

DEVELOPING AN INSTRUCTION MODEL FOR NEWS WRITING BASED ON THE COOPERATIVE TYPE GROUP INVESTIGATION STRATEGY

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Article Info	Abstract
Article History Received: February 2022 Revised: March 2022 Published: April 2022	<i>This study aims to produce a learning model of news writing skills using the cooperative type group investigation strategy. This study was a research and development (R&D) that followed Borg & Gall's development procedure. The subject of study was students and lecturers at the University of PGRI Semarang. The developed learning model includes the components of introduction, concepts, advantages, objectives, characteristics, and steps in the learning of news writing based on the cooperative type group investigation strategy. The expert, user/practitioner, expert, user/practitioner, and field testing results showed that the developed learning model could improve the students' news writing skills in terms of the process and the product. The success in the process was indicated by their activeness and seriousness in the steps of news writing activities based on the cooperative type group investigation strategy. The success in the product was indicated by the improvement of their news writing quality in the aspects of contents/substances and mechanics (spelling and punctuation). The ability to write news to PBSI students with learning models based on cooperative type group investigation strategy is better than students who study with conventional learning models.</i>
Keywords Learning Model; News Writing; Cooperatif Type Group Investigation Strategy;	
How to cite: Wismanto, A., Suyoto, & Ulumuddin, A. (2022). Developing an Instruction Model for News Writing Based on the Cooperative Type Group Investigation Strategy, <i>JOLLT Journal of Languages and Language Teaching</i> . 10(2), pp.174-186. DOI: https://doi.org/10.33394/jollt.v%vi%i.4956	

INTRODUCTION

Writing is a creative activity and is unique to the educated. The ideal is that all educated people are capable of writing because the ability to write is a distinguishing feature of the intelligentsia from the general public (Haerazi & Kazemian, 2021). Students as a group of educated people should be skilled at writing. But the fact is contrary, students tend to be passive and receptive. They attend and attend lectures only as part of their daily routine. Meanwhile, lecturers are often considered as a source of knowledge that must be heard and accepted by the material. Such a display is very apprehensive because students have to take and complete periodic assignments and final assignments related to writing (Al-Zumor, 2021; Febiyanti et al., 2021). According to the author's cursory observation, the tendency and temptation to commit plagiarism is actually due to the powerlessness of the perpetrator in writing. If traced further back, this is due to a lack of writing skills.

Learning writing skills in tertiary institutions must be well managed in order to be able to encourage independent students in reasoning (Kazemian, Irawan, & Haerazi, 2021). Besides, students can see the relationship between concepts and materials, communicate in writing, find their own knowledge and skills, and solve problems at hand (Haerazi & Kazemian, 2021). In line with that, students must be trained to interact and negotiate well with their surroundings, be given the opportunity to reflect on the learning process they are taking, and be given the

opportunity to develop their own learning strategies. Thus, students can develop their abilities and skills as well as possible.

The learning concept is a learning concept based on a cooperatif type group investigation strategy (Vygotsky, 2002). The physical and psychological involvement of students in the learning process must take precedence. Students are encouraged to discover and construct their own knowledge and skills that are being learned through interpretation/meaning and interaction carried out in various ways, such as observation, discussion, question and answer, discovery, collaboration, or experiment (Vygotsky, 1978). Lecturers should also give students the opportunity to be responsible for completing their learning tasks independently.

Learning based on a cooperative type group investigation strategy shows a number of advantages over conventional approach learning. Learning based on a cooperative type group investigation strategy promises active student participation and students are seen as the focus of learning (Shymansky, 2012). Learning based on a cooperative type group investigation strategy is also considered to be able to realize democratic learning (Basuki, 2008). As a democratic learning model, students can work together, discuss, exchange ideas, give and receive opinions from friends, correct each other's work, and help each other in their learning.

