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The Effect of Using Media Video Learning to Write News on The Ability to Write News Texts in Class VIII of SMP Negeri VIII Tapung Hulu, Kampar Regency

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Abstract

This study aims to determine: (1) the feasibility of information literacy-based news writing video media for students of grade VIII SMP Negeri 1 Tapung Hulu Kampar Regency, and (2) comparison of student learning outcomes taught using information literacy-based news writing video media with student learning outcomes taught without information literacy-based news writing video media. The theory that becomes the reference in this research is about video media according to Arsyad, writing news according to Zainurrahman and Djuraid. The method in this research is a quasi-experimental research with anonequivalent control group design. The population of this study were all junior high school students in grade VIII of SMP N 1 Tapung Hulu. The sample of this study amounted to 2 classes with each class totaling 36 students. Class VIII-1 was taught using information literacy-based news writing video media, while class VIII-3 was taught without information literacy-based news writing video media. The object of this research is news writing video media based on information literacy. The results of this study found that: (1) The results of research on the quality of video media writing news based on information literacy both by material experts, media experts, Indonesian language teachers, and students provide an assessment with a very good category, and (2) Student Learning Outcomes taught using video media writing news based on information literacy (80.00 ± 3.87) ($\bar{X} \pm SD$) were higher than the learning outcomes of students taught without video media writing news based on information literacy (68.47 ± 5.92) (t -count = 9.772; $P = 0.000$). Thus, learning media is a means that can be used to channel messages, stimulate thoughts, feelings, attention, and willingness of students so as to encourage the learning process in students. So that the Indonesian language learning process using video media writing news based on information literacy can improve the efficiency and effectiveness of the process and student learning outcomes for the better.

Keywords: Video Media, Information Literacy, News Text Writing

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I INTRODUCTION

Learning activities can provide understanding and attitude formation in students. Through the learning process students will experience changes ranging from knowledge, progress in thinking, and attitudes. Writing skills need to be mastered by students because every level of education requires students to write. Writing skills are also not only done and applied at school, but writing is also done outside the school environment. A writer must be able to pour ideas or ideas into writing. Writing can improve students' memory because they can express their opinions and ideas according to their ideas. For some students, writing is a difficult learning because they have to put ideas or ideas that are in their minds into writing that can be understood by readers.

Therefore, writing skills are important for every person to master. Writing is a form of indirect communication. Many people still communicate through writing until now. Learning activities can provide understanding and attitude formation in students. Through the learning process, students will experience changes ranging from knowledge, progress in thinking, and attitudes. At the end of these learning activities, students unconsciously experience changes such as increased knowledge and changes in attitude.

Writing skills are found in Indonesian language materials, one of which is news writing text material. Students are required to write news texts properly and correctly. News text is a text that explains the process of a phenomenon, both natural and social phenomenon. Based on interviews with Indonesian language teachers in class VIII SMP Negeri 1 Tapung Hulu, Kampar Regency it was revealed that the level of students' writing skills is very low. Students experience difficulties in writing news texts, such as difficulty in developing ideas, difficulty in choosing the right words to use. Students find it difficult to determine the phenomenon that will be discussed in the news text. In addition, students also have quite low interest and motivation in writing skills.

Learning media can be one of the best alternatives in supporting teaching and learning activities. Learning media is used as an intermediate tool to convey material to students, with the aim that students can more easily understand the material being taught. However,

the selection and use of learning media must be adjusted to the material to be studied. Therefore, the selection and use of learning media needs to be chosen appropriately so that students can easily understand the material being studied.

One of the learning media that can be used is audio-visual or video media. Audio visual media (video) is a combination of audio media and visual media that describes all the components in one show. Videos that can be used of any type, one of which is news videos. Learning media with videos is also easier and more favored by students. The advantages of using this media are that the costs incurred are low, can be taken from various sources, and are durable. Through this video, students gain additional knowledge and are expected to change behavior, namely having the ability to write news according to the learning objectives expected by the teacher.

Based on interviews with Indonesian language teachers in class VIII SMP Negeri 1 Tapung Hulu, Kampar Regency it was revealed that the level of students' writing skills is very low. Students experience difficulties in writing news texts, such as difficulties in developing ideas, choosing the right words to use. Students find it difficult to determine the phenomenon that will be discussed in the news text. In addition, students also have quite low interest and motivation in writing skills.

