



Logbook: Alternative Media for Learning to Write News Texts

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ABSTRACT

The purpose of this study was to determine the effectiveness of using logbook media in learning to write news texts. This study was conducted at the beginning of the odd semester of the 2024/2025 academic year. This study used a descriptive-quantitative through a quasi-experimental design. The population in this study consisted of 27 seventh-grade students from Nurul Hadina Middle School who participated in learning to write news texts using logbook media. The sample for this study consisted of 21 seventh-grade students from Al Muqtadir Nurul Hadina Middle School. The data collection instrument for this study was a valid and reliable essay test on writing news texts. Data were analyzed using nonparametric inferential statistics, specifically the Wilcoxon Signed-Rank Test. The use of this nonparametric test was carried out because the research data did not meet the requirements of normality and homogeneity. The Wilcoxon Signed Rank Test yielded a significant value of 0.001 (<0.05), indicating rejection of the null hypothesis. This indicates a substantial difference in student scores before and after using logbook media in learning to write news texts. Thus, the use of logbook media can be an effective alternative for teaching grade VII students to write news texts.

Keywords: logbook, alternative media, learning to write, news text

Logbook: Media Alternatif Pembelajaran Menulis Teks Berita

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan media *logbook* dalam pembelajaran menulis teks berita. Penelitian ini dilaksanakan pada awal semester ganjil tahun pelajaran 2024/2025. Penelitian ini menggunakan deskriptif-kuantitatif melalui rancangan quasi-eksperimen. Populasi dalam penelitian ini yaitu siswa kelas VII SMP Nurul Hadina yang mengikuti pembelajaran menulis teks berita menggunakan media *logbook* yang berjumlah 27 siswa. Sampel penelitian ini melibatkan 21 siswa kelas VII Al Muqtadir SMP Nurul Hadina. Instrumen pengumpulan data penelitian ini berupa soal tes esai menulis teks berita yang valid dan reliabel. Data dianalisis menggunakan statistik inferensial nonparametrik yakni uji *Wilcoxon Signed Rank Test*. Penggunaan uji nonparametrik ini dilakukan karena data penelitian tidak memenuhi syarat normalitas dan homogenitas. *Wilcoxon Signed Rank Test* diperoleh nilai sig $0,001 < 0,05$ sehingga hipotesis nol ditolak. Maknanya, terdapat perbedaan yang signifikan antara nilai siswa sebelum dan setelah menggunakan media *logbook* dalam pembelajaran menulis teks berita. Dengan demikian, penggunaan media *logbook* dapat menjadi media alternatif yang efektif digunakan dalam pembelajaran menulis teks berita bagi siswa kelas VII.

Kata kunci: logbook, media alternatif, pembelajaran menulis, teks berita

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INTRODUCTION

One of the basic skills students must master in learning Indonesian is writing. This skill serves as a crucial foundation for developing students' literacy skills, particularly in the information age, which requires critical thinking and the ability to communicate information effectively. Writing is not only a means of expressing thoughts, concepts, and feelings, but also a tool for enhancing and developing critical thinking, creativity, logic, and critical thinking skills. Students perceive writing as a more challenging activity compared to reading, listening, and speaking (Sinaga & Wuriyani, 2024).

News text is one of the materials taught in Junior High School (SMP) Phase D. News texts are characterized by factual and objective information presented systematically. Writing news texts requires an understanding of structure, facts, and appropriate language usage. Learning to write news texts often faces various obstacles that hinder students' ability to write news texts. This leads to a lack of student interest in writing news texts. This is in line with the statement by Simanjuntak et al. (2023), Andriani et al., (2023), and Adams & Simmons (2019), who stated that most students experience difficulties in writing news texts due to a lack of interest in writing.

Based on interviews conducted by researchers with Indonesian language teacher Mrs. May Rifany, S.Pd., students' scores in news writing remain low. The average student score falls below the Minimum Completion Criteria (=78). The low writing scores are due to students' difficulties in finding and developing factual information, understanding news text structure, and using clear and informative language. During the lesson, the teacher explains the material and directs students in writing news texts. Observations of grade VII Al-Muqtadir students' scores revealed a range of student scores in news writing, ranging from 45 to 80. These data indicate that more students received incomplete scores than completed scores.

According to Rokhayatun (2023), Laili et al., (2025), and Tyas et al., (2022), several factors con-

tribute to students' low news writing skills, including difficulty identifying topics, difficulty initiating writing, difficulty forming ideas due to poor vocabulary mastery, inconsistencies between content and news structure, and the inability of many students to understand and differentiate news elements. According to Simanjuntak et al. (2023), Santi et al. (2023), and Rahmad & Widyartono (2021), students find it difficult to write news texts because teachers do not provide enough encouragement to improve and develop writing skills, students also do not have access to information to summarize and organize information according to the news structure, and do not have information about the reality that is currently happening. In addition, students also do not understand the rules and structure of writing news.

