Learning to Write News Texts in Grade VII of SMP Negeri 11 Pontianak City (A Case Study)

Original Article

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Abstract

Writing skills are an essential component of language learning that enable students to express ideas and communicate effectively through written form. However, in many schools, students still experience difficulties in producing structured and coherent writing, particularly in composing news texts that require accuracy and factual presentation. This study aims to describe how the learning process of writing news texts takes place, the obstacles faced by students in the activity, and the steps taken by teachers to overcome student learning difficulties in grade VII of SMP Negeri 11 Pontianak City in the 2024/2025 academic year. The method used in this study is a descriptive case study with a qualitative approach. Data collection was carried out through observation, direct communication, indirect communication, and document analysis. The research instruments included observation guidelines, interview guidelines, questionnaire guidelines, and supporting documents. To maintain data validity, source triangulation techniques were used, while data analysis was carried out using an interactive model. The results of the study revealed that learning to write news texts in grade VII of SMP Negeri 11 Pontianak City was implemented through three stages: the pre-instructional stage, the instructional stage, and the evaluation and follow-up stage. Obstacles experienced by students came from both internal and external factors. Teachers' efforts to overcome student learning difficulties were carried out by providing additional assignments, building effective communication with students, and utilizing devices in the learning process.

Keywords: Case Study, Indonesian Language Learning, Junior High School, Learning Difficulties, News Writing.

1. Introduction

Writing skills are part of language abilities that enable individuals to communicate indirectly with others. Writing is a person's ability to express ideas, thoughts, feelings, and information in written form in a clear, structured, and effective manner. In the writing process, there are technical aspects related to the use of correct grammar and spelling, as well as important creative elements. Writing activities are a means of conveying messages, where written language functions as a tool or medium. The message itself is the content or meaning contained in the writing, while writing is a symbol or language sign that can be seen and understood by its users. Therefore, it can be concluded that writing is a communication tool in written form (Syahruddin et al., 2023). Thus, writing skills are very important because they help students express their ideas better.

This news text writing material can train students with good and correct writing skills. News text writing skills are the ability to convey various information about events or incidents that are actual, factual, or currently being hotly discussed through written form. The ability to compose news includes stages in transforming ideas or concepts that have been obtained into writing that conforms to correct writing rules, so that the intent of the writing can be

understood by readers (Lestari, 2017). The importance of students understanding the concept of writing news is to increase knowledge and broaden insights as well as train students' critical thinking abilities. Mastering news text writing is crucial for developing these cognitive skills, particularly in the Indonesian language curriculum where such assignments are common yet frequently present challenges for students (Hendrastuti & Rahmawati, 2023; Hidayatin et al., 2023).

Existing literature establishes that students commonly struggle with news texts due to difficulties with structure, factual reporting, and linguistic conventions, compounded by often conventional teaching methods (Astuti et al., 2021; Suwarti et al., 2020; Wismanto, 2021) This often leads to low interest and achievement. These findings strengthen the reason this research was conducted in grade VII of SMP Negeri 11 Pontianak City, considering that similar conditions also occur, namely the low interest and news writing skills of students as well as the limited learning media used by teachers, so that more effective efforts are needed to improve the quality of learning to write news texts. This research uses a descriptive case study approach. This type of case study aims to analyze the sequence of interpersonal events that occur after going through a certain period of time (Fiantika et al., 2022). In this research, the researcher will focus attention on the obstacles faced by students when learning to write news texts in grade VII of SMP Negeri 11 Pontianak City.

2. Methods

This research uses a qualitative approach with a descriptive case study design. This approach is employed to understand the natural state of the object, with the researcher functioning as the primary instrument. The objective is to obtain rich and in-depth information about the obstacles students face, focusing on understanding meaning and presenting findings in narrative form. The results of qualitative research focus more on understanding meaning rather than on generalization processes (Abdussamad, 2021). Qualitative research focuses on collecting and analyzing data that is narrative, not numerical. This method is mainly used to obtain rich and in-depth information about issues or problems to be solved (Sugiyono, 2018). Thus, qualitative research emphasizes the presentation of data in narrative form, which provides a clearer picture of the problems faced.

In this research, the researcher uses a descriptive method. The descriptive method is a type of research that is not experimental in nature, because it does not aim to test certain hypotheses. Instead, this method focuses on describing "as is" about a variable, symptom, or situation (Hikmawati, 2020). Descriptive research is conducted by analyzing independent variables, without making comparisons or linking them with other variables, and aims to answer the questions posed (Abdullah, 2018). Thus, this descriptive method is able to provide in-depth explanations about the phenomena or events being studied.