In line with this problem and reinforced by the daily test scores for writing news texts, the average score of students is illustrated in the following table:

Table 1.1
Average Score of News Text Writing of Class VIII Students of SMP N 1 Tapung Hulu

No.	Class	Subject	Average	KKM
1	VIII A	Indonesian	68.55	70
2	VIII B	Indonesian	67,65	
3	VIII C	Indonesian	70.00	
4	VIII D	Indonesian	67,56	
5	VIII E	Indonesian	64.22	

No.	Class	Subject	Average	KKM
6	VIII F	Indonesian	70.22	

Source: Indonesian Language Study Teacher SMP N 1 Tapung Hulu

From the information in Table 1.1 above, it can be seen that the average results of the writing news texts are still low and are below the KKM set by the school, namely 70. Through the results of the news text writing test, it is known that students have difficulty in writing news texts, students have not been able to develop news points into sentences that are in accordance with the intent of the news elements, and students have also not been able to compile news texts according to news writing techniques, namely the inverted pyramid pattern.

Indonesian language teachers also stated that in learning activities they still use conventional media. This selection and use of learning media greatly affects students' ability to understand the material being studied. The use of learning media that is less varied results in low student interest and motivation. Therefore, the selection and use of learning media needs to be considered. Learning media can be one of the best alternatives in supporting teaching and learning activities. Learning media is used as an intermediate tool to convey material to students, with the aim that students can more easily understand the material being taught. However, the selection and use of learning media must be adjusted to the material to be studied. therefore,

Research using literacy-based news writing video media on the ability to write news texts has been widely used by previous studies, such as Alfarobby and Parmin(2012) in their research entitled Development of Information Literacy-Based News Writing Videos Media for Learning News Text Writing Class VIII Junior High School reveals and describes the process of developing news writing video media in accordance with Thiagarajan's 4D development model, and describes the quality of writing video media as assessed from three aspects, namely validity, effectiveness, and practicality. Furthermore, Sari's research (2014)

Development of Adobe Flash CS5-based Learning Media with Exercise Techniques in Learning News Text Writing for Junior High School Students. In this study, an Adobe Flash CS5-based news learning media was produced that can be used by teachers in assisting in learning to write news texts.

In addition, the results of Adinata's research (2019), through the Development of Adobe Animate-based News Text Writing Learning Media with Exercise Techniques for Grade VII Junior High School Students concluded that the feasibility level of learning media was 70% or categorized as good and the display aspect was 79% categorized as good which could make it easier for teachers to deliver news writing material and improve student learning outcomes. Hidayatullah (2017) also concluded that the Development of SAVI-Based News Text Teaching Materials (Somatic, Auditory, Visual, and, Intellectual) in the Form of Flash Player Media for Class VIII MTs Al-Falah Bangilan Tuban shows the development of teaching materials in the form of Flash Player media has the quality of teaching materials which are stated in the qualification "very feasible" in the content component with a total percentage of 91.01%. In the presentation component, the teaching material for news texts in the form of flash player media has a very feasible qualification. Thus this research was conducted to develop research that had been conducted by previous researchers but the researcher emphasized more on the use of information literacy-based news writing learning video media to improve the ability to write news texts in class VIII SMP Negeri 1 Tapung Hulu.

the purpose of this research is to find out: (1) The feasibility of information literacy-based news writing video media for students of grade VIII SMP Negeri 1 Tapung Hulu Kampar Regency. (2) The learning outcomes of students who are taught using information literacy-based news writing video media are higher than the learning outcomes of students who are taught without information literacy-based news writing video media.

II RESEARCH METHODS

This research belongs to the type of quantitative research. Creswell (2015: 15) defines that quantitative research is a method to test certain theories by examining the relationship between variables, these variables are measured usually with research instruments so that data consisting of numbers can be analyzed based on statistical procedures. Similar to Creswell's opinion, Arikunto (2006: 12), defines quantitative as the name implies, many are required to use numbers, starting from data collection, interpretation of the data, and appearance of the results.

Therefore, this research uses a quasi-experimental design. In accordance with Sugiyono's opinion (2016: 114), a quasi-experiment is a design that has a control group, but cannot function to fully control external variables that affect the implementation of the experiment.

This research design is divided into 2 groups in each class. The first group (experimental class) was given information literacy-based news writing video media, while the second group which was the control class was taught without information literacy-based news writing video media (conventionally). where each group was given a pre-test with news writing material. Finally, each group was given a post test as a student learning outcome.

This research was conducted at the VIII grade junior high school of SMP N 1 Tapung Hulu in Sumber Sari Village, Sumber Sari Village, Tapung Hulu District, Kampar Regency, Riau Province from November 2022 to June 2023. The population of this study were VIII grade junior high school students of SMP N 1 Tapung Hulu. The sample of this study amounted to 2 classes with each class totaling 36 students. Class VIII-1

was taught using information literacy-based news writing video media, while class VIII-3 was taught without information literacy-based news writing video media.

