THE USE OF NATURAL DISASTER NEWS TEXT IN MODELLING STAGE TO COMPOSE NEWS ITEM TEXT: AUTHENTIC MATERIAL IN THE SECOND STAGE OF GENRE-BASED APPROACH

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Abstract.
This study aims to investigate how the news item texts composed by students are based on a natural disaster news text, and how they respond to the use of natural disaster news text as a learning media to compose news item text. Based on these aims, this study uses a qualitative study by means of observation, document analysis, and questionnaire. Data collection was carried out on students twelfth grade from one of the Vocational High Schools in Garut, West Java. The results of the observation showed that under the direction of the teacher there are four steps that students took in composing news item text based on a natural disaster news text: 1) students understand the social function, linguistic elements, and structure of the news item text, 2) students open a web news link about natural disaster, 3) students write down the information they get from reading news on the web, 4) students compose a news item text based on the information. Based on the results of document analysis, it showed that the news item text composed by students fulfills the aspects of writing news item text. In addition, based on the results of the questionnaire, it showed that students gave positive responses to the use of authentic material in the form of natural disaster news texts in learning to compose news item texts. Therefore, as an effort for students to achieve the goals of learning English successfully, it is hoped that teachers can use authentic materials as learning media in the classroom.
Keywords: News Item Text, Natural Disaster News Text, Authentic Material.

INTRODUCTION

When a student is not good at writing English, then the student cannot communicate in writing with people outside their country because English is the language used by the whole world. Moreover, according to Santosa (2017), in certain situations such as applying for a job, a person is expected to have the qualification to be able to write English. From this statement, it can be interpreted that one of the effects of not being good at writing English, apart from not being able to communicate with foreign people (whether they are

friends or someone important) is that the person will also have difficulty in developing his career.

Unfortunately, according to Adas & Bakir (2013), many students perceive writing as the biggest challenge for them. In this case, the problem is the lack of adequate stock of English vocabulary and creativity (ideas) in writing ((Dewi & Misdi, 2017). Moreover, writing is not just a one-step activity. In accordance with Purwati et al., (2019), when the writing process, knowledge, thought, and writing are combined into one, thus creating a meaning. These things make it more difficult for students to learn writing skill.

Moreover, students must develop their writing skill in several genres or types of text that have different generic structures and linguistic elements. One of the texts that has a striking difference with other texts and must be studied by students is the news item text. News item text is text designed to inform readers, listeners, or viewers about today's events that are considered newsworthy or important (Sudarwati & Grace, 2007). In the news item text, the message conveyed must be true and correct based on facts. So that when writing a news item text, students make a few mistakes in choosing vocabulary or lack of sources of information can affect the facts of the news. Therefore, students need to develop their writing skill in writing news item text, which may someday be useful for them in their future working life.

Thus, the problems experienced by students in writing news item text are the problem of lack of students' creativity in writing news item text due to lack of sources of information. As has been explained, students tend to lack adequate ideas (creativity) in writing. The lack of ideas in writing is caused by students who tend not to have their own desire to read information or news if not instructed by the teacher, while when teaching writing news item text in class, some teachers often use techniques that do not encourage students to do so. Even though the lack of ideas in writing will hinder the process of writing the text because students are confused about what to write in their writing. On the other hand, in writing news item text, some factual information must be written in the text.

In regard to the problem above, one of the strategies used is the use of authentic materials as models in the teaching and learning process. The type of authentic material used in this research is web news. Web news is an online newspaper available on the web. By using web news in the learning process, students can use the information on a news item on the web as material for composing the news item text that students will make. So, it can be interpreted, web news is an alternative for students in alleviating the problem of ideas.