3. Results and Discussion

3.1. Research Results

This research presents findings regarding learning to write news texts in grade VII F of SMP Negeri 11 Pontianak City. The findings were obtained through observation guidelines, interviews, and questionnaires conducted on May 20, 2025 with teachers and students. The research results include: (1) learning to write news texts in grade VII of SMP Negeri 11 Pontianak City, (2) obstacles faced by students in the learning process of writing news texts,

and (3) teacher efforts in overcoming student difficulties during the learning process of writing news texts. A complete description of these results is presented in the following discussion:

3.1.1. Learning to write news texts in grade VII of SMP Negeri 11 Pontianak City

Findings on learning to write news texts in its implementation show interaction between teachers and students in delivering lesson material to achieve learning objectives. This was observed through observation in grade VII of SMP Negeri 11 Pontianak City. The learning process carried out by teachers in class includes management activities as well as leadership in learning directed at students. Thus, the implementation of learning involves aspects of classroom management and student arrangement:

Table 1. Learning Process

Teacher
1) Teacher gives greetings before learning begins
2) Teacher asks about student attendance
3) Teacher gives motivation to students before starting to learn writing news texts
4) Teacher utilizes learning media in the form of markers, whiteboards, and textbooks when learning activities for writing news texts take place
5) Teacher provides guidance during the learning process activities
6) Teacher asks questions during the learning of writing news texts
7) Teacher guides students in concluding news text writing material

Students
1) Some students pay attention to the explanation of news text writing material being delivered
2) Some students chat when the teacher delivers news text writing material
3) Some students are unable to provide answers to questions asked by the teacher when the learning process of writing news texts takes place
4) Some students are sleepy or daydreaming when the teacher explains news text writing material
5) Some students look bored during news text writing lessons

Based on the results of observations conducted on students and teachers in class, researchers found that the learning process of writing news texts in grade VII F of SMP Negeri 11 Pontianak City was carried out through three stages, namely the pre-instructional stage, the instructional stage, and the evaluation and follow-up stage. The pre-instructional stage is the initial stage carried out before learning activities begin. The instructional stage is the core stage where the teacher delivers learning material. Meanwhile, the evaluation and follow-up stage is the final stage that aims to determine the achievement of learning outcomes and determine the next steps after learning takes place.

The purpose of these three learning stages is to ensure that the teaching and learning process runs in a structured and effective manner. The pre-instructional stage aims to prepare students mentally and provide an initial overview of the material to be learned. The instructional stage functions as the core of learning activities, where the teacher delivers material and guides students in understanding and working on related tasks. Meanwhile, the evaluation and follow-up stage aims to assess student learning outcomes and provide feedback as a basis for improvement and development of subsequent learning.

3.1.2. Obstacles faced by grade VII students of SMP Negeri 11 Pontianak City in writing news texts

Based on the results of questionnaires distributed to grade VII F students of SMP Negeri 11 Pontianak City, researchers found several obstacles faced by grade VII F students of SMP Negeri 11 Pontianak City, as follows:

Table 2. Results of Student Respondent Questionnaire

No	Indicator	Answers
1	I have written news texts before	100%
2	I have seen or read news texts before	100%
3	I feel interested during the learning process of writing news texts	54%
4	I write news texts using correct writing conventions	46%
5	If I don't understand the material, I will ask the teacher questions	21%
6	I use my free time to review material I haven't understood	36%
7	I find it difficult to understand news text writing material	79%
8	I don't like news text writing material because I don't like writing	93%
9	The teacher delivers material in class using the lecture method	82%
10	The teacher delivers material in class using additional media (devices & projector)	29%
11	The teacher provides additional material for students who haven't understood the delivered material	89%
12	The teacher gives instructions to write news texts	93%
13	The teacher creates a pleasant environment when the learning process takes place in class	100%
14	The teacher conducts evaluation at the end of the teaching and learning process	82%
15	External school environment (family and community) influences the teaching and learning process in class	89%
16	Family problems become a factor causing laziness to go to school	82%
17	Lack of learning media makes me lazy to go to school	71%
18	I never rewrite the material given by the teacher	50%
19	I feel disturbed by the noisy classroom atmosphere	78%
20	I am motivated to learn if I get support from parents and friends	96%

Based on the percentage of Guttman scale questionnaire results, all students (100%) have written and read news texts, but only 54% are interested when learning takes place. As many as 46% write with correct writing conventions, 21% ask if they don't understand, and 36% use their free time to study again. Conversely, 79% find it difficult to understand the material, 93% don't like writing, and 82% say the teacher dominantly uses the lecture method. Teachers also use additional media (29%), provide additional material (89%), instruct writing news texts (93%), create a comfortable atmosphere (100%), and conduct evaluations (82%). External factors also influence, including family (89%) and family problems (82%) that make students lazy to go to school. Lack of learning media (71%), not taking notes on material (50%), and noisy classroom atmosphere (79%) are also obstacles. Nevertheless, 96% of students feel more motivated if they get support from parents and friends. Based on findings from questionnaires and interviews conducted by researchers with students and grade VII F teachers at SMP Negeri 11 Pontianak City, researchers found obstacles in the learning process of writing news texts in class. These obstacles arise from two types of factors, namely internal and external factors. Internal factors originate from the students themselves, while external factors come from the school environment and family.

3.1.3. Teacher efforts to overcome difficulties of grade VII students of SMPN 11 Pontianak City in the learning process of writing news texts

Efforts made by teachers to overcome student difficulties in the learning process of writing news texts need to be done to overcome various obstacles that arise during learning activities. The steps taken by Mrs. Dina Nurdiana, S.Pd, as the Indonesian language teacher for grade VII F at SMP Negeri 11 Pontianak City, to overcome obstacles in learning to write news texts, are based on interview results obtained by the researcher.

