One of the appropriate models to use is PAKEM model (Active, Creative, Effective and Joyful Learning), which puts students to act out as junior journalists. A mixed-method was employed in the present research. A quantitative approach with the quasi-experiment method was applied to get data of students' ability in writing interview reports after 'Junior Journalists' program. While the qualitative approach was implemented to describe profile data of students' ability to write their reports before the technique was applied. The findings signified that the technique was effective to promote students' ability in writing a report with the following result: $t_{count} > t_{table}$ (7.452 > 2.719). The level of significance used was 0.05, in which in the end the hypothesis was accepted ($H_1: \mu_1 \neq \mu_2$). This was proved by the experimental class score which increased from pretest mean (57.47) to posttest (78.50). Meanwhile, the mean of the control class score was 57,00 in the pretest and showed an increase to be 68,78 in the posttest. The difference gain was 21,03 for the experimental class and 11,78 for the control class. This denoted that the students' writing ability could be enhanced by the PAKEM model through 'Junior Journalists' technique.

Keywords: *Active learning, writing ability, elementary education*

I. INTRODUCTION

Writing ability is considered crucial due to its significance for people to live and survive in modern society. It is the realization of higher-order thinking. In modern society, people with higher-order thinking abilities are those who can conquer the world. Such people with a brilliant mindset can also move other people's minds. In the contrary, people with low or basic level order thinking, they shall usually do physical-based works only (Vazquez, 2013; KoUn, 2014).

On that ground, writing ability becomes one of the important abilities to acquire by students at schools. However, the reality speaks that writing ability is seen as something complex so that the result is less enliven. Students encounter many problems to acquire writing. That based on international research, it was found that more than 50% of Indonesian students have less ability in writing. Many research was

conducted to find out the reasons behind the fact. Based on the analysis of the writing difficulty level, the most frequent problem encountered by elementary school students is expressive writing. There are at least three reasons why students find it difficult. First, the assignment technique performed by teachers seems less suitable for learning writing is a process of pouring ideas under the guidance that it motivates students to write well. Second, the time allotted for writing is not sufficient, directing to students' difficulties to reflect in various ideas to jot down. Third, students with less metacognitive skill face writing problems compared to those normal students (Lerner, 2007b; Tarigan, 2008).

In this case, teachers are supposed to be sensitive towards students' negative attitudes in writing. Enhancing their motivation should be taken into account. The level and type of difficulties felt and experienced by students are varied. Many students encounter obstacles only in starting writing, expressing ideas, feeling and their will, choosing appropriate words (diction), developing ideas, applying spelling, writing appropriate words of preposition and prefixes, suffixes, combining words, arranging words to sentences, choosing themes and topics, determining titles, and ending compositions. Teachers help students in order they feel alert that writing is an activity demanding active participation, exploration process, and mind organization. Precisely, teachers should display activities about effort of evoking curiosity, spirit, and prediction (Leontis, 2019; Lerner, 2017; Nimehchisalem, 2014; Rohrman, 2006)

Writing as a productive activity is a conscious process and intends to express something creatively, manage, change, add, reduce, choose, identify, analyze, seek a way, classify, explain and generalize content or communication material. To this degree, writing as a productive activity, creative, and expressive frequently results in something concrete, real and existed which visually can be read (Eslava-Schmalbach & Gómez-Duarte, 2013; Lerner, 2007a; Nimehchisalem, 2014). Not all people can do those all activities naturally as writing ability needs coaching or training. The learning model of Indonesian language writing ability is striven for developing students' potential to be active, creative, effective and joyful learning.

Writing is pouring ideas into visual form. It expresses language in form of image symbol. It is a complex activity covering the integration of hand movement, fingers, and eyes. Writing also has a connection with language and speaking understanding (Abdurrahman, 2009). Additionally, it is pivotal for education for its assistance to students' thinking. Critical thinking is another thing to be assisted by writing. Writing allows us to feel and enjoy relations, deepen our responsiveness or perception, solve problems we face, work on the arrangement for experience (Tarigan, 2008). Basically, it does not only compose language utterance to writing but also a mechanism of expending ideas or knowledge written with correct structure, coherence among paragraphs and mechanic error-free such as spelling and punctuation (Epstein-Jannai, 2007; Sazzad, 2019). To polish the definitions, writing is the accumulation of paragraphs written systematically, coherently, united, and consisting of introduction-content-closing, and progression; these all talk something and it is written in perfect language. (Favis, 2009; Kress, 1980).