LITERATURE REVIEW

Writing

Writing skill is the ability to express ideas, opinions and feelings to others through written language. The accuracy of the disclosure of ideas should be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling (Abbas, 2006). Genre based approach is as a framework for language teaching based on the example of a

specific genre Bryne as cited in Irwansyah (2016)which in this study so relates with genre. Teachers use genre to teach writing. Besides, the teachers used modeling stage as a "tool" for students to construct texts in terms of social goals, language features and schema structures of certain types of texts because at this stage students themselves are still unfamiliar with these conventional rules (Luu, 2011).

However what is the definition of writing itself? The following are some opinions of experts regarding the definition of writing.

- According to Brown (2001)) as cited in Dewi & Misdi (2017), "writing is primarily a convention to record a speech and to emphasize lexical and grammatical features of a language" (p. 273).
- According to Nunan (2003), "writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader" (p. 88).

Based on the opinion of the experts above, writing can be defined as a process of composing or combining writing, thinking, and knowledge by paying attention to the lexical and grammatical of the language used, so that it becomes a text that can be read clearly by the reader.

Teaching Writing

In writing class, before teaching writing, the teacher must understand some basic principles that occur in all types of texts. This is in line with Pardiyono (2007), the teacher must first understand the communicative purpose of the text to be taught to students, so the teacher needs to master the rhetorical structure or generic structure of the text, and the language features of the text which include grammatical patterns and linguistic items.

Not only in terms of mastery of teaching materials, in teaching writing the teacher must also be smart in choosing teaching methods. So that in its application students can understand and master the purpose of the text, linguistic features, and the generic structure of the text. Likewise in this study, it is important for the teacher to know what is happening with the teaching writing news item text in his class to make some improvements.

In addition, according to Harmer (2001), there are two approaches in teaching writing. The first approach is that the teacher focuses on the product of the writing process, and the second approach is that the teacher focuses on the writing process itself. In practice the teacher can choose one of the two approaches or probably the teacher can choose both.

In addition, there are five main categories of writing performance in the classroom that teacher need to know before teaching writing. The following is a detailed explanation according to Brown (2001):

1. Imitative or Writing Down

This category is in the early stages of learning to write, where students will only write letters, words, and sentences in English.

2. Intensive or Controlled

This category usually appears in controlled written grammar exercises, which do not allow students to exercise much creativity, and a controlled writing is presented so that students can change the overall structure given.

3. Self-Writing

Examples of this category that are often done in class are note-taking by students, or other examples are writing a diary, and journal writing.

4. Display Writing

This category is carried out when all language students are doing short answer exercises, essay examinations and research reports that will involve display elements, so students need to master the entire range of display writing techniques.

5. Real Writing

This category is aimed at communicating a sincere and real message to readers who need the message.

Based on the explanation of the five categories above, it can be seen that each category is carried out or occurs at different levels of students. Meanwhile, an English teacher must be able to teach writing in all categories. On the other hand, among the five categories above, the researcher who will act as a teacher in this study will teach writing using the fifth category, namely real writing of a news item text.

Genre Based Approach
Genre-Based Approach

Genre-Based Approach is one of the approaches adopted by Indonesia since the implementation of the 2004 curriculum. This can be seen from the teaching of English in schools in Indonesia, some of which are teaching genres or various texts (Ginting, 2020).

The definition of GBA itself according to Luu (2011), is a type of writing teaching that pays attention to the context of the subject, a process in composing texts, and linguistic forms, and seeks to associate writers and readers. Obviously, this approach focuses more on how to use and produce language patterns in a directed way.

Futhermore, according to Feez & Joyce (2002) and Emilia (2011), there are five stages of learning English using GBA, namely building knowledge of the field, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text. Meanwhile, according to Rosnaningsih and Puspita (2020), there are four main stages of GBA as follow:

1. **Building field knowledge (BKOF)**, which is the stage of providing adequate information and background knowledge to students so that they better understand the text given.
2. **Modeling the text**, which is the stage where the teacher prepares sample texts and discusses with students about the types of texts (genres), functions, grammar, features, and other complements as models of the original text.
3. **Joint construction of the text**, which is the stage of the collaboration process between teachers and students or groups of students in completing certain genre

tasks, such as discussing, drafting, checking and revising and making corrections according to the corrected model.