These various factors and reasons underlie students' perception that writing news texts is difficult because it requires the ability to process information effectively and organize news according to its structure. This assumption contributes to students' lack of motivation to participate in news writing lessons. Therefore, more innovative and engaging methods are needed to facilitate and increase student motivation in learning news writing. This method involves implementing learning media.

One alternative learning medium that can be used is the logbook. Logbook is an acronym for log activity and big book. Log activity is used to guide us in determining the preparation, implementation, and evaluation of learning, while the big book is used to facilitate student understanding of the learning material. Logbooks are media that help facilitate the achievement of learning objectives because they are easily obtained and affordable (Rosada, 2022; Marwiati & Fahrurrozi, 2021; Ida et al., 2025).

According to Masdar et al. (2024), Asfariza et al. (2022), and Torabi et al. (2013) state that logbooks function as tools for documenting, analyzing, and improving everything in various fields, which aids in decision-making and better results. Logbooks play a crucial role in various



fields, such as healthcare, the fisheries sector, and education (King et al., 2023; Reis & Figueira, 2023; Toffoli, 2023). In education, logbooks serve to track learning progress, such as analyzing initial profiles in learning (Toffoli, 2023).

Research conducted by Nugraheni (2023) found significant differences in student activity before and after using logbooks. Research by Putri (2021) also found that logbooks were effective in teaching recipe writing. Furthermore, research by Budiarti et al. (2023) found that logbooks had a significant impact on increasing student creativity and independence.

Overall, logbooks play a crucial and effective role as a tool to improve efficiency and work results in various fields. Logbooks are used to systematically record processes, activities, or work results. Logbooks help students record ideas and information so that their written reports can be organized systematically. The use of logbooks focuses on the stages students go through during the writing process, not just the final product. Logbooks help students see their progress, evaluate errors, and gradually improve the quality of their writing.

Therefore, this study formulated three main questions: how students' news writing skills improved before and after using logbooks, and how effective these tools were in improving news writing skills. The purpose of this study was to determine the effectiveness of using logbooks in teaching news writing for seventh-grade students at Al Muqtadir SMP Nurul Hadina. Specifically, this study aimed to describe students' news writing skills before and after using logbooks and to analyze the extent to which logbooks improved news writing skills. The results of this study are expected to be theoretically useful for enriching Indonesian language learning studies and practically useful for teachers in developing more effective and innovative writing learning strategies.

METHOD

This study employed an experimental research method with a one-group pretest-posttest design.

This method was chosen to determine the effectiveness of using logbooks in learning to write news texts. Fraenkel et al., 2012; Hatch & Farhady, 1982; Razak, 2019) mendeskripsikan bahwa experimental research method with a one-group pretest-posttest design lazim dipakai dalam berbagai penelitian termasuk bidang pendidikan.

This study was conducted at SMP Nurul Hadina at the beginning of the odd semester of the 2024/2025 academic year.

The population was all 27 seventh-grade students at SMP Nurul Hadina who were participating in the news text writing lesson.

The sample size was 21 seventh-grade students at Al Muqtadir. The sample was determined using a random sampling technique.

The data collection instrument used was a news text writing test (pretest and posttest). To obtain a valid news text writing test, the following steps were described:

First, the format of the news text writing test was determined. This article uses a manual performance test. Second, the topic of the news text to be written was determined, specifically an event related to the students' experiences, such as school activities or environmental activities. Third, the length of the news text was determined, between 150 and 200 words to align with the writing abilities of junior high school students. Fourth, determine the structure of the news text to be written in the test: title, headline, body, and tail. Fifth, develop test specifications that include the type of test, topic, text length, and the structure of the news item being assessed.

Students' writing on the pretest and posttest was then corrected and scored based on a news writing skills assessment rubric, which covered aspects of title appropriateness, completeness of news elements, appropriateness of news text structure, sentence effectiveness, and spelling accuracy. Data analysis was conducted quantitatively using nonparametric descriptive and inferential statistics, namely the Wilcoxon Signed Rank Test. The first and second problem statements were analyzed using means and percentages. The third problem

statement was analyzed using the Wilcoxon Signed Rank Test. Pretest and posttest results were compared to determine the effectiveness of using logbooks in teaching news writing.