One way to solve the problems mentioned above is to manage learning which can give chance to students to be involved in expressing all the potential they have. One model to use is PAKEM or *Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan* or Active, Creative, Effective and Joyful learning. This model emphasizes students' active engagement to experience, find, and solve problems to boost their potential optimally. Substantially, this model is generated from active learning or contextual teaching and learning (CTL).

The first task of journalists is an authenticator, in which consumers need journalists who can inspect information validity. The second task is a sense maker, to explain whether the information is logical or not. The third is the investigator, that journalists should continually keep an eye to authority and demolish crimes. The fourth task is witness bearer, in which particular moments should be researched and re-controlled; journalists should be able to work cooperatively with people reporter as well. The fifth is empower, journalists ought to reciprocally empower people to result in the ceaseless dialog between them. The sixth is smart aggregator, intelligent journalists should share dependable news sources and enlightening reports, not only the works of the journalists per se. The seventh is a forum organizer that is a news organization, either new or old, to function as the center in which people can monitor all parties' voices, not only their party. The eighth is role model, concerning journalists' attitude and behavior in a public area as a role model, not only focusing on works or creating the works (Kovach, 2014; Kovach & Rosenstiel, 2010). The main duty of journalists is reporting. The ability to report and to write about many topics is pivotal. Journalists report their work in news outlets, such as newspapers, news on television and radio, in which the task is to collect news.

II. METHOD

The present research employed a quantitative approach with the quasi experimental method. The approach was used to obtain data about students' ability in writing interview result report through 'Junior Journalists'. Besides, a qualitative approach was also applied to describe profile data of students'

ability in writing the report before the technique implementation. To collect the data, tests, observations and questionnaires were used (Creswell, 2003; Sugiyono, 2014).

The quasi-experimental method is a kind of experimental method involving another class as the comparison. This signifies the presence of experimental and control classes. The expected result can be identified before and after the treatment. The experimental class used in the present research was students from grade 5 of SDN Padasuka 1, while the control class was students from grade 5 of SDN Padasuka 2. Non-equivalent control group design was utilized with the two classes mentioned above. The design was chosen due to its sampling technique, which was not set randomly. In addition to that, the difficulty of finding a class with similar characteristics was also taken into account. Such a design has a control class but cannot function completely to control other variables influencing the experimental implementation. (Sugiyono, 2014).

Pretest and posttest were utilized to collect the data. The two classes accepted different treatments; the experimental class was treated by 'Junior Journalists' technique, while the control class was taught by discussion, question-answer and classical technique. Related to such a design, Sugiyono (2014) asserts that there is non-random subject grouping, pretest (O1 and O3), and posttest (O2 and O4). One class was treated by 'Being Junior Journalists' (X) while another class was not.

III. FINDINGS AND DISCUSSION

The findings of the present research indicated the effectiveness of PAKEM model with 'Junior Journalists' technique in learning to write news of fifth grade students. The research was conducted from August to October 2013. The samples involved were 36 students in the experimental class, and 36 students in the control class. The researchers chose the two classes directly for they shared similar characteristics based on the calculation of normality, homogeneity, and readability. The experimental class accepted the treatment of PAKEM with "Junior Journalists" technique while the control class was not. However, guaranteeing that the learning was implemented in balance, classical and discussion techniques were applied.

The normality test was designed to identify the difference between pretest and posttest of the two classes and to check the gain of two classes' posttests to see its normal distribution.

TABLE I. DATA OF NORMALITY TEST

No	Aspect	Significance		Note
		Pretest	Posttest	
1	Experimental class pretest - posttest	0.071	0.168	Normal
2	Control class pretest - posttest	0.051	0.230	Normal
		Significance		
		Experimental	Control	
3	Experimental - control gain	0.068	0.076	Normal

Normality test was designed to identify the difference between pretest and posttest of the two classes and to check the gain of two classes' posttests to see its normal distribution. Data normality test managed by SPSS 19.0. The hypothesis stated that if the significance was bigger than the level of 0.05 then the data was normally distributed. The normality test detail is summarized in Table I.

Table I displayed the data that was normally distributed for the gain was bigger than the level of significance 0.05, that the hypothesis testing was applied using paired-samples t-test with independent-samples t-test in SPSS 19.0.

1) Hypothesis Testing of The Experimental and Control Class

The null hypothesis stated that there was no difference of students' conceptual understanding of writing interview report with 'Junior Journalists' technique compared to those who were treated by classical method ($H_0: \mu_1 = \mu_2$).