4. **Independent construction of the text**, which is the stage that provide opportunities for students to write texts individually according to the type of text being studied.

Among the four stages of the GBA above, this study applies the second stage, namely modeling the text. This is because this study examines how the application of the original news text from web news as text modeling from the news item text to students.

Authenthic Material

Authentic material is real material that is taken with the intention of being used as teaching materials that support the learning of a related subject. Language subjects including English is one of the subjects that can utilize authentic material in the teaching and learning process in the classroom. Moreover, using authentic materials in class can motivate students. This is because it can add real-life elements to the student learning experience.

According to Peacock quoted by Berardo (2006), "Authentic material is materials that have been produced to fulfill some social purpose in the language According to Peacock quoted by Berardo (2006), "authentic material is materials that have been produced to fulfill some social purpose in the language community" (p. 61). Meanwhile this authentic material refers to the use of text, photos, video selections, and other resources not prepared for pedagogical purposes (Richards, 2001). Another example is newspaper articles written for native English-speaking readers which EFL (English Foreign Language) teachers can use as authentic materials in teaching students' writing skill.

So, authentic material can be said as material that is produced not for educational purposes but can be utilized and used for teaching materials in education.

News Item Text

In the field of writing, there are several types of texts that students need to master, one of which is news item text. The definition of text is a set of signs that are sent from the sender to the recipient through certain media or codes (Sobur, 2009). Meanwhile, the definition of news is a true and impartial narrative of important facts and can attract the attention of readers who contain the news (Maulsby, 1925, as cited in Ma'ruf, 2017). So the news item text is an actual event that journalists get to be published in writing in a media such as a newspaper because it is interesting or has meaning for the reader. In other words, the definition of news item text is a type of text that contains information on an actual event that is of interest to the reader.

The definition of news item text above is in accordance with the social function of news item text. According to Umriyah (2018), the social function of news item text is to inform readers, listeners or viewers about an event of the day which is considered important and newsworthy.

METHODOLOGY
The data collected from observation, documents analysis and questionnaire. The observation will be used to observe the writing process carried out by students in class.

The documents analysis used to investigate how is the news item text made by students based on the natural disasters news text. Therefore, the documents that analyzed in this study are the news item texts by students. However, the document analysis is only done on three texts. The three texts are taken based on the differences in students' intelligence.

The questionnaire used in this study to know the responses of the students related to compose a news item text based on the natural disasters news text. The questionnaire is conducted to all students in the class. The data that has been collected from observation, document analysis, and questionnaires will get some important findings related to the use of natural disaster news text in composing news item texts. In the document analysis, the texts made by students analyzed based on the assessment rubric of writing news item text. While the data from the observation and questionnaire analyzed qualitatively.

This study conducted using a qualitative research. Qualitative research is a type of research that has the aim of understanding a phenomenon about what is experienced by the research subject as a whole by describing it in the form of words and language, in a special context experienced by utilizing various scientific methods (Moleong, 2007). So the results of the document analysis and questionnaire in this study will be described in the form of words. This study is carried out to the students of the twelfth grade of Senior High School, specifically at SMK IT Rabbany, Garut. However, the samples of this study for document analysis are just three students of them.

FINDING AND DISCUSSION

4.1.1 Observation Result Discussion
Based on the findings of the observations, it can be seen that the process of writing news texts by students has been carried out in accordance with the observation guidelines under the direction of the teacher. This can be seen from all the points in the checked observation guidelines.

Point 1 related to students' interest and motivation to learn during the learning process using natural disaster news text as authentic material, fulfilled by the students. This is in accordance with the literature review according toTamo (2009), the authentic material has a positive effect on students' learning motivation.

