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TEACHER EVALUATION STRATEGIES FOR STUDENTS' NEWS TEXT WRITING SKILLS

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Abstract

Appropriate evaluation strategies are essential in teaching news text writing because not all students have the same ability to organize ideas, structure, and linguistic rules. This study aims to describe the evaluation strategies implemented by teachers on the news text writing skills of seventh-grade students at SMPIT Ulul Albab Tarakan. This research employed a descriptive qualitative approach with seventh-grade students and Indonesian language teachers as the subjects. Data were collected through observation, interviews, and questionnaires. The results showed that the teacher implemented process-based evaluation strategies using contextual approaches, authentic assessment, rubrics, peer assessment, and portfolios. The majority of students (82.8%–100%) reported understanding the teacher's explanations, had received assignments to write news texts, and received feedback for improvement. However, 65.5% of students stated that the assessment methods lacked variety, and another 65.5% reported that the writing results were never discussed together in class. The main difficulties faced by students were finding ideas, developing topics, structuring the news text, and using appropriate language. In conclusion, the evaluation strategies applied by the teacher have helped improve students' understanding and writing skills, but there is a need for greater variety in assessment techniques, more classroom discussion of writing results, and more equitable distribution of motivation.

Keywords : evaluation of learning, writing skills, teacher strategies, news text.

Abstrak: Strategi evaluasi yang tepat sangat diperlukan dalam pembelajaran menulis teks berita karena tidak semua siswa memiliki kemampuan yang sama dalam menyusun ide, struktur, dan kaidah kebahasaan. Penelitian ini bertujuan untuk mendeskripsikan strategi evaluasi yang diterapkan guru terhadap keterampilan menulis teks berita siswa kelas VII SMPIT Ulul Albab Tarakan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan subjek penelitian siswa kelas VII dan guru bahasa Indonesia. Data dikumpulkan melalui observasi, wawancara, dan angket. Hasil penelitian menunjukkan bahwa guru menerapkan strategi evaluasi berbasis proses dengan menggunakan pendekatan kontekstual, penilaian autentik, rubrik penilaian, penilaian teman sejawat, dan portofolio. Sebagian besar siswa (82,8%–100%) mengaku memahami penjelasan guru, pernah mendapat tugas menulis teks berita, serta menerima saran perbaikan. Namun, 65,5% siswa menyatakan metode penilaian kurang bervariasi, dan 65,5% lainnya mengaku hasil tulisan tidak pernah dibahas bersama di kelas. Kesulitan utama siswa terletak pada menemukan ide, mengembangkan topik, menyusun struktur berita, dan menggunakan bahasa yang sesuai. Simpulannya, strategi evaluasi yang diterapkan guru telah membantu peningkatan pemahaman dan keterampilan menulis siswa, namun perlu peningkatan variasi teknik penilaian, pembahasan hasil tulisan, serta motivasi yang lebih merata.

Kata Kunci : evaluasi pembelajaran, keterampilan menulis, strategi guru, teks berita

Introduction

Learning strategy is a method selected and implemented by a teacher in delivering instructional materials to help students understand and receive information, so that learning objectives can be achieved optimally at the end of the learning process. (Septiani et al., 2023). Educational strategies involve methods, procedures, and approaches applied during the learning process. Therefore, learning methods and approaches are important elements of educational strategies themselves. (Seknum, 2013)

Etymologically, the term strategy originates from the Latin word "*strategia*", which means the skill of implementing plans to achieve desired outcomes. In the field of education, strategy can be interpreted as a plan or method used to accomplish a learning activity. In addition, learning strategies also require continuous reflection and improvement processes to enhance the effectiveness and quality of learning.

In the educational system, assessment is one of the crucial elements that teachers need to conduct to understand how effective the learning process is. Assessment results can serve as feedback (feedback) for teachers to improve and enhance learning programs. Therefore, the ability to conduct learning evaluation is one of the fundamental competencies that an educator must possess. This ability includes assessing both the learning process and learning outcomes of students, which simultaneously serves as an indicator of a teacher's professionalism.

One of the language skills that needs to be mastered is writing skill. According to (Apriliyani & Ropiah, 2025), writing is a means for individuals to express their thoughts and feelings through meaningful symbols or written signs. In line with this opinion, (Yaqien & Mataram, 2018) state that writing is a language skill used as a tool for indirect communication. As an active and productive activity, writing provides individuals with the opportunity to express their ideas, concepts, and perspectives in a written work that can be accepted by an audience.