The cooperative learning process based on a cooperative type group investigation strategy (Suparno, 2017). The cooperative learning process arises when students work together to achieve the learning goals desired by all students. Class management in cooperative learning aims to help students develop intentions and tips for working together and interacting with other students. There are three essential things that need to be considered in cooperative learning class management: grouping, cooperative spirit, and class arrangement.

By referring to the learning principle based on a cooperatif type group investigation strategy that promises an innovative-creative-constructive-cooperative learning process, it is considered important that the learning process of news writing skills adopts a cooperative type group investigation strategy (Tang et al., 2021). This is based on the consideration that based on the results of observations, the learning process of writing news so far tends to have a conventional approach and lecturers are seen as "omniscient" and the focus of learning is on the lecturers. The learning process with a conventional approach does not provide freedom and flexibility for students to be independent in building their knowledge and skills (Awada & Faour, 2018). Lecturers still play a dominant role in building student knowledge and skills. Knowledge comes from lecturers because lecturers are used to explaining scientific concepts to students, followed by a number of assignments that students must do (Tamimyhttps, 2019). Student work must be completed in accordance with the scientific concept described by the lecturer.

The implementation of a cooperative type group investigation strategy that is cooperative in learning to write news is considered appropriate because the substance of the learning material for writing news demands students' independence in mastering their scientific knowledge and skills. The learning material for news writing skills cannot be explained theoretically and verbally by the lecturer, but must be constructed by the students themselves in collaboration with their peers under the guidance of the lecturer. News writing skills learning materials demand high and problematic thinking from students. Therefore, learning news writing skills must be experienced and constructed by students themselves through interaction with their social environment (Vigotsky, 1978). Student social environment in the form of peers, lecturers, experts, and the surrounding community.

The cooperative type group investigation strategy aims to learning view students as learning subjects and not learning objects. Students as learning subjects will try to find their own ways of choosing themes, identifying and choosing topics, formulating topics into writing titles, formulating problems, compiling writing frameworks, compiling theses, developing ideas and paragraph clusters to discuss the problems posed, until drawing conclusions.

Students do not solely carry out the process of constructing scientific knowledge and skills, but through a process of interaction with the social environment and under the guidance of the lecturers. Students cannot be separated alone without the guidance of lecturers in gaining scientific knowledge and skills. In this connection, the development of a learning model to write news based on a cooperative type group investigation strategy is carried out in order to assist lecturers in guiding the course of the learning process. Lecturers need special signs in carrying out the learning process of writing news based on a cooperative type group investigation strategy.

It is hoped that with the availability of a learning model based on a cooperative type group investigation strategy to product development, lecturers can carry out the learning process of news writing skills in accordance with the principles of learning based on a cooperative type group investigation strategy. On the other hand, the learning model developed can also be used to motivate student learning, increase interest in learning, and make learning innovations (Basuki, 2008). Thus, the quality of the process and the results of student news writing skills learning will improve.

The cooperative type group investigation strategy known as generative learning is believed to be able to realize the learning process of innovative-creative-constructive-cooperative news writing skills and treat students as the focus of learning. Concept orientation activities, concept exploration, concept interpretation/discovery, concept application, and evaluation are a series of learning processes with a cooperative type group investigation strategy that clearly focuses on students (Nurjanah, 2015). Students must undergo concept orientation steps, concept exploration, interpretation / discovery, application, and evaluation in the construction process of knowledge and scientific skills. Mastery / construction of scientific knowledge and skills experienced by students will stick firmly in students' minds.

It would be different if the lecturers fed scientific knowledge and skills through verbalistic explanations. Verbalistic explanations will not last long in the minds of students. Those are a number of explanations for why a cooperative type group investigation strategy is used to provide a spirit in developing a news writing learning model. The developed learning model to write news has different characteristics from conventional learning models. This particularity is seen in the learning steps in the cooperative type group investigation strategy, namely concept orientation, concept exploration, interpretation/concept discovery, concept application, and evaluation (Nurjanah, 2015). A number of learning steps provide its own color in the learning process that reflects learning to write innovative news-creative-constructive cooperatives and treat students as the focus of learning.