This study consists of two variables. First, the independent variable (independent variable) is the variable that causes changes to the dependent variable. The independent variable in this study is the use of information literacy-based video media. Second, the dependent variable is the variable that is affected by the independent variable. In this study, the dependent variable is the ability to write news texts. The data in this study is the score of the ability to write news texts either using information literacy-based news writing video media without information literacy-based news writing video media.

To test the effectiveness of information literacy-based news writing video media, this development research is combined with quasi-experimental research to test the hypothesis using the t test to see the difference in student learning outcomes taught using information literacy-based news writing video media compared to student learning outcomes taught without information literacy-based news writing video media (conventionally). Before hypothesis testing is carried out, first the requirement test is carried out using the normality and homogeneity tests. The normality test was conducted to determine that the distribution of research data instruments was normally distributed with the Kolmogorov-Smirnov test at the 0.05 significance level. While the homogeneity test is intended to test whether the groups that make up the sample come from the same population, meaning that the distribution in the population is homogeneous. The data homogeneity test uses Levene's Test at the 0.05 significance level.

III RESULTS AND DISCUSSION

The research results presented include: (1) The results of the assessment of the quality of information literacy-based news writing learning video media by Material Experts; and (2) The results of the assessment of the quality of information literacy-based news writing learning video media by Media Experts; (3) The results of

the assessment of the quality of information literacy-based news writing learning video media for teachers; (4) The results of the assessment of the quality of information literacy-based news writing learning video media for students. The results of research on the quality of information literacy-based news writing video media both by

material experts, media experts, Indonesian language teachers, and students provide an assessment with a very good category, which means that information literacy-based news writing videos have the feasibility to be used in news writing subject matter in Indonesian language subjects.

1. Results of Media Quality Assessment of News Writing Video Based on Information Literacy by Material Experts

The results of the Information Literacy-Based News Writing Video Media Quality Assessment by Material Experts are presented in Table 1.2.

Table 1.2 Results of Media Quality Assessment of News Writing Video Based on Information Literacy by Material Experts

No.	Assessment Aspect	Average	Total Score	Percent (%)
1	Material Feasibility	4.88	19.5	97.50
2	Material Delivery System	4.63	18.5	92.50
3	Presentations	4.33	13	86.67
4	Learning Support	5.00	5	100.00
5	Material accuracy	5.00	5	100.00
6	Up-to-date materials	5.00	5	100.00
7	Language (Communicative, straightforward, Interactive)	4.75	9,5	95.00
	Average Assessment Score	4.80	75.50	95.95

Based on table 4.1, it is obtained that the quality of learning video media for writing news by material experts provides an assessment with a very good category. The feasibility of material, material delivery system, presentation, learning support, accuracy and currency of material and language have an average assessment score of 75.50 with a percentage of 95.95%.

2. Results of Media Quality Assessment of Information Literacy-Based News Writing Video by Media Experts

The results of the Media Quality Assessment of News Writing Video Based on Information Literacy by Media Experts are presented in Table 2.1.

Table 2.1 Results of Media Quality Assessment of Information Literacy-Based News Writing Video by Media Experts

No.	Assessment Aspect	Average	Total Score	Percent
1	Presentation Techniques	4.25	8,5	85.00
2	Graphic Design	4,43	31	88.57
3	Instructional Design	4.40	22	88.00
4	Visual Communication	4.30	21.5	86.00
	Average Assessment Score	4.34	83.00	86,890

Based on table 4.3, it is obtained that the quality of learning video media for writing news by media experts gives an assessment in the good category. Presentation techniques, graphic design and instructional and visual communication have an average assessment score of 83.00 with a percentage of 86.89%.

3. Results of Information Literacy-Based News Writing Video Media Quality Assessment for Indonesian Language Teachers

The results of the Information Literacy-Based News Writing Video Media Quality Assessment for two Indonesian Language Teachers are presented in Table 3.1.

Table 3.1 Results of Information Literacy-Based News Writing Video Media Quality Assessment for Indonesian Language Teachers

No.	Assessment Aspect	Total Score	Average	Percent

1	Attractiveness of Design / Appearance	21.5	4.30	86.00
2	Presentation of Materials	23	4.60	92.00
3	Benefits	18	4.50	90.00
	Total Assessment Score	62.50	4.47	89.33

Based on table 3.1, it was found that the quality of learning video media for writing news was assessed by two teachers giving an assessment with a very good category. The attractiveness of the design, presentation and benefits of the material have an average assessment score of 62.50 with a percentage of 89.33%.