Teacher: *"Providing motivation, direction and attention to students in class. Asking what students don't understand during learning, and always involving students to ask and answer questions, as well as teaching them how to communicate well."*

Teacher: *"By asking students to reflect together, giving additional assignments to children and finding solutions together. The goal is that later a mutual agreement will emerge to make the classroom situation more comfortable."*

Teacher: *"Communicating well and making interactions between students and utilizing devices in the learning process so that children don't feel bored with makeshift media."*

Based on the interview results, it was found that the steps taken to overcome student difficulties in learning news texts include providing motivation and direction so that students are more enthusiastic in participating in learning. In addition, teachers also provide additional assignments to help students understand parts of the material they have not mastered. Teachers also establish good communication with students in order to know the obstacles experienced by each individual. During learning activities in class, teachers also utilize devices and internet networks to support material explanations, so that students can more easily obtain additional information related to news texts.

3.2. Discussion

The findings from this study reveal the complex factors that prevent students in Grade VII F at SMP Negeri 11 Pontianak City from learning news text writing effectively. These results support existing research while providing detailed, context-specific insights into how these challenges occur and interact in this particular classroom.

First, the observed obstacles align with previous research findings. Studies show that students commonly face difficulties with structure, factual reporting, and language conventions (Astuti et al., 2021; Suwarti et al., 2020). The data supports this: 79% of students find the material difficult to understand, and only 46% write using correct conventions. More importantly, the study reveals a significant emotional barrier: 93% of students reported disliking the material because they do not enjoy writing. This finding helps explain the "low interest and achievement" cycle identified by Wismanto (2021). When students lack basic enjoyment of writing, learning the specific rules of news texts becomes even more difficult, leading to disengagement (Myhill et al., 2023). This was evident in student behaviors such as chatting, daydreaming, and showing boredom during lessons.

Second, the findings show a significant teaching gap that worsens these student challenges. While Lestari (2017) and Marlina et al. (2019) state that effective news writing involves transforming ideas into writing that follows rules for reader understanding, the main teaching method observed was lectures (82%). This traditional approach, identified by Suwarti et al. (2020) as contributing to low ability, appears insufficient to connect student disinterest with the technical requirements of the genre. The low use of additional media (29%) and the

high percentage of students who never rewrite their work (50%) suggest a learning environment that does not adequately encourage engagement or provide different ways for students to understand concepts. As a result, while the teacher's efforts to provide motivation and extra assignments are well-intentioned, they may not fully address the need for more interactive, student-centered, and media-rich teaching strategies recommended by writing education best practices.

Finally, this case study emphasizes the important role of external and environmental factors, which are often overlooked in broader studies. The data shows that obstacles are not only academic but also social and environmental. A noisy classroom (79%), lack of motivating learning media (71%), and significant family and community influences (89%) create conditions where students cannot focus properly. This supports the view of writing as both a technical and creative activity (Sitihindun & Willyana, 2020; Syahruddin et al., 2023), as students' ability to express ideas clearly is reduced when their learning environment is not supportive. The high motivation reported from parents and peers (96%) confirms that learning is deeply connected to a social system. Therefore, efforts to improve news writing skills cannot focus only on classroom techniques but must also include strategies to create a more supportive learning environment and engage with students' external support systems.

In conclusion, this discussion confirms that the obstacles to learning news text writing in this context are multi-dimensional. They come from three interconnected sources which are internal student factors (disinterest in writing, difficulty with conventions), external teaching factors (reliance on traditional methods, limited media use), and broader environmental factors (classroom management, outside influences). This detailed understanding goes beyond simply identifying common problems to explaining how these problems continue in this specific setting. It suggests that effective solutions require a comprehensive approach addressing student motivation, teaching innovation, and classroom climate simultaneously to break the cycle of low interest and low achievement in news text writing.

4. Conclusion

This study aimed to provide a descriptive case study analysis of (1) the learning process for writing news texts, (2) the obstacles faced by students, and (3) the teacher's efforts to overcome these difficulties in Grade VII F at SMP Negeri 11 Pontianak City. The findings show that learning process to write news texts in grade VII of SMP Negeri 11 Pontianak City for the 2024/2025 school year still faces various obstacles. The learning process has been carried out through three main stages, namely pre-instructional with apperception and linking previous material, the instructional stage with delivery of objectives, material, and examples of writing news texts using 5W+1H elements and correct structure, as well as the evaluation stage with giving questions, feedback, and improvement directions.

However, even though these stages run according to procedures, the results are not yet optimal because student involvement is still limited. Obstacles that arise come from internal factors, such as low interest and motivation, lack of understanding of news text structure, and passive student attitudes, and external factors, such as teaching methods that are still dominated by lectures, limited learning media, and classroom conditions that are not conducive. To overcome this, teachers strive to provide additional continuous writing assignments, establish intensive communication to provide motivation and guidance, and encourage the use of technology and devices as a means of seeking references and examples of news texts. These efforts are expected to reduce existing obstacles while improving students' skills in writing news texts.

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