In a specific context, the realization of the development of a news writing learning model based on a cooperative type group investigation strategy is considered important and very much needed by lecturers and students in the learning process. The reason is that the learning model of writing news based on a cooperative type group investigation strategy is a realistic and steady guide that lecturers and students can use to realize an innovative-creative-constructive-cooperative learning process and place students as learning subjects in constructing the scientific knowledge and skills they learn. It is said to be stable because this development product learning model has gone through a series of tests, namely (a) expert tests consisting of news writing learning material experts, news writing learning method experts, learning technology experts, (b) practitioner tests, and (c) field tests. in small groups and large groups.

RESEARCH METHOD

Research Design

This type of research is research and development. Research and development (research & development) in education is a process used to develop and validate educational products,

such as learning models and books (teaching materials). Development research models in education are used to develop and validate educational products, such as learning models.

According to Sugiyono (2011: 408) the steps for implementing a research and development strategy carried out to produce certain products and to test the effectiveness of the product in question are Potentials and Problems, Data Collection, Product Design, Design Validation, Design Revision, Product Testing, Revision Products, Usage Trials, Mass Production. While Borg and Gall (1983) refer to the steps in development research as a cycle that includes 10 steps, namely: 1) Research and Information Gathering, 2) Planning, 3) Initial Product Development, 4) Preliminary Field Testing, 5) Product Revision, 6) Main Field Test (main), 7) Operational Product Revision, 8) Operational Field Test, 9) Final Product Revision, and 10) Dissemination and Implementation. The research and development modified from the ten steps of research and development from Borg and Gall above were broadly developed by Sukmadinata and friends consisting of three stages: 1) Preliminary Study, 2) Model Development, and 3) Model Testing.

Instruments

The focus of the determination is done by determining the product development and participatory team formation. Product development is a learning model to write news based on a cooperative type group investigation strategy. The participatory team that was successfully formed consisted of: (a) students, (b) lecturers, (c) practitioners, and (d) experts. The team of experts consisted of (a) news writing material experts (AMat), (b) news writing learning method experts (AMet), and (c) learning technology experts (ATp).

Design and development focus is carried out by designing learning models and conducting practitioner tests, expert tests, and product design tests in the field. The results of practitioner tests, expert tests, and product design tests in the field are used to make final revisions to product development. The activity of testing the effectiveness of the development product after the final development and revision process is completed. The product effectiveness test is carried out to determine whether the development product is feasible or not when used later in the learning process

In this connection, development data is divided into two, namely qualitative data and quantitative data. The data of the current study are descriptive data and reflective data. Descriptive data in the form of comments, criticisms, suggestions, corrections, and assessments given by practitioners and experts on product design. In addition, descriptive data are also in the form of utterances (oral and written) from lecturers, students, behavior of lecturers and students, and attitudes of lecturers and students in the learning process. Reflective data in the form of comments and interpretations or interpretations of the descriptive data by researchers. On the other hand, quantitative data is the initial test score and the final test of the ability to write news in the form of student papers obtained from the implementation of the product effectiveness test.

The data sources are practitioners, experts, students, lecturers, and the learning process of writing news. Data from practitioners and experts are in the form of comments, criticisms, suggestions, corrections, and assessments of the design of the news writing learning model. Data from students in the form of speech (oral and written), behavior, student attitudes in the learning process, and student news text scores before and after the learning process. Data from lecturers in the form of speech (oral and written), behavior, attitudes in the learning process, comments, criticisms, suggestions, corrections, and assessments of the design of the news writing learning model. On the other hand, data from the learning process of writing news are in the form of student-student, student-lecturer, student-material interaction patterns, student participation in the learning process, reflection, and product development effectiveness test scores.

