

THE EFFECT OF THE STUDENT FACILITATOR AND EXPLAINING (SFAE) LEARNING MODEL REPORTING TECHNIQUES ON WRITING SKILLS

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ABSTRACT

Indonesian is one of the main subjects in the world of education in Indonesia. Language skills in these subjects include aspects of listening, reading, listening, speaking, listening and writing. The type of research used is quantitative. This research is called quantitative because the research data is in the form of numbers and the analysis uses statistics. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or using numbers, statistical processing, structure, and controlled experiments, (Sukmadinata, 2010: 53). In this subchapter two things are described. First, the skill of writing news texts before using the Student Facilitator And Explaining model assisted by reporting techniques for grade VIII students of SMP Negeri 15 Padang.

Keywords: student facilitator, SFAE, reporting techniques

INTRODUCTION

Background of the problem

Indonesian is one of the main subjects in the world of education in Indonesia. Language skills in these subjects include aspects of listening, reading, listening, speaking, listening and writing (Ali, 2022). The importance of ensuring these aspects of skills are applied in a balanced and integrated manner in the framework of the learning process, (Huda et al., 2022). If these aspects are well integrated, then students can master learning at school.

Writing skills are one of the important aspects of learning, because writing is an activity that requires creativity to strengthen critical thinking skills in students, (Setiawan, 2019). Mastering writing skills, students can convey thoughts, feelings, and opinions to others through written language, supported by experience of vocabulary, grammar, and correct spelling (Prihatin, 2021). Therefore, students are expected to be able to write correctly in order to be able to put their thoughts into written language. However, the reality is that there are still students who still have difficulty in writing. (Putri et al., 2019), (Citra et al., 2019), (Khairiah et al., 2019), (Kiuk et al., 2021), (Nurlaily et al., 2022), stated that the cause of students' low writing skills is that when writing a sentence, students have difficulty in expressing their ideas or ideas due to students' lack of interest in reading and writing, so that the sentences written are not in accordance with the correct sentence structure, In addition, the lack of student vocabulary is one of the obstacles in writing activities.

News text is one of the writing skills learning materials contained in the independent curriculum, class VIII odd semester, listed in the Learning Objectives Flow (ATP), (Manurung et al., 2023). Writing news texts is part of writing skills. Writing news texts means conveying facts or events in the field through writing, the tool is language consisting of words, phrases, clauses,

sentences, paragraphs, and discourse, (Ermanto, 2016). News texts are generally written systematically, clearly, logically, and communicatively according to existing concepts and contexts so that the message conveyed is well received by readers, (Astuti et al., 2020). Learning in schools expects students to be able to write news texts, but in reality students still have difficulty in writing these texts.

Field facts show that students' skill levels in writing news are still relatively low, which is corroborated by research (Firdaus et al., 2019), (Dewi et al., 2019), (Fanno et al., 2019), (Selvimar et al., 2019), (Syafitri et al., 2019), stating that the cause of low news writing skills is because students do not attach importance to the accuracy of the structure and language of news texts. Students do not understand how to make news text by paying attention to the structure of news text (news title, headline, news content, and news tail) and the language of news text (standard language, direct sentence, that conjunction, mental verbs, time and place descriptions, and temporal conjunctions). The news elements written by students are incomplete, the 5W+1H news elements are incomplete. The news structure is also incomplete and the use of short, concise, and clear news language has not been mastered by students.

Based on the results of initial observations and interviews conducted by researchers with Indonesian subject teacher of SMP Negeri 15 Padang, Mrs. Dra. Irgesmiati, it is known that learning the skills of writing news texts for grade VIII students has not been effective. This is due to several problems. First, the lack of understanding of students writing down information in news texts, because students are not used to writing news in text form. Second, the learning model used by teachers has not been able to foster student interest and motivation, because teachers still use learning models that are centered on teacher participation. Third, the lack of variety of learning media that helps learners understand news texts. Fourth, lack of interest in writing learners. Students only write when assigned by the teacher.

From the obstacles experienced by students according to the previous presentation, therefore there is a need for solutions to overcome these obstacles. One way, by choosing a learning model that can improve students' writing learning outcomes, (Fauah & Brilian, 2021). One learning model that can help the learning process of students writing news texts is the Student Facilitator And Explaining learning model assisted by reporting techniques. This learning model students learn to play an active role in the learning process and provide opportunities for students to argue in groups. The Student Facilitator And Explaining learning model is believed to increase enthusiasm, motivation, activeness, and pleasure in learners, (Amelia, 2019). Smart students are appointed as peer tutors to explain the subject matter that the teacher has explained to the small group students who have been formed before. The process of taking text information, students can be directly involved in finding news through interviews using reportage techniques.