Therefore, writing ability needs to be developed from an early age so that students are able to convey their thoughts systematically, clearly, and in an organized manner. This skill is not only related to cognitive aspects but also involves the ability to arrange words into meaningful written symbols. Through writing activities, individuals can express ideas, thoughts, and emotions in an organized way, making them easier for readers to understand. Furthermore, writing ability is closely related to reading ability and also influences success in the learning process.

In the process of learning Indonesian, in addition to understanding a text, students are also expected to be proficient in creating texts. This can be achieved through writing activities. Writing is one of the language skills used to interact with others indirectly. In line with this, writing is a language skill used to convey ideas or thoughts in written form and is one form of indirect communication. Writing skill is considered a very crucial activity in the process of learning Indonesian. The ability to write does not only depend on theoretical understanding but must also be supported by regular practice and exercises. Continuous writing practice contributes to the improvement of writing skills. In other words, writing skills do not emerge suddenly or automatically.

One type of writing skill taught in Indonesian language subjects at the junior high school level is news writing. A news text is a type of writing that presents factual information about an event, delivered clearly, concisely, and up-to-date for readers. In the writing process, a news text must pay attention to important elements such as 5W+1H (what, who, when, where, why, dan how) and use language that is clear and easy to understand. News text writing skills are very important because they can train students to think critically, organize information effectively, and present facts objectively.

However, in practice, not all students are able to write news texts well. Students often experience difficulties in generating ideas, organizing news structures, and applying language that conforms to news writing conventions. Therefore, it is important for teachers to have appropriate strategies, particularly in the learning evaluation process, so that students' news text writing skills can develop optimally. The evaluation conducted should not only assess the final written product but also the students' process of understanding and composing news texts.

Method

This study is a descriptive research employing a qualitative approach. Descriptive research focuses on collecting data based on factors that support the object being studied (Dr. Arif Rachman, 2024). The qualitative approach aims to understand social phenomena by exploring interactions and communication in depth. The subjects of this study were seventh-

grade students of SMPIT Ulul Albab Tarakan, with a focus on the implementation of the Project-Based Learning (PBL) strategy. (Ilmi et al., 2025)

Data collection was conducted through observation, interviews, and questionnaires. Observation was carried out to directly examine situations and conditions with the assistance of an observer. In addition, interviews were conducted directly with the seventh-grade Indonesian language teacher, and questionnaires were distributed to students regarding their experiences in writing news texts and to the teacher concerning the implementation of formative assessment in Indonesian language learning.

The data analysis technique employed in this study followed a model consisting of several stages, namely data collection from observations and interviews, data processing based on field findings and relevant theories, data presentation through the systematic organization of information, and drawing conclusions based on the analysis results. Furthermore, the researchers supplemented the data by including documentation in the form of photographs and videos as evidence of the observation and interview activities conducted during the study.

Result and Discussion

Result

The research findings were obtained through the distribution of questionnaires to 29 seventh-grade students of Al-Furqon at SMPIT Ulul Albab Tarakan and through interviews with the Indonesian language teacher. The data indicate that the assessment methods used by the teacher have supported learning activities in news writing. Based on the questionnaire results, (100%) of the students stated that the teacher clearly explained how to write news texts before the writing activities were conducted. All respondents also admitted that they had been assigned news text writing tasks by the teacher. This study indicates that the process of learning to write news texts has been implemented consistently and systematically.

Table 1. Result of Teacher Skills

No	Aspect Assessed	Yes (%)	No (%)
1	The teacher clearly explains how to write news texts	100	0
2	Students have been assigned to write news texts	100	0
3	Students receive suggestions/feedback from the teacher	82,8	17,2
4	The teacher uses varied assessment method	34,5	65,5
5	The teacher's assessment method helps improve writing skills	69,0	31,0
6	The teacher clearly explains the important parts of a news text	75,9	24,1
7	The time given for writing news texts is sufficient	72,4	27,6
8	Students receive motivation from the teacher	62,1	37,9
9	The written work is discussed together in class	34,5	65,5
10	Students understand the grade/value given by the teacher	82,8	17,2

Based on the table above, all students (100%) stated that the teacher clearly explained how to write news texts before the writing activities were carried out. All respondents also admitted that they had received news text writing assignments from the teacher. This indicates that the process of learning to write news texts has been conducted consistently and systematically. This means that the teacher not only provided theoretical explanations but also directly implemented them through writing assignments. The clarity of the initial explanation served as a strong foundation for students to understand the structure, elements, and linguistic rules of news texts. Thus, students had adequate preparation before beginning to write. This consistency also demonstrates that news text writing activities were not conducted only once but had become a regular part of the learning process. Overall, these two indicators reflect a solid learning foundation in terms of both planning and the implementation of writing activities in the classroom.