Data Analysis

In the data analysis subsection, the author(s) must process data from the previous stage. Different method used may result on different model of data processing. For a quantitative study, author(s) should show how s/he calculated derived variables (to deal with outlying values and missing data). Hence, s/he has to summarize the data. Analysis using software should be completed with details (name and version of the software). For statistical tests, please mention references for less commonly used tests and what was compared. It is also suggested to give a critical alpha probability (p) value at which differences or relationships were considered to be statistically significant. Meanwhile, in a qualitative study, the author(s) should mention the model to be used in analyzing the data. This brief explanation is further followed by the application of each stage within the selected model.

RESEARCH FINDINGS AND DISCUSSION

This section of research and discussion results contains descriptions of: (1) the development process, (2) product development, and (3) discussion of the results of developing a learning model for writing news based on a cooperative type group investigation strategy to improve students' news writing skills. The following shows the three things in a row.

Learning Model Development Process

Developing a learning model is carried out by collaborating with a lecturer who teaches the Writing in Mass Media subject. Collaboration with lecturers is carried out to design and develop learning models. Through collaboration, a number of agreements were obtained about the format of the learning model developed, the preparation of learning models, practitioner and expert testing, product testing in the field, and product effectiveness testing. The formulation of learning models carried out in collaboration with lecturers is intended to obtain a common perception of the learning model being developed learning model's format being developed.

Based on the results of collaboration with lecturers, a set of learning models to write news based on a cooperative type group investigation strategy was successfully developed. The characteristics of the learning model developed are as follows. The learning model consists of six important components, namely (a) introduction, (b) constructivist learning concepts, (c) the advantages of learning based on a cooperative type group investigation strategy, (d) learning objectives based on a cooperative type group investigation strategy, (e) learning characteristics based on a cooperative type group investigation strategy, and (f) implementation of learning based on a cooperative type group investigation strategy. The learning implementation consists of (a) preparation, (b) general explanation, (c) technical explanation, and (d) material delivery stage.

The introduction contains the importance of the learning tools developed in the research and the foundation used to develop this learning model. The introduction also contains the intention of implementing the development of the learning model. The introduction is developed based on collaboration with lecturers and the results of joint thoughts with lecturers. The concept of constructivist learning is developed based on the results of the joint thoughts of the lecturer. The concept of constructivist learning contains how learners master the knowledge and skills learned, things that affect learners, and the role of lecturers in learning based on a cooperative type group investigation strategy.

The advantages of learning based on a cooperative type group investigation strategy are developed based on the results of the collective thinking of the lecturers. This section reveals a number of advantages possessed by a cooperative type group investigation strategy when compared to those based on conventional approaches. Learning objectives based on a cooperatif type group investigation strategy, the characteristics of learning based on a cooperative type group investigation strategy, and the implementation of learning to write news based on a

cooperative type group investigation strategy are also developed based on collaboration and shared thinking with lecturers.

The implementation of learning to write news based on a cooperative type group investigation strategy is also developed by considering the ease of its implementation in the learning process. Learning based on a cooperative type group investigation strategy is designed to make learning easier for students. This convenience can be achieved if students are given the freedom to study independently in accordance with their respective learning styles. However, that freedom is still under the guidance and supervision of the lecturers.

The learning model that has been designed is then carried out by practitioner testing and expert testing. Relevant practitioner tests and expert tests are carried out to examine the learning model developed. The process of practitioner testing and expert testing is intended to obtain a proper and steady learning model. Collaboration with practitioners and experts is carried out to get as much input as possible from practitioners and experts. The practitioner who is appointed to conduct the test is the supervisor in the News writing subject. They are people who have competence and skills in knowing that the material taught in the subject of News writing is the concepts of news texts and the practice of composing news texts.