The application of the Student Facilitator And Explaining learning model has succeeded in improving student learning outcomes during learning, as evidenced by research that has been conducted (Bayuaji et al., 2017), (Wardah et al., 2022) (Irwanto et al., 2022), stating that the Student Facilitator And Explaining learning model makes students understand better, this learning model can increase interest, students' talent and enthusiasm in learning.

Accurate learning of news texts in schools is assisted by the use of reportage techniques that can improve students' text writing skills, strengthened by research (Harista, 2018), (Suherman et al., 2021), stating that reporting techniques can help students find accurate news and increase students' understanding in responding to news. Reporting techniques are ways of searching, finding, or collecting news materials (news gathering/collecting). Reporting techniques as a process of obtaining comprehensive information related to the truth of facts regarding events or

events. The results of the report are then developed to help students uncover clear and accurate information in creating news texts.

Based on the presentation that has been described, the author is interested in conducting a research entitled "The Effect of the Student Facilitator And Explaining Model assisted by Reporting Techniques on the Skills of Writing News Text for Class VIII Students of SMP Negeri 15 Padang".

Identify the Problem

Based on the background of the problem, the following problems can be identified. First, the lack of understanding of students writing down the information in the news text. This is because students are not used to verbalizing news in text form. Second, the learning model used by teachers has not been able to foster the interest and motivation of students, because it still uses a learning model that is centered on teacher participation. Third, the lack of variety of learning media that helps learners understand news texts. Fourth, lack of interest in writing learners. Students only write when assigned by the teacher.

Issue Limitation

In order for this research to be directed and not deviate from the research objectives, the researcher limits the influence of the Student Facilitator And Explaining model assisted by reportage techniques on the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang.

Problem Formulation

Based on the limitations of the problem above, the problem in this study can be formulated as follows. First, what is the skill level of writing news texts for grade VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model assisted by reporting techniques? Second, what is the skill level of writing news texts for grade VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining model assisted by reporting techniques? Third, whether the use of the Student Facilitator And Explaining model assisted by reportage techniques has an influence on the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang.

Research Objectives

Based on the formulation of the problem that has been described, the objectives in this study are as follows. First, describe the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining learning model assisted by reporting techniques. Second, describe the skills of writing news texts for grade VIII Negeri 15 Padang students after using the Student Facilitator And Explaining model assisted by reporting techniques. Third, analyze the influence of the Student Facilitator And Explaining learning model assisted by reportage techniques on the skills of writing news texts for grade VIII Negeri 15 Padang students.

Research Benefits

This research is expected to provide many benefits. As a scientific study, this research can be useful to various parties, both theoretically and practically. Theoretically, the results of this study are expected to provide benefits to readers as additional insights. In addition, this study is also expected to be a reference for other researchers to conduct research related to the influence of the Student Facilitator And Explaining model assisted by reportage techniques on news text writing skills.

Practically, this research is expected to be useful to provide solutions for teachers and students in learning to write news texts. With this solution, it is expected that the effectiveness of

learning and learning outcomes of students will increase. In addition, the results of this study are expected to be used as consideration for teachers and take policies to use the Student Facilitator And Explaining model assisted by reportage techniques in teaching news texts. Based on this, this research is expected to increase student interest in learning news text writing skills and contribute to the quality of learning in schools.

METHOD

The type of research used is quantitative. This research is called quantitative because the research data is in the form of numbers and the analysis uses statistics. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or using numbers, statistical processing, structure, and controlled experiments, (Sukmadinata, 2010: 53).

The method used in this study is the experimental method. The experimental method is used to determine the effect of certain treatments on others under controlled conditions so that the relationship of a particular statement or hypothesis can be known. Research using experimental methods is carried out to explain the cause-and-effect relationship (causality) between one variable and another (variable X and variable Y) through an experiment. The use of this experimental method aims to see how much influence the application of the Student Facilitator And Explaining model assisted by reporting techniques on the ability of news text writing skills, (Siyoto and Ali, 2015).

The research design conducted in this study was one group pretest-posttest. This study design did not use comparison classes in determining the results. However, the design of this study compared the situation before and after the stimulus was given to students. The way it works is by collecting two data, namely data before conducting experiments (pretest) and after conducting experiments (posttest).