Point 2 related to students writing news texts based on their own original ideas modified with information obtained from authentic materials about natural disasters news text, fulfilled by the students. In other words, the steps of learning writing a news item text carried out by students are in accordance with the literature review regarding the pre-writing stage. According to Yunus & Mat (2014), the pre-writing stage is a stage which a writer collects supporting information, and organizes ideas and information.

Point 3 related to students and their group members discussing to develop their ideas into writing and they also ask the teacher questions about the same thing during the news text writing process, fulfilled by the students. In other words, the students did the writing stages of the writing process. As is known from a literature review according to Yunus (2014), the writing stage is the stage where a writer begins to write by developing

ideas for the main ideas contained in the framework of an essay made at the pre-writing stage.

Points 5 and 7 related to students interacting positively with their group members, they evaluate their writing together, and both points have been fulfilled by students as well. In other words, students did the post writing stage in accordance with the literature review in this study. According to Yunus (2014), the post writing stage is the stage where a writer evaluates their writing so that editing and revising is carried out to their writing.

Point 4 related to students doing writing activities through the proper stages, and this point is fulfilled because students have fulfilled points 2, 3, 5, and 7. As it is known that points 2, 3, 5, and 7 are points related to the stages of the writing process, thus, students have carried out point 4.

Point 6 related to the teacher providing modeling of how the writing process in learning activities and students doing the modeling, and that point is fulfilled. In addition, point 8 related to students being invited to reflect on each stage of writing by the teacher, which is also fulfilled by the students. On the other hand, points 6 and 8 are interrelated because both points refer to the teacher's approach in teaching writing. Based on a literature review according to Harmer (2004), there are two approaches in teaching writing, namely: first, the teacher focuses on the product of the writing process; second, the teacher focuses on the writing process itself. Meanwhile, based on points 6 and 8, it can be concluded that the approach to teaching writing carried out by the teacher to students in this study took the second approach, which was more focused on the writing process, not the product.

4.1.2 Document Analysis Result Discussion

Based on the data found from the document analysis, overall the news item texts made by the students have fulfilled several aspects of the writing assessment rubric adapted in this study.

In the first aspect, which is about the completeness of the news item text content, and it is seen that all groups got the Excellent To Very Good category. It means that the news item text made by all groups contains all the elements of 5W+1H (what, where, when, who, why, and how). This is line with a theory of Horne as cited in Purwandari (2007), the news content consists of the title of the news and the 5W+1H elements.

In the second aspect, is about the completeness of news item text structure. It can be seen that there are 3 groups that got the Excellent To Very Good category. It means that students in the three groups already understand the structure that must exist in composing news item text and are able to apply it. Meanwhile, 1 other group got the Good To Average category. This is because the group did not include the title in the news item text they made. Whereas, the title is the first sentence that the reader reads for the first time. In odd moments, a reader will decide to continue reading a news text from the title listed. Moreover, according to Leon (1997), a common feature of a studies including news articles is the use of short titles representing important macrostructural information. However, based on the literature review of this study, all groups composed news item text with a complete structure because the news item text they composed consisted of newsworthy events, background events, and sources.

In the third aspect, which is about the use of the sentences, it can be seen that all

groups got the Excellent To Very Good category. It means that the students composed their news item text using the proper sentences, namely sentences that are effective, short and clear. As it is known that according to Purwandari (2007), in writing news the sentences used should be short, effective, and clear.

In the fourth aspect, which is about exposure confusion, it can be seen that all groups got the Excellent To Very Good category. It means that the students have been able to present ideas or news stories in a coherent manner. In other words, it can also be interpreted that using web news which is an authentic material from natural disaster texts in learning writing a news item text indirectly helps students understand how to compose a coherent news item text. This is line with an opinion according to Fahrun (2015), authentic material texts can be studied by learners to develop their skills.