The team of experts appointed to carry out the validation are material/content experts for learning to write news (AMat), experts in news writing learning methods (AMet), and learning technology experts (ATP). The review results by practitioners and experts are in the form of comments, criticisms, suggestions, improvements, and assessments set forth in the assessment guidelines or written directly in the syllabus format. Testing activities by practitioners and experts are intended to strengthen the components of the learning model as a whole.

Practitioners and experts are also given the authority to provide comments, criticism, suggestions, improvements, and assessments on other aspects outside the six main components of the learning model. These other aspects are typeface, font size, consistency of use of terms, physical appearance, graphic appearance, and layout. The following exposures to practitioner and expert tests results are grouped based on the order of the six components in the learning model developed.

Introduction

The introductory components of the learning model tested by practitioners and experts are (a) a cooperative type group investigation strategy in learning to write news texts, (b) the importance of learning to write news based on a cooperative type group investigation strategy to improve student news writing skills, the quality of the process, and the quality of learning outcomes, (c) the role of lecturers in constructivism-based learning, and (d) the need for a cooperative type group investigation strategy to learning in tertiary institutions. From the practitioner test and expert test, it can be stated that the introductory components of the learning model are correct and are in accordance with the aims and objectives of developing the learning model.

Group Investigation Strategy Learning Concepts

The component of the constructivist learning concept in the learning model tested by practitioners and experts is how knowledge is organized in students. Based on constructivist understanding, the lecturer does not necessarily transfer knowledge to students in a perfect form in the learning process. Students must build knowledge based on their individual experiences. The role of lecturers in learning is only as a facilitator, study guide, a place for student questions, resource persons, and student learning motivators. From the practitioner test and expert test results, it can be stated that the components of the constructivist learning concept are correct and feasible to be applied in the learning process of writing news.

Advantages of learning based on a cooperative type Group Investigation Strategy

The superior components of learning based on a cooperative type group investigation strategy in the learning model tested by practitioners and experts are: (a) the constructivism approach has a number of advantages over the behaviorism / conventional approach based in learning (writing news), (b) in learning based on the cooperative type group investigation strategy, students are seen as a focus. Learning, and (c) in building student knowledge and skills must be independent and active through a number of meaningful interactions with their socio-cultural environment (Johnson, 2002). From the results of the practitioner test and expert test, it can be stated that the components of the excellence of learning based on a cooperative type group investigation strategy need to be elaborated again. Even though advice comes from only one practitioner, it must still be heeded and carried out. The revision of the learning excellence component based on the cooperative type group investigation strategy in the learning model is poured directly into the development product learning model.

Learning objectives of writing news based on a cooperatif type group investigation strategy

The components of the learning objectives of writing news based on a cooperatif type group investigation strategy in the learning model tested by practitioners and experts are: (a) learning to write news based on a cooperatif type group investigation strategy is intended to increase the active role of students intellectually and emotionally in the learning process, (b) learning to write news based on an approach constructivists are intended to improve student news writing skills, the quality of the process, and the quality of learning outcomes, (c) students are encouraged to discover or build their own learned concepts through interpretation carried out in various ways, such as observation, discussion, experiment, or others, and (d) cooperatif type group investigation strategy-based learning is intended to provide opportunities for students to be responsible for completing joint assignments. From the practitioner test and expert test results, it can be stated that the components of the learning objectives of writing news based on the cooperative type group investigation strategy in the learning model are in accordance with the learning needs.

Characteristics of Learning Based on a Cooperative type group investigation strategy

The components of learning characteristics based on a cooperative type group investigation strategy in the learning model tested by practitioners and experts are: (a) learning emphasizes changes in student behavior after learning, (b) active participation of students in learning becomes the main emphasis, and (c) knowledge is obtained by students through the process. meaningful interaction with the surrounding socio-cultural environment. From the results of expert and practitioner tests it can be stated that the components of the characteristics of learning based on a cooperatif type group investigation strategy in the learning model are correct / feasible.