RESULTS

1. Pretest Results

Before conducting the learning experiment using logbooks, a pretest was conducted. The pretest consisted of a news writing test. The pretest results yielded a highest score of 86 and a lowest score of 20, with a mean of 55,47 a standard deviation of 25.27, and a standard error of 5.6. Of the 21 students, only 8 achieved the Minimum Completion (KKM) score (=78). The following table and figure present students' pretest scores for writing news texts, divided into four categories.

Table 1
 Frequency Distribution of News Text Writing Pretest Scores

No.	Score X	f	fX	cum
1	20	1	20	21
2	23	2	46	20
3	24	2	48	18
4	25	2	50	16
5	56	5	280	14
6	75	1	75	9
7	78	2	156	8
8	79	2	158	6
9	80	2	160	4
10	86	2	172	2
	sum	21	1165	
	mean		55,47	
	stdev		25,27	
	mode		56	
	SEM		5,52	
	minimum		20	
	maximum		86	

The pretest results data were categorized into four categories, namely:

- 1) very good (86-100)
- 2) good (76-85)
- 3) sufficient (56-75)
- 4) less (10-55)

There are 2 (9%) students who are included in the "Very Good" category, 6 (29%) students who are included in the "Good" category, 6 (29%) students who are included in the "Enough" category, and 7 (33%) students who are included in the "Less" category. The average score of the students' news text writing test is 55. When viewed from the assessment category, the average score of students' ability in writing news text before using the logbook media is included in the less category.

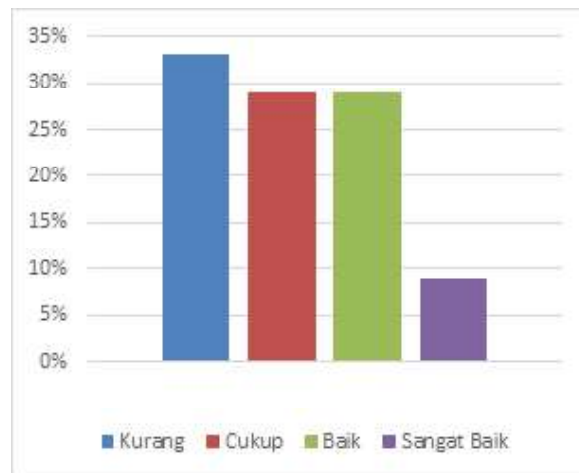


Figure 1
 Pretest Results for News Writing Skills

2. Posttest Results

The next learning activity was a posttest. At this stage, students write news texts using logbook media. The posttest results obtained the highest score of 90 and the lowest score of 65 with an average score of 80,10 a standard deviation of 7.17 and a standard error of 5,52. A total of 15 out of 21 students achieved the KKM score (=78). The following presents students' post-test scores in writing news texts in tables and graphs of 4 categories.

Table 2
 Frequency Distribution of Post-Test Scores for
 Writing News Texts

No.	Score X	f	fX	cum
1	65	1	65	21
2	68	1	68	20
3	70	1	70	19
4	73	1	73	18
5	75	2	150	17
6	78	2	156	15
7	79	1	79	13
8	80	3	240	12
9	85	5	425	9
10	88	2	176	4
11	90	2	180	2
	sum	21	1617	
	mean		80,10	
	stdev		7,17	
	mode		85	
	SEM		5,52	
	minimum		65	
	maximum		90	

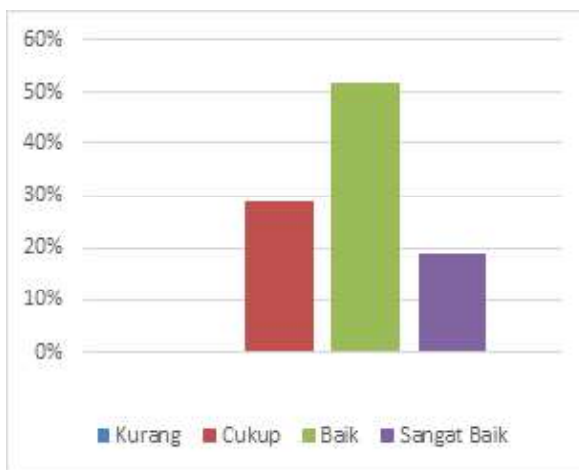


Figure 2
 Post-test Results for News Writing Skills

The posttest results data were categorized into four categories, namely very good (86-100), good (76-85), sufficient (56-75), and less (10-55). Four (19%) students were categorized as "Very Good," 11 (52%) students were categorized as "Good," 6 (29%) students were categorized as "Fair," and no students were categorized as "Poor." The students' news writing test score averaged 80.10. Based on the assessment categories, the average score for students' news writing skills after using the logbook was in the good category.