The first hypothesis mentioned that there was a difference of students' conceptual understanding of writing interview report with 'Junior Journalists' technique compared to those who were treated by classical method ($H_1: \mu_1 \neq \mu_2$). The normality was first checked, and the result declared that the data were normally distributed as detailed in Table II.

TABLE II. THE NORMALITY TEST OF STUDENTS' CONCEPT UNDERSTANDING IN WRITING REPORT

No	Variable	Significance	Distribution
1	Experimental class	0.068	Normal
2	Control class	0.076	Normal

The next steps applied were homogeneity and independent-samples t-test with the results as in Table III.

The control class exhibited t_{count} 7.453 at df 58 and significance level 0.05 with two tailed hypotheses, the t_{table} observed was 2.719. If $t_{count} > t_{table}$ ($7.452 > 2.719$) or if the significance level $0.000 < \alpha$ at 0.05, then the first hypothesis was accepted, that there was a significant difference on students' concept of understanding of writing interview report between the students who were treated by 'Junior Journalists' and those who did not ($H_1: \mu_1 \neq \mu_2$).

TABLE III. THE INDEPENDENT SAMPLES T-TEST RESULT

	Leve ne's Test for Equal ity of Varia nces	t-test for Equality of Means									
		F	Sig.	t	Df	Sig. (2- taile d)	Mea n Diffe rence	Std. Error Diffe rence	95% Confidence Interval of the Difference		
								Lo wer	Upp er		
Ng ain	Equal varia nces assu med		1,61 5	,20 8	7,45 2	70	,000	9,25 0	1,2 41	11,7 26	
Eq ual var ian ces not ass um es				7,4 52	69,1 81		,000	9,25 0	1,24 1	11, 726	6,77 4

During the implementation of PAKEM model with the above-mentioned technique, students were given the freedom to determine the theme or topic, thus all the students' potential could be explored appropriately. In this case, the teacher played a role to guide the students to create good writing. In the standard context of the education process, the important things is not only about delivering material but also interpreted as a process of conditioning environment to have students learned. Learning to write directed the students to enjoy every single step of learning so as students were able to produce a report or expository narrative writing. Writing guided the students to practice organizing their writing systematically and let them think as well as systematize ideas. The attainment of this process was assured as the result of the teacher's guide to the experimental class. Hence, the process of learning has been in line with the functional principle in learning language (Farkas, 2005; Mountford, 2010). Further, this process of learning involved in the functional linguistics-based text. In this case, language learning should be initiated by modeling text, building context, working collaboratively to create text, and creating text independently (Raban, 1987; Sazzad, 2019).

The findings of the present research denoted a positive impact. The impact showed that the strength of PAKEM model with 'Junior Journalists' is creating effective, efficient and alluring learning which prevents students from boredom due to various activities performed. The typical activities done in the present research comprised of the following matters: (1) discussing and appreciating video presentation; (2) making games; (3) discussing (asking-answering questions, drawing conclusions; listening to explanations, proposing ideas); (4)

interviewing merchants around the school; (5) planning and cooperating in groups; (6) writing reports; (7) interviewing;

(8) identifying video; (9) analyzing the video intrinsic elements; (10) observing similarities and differences of one particular thing; (11) identifying samples of questions and text; (12) analyzing peer works; (13) giving arguments; (14) being a TV reporter; (15) reflecting the learning; and (16) commenting on peer works.

IV. CONCLUSION

Based on the findings discussed earlier, the following conclusions are drawn. The writing learning design with PAKEM model through 'Junior Journalists' consists of orientation activity of junior journalists, arranging interview schedules, administering interviews, and writing reports of the interview results. The characteristics of the model and technique noticed are joyful learning, the experience of playing a role as journalists, arranging questions, conducting the interview by considering cooperation and civility, collecting data, discussing, attempting to create reports, and communicating them. In this case, multimedia (film) is very functional that engages the students and catalyzes chuffed learning. Accordingly, the film can be considered as teaching materials in PAKEM model with 'Junior Journalists' technique. The model and technique are implemented in accordance with the syntax for 6 meetings. Every step of learning realizes the learning steps of 'Junior Journalists'. The teacher declares the technique relevance in Indonesia language writing class. Still, some obstacles are noticed: untrained writing ability, limited facilities (no computers, fewer library facilities) and learning environment, which does not execute PAKEM due to the big number of students.

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