A total of 82.8% of students stated that they had received suggestions or corrections from the teacher regarding the news texts they had written, while the remaining 17.2% had never received such feedback. These data indicate that most students had received guidance in improving their writing. Regarding assessment methods, only 34.5% of students stated that the teacher used various methods to assess news texts, whereas 65.5% considered the assessment methods used to be insufficiently varied. Nevertheless, 69% of students believed that the teacher's assessment methods helped them improve their writing skills.

A total of 75.9% of students stated that the teacher had explained the important components of news texts well. In addition, 72.4% of students felt that the time allocated for writing news texts was sufficient, while 27.6% felt that they still needed additional time to complete their writing assignments. In terms of motivation, 62.1% of students admitted that they received motivation from the teacher, making them more confident in writing news texts. However, 37.9% of students felt that they had not received sufficient motivation during the learning process. The questionnaire results also showed that 65.5% of students stated that the teacher did not discuss their written work collectively in class. In contrast, only 34.5% of students had experienced a classroom discussion of writing results. Nevertheless, 82.8% of students stated that they understood the scores given by the teacher for their written work.

Based on the open-ended responses in the questionnaire, it was found that the main challenges faced by students when composing news articles were generating ideas or topics, developing information into complete news stories, organizing a coherent news structure, and using language that complied with language conventions. Some students also faced difficulties in creating attractive headlines and news leads (lead). The news topics most preferred by students included natural disasters, crime, community issues, accidents, technological developments, culture, and viral events. Most students selected topics that were closely

related to their daily lives and possessed high news value. The questionnaire results also indicated that students' understanding of news elements was still relatively low. Most students admitted that they had forgotten or did not understand the elements of news, while only a small number were able to correctly explain the concept of 5W+1H. In terms of learning benefits, most students believed that writing news texts could improve writing skills, broaden knowledge, develop critical thinking skills, and help them understand information more effectively.

Based on the interview results, the teacher implemented a process-based evaluation strategy using contextual approaches and authentic assessment. Evaluation was conducted through assessment rubrics, peer assessment (peer assessment), portfolios, and the provision of both direct and written feedback. The teacher also employed active learning models such as Problem Based Learning (PBL) and group discussions to enhance student engagement in learning to write news texts.

Discussion

The results of the study indicate that the assessment methods used by the teacher have contributed to improving students' skills in writing news texts. The finding that all students received explanations on how to write news texts before engaging in writing activities indicates that the teacher has implemented a systematic learning process. This condition is in line with Sanjaya's opinion, which states that a teaching strategy is a set of activities designed to help students achieve learning outcomes efficiently. The assignment of news text writing tasks to all students demonstrates that learning is not only focused on mastering theory but also on the application of language skills. According to Syafitri and Nursaid, writing skills can only develop through continuous practice. Therefore, the teacher's consistency in assigning writing tasks becomes an important factor in improving students' abilities. The finding regarding the provision of feedback to most students indicates that the teacher has implemented the principles of formative evaluation. Feedback serves an important function as a means of improvement because it allows students to identify the strengths and weaknesses of their writing. Through this process, students can revise and improve the quality of their writing in subsequent assignments.

However, this study also found that most students considered the assessment methods used by the teacher to be insufficiently varied. This condition indicates that although the teacher has implemented various evaluation techniques such as rubrics, portfolios, and peer assessment, their implementation has not been fully perceived by all students. Variation in evaluation techniques is very important to accommodate differences in students' characteristics and abilities. In terms of motivation, the results of the study show that not all students experienced the same level of encouragement from the teacher. Meanwhile,

motivation is a crucial element that influences learning achievement. Students who possess high motivation tend to be more active in generating ideas, developing their writing, and correcting mistakes identified during the evaluation process. The finding that the majority of students had never discussed their written work together in class indicates an opportunity for improvement in the evaluation process. Classroom discussions of written work can help students understand common mistakes and provide opportunities to learn from the work of their peers. This activity can also enhance students' reflective and critical thinking skills regarding their own writing.