Learning Implementation of News Writing Based on a Cooperative type group investigation strategy

The components of the implementation of learning to write news based on a cooperatif type group investigation strategy in the news writing learning model tested by practitioners and experts are: (a) preliminary activities, (b) core activities, and (c) closing activities. First, preliminary activities are filled with orientation activities, namely opening lectures with activities conveying learning objectives, KD, the evaluation system to be used, and perceptions. Second, core activities are concept exploration activities, concept interpretation/discovery activities, concept application activities, and evaluation. Finally, thirdly, the closing activity is filled with reflection, inference, and formative evaluation activities.

From the practitioner test and expert test results, it can be stated that the components of the implementation of learning to write news based on the cooperative type group investigation strategy in the learning model need to be rearranged to make it more practical. Instructions for implementing the learning process should use simple sentences.

The revision of the implementation component of learning to write news based on a cooperatif type group investigation strategy in the learning model of writing news is completely outlined in the learning model of writing news on development products. Based on the practitioner and expert test results, revisions were made to the components of the news writing learning model based on the cooperative type group investigation strategy. Revisions are made based on a number of criticisms, comments, suggestions, improvements, and ratings given by practitioners and experts. Revisions were also made to typing errors, typeface, font size, consistency in the use of words and terms, physical appearance, graphic display, and syllabus layout.

The next development step is to try out the learning model in the field. The trial of the learning model was carried out in two stages, namely testing in small groups and testing in large groups. Testing the learning model is carried out through collaboration with lecturers and students by implementing the learning model in the learning process. Learning model trials were carried out to obtain as much input as possible from lecturers and students for the purposes of improving the learning model. Broadly speaking, the results of the implementation of the learning model trial are described as follows. First, in general, the development product learning model can be tested well. The learning model can be implemented properly in the learning process of writing news. This is possible because lecturers are also involved in designing learning models.

Second, there are a number of weaknesses found in the learning model. These weaknesses are the existence of typos, mistakes in the choice of words and terms, and sentences are not very clear in the learning model. The vagueness of sentences is generally found in the learning implementation component so that sometimes it confuses the lecturer in carrying out the learning process. Third, there are things that need to be considered by lecturers in learning to write news based on a cooperative type group investigation strategy. Lecturers need to prepare their students mentally well. Students must be informed from the start that active participation in the learning process is a major requirement. Students are required to build knowledge and skills from the start in a series of news writing. Students are also required to actively interact with lecturers, materials, peers, and strategies to build knowledge and news writing skills. Fourth, it takes a relatively large amount of time to implement cooperative type group investigation strategy-based learning. This is because learning based on a cooperative type group investigation strategy requires a long series of processes to arrive at a final agreement.

The revision of the learning model is carried out every time the learning model trial is finished at every meeting. Revision of the learning model is carried out by reflecting and discussing together with lecturers and students. Based on the test results, revisions were made to typing errors, errors in the use of words and terms and sentences that were unclear in the learning model. Revisions were also made to errors and lack of communicative sentences, imperfections in lay out, and other linguistic aspects of the learning model. The results of these revisions/improvements are written directly in the revised learning model. The results of the refinement are in the form of a set of learning models to write news based on a cooperative type group investigation strategy that is feasible and steady, and is ready to be implemented in testing the effectiveness of development products in the field.

News Writing Learning Model Development Products

The final product of implementing the development process is a set of learning models to write news based on a cooperative type group investigation strategy. The development product

is ready to be implemented in the learning process by all parties with an interest in improving student news writing skills, the quality of the process, and the quality of learning outcomes. The following briefly describes the final product of the process of developing a news writing learning model.

The learning model to write news based on a cooperative type group investigation strategy was developed based on the results of collaboration with supervisor lecturers, the results of thoughts with the supervisor lecturers, examples of learning models to write news, ease of implementation in the learning process, and consideration of student learning needs. It is intended that the learning model to report news from the development results can be implemented in the learning process.