Table 1. **Research Design**

<i>Pretest</i>	Treatment	<i>Posttest</i>
T_1	X	T_2

Information:

T_1 = Skills to write news texts before using the *Student Facilitator And Explaining learning model* assisted by reporting techniques.

X = Subjects are given treatment using a learning model *Student Facilitator And Explaining* assisted by reporting techniques.

T_2 = Skills in writing news texts after using the learning model *Student Facilitator and Explaining* assisted by reporting techniques.

Population and Research Sample

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that have been determined and studied and then conclusions are drawn, (Sugiyono, 2011: 80). The population in this study was grade VIII students of SMP Negeri 15 Padang. The population of this study is grade VIII students of SMP Negeri 15 Padang for the 2023/2024 school year consisting of 7 classes, namely grades VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7.

Table 2. List of Average Scores and Standard Deviations of Class VIII Students of SMP Negeri 15 Padang

No	Class	Number of Students	Average	Standard Deviation Value	Information
1	VIII.1	31	82,00	13,25	
2	VIII. 2	32	57,48	12,71	
3	VIII. 3	31	72.90	9,01	Sample
4	VIII. 4	32	57.87	8,28	
5	VIII. 5	32	62,93	7,80	
6	VIII. 6	30	74,00	11,01	
7	VIII. 7	30	78,06	15,58	
Sum		219			

(Source: Subject Teacher Indonesian SMP Negeri 15 Padang).

Given the number of more than 100 people, it is necessary to draw samples. Research sampling was carried out with a purposive sampling strategy. Purposive sampling of data by taking subjck is not based on strata, random, or regions, but is based on certain goals and there are certain conditions that must be met, namely based on the main characteristics of the population, the subjects taken contain the most population characteristics and the determination of population characteristics is carried out in preliminary studies, (Arikunto, 2002: 183).

Based on table 4 above, from 7 classes, researchers chose one class that would be sampled, namely class VIII.3 which amounted to 31 students with an average score of 72.90. Researchers chose the class as a sample because of the following two things. First, class VIII.3 is a homogeneous class because it has a standard deviation that is in the middle compared to other classes with a number of 9.01. Second, the recommendation of Indonesian teachers who teach in grade VIII.3 of SMP Negeri 15 Padang.

Variables and Data

This study uses two types of variables, namely the influence of the student facilitator and explaining learning model assisted by repotase techniques as an independent variable (X) and the skill of writing news texts as a dependent variable (Y). Based on these variables, the data from this study are the scores of news text writing skills test results before using the student facilitator and explaining model and the scores of news text writing skills test results after using the student facilitator and explaining model.

Research Instruments

The instrument used to collect data in this study is a performance test. This performance test is in the form of a test of skills in writing news texts. Through the test, students' level of ability in writing news texts can be measured. The test is an evaluation tool in the form of questions, commands, and pointers that students must do to obtain responses in accordance with these questions or commands, (Abdurrahman & Ratna, 2003: 36). Before the test is given to the test sample, the validity of the content is tested first by discussing the research instrument to be given with one of the FBS lecturers at Padang State University and teachers in the field of study

Indonesian SMP Negeri 15 Padang. The indicators used are (1) the structure of news text, (2) elements of news text, (3) development of news text content, (4) linguistic rules of news text.

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RESULTS AND DISCUSSION

In this subchapter two things are described. First, the skill of writing news texts before using the Student Facilitator And Explaining model assisted by reporting techniques for grade VIII students of SMP Negeri 15 Padang. Second, the skill of writing news texts after using the Student Facilitator And Explaining model assisted by reporting techniques for grade VIII students of SMP Negeri 15 Padang. For more details, can be seen in the following description.

Students' News Text Writing Skills Before Using the Student Facilitator And Explaining Model Assisted by Reporting Techniques for Class VIII Students of SMP Negeri 15 Padang Data on the skills of writing news texts for students VIII of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model were collected through pretests and posttests. After conducting the pretest, get a learning stimulus using the student facilitator and explaining model. Students will be asked to take a test in the form of a posttest. After students finish working on the posttest, student worksheets are collected and then checked according to predetermined indicators,

namely (1) news text structure, (2) news text elements, (3) development of news text content, and (4) news text language rules.

Furthermore, obtaining news text writing skill scores before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang can be seen in table 7 below.