Students' difficulties in generating ideas, developing topics, and organizing news structures indicate that news text writing skills still require intensive guidance. These difficulties are common phenomena in writing instruction because students must be able to integrate various abilities simultaneously, ranging from understanding facts, organizing information logically, to using appropriate language. The low level of students' understanding of news elements indicates that reinforcement of the 5W+1H material is still necessary. Mastery of news elements is the foundation for producing complete and informative news texts. Therefore, teachers need to provide more varied and contextualized exercises so that students can apply these concepts in writing practice.

One interesting finding of this study is the difference in perception between teachers and students regarding the implementation of learning evaluation. Based on the interview results, the teacher stated that various evaluation techniques had been implemented, such as assessment rubrics, peer assessment (peer assessment), and portfolios. However, the questionnaire results showed that 65.5% of students still considered the assessment methods used to be insufficiently varied. This difference in perception indicates that the implementation of various evaluation techniques carried out by the teacher has not been fully understood or experienced by all students. This condition highlights the importance of clearer communication regarding the objectives, benefits, and mechanisms of each assessment technique so that students can be more actively involved in the learning evaluation process.

In addition, another interesting finding can be observed in the aspect of feedback and discussion of written work. Most students (82.8%) admitted that they had received suggestions or corrections from the teacher regarding their writing, but 65.5% of students stated that their written work had never been discussed collectively in class. This finding indicates that the feedback provided by the teacher tends to be individual in nature and has not been widely conducted in a classroom setting. In fact, discussing written work collectively can become an effective reflective tool for students to understand common mistakes, obtain examples of good writing, and learn from the work of their classmates. Therefore, reflection activities and

discussions of written work need to be further optimized as part of the evaluation strategy for learning news text writing.

Based on the interview results, the use of authentic assessment, assessment rubrics, peer assessment, and portfolios indicates that the teacher has implemented evaluations oriented toward both the learning process and learning outcomes. This strategy is in line with the concept of learning evaluation, which emphasizes the importance of continuous assessment to monitor the development of students' competencies comprehensively. Overall, the results of the study indicate that the teacher's evaluation strategy toward news text writing skills at SMPIT Ulul Albab Tarakan has been implemented effectively and has had a positive impact on students' writing abilities. Nevertheless, improvements are still needed in the aspects of variation in assessment techniques, motivational support, classroom discussions of written work, and strengthening students' understanding of news elements so that their writing skills can develop more optimally.

This study shows that the way teachers evaluate learning by using authentic assessment, assessment rubrics, peer assessment, and portfolios has a positive impact on students' abilities in writing news texts. These findings are consistent with the studies of Irsyad and Anggraini (2023) and Zartika (2025), which indicate that active project-based learning methods can improve students' news text writing skills. These studies share a common objective, namely improving students' writing abilities by actively involving them in the teaching and learning process. However, previous studies focused more on the implementation of the Project Based Learning model and the use of instructional media, whereas this study focuses more on the evaluation strategies employed by teachers during the learning process.

In addition, the results of this study are also consistent with the study of Maslihah, Aziroh, and Bashith (2025), which states that the use of various evaluation methods can improve students' abilities more effectively. Nevertheless, this study found an interesting issue: 65.5% of students felt that the assessment methods used by the teacher were still insufficiently varied, and 65.5% of students also stated that the results of their writing assignments had never been discussed collectively in class. These findings indicate that although the evaluation process has been running quite smoothly, variations in assessment methods and classroom discussions of students' work still need to be further developed so that the process of learning to write news texts becomes more effective and optimal.

Conclusion

Based on the research findings and discussion regarding the teacher's evaluation strategies toward the news text writing skills of seventh-grade students at SMPIT Ulul Albab Tarakan, it can be concluded that the teacher has implemented a variety of evaluation

strategies that are process-oriented, such as contextual approaches, authentic assessment, rubrics, peer assessment, and portfolios. The questionnaire results indicate that most students benefited from these strategies, particularly in terms of the clarity of the teacher's explanations, the provision of corrective feedback, and their understanding of the scores assigned to them. However, several weaknesses were still identified, such as the lack of variation in assessment methods according to students' perceptions, the limited discussion of written work in the classroom, and uneven motivational support. From the students' perspective, the main difficulties were generating ideas, developing topics, organizing news structures, and using appropriate language. Nevertheless, in general, the evaluation strategies implemented by the teacher were able to improve students' understanding and news text writing skills. Therefore, it is necessary to increase the intensity of feedback, diversify assessment techniques, and provide more equitable motivation in order to overcome the challenges that students continue to face.

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