4. Results of Media Quality Assessment of News Writing Video Based on Information Literacy for Students

The results of the Information Literacy-Based News Writing Video Media Quality Assessment for 36 Students is presented in Table 4.1.

Table 4.1. Results of Information Literacy-Based News Writing Video Media Quality Assessment for Students

No.	Assessment Aspect	Total Value	Average	Perc
1	Display Quality	18.94	3.79	94.7
2	Benefits in learning	23,22	3.87	96.7
3	Applicability	11.75	3.92	97.9
	Total Assessment Score	53,91	3.86	96.4

Based on table 4.1, it is found that the quality of learning video media for writing news was assessed by students giving an assessment with a very good category. Display quality, benefits in learning and implementation have an average assessment score of 53.91 with a percentage of 94.47%.

5. Comparison of Student Learning Outcomes Taught by Using Information Literacy-Based News Writing Video Media Compared to Student Learning Outcomes Taught Without Information Literacy-Based News Writing Video Media

The learning outcomes of students taught using information literacy-based news writing video media (80.00 ± 3.87) ($\bar{X} \pm SD$) were higher than the learning outcomes of students taught without information literacy-based news writing video media (68.47 ± 5.92) (t -count = 9.772; $P = 0.000$). Comparison of Learning Outcomes of Students Taught Using Information Literacy-Based News Writing Video Media Compared to Learning Outcomes of Students Taught Without Information Literacy-Based News Writing Video Media is presented in

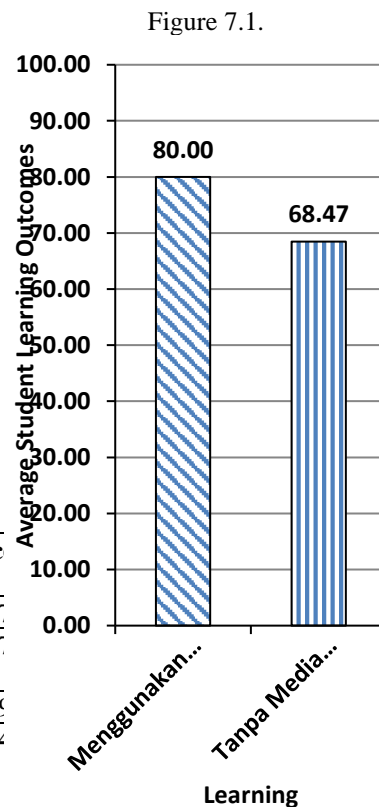


Figure 7.1. Comparison of Learning Outcomes of Students Taught Using Information Literacy-Based News Writing Video Media Compared to Learning Outcomes of Students Taught Without Information Literacy-Based News Writing Video Media

6. Feasibility of Information Literacy-Based News Writing Video Media for Grade 8 Students of SMP Negeri 1 Tapung Hulu, Kampar Regency

The results of research on the quality of information literacy-based news writing video media both by material experts, media experts, Indonesian language teachers, and students

provide an assessment with a very good category. This is because the Information Literacy-Based News Writing Video media can stimulate students' thoughts, feelings, attention, and interests and attention so that the teaching and learning process. As stated by Sadiman (2010), the media is very instrumental in helping students to learn independently and actively. The use of learning media is very helpful for educators in delivering their learning materials.

As technology develops, a variety of new teaching materials appear that are increasingly sophisticated. This all shows that the form of teaching materials always follows the development of technology and science. Video media is a type of audio visual media. Audio visual media is media that relies on the sense of hearing and the sense of sight. Audio visual media is one of the media that can be used in listening learning. This media can increase students' interest in learning because students can listen while seeing images.

This is stated by Prastowo (2012) who states that the benefits of video media include: Providing unexpected experiences to students, Showing in real time something that was initially impossible to see, Analyzing changes in a certain period of time, Providing experience to students feel a certain situation, and Show case study presentations about real life that can trigger student discussions.

In the implementation of learning using Information Literacy-Based News Writing videos for Class VIII Students of SMP Negeri 1 Tapung Hulu, Kampar Regency, teachers can maximize the designed learning objectives. So that the learning media can be used to convey information with learning objectives and can provide stimulation for students to learn. This is also stated by Arsyad (2014), which states that the use of learning media in teaching and learning processes can arouse new desires and interests, generate motivation and stimulation of learning activities, and even have psychological effects on students. Riyana (2007) concludes that learning video media is media that presents audio and visuals that contain learning messages both containing concepts, principles, procedures, theories of knowledge applications to help understand learning material.