Table 3. Skills to Write News Text Before Using *Model Student Facilitator And Explaining* With the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang

No.	Score	Value	Frequency	Percentage (%)	Qualification
1	8	33,33	10	32,26	Less Than Once
2	10	41,66	1	3,23	Less
3	12	50	8	25,81	Almost Enough
4	14	58,33	3	9,68	Enough
5	16	63,04	3	9,68	Enough
6	18	75	4	12,90	More Than Enough
7	20	83,33	1	3,23	Good
8	22	91,6	1	3,23	Very Good
Sum			31	100,00	
Average			51,48		

Source : Author, 2024

Table 4. Score Per Indicator of News Text Writing Skills Before Using *Model Student Facilitator And Explaining* With the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang

No	Indicator 1			Indicator 2			Indicator 3			Indicator 4		
	Score	F	%	Score	F	%	Score	F	%	Score	F	%
1	3	7	22,58	3	1	3,23	3	2	6,45	3	1	3,23
2	2	12	38,71	2	17	54,84	2	10	32,26	2	9	29,03
3	1	12	38,71	1	13	41,94	1	19	61,29	1	21	67,74
Sum		31	100		31	100		31	100		31	100

Source : Author, 2024

a. News Text Structure (indicator 1)

The highest score for indicator 1 is 3 and the lowest is 1. From the table above, it can be seen that the skills of writing news texts with indicators of news text structure before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang, on scores 1 and 2 as many as 24 students (38.71%) and score 3 as many as 7 students (22.58%)

b. News text elements (Indicator 2)

The highest score for indicator 1 is 3 and the lowest is 1. From the table above, it can be seen the skills to write news texts with indikato elements of news texts before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of

SMP Negeri 15 Padang, with score 1 as many as 13 students (41.94%), score 2 as many as 14 students (54.84%) and score 3 as many as 1 student (3.23%).

c. Development of news text content (Indicator 3)

The highest score for indicator 1 is 3 and the lowest is 1. From the table above, it can be seen that the skills of writing news texts with indicators of developing news text content before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang, at score 1 as many as 19 students (61.29%), score 2 as many as 10 students (32.26%) and score 3 as many as 2 students (6.45%).

d. Language rules of news texts (Indicator 4)

The highest score for indicator 1 is 3 and the lowest is 1. From the table above, it can be seen that the skills of writing news texts with indicators of the language rules of news texts before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang, at score 1 as many as 21 students (67.74%), score 2 as many as 9 students (29.03%) and score 3 as many as 1 student (3.23%).

Furthermore, students' news text writing skills before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang contained in table 10 are described in the form of the following bar chart.

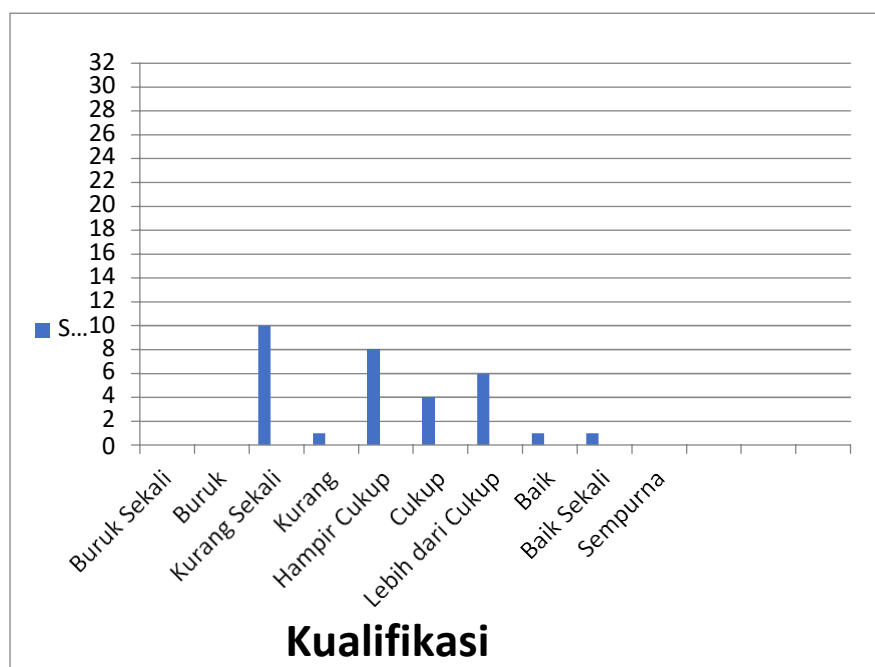


Figure 2. Bar Chart of News Text Writing Skills Before Using the Student Facilitator and Explaining Model with the Help of Reporting Techniques for Class VIII Students of SMP Negeri 15 Padang