The learning model of writing news based on the cooperative type group investigation strategy resulting from this development consists of six important components, namely: (a) introduction, (b) constructivist learning concepts, (c) superiority of learning based on a cooperative type group investigation strategy, (d) learning objectives of news writing skills based on a cooperative type group investigation strategy, (e) the characteristics of learning based on a cooperative type group investigation strategy, and (f) the implementation of learning skills in writing news based on a cooperative type group investigation strategy which consists of: (i) preparation, (ii) general explanation, (iii) technical explanation, and (iv) learning implementation. The complete learning model can be seen in the development product which is bound separately with a research report script.

A brief explanation of each learning process implementation guide component is as follows.

First, an introduction contains an explanation of the importance of developing a news writing learning model. In the background, it was revealed (a) the importance of using developmental learning tools to improve student news writing skills, the quality of the process, and the quality of learning outcomes, (b) the role of lecturers in learning based on the constructivism approach, (c) cooperative type group investigation strategies in learning to write news texts, and (d) the need for a cooperative type group investigation strategy to learning in higher education.

Second, the concept of constructivist learning explains how knowledge is organized in students. Based on constructivist understanding, the lecturer does not necessarily transfer knowledge to students in a perfect form in the learning process. Students must build knowledge and skills based on their individual experiences. The role of lecturers in learning is only as a facilitator, study guide, a place for student questions, resource persons, and student learning motivators.

Third, the advantages of learning based on a cooperative type group investigation strategy compared to those based on behaviorism / conventional approaches in learning (writing news). In learning based on a cooperative type group investigation strategy, students are seen as the focus of learning. That students as the focus of learning can be seen in the active participation of students in building the knowledge and skills they learn through a number of meaningful interactions with their socio-cultural environment and in everyday life. In that case, it is emphasized that students must be independent and active in building knowledge and skills through a number of meaningful interactions with their socio-cultural environment. The student's social environment includes peers, lecturers, materials, learning strategies, relevant experts, and even with other people.

Fourth, the purpose of learning news writing skills based on a cooperative type group investigation strategy is to increase the active role of students intellectually and emotionally in the learning process. Learning to write news based on a cooperative type group investigation strategy is also intended to improve students' news writing skills, the quality of the process, and the quality of learning outcomes. Students are encouraged to discover or build their own learned

concepts through an interpretation which is carried out in various ways, such as observation, discussion, experiment, or others. Learning based on a cooperative type group investigation strategy is also intended to provide opportunities for students to be responsible for completing joint assignments.

Fifth, learning based on a cooperative type group investigation strategy is different from learning that utilizes other types of approaches (behaviorism / conventional approaches). A number of characteristics of learning based on a cooperative type group investigation strategy are: (a) learning emphasizes changes in student behavior after learning, (b) active student participation in learning is the main emphasis, and students obtain (c) knowledge through a process of meaningful interaction.

Sixth, the implementation of learning skills in writing news based on a cooperative type group investigation strategy is divided into three groups of activities, namely: (a) preliminary activities, (b) core activities, and (c) closing activities. First, preliminary activities are filled with orientation activities, namely opening lectures with activities conveying learning objectives, KD, the evaluation system to be used, and perceptions. Second, core activities are concept exploration activities, concept interpretation/discovery activities, and concept application activities. Finally, thirdly, the closing activity is filled with reflection, inference, and formative evaluation activities.

Development Product Effectiveness Test

The effectiveness test of development products is intended to obtain information about whether or not this development product is effective if it is implemented in the learning process of writing news based on a cooperative type group investigation strategy in the field. The effectiveness test is done by doing a different test of student achievement before and after the learning process using development products. The achievement of learning to write student news is manifested in the form of a score.

The design used was a single group pretest and posttest design. From the results of statistical tests, it is found that there is a difference between the pretest and posttest scores in the learning process of writing news that uses development products. The average pretest score for the preparation of the paper was 71.23 and the average post-test score was 88.24. The difference in scores from the use of development products is 17.01. The results of the t-test sample associated showed significance ($\text{sign-}2$) $p = 0.000 < \alpha = 0.005$.