Thus suggests that the media is a form of intermediary used by humans to convey or spread

ideas, ideas, or opinions so that the ideas, thoughts or opinions put forward reach the intended recipient. Media is a messenger that comes from a message source (which can be a person or object) to the recipient of the message. Based on several definitions of media above, it can be formulated that learning media is anything that can be used to channel messages and can stimulate students' thoughts, feelings, attention, and willingness so as to encourage the learning process in students.

Learning Outcomes of Students Taught Using Information Literacy-Based News Writing Video Media Compared to Learning Outcomes of Students Taught Without Information Literacy-Based News Writing Video Media

The learning outcomes of students taught using information literacy-based news writing video media are higher than the learning outcomes of students taught without information literacy-based news writing video media. This is because the learning media as a tool in the learning and learning process is a reality that cannot be denied by the teacher. Teachers realize that without the help of media, learning materials are difficult for students to understand and understand, especially complicated and complex learning.

Through learning by using video media Writing News Based on Information Literacy can foster interest and motivate students to always pay attention to lessons. The role of the teacher when choosing to use this learning media can assist students, and can act more as a facilitator. learning activities become interesting so that they can generate learning motivation, and students' attention becomes focused on the topics discussed in learning activities.

Among other language skills, writing is one of the skills that is not mastered by everyone, let alone writing in an academic context, such as writing essays, scientific papers, research reports, and so on. Thus writing is a language skill that is used indirectly, not face to face with other people. Writing is a productive and expressive activity. In writing activities, writers must also be skilled in utilizing graphology, language structure and vocabulary. These writing skills will not come automatically, but must go through a lot of practice and practice regularly.

This is stated by Semi (2007) that writing is a skill that is done through stages that must be

done by mobilizing skills, arts, and tips so that everything runs effectively. Writing Writing means expressing in writing ideas, thoughts, opinions, or thoughts and feelings embodied in language. The content of expression through language will be understood by others or readers if it is written in language that is organized, systematic, simple and easy to understand. So that's in relation tonews, students are able to explore new and important information about an interesting event, situation, idea, or person known in the community.

Through the text of interesting words that can attract the attention of the listener or reader. News can arouse curiosity and interest from students to listen to the content of the news. Events that are interesting and of interest to the public are usually entertaining, strange, have an element of closeness, contain human values, contain elements of sex, crime and conflict.

So that byusing Video Media Writing News Based on Information Literacy, students' mental or psychological activities take place in active interaction with the environment which results in changes in students' knowledge, understanding, value skills and attitudes. As

Slameto (2003) states that learning is a process of effort made by a person to make new changes in behavior as a whole, as a result of his own experience in interaction with the environment. In this case the changes in question occur in understanding, behavior, perception, motivation or a mixture of all of them regularly as a result of experience in certain situations.

Through programmed and controlled learning activities called learning activities and learning objectives can be achieved properly. Dimiyati and Mudjiono (2008) concluded that learning is a complex activity, and learning outcomes are in the form of capabilities. After learning students have skills, knowledge, attitudes, and values. The emergence of these capabilities comes from stimulation from the environment and cognitive processes that change the nature of environmental stimulation, through information processing, into new capabilities by students. Thus, in the Indonesian language learning process, the importance of implementing learning innovations using Information Literacy-Based News Writing Video Media can increase the efficiency and effectiveness of the process and improve student learning outcomes.

IV CONCLUSION

Based on the results of research through learning simulations, it is concluded that:

1. The results of the research on the quality of information literacy-based news writing video media both by material experts, media experts, Indonesian language teachers, and students provide an assessment with a very good category.
2. The learning outcomes of students taught using information literacy-based news writing video media (80.00 ± 3.87) ($\bar{X} \pm SD$) were higher than the learning outcomes of students taught without information literacy-based news writing video media (68.47 ± 5.92) (t-count = 9.772; P = 0.000).

Based on the conclusions that have been stated, the authors suggest the following:

1. Teachers can improve students' ability to write news through information literacy-based news writing learning video media.
2. Schools can improve the quality of their students' learning outcomes through technology-based learning innovations in their schools.

For future researchers, as reference materials and practitioners in developing learning research using information literacy-based news writing video media in managing learning effectively, students are able to think logically, regularly and creatively in solving problems in Indonesian language subject matter and improve better student learning outcomes.

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