Furthermore, students' news text writing skills before using the Student Facilitator And Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang were analyzed per indicator. The complete analysis process per indicator can be seen in the following description.

a. News Text Writing Skills of Class VIII Students of SMP Negeri 15 Padang Before Using the Student Facilitator And Explaining Model Assisted by Reporting Techniques for News Text Structure Indicators (1)

The skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text structure are classified based on a scale of 10 in the following diagram:

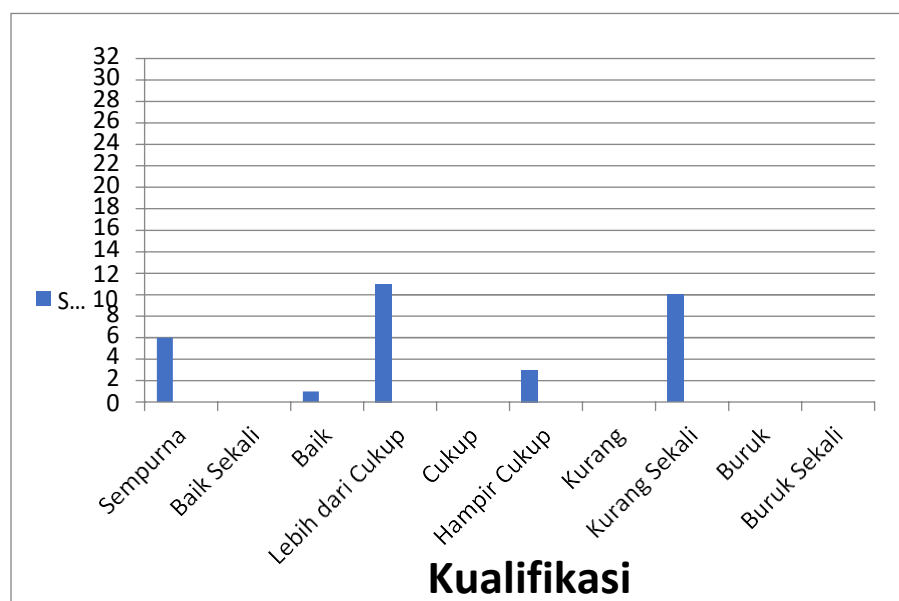


Figure 3. Bar Chart of News Text Writing Skills Before Using Student Facilitator and Explaining Model with the Help of Reportage Techniques for Grade VIII Students of SMP Negeri 15 Padang for News Text Structure Indicators (1)

Based on the diagram above, it can be seen that the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with news text structure indicators (1), students obtained five qualification categories, namely Perfect (S), Good (B), More Than Enough (LdC), Almost Enough (HC) and Less Once (KS), along with the results of writing that obtained these qualifications.

The things described in the discussion are as follows. First, students' news text writing skills before using the Student Facilitator And Explaining model with the help of reporting techniques. Second, students' news text writing skills after using the Student Facilitator And Explaining model with the help of reporting techniques. Third, the influence of the Student Facilitator And Explaining model on the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang.

1. Skills in writing news texts before using the Student Facilitator and Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang

Based on the average score, calculate the results of the students' news text writing skills test before using the Student Facilitator And Explaining model with the help of reportage techniques, the result was 51.88. It can be categorized in the qualification of Almost Sufficient (HC) on a scale of 10 with a value range of 46%-55%. The calculation of the skills of writing news texts is described as follows.

First, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with news text structure indicators (1) are in the Sufficient (C) qualification with an average score of 61.30.

Second, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text elements (2) are in the qualification of Hamir Simply (HC) with an average score of 55.90.

Third, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text content (3) are in the Almost Sufficient (HC) qualification with an average score of 55.91.

Fourth, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text language rules (4) were in the qualification of Less (K) with an average score of 44.08.

2. Skills in writing news texts after using the Student Facilitator and Explaining model with the help of reporting techniques for grade VIII students of SMP Negeri 15 Padang

Based on the average score, calculate the results of the students' news text writing skills test after using the Student Facilitator And Explaining model with the help of reportage techniques, the result was 81.18. It can be categorized in the qualification of Good (B) on a scale of 10 with a value range of 76%-85%. The calculation of the skills of writing news texts is described as follows.

First, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining model with the help of reportage techniques with news text structure indicators (1) are in the More Than Enough (LdC) qualification with an average score of 70.96.

Second, the skill of writing news texts for Class VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text elements (2) is in the Good qualification (B) with an average score of 76.88.