3. Effectiveness of the Logbook in Learning News Writing

After the pretest and posttest, normality tests, homogeneity tests, and Wilcoxon tests were conducted on the pretest and posttest data. Based on the normality test, the pretest data were not normally distributed ($0.002 < 0.05$), and the posttest data were normally distributed ($0.276 > 0.05$). The homogeneity test was not performed because if the results were homogeneous, parametric inferential statistics would still not be possible.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.219	21	.010	.827	21	.002
Post-tes	.181	21	.069	.945	21	.276

Figure 3
 Normality Test of Pretest and Posttest Data

Based on the results of the test calculations above, the parametric inferential statistical analysis, namely the paired sample t-test, cannot be carried out. That is why data analysis was shifted to the use of inferential statistical analysis, the Wilcoxon Signed Rank Test. The results of this test show a sig value of $0.001 < 0.05$ (Figure-4). The results of the Wilcoxon Signed Rank Test prove that logbook media is effective for use in learning to write news texts.

Wilcoxon Signed Ranks Test				
Ranks				
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	00.00	00.00
	Positive Ranks	21 ^b	11.00	231.00.00
	Ties	0 ^c		
	Total	21		
a. Posttest < Pretest				
b. Posttest > Pretest				
c. Posttest = Pretest				

Test Statistics ^a	
	Posttest - Pretest
Z	-4.017 ^b
Asymp. Sig. (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Figure 4
Uji Wilcoxon Data Pratest and Post-test

DISCUSSION

Based on the pretest and posttest results data, there was a significant increase in students' news text writing skills after the application of logbook media in learning to write news texts. The students' average score increased from 55 on the pretest to 80 on the posttest. The average value moved from the "poor" to the "good" category. This shows that logbook media is effective in helping students write news texts. The results of this study align with those of Putri's (2021) study, which found that the average recipe writing score in classes using logbook media was higher than in control classes (p value < 0.05). Putri's (2021) research results indicate that the use of logbook media is effective in teaching adults to write recipes in the adult problem block.

The increase in the number of students who achieved the minimum passing score, from 8 students at the pretest to 15 students at the posttest, reinforces the finding that logbook media has a positive impact on writing skills. The use of logbook media has also been proven to reduce the number of students who fall into the "less" category, from 7 students at the time of the pretest to 0 students at the time of the posttest. These results demonstrate that the logbook media were successful in improving students' writing skills to a higher level.

Logbook media helps students write down processes, events, and facts in a more structured manner. Logbook media can also encourage students to think logically, chronologically, and critically, which are important skills in writing factual texts, such as news texts. The research results of Budiarti et al. (2023) indicate that logbook media can enhance student learning, creativity, and independence. In addition, Budiarti et al. (2023) also stated that logbook media helps in developing learning strategies in the context of local wealth that are more adaptive and relevant, creating memorable learning, and advancing education with an innovative approach.

The results of this study show that logbook media is an effective medium that can be applied in learning to write news texts. This media consists of several stages, including writing event information, identifying 5W+1H elements, gathering observation results, conducting interviews, drafting an initial news story, and finalizing the draft. Before students write the final draft, the teacher first provides feedback on the students' writing results. Overall, this stage aims to develop students' writing skills, enabling them to produce writing that meets journalistic standards. The stages of this logbook media not only train students to write news but also train them in critical thinking, systematic work, and appreciation of the teacher's revision process, thereby producing better work. By using this media, students' ability to write news texts is increasing. This is proven by research results.



The achievement of KKM 78 in the experimental group students is primarily a result of the logbook media itself. This electronic media is believed to increase students' learning motivation. This is caused by aspects of the content and form of learning media for writing news texts. Uno (2021) and Thalib (2019) stated that efforts to increase students' learning motivation are crucial for teachers to implement, both through instructional methods and learning media.

CONCLUSION

Logbook media is a tool used to record and document various information and every activity in detail. Logbooks can be used in multiple fields, one of which is in education. By applying logbook media in writing learning, students can keep the information they collect accurate and organized. From the pretest results, the average score obtained was 55 and 8 students obtained scores above the KKM. The average posttest score obtained was 80, and as many as 15 out of 21 students received scores above the KKM. Based on the normality test, the pretest data were not normally distributed, while the posttest data were normally distributed. The homogeneity test shows that the data are not homogeneous. The results of the Wilcoxon Signed Rank Test obtained a sig value of $0.001 < 0.05$. These results demonstrate that logbook media is effective for learning to write news texts. By using logbook media, students are helped in composing writing systematically, accurately, informatively, and in accordance with writing rules.

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