This means that there is a significant difference between the pretest and posttest scores. From the results of these calculations, it appears that the use of development products in the learning process of writing news has a significant positive effect on student achievement in learning news writing. Based on the results of the calculation, it can be stated that there was an increase in student learning achievement in writing news significantly between before the learning process and after the learning process.

In addition, improvements also occurred in students' news writing skills and the quality of the learning process. The improvement of students' news writing skills can be seen in the increased learning achievement of student news writing. Improved quality of the learning process to write news can be seen in increased interest, motivation, student participation physically and psychologically, interaction with colleagues, lecturers, experts relevant to the field of study, an attitude of willingness to give and accept other people's opinions, openness, responsibility, social sensitivity, and a democratic attitude in learning.

From the effectiveness test activity, it has been proven that this development product learning model can improve students' news writing skills, the quality of the process, and the quality of learning outcomes. The improvement of students' news writing skills can be observed from the increase in the quality of news texts in the form of journalistic news before and after the learning process based on a cooperative type group investigation strategy. Improving the

quality of the learning process can be observed from the increased interaction that occurs in the learning process. This interaction occurs reciprocally between lecturer-student-learning material-media, and learning strategies.

The interactions that occur require active student participation, both physically and psychologically (intelligence, talents, interests, motivation, awareness, and emotions) in the learning process. Improving the quality of learning outcomes can be seen from the difference in the pretest and posttest scores of student news text results in the form of journalistic news.

From the trial activity of the learning model, it was obtained data that there was a real increase in news writing skills and student participation in the learning process. Students have been motivated, enthusiastic, excited, physically and psychologically active in participating in the whole series of news writing learning processes for one semester. The improvement of news writing skills is important for students to support the smoothness and success of their studies in higher education.

This development product learning model is used to meet the learning needs of news writing based on a cooperatif type group investigation strategy. Given that the existing learning model has a behaviorism approach, this development product can be used to meet the learning needs of writing news based on this cooperatif type group investigation strategy. This development product learning model can be used as a guideline for the implementation of the learning process, the interaction of the learning process, and the implementation of the evaluation process, both process evaluation and evaluation of learning outcomes in news writing based on a cooperative type group investigation strategy.

By utilizing a cooperative type group investigation strategy-based learning model that is feasible and steady, it is expected that students' news writing skills, process quality, and learning outcomes can be optimally improved. The use of this development product learning model in the learning process (effectiveness testing activities) has been proven to improve students' news writing skills, the quality of the process, and the quality of learning outcomes / achievements.

CONCLUSION

Based on the results of this development research, namely the development of a learning model to write news based on a cooperatif type group investigation strategy, it can be concluded as follows. In its implementation, this learning model is proven to improve students' news writing skills. Skills improvement can be seen from two aspects: increasing student participation and student learning achievement. The increase in student participation is evident in the active participation of students, both physically and psychologically in the learning process. On the other hand, the increase in student learning achievement can be seen from the increase in their final learning score, namely the difference between the pretest and posttest scores. The increase in student learning achievement is very significant. The increase in student learning achievement can also be seen by the comparison between learning outcomes scores with constructivist models by utilizing development products and learning scores with conventional models without utilizing development products. The comparison between the two shows that the learning outcomes score with the constructivist learning model is higher than the learning outcome score with the conventional learning model. This shows that learning with a constructivist model can significantly improve the quality of the process and student learning outcomes.

The results of experimental activities also prove that the cooperative type group investigation strategy-based learning process has shown a number of advantages over learning with behaviorism / conventional models. Likewise, the learning process based on a cooperative type group investigation strategy can improve students' news writing skills. In addition, the learning process with a constructivist model can improve the quality of the learning process to write news in the direction of democratic learning.

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