Third, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang before using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text content (3) were in Good qualification (B) with an average score of 83.33.

Fourth, the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining model with the help of reportage techniques with indicators of news text language rules (4) are in Good qualification (B) with an average score of 76.84.

Based on the above understanding, it can be concluded that the value of writing news text skills for Class VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining model with the help of reportage techniques is in the Good (B) qualification. Broadly speaking, students are able to understand four indicators of news text writing skills.

3. The effect of using the Student Facilitator and Explaining model with the help of reportage techniques on the news text skills of grade VIII students of SMP Negeri 15

Based on the results of data description and data analysis, there is a significant influence on the skills of writing news texts for Class VIII students of SMP Negeri 15 Padang using the Student

Facilitator And Explaining model with the help of reporting techniques. This is evident from the results that show students' news text writing skills after using the Student Facilitator And Explaining model with the help of reportage techniques are in the Good qualification (79.30), while students' news text writing skills before using the Student Facilitator And Explaining model with the help of reporting techniques are in the Almost Sufficient qualification (51.88).

Likewise, the results of the alternative hypothesis test (H1) were accepted with a significant level of 95% and $dk = (n-1)$ ($7.68 > 1.67$). Thus, the use of the Student Facilitator And Explaining model with the help of reportage techniques has a significant effect on the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang. This can also be seen from the average difference in students' pretest and posttest scores after using the Student Facilitator And Explaining model is higher than before using the Student Facilitator And Explaining model ($81.18 > 51.88$).

The difference in the average skill of writing news texts before using the Student Facilitator And Explaining model with the help of reporting techniques and after using the Student Facilitator And Explaining model with the help of reporting techniques is considered as an influence caused by the use of the Student Facilitator And Explaining model with the help of these reporting techniques. Thus, the use of the Student Facilitator And Explaining model with the help of reportage techniques affects the skills of writing news texts for grade VIII students of SMP Negeri 15 Padang.

The role of a teacher is very important in planning, implementing, evaluating, and providing variations in learning strategies to students so that there is no saturation in the learning process. One of these efforts is the use of the Student Facilitator And Explaining model with the help of reportage techniques on news text writing skills.

According to Aisyah Aztery, 2020, the application of the Student Facilitator And Explaining learning model is able to improve the argumentative writing skills of Indonesian Language and Literature Education students of FKIP UMSU. Students' argumentative writing skills increased from 46.67% to 76.6% and increased again to 80%. According to Subair, 2021 using the application of the Student Facilitator And Explaining learning model can improve the learning outcomes of grade V students of UPTD SDN 145 Barru Regency.

CONCLUSION

Based on data analysis and discussion of the influence of the Student Facilitator And Explaining learning model assisted by reportage techniques on writing skills, three things can be concluded as follows. First, grade VIII students of SMP Negeri 15 Padang achieved More than Enough (LdC) qualifications by writing texts before using the Student Facilitator And Explaining learning model assisted by reporting techniques, with an average score of 66.10. Compared to KKM Indonesian, which is 80. Grade VIII students of SMP Negeri 15 Padang failed to meet the KKM in writing news texts. Second, grade VIII students of SMP Negeri 15 Padang achieved Very Good (BS) qualifications in writing news texts after using the Student Facilitator And Explaining learning model assisted by reporting techniques. The average score is 89.02 compared to the KKM of Indonesian subjects, which is 80. Grade VIII students of SMP Negeri 15 Padang have the ability to write news texts that meet the KKM. Third, grade VIII students of SMP Negeri 15 Padang showed significant results from the use of the Student Facilitator And Explaining learning model and reportage-assisted explanations. This can be proven by the value of writing news text skills for grade VIII students of SMP Negeri 15 Padang after using the Student Facilitator And Explaining learning model method assisted by reporting techniques. When compared with the value of news text writing skills of grade VIII students of SMP Negeri 15 Padang before using the

Student Facilitator And Explaining learning model assisted by reporting techniques, the scores of grade VIII students of SMP Negeri 15 Padang were lower and were in the More Than Enough (LdC) qualification with an average score of 66.10. Based on the t-test, the hypothesis (H1) is accepted at a significant level of 95%, and $dk = (n-1)$ because t_{count} is greater than t_{table} ($7.68 > 1.67$). This can also be seen from the average difference in students' pretest and posttest scores after using the Student Facilitator And Explaining model is higher than before using the Student Facilitator And Explaining model ($81.18 > 51.88$).

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