In the fifth aspect, which is about the use of vocabulary, it can be seen that the two groups got the Excellent To Very Good category. Meanwhile, the other two groups got the Good To Average category, because there were writing errors that make the word lose its meaning or cannot be understood. However, overall, it can be said that all students in the class are quite able to choose which vocabulary is appropriate to use in their writing. Moreover, the use of authentic materials in the form of natural disaster news text helps students add new vocabulary. This is line with a theory according to Martinez (2002), authentic materials such as books, articles, newspapers and so on, can help students expand their vocabulary.

In the sixth aspect, which is about the accuracy of using EYD (*Ejaan Yang Disempurnakan)*, it can be seen that each group has EYD (*Ejaan Yang Disempurnakan)* errors but with different amounts. The first group got the Excellent To Very Good category with 4 errors EYD (*Ejaan Yang Disempurnakan)*. The second group got the Good To Average category with 7 errors EYD(*Ejaan Yang Disempurnakan)*. The third group got the Good To Average category with 5 errors EYD. The fourth group got the Excellent To Very Good category with 1 error EYD (*Ejaan Yang Disempurnakan)*. The EYD (*Ejaan Yang Disempurnakan)* errors found in the news text from each group were the use of capital letters, spelling of words, and commas. This is in line with a finding, according to Wibowo (2016), errors that often occur are the use of capital letters, the use of punctuation, spelling, and waste in composing sentences. In addition, this is also in accordance with the literature review regarding students' difficulties in writing news item text.

4.1.3   Questionnaire Result Discussion

On the other hand, based on the findings from the questionnaire, it can be seen that all students gave a positive perception of the use of natural disaster news text in learning writing news item text. Even though there were three students who claimed to be sleepy during the learning process, but the three students admitted that learning using natural disaster news text made them more motivated and gave ideas in composing a news item text.

In addition, there was also a student who did not agree that using natural disaster news text can make him understand the material better. However at the same time, the student also did not agree that using natural disaster news text makes him less understanding of the material. So, it means in this case the student is neutral.

The rest, all students agreed that using natural disaster news text in learning

writing news item text is interesting and very beneficial for them. This is accordance with a finding, according to Reswari (2015), the use of authentic materials in teaching news texts is recommended because there are some positive behaviors of students towards the application of using authentic materials in teaching news texts, namely they become active, motivated and interested in carrying out activities. Moreover, based on the literature review of this study, authentic materials support a more creative teaching approach.

CONCLUSION

Based on the findings and discussion in chapter 4 regarding the use of natural disaster news text in learning writing news item text, it can be concluded that:

From the result of observation, the process of writing news item text carried out by students went through several steps based on teacher direction. These steps can be expressed as the modeling stages, which include:

1) Students understand all the information presented by the teacher on the whiteboard related to the social function, linguistic elements, and the structure of news item text.
2) Students open news web links about natural disasters news text given by the teacher. At this step students is given a text model.
3) Students write down the information they get from the web news in their notebooks.
4) Students make news item texts based on the information they wrote down.

From the results of document analysis, the news texts composed by students based on natural disaster news texts fulfill several aspects, such as: explanation of contents containing 5W+1H; has a complete news structure, which consists of title characters that are relevant to the content of the text, cultivation of leads that contain news value, stimulates, represents content, as well as development of news body that is chronologic, complete and in-depth; use effective, short, and clear sentences; the news exposure is coherent and easy to understand; use appropriate vocabulary; and not much error on EYD. This can be seen from the news item text by each group on average getting Excellent To Very Good category. It means that the application of modeling the text carried out on students can be said to be successful.

From the result of the questionnaire, students gave a positive perception of the use of natural disaster news text in learning to compose news item text. They are more active, motivated, and feel that the use of natural disaster news text is beneficial for them in learning writing news item text.

In addition, based on the results of the questionnaire, it showed that students gave positive responses to the use of authentic material in the form of natural disaster news texts in learning to compose news item texts. Therefore, as an effort for students to achieve the goals of learning English successfully, it is hoped that teachers can use authentic materials as learning media in the classroom.

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