

THE CONTRIBUTION OF JOURNALISTIC KNOWLEDGE TO STUDENTS' SKILLS IN WRITING NEWS: A STUDY OF CORRELATIONAL ANALYSIS

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Article Info	Abstract
Article History Received: July 2023 Revised: September 2023 Published: October 2023	<i>Journalistic knowledge serves as a robust underpinning upon which learners can refine and enhance their writing abilities, specifically in the domain of news composition. The multifaceted landscape of journalism incorporates a medley of elements that collectively contribute to the cultivation of effective writing skills. The mastery of these facets plays a pivotal role in augmenting students' proficiency in articulating their ideas cogently, engaging their audience adeptly, and ensuring the meticulous conveyance of information. Against this backdrop, the present study endeavors to explore the substantive role played by journalistic knowledge in improving students' skills in writing news. To attain the research aim, the researchers applied a correlational study to find out the correlation between journalistic knowledge and students' skills in writing news. The participants of the study consisted of 51 students of Indonesian language and literary education at the University of PGRI Semarang. The sample was taken using a simple random sampling technique. The data were collected using tests. Based on the data analysis, there is a correlation between journalistic knowledge and students' skills in writing news. It means that the components of journalistic knowledge such as understanding the fundamental news values such as timeliness, prominence, proximity, conflict, and human interest, have contributed to helping students in writing news.</i>
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INTRODUCTION

The act of writing, as a language skill, assumes a distinctive role in communication, facilitating a mode of interaction that transcends immediate face-to-face engagement (Fadli et al., 2022; Fatiani et al., 2021). It manifests as a productive and expressive endeavor, endowed with the capacity to serve multifarious objectives within the communicative domain (Abbas & Herdi, 2018; Kazemian et al., 2021). Among these, writing emerges as a potent vehicle for reporting, conveying information, and exerting influence upon its readership, thereby establishing a significant nexus between textual composition and interpersonal discourse. The realization of such objectives hinges upon the proficiency of individuals in orchestrating their cognitive processes, enabling the lucid articulation of ideas (Al- Zyoud et al., 2017; Haerazi & Kazemian, 2021). This attribute of clarity, central to effective writing, is contingent upon the synergy of cognitive acumen, lexical arrangement, and syntactical construction. The cognitive aspect presupposes a coherent mental framework, wherein thoughts are structured and sequenced with precision prior to inscription.

Concurrently, the strategic deployment of language, encompassing syntactic arrangements and semantic nuances, contributes to the crystalline conveyance of intended meanings (Chapelle et al., 2015; de Kleine & Lawton, 2018). The harmonious amalgamation

of thought and expression coalesce into a narrative scaffold that informs, persuades, and resonates. In this context, the mastery of graphology, language structure, and vocabulary emerges as a sine qua non for proficient writing. Graphological finesse is harnessed to evoke nuanced textual nuances, while the adept manipulation of linguistic structures and vocabulary enriches the communicative repertoire (Astiantih & Akfan, 2023; Hadi & Karyadi, 2023). However, the cultivation of these skills is a process that necessitates rigorous and iterative practice. The acquisition of writing prowess is an endeavor akin to an art form, one that matures through repeated honing and refinement. This axiom extends seamlessly to the realm of news writing, where the composition of news articles attains heightened significance.

A proficient news writer is one who diligently engages in the practice of crafting news pieces. News writing, epitomizing a genre replete with information dissemination, assumes the role of an articulate conveyor of societal occurrences (Akhtar & Pratt, 2017; Arafat & Porlezza, 2023). It embodies a mode of factual reporting, grounded in data and verifiable facts. Immediacy is its hallmark, demanding swift transcription and dissemination via mass media platforms. Hence, the news writer finds themselves in a perpetual race against time, tasked with the imperative of orchestrating accurate, comprehensive, and promptly deliverable news pieces (Carpenter et al., 2018; Caswell, 2019). In summation, writing is an intricate language skill that converges with communication in an indirect and multifaceted manner. Its potency lies in its capacity to realize diverse objectives, achieved through the dexterous orchestration of cognitive clarity, linguistic proficiency, and iterative practice. News writing, within this broader paradigm, assumes a distinctive role in promptly reporting factual occurrences, necessitating an amalgamation of skills that encompasses both the art and science of effective communication.

The assimilation of journalistic knowledge within the realm of writing practice engenders a profound transformation in the capabilities of learners, enabling them to engender compositions that are not only captivating and systematically organized but also characterized by meticulous adherence to accuracy (Finneman et al., 2022; Hellmueller et al., 2017). This infusion of journalistic acumen into the fabric of writing pedagogy serves as a catalyst for the refinement of learners' aptitude in generating written content that resonates with audiences, offering an intellectual discourse that is both substantively informed and aesthetically engaging. This confluence of disciplines, wherein journalistic tenets merge with the craft of writing, begets a spectrum of competencies that transcend the confines of journalistic expression and permeate an array of literary forms (Holton et al., 2013; Z. M. Huang, 2022). Be it the craft of crafting news narratives replete with timeliness and objectivity, the formulation of scholarly essays underpinned by meticulous research and analytical acumen, the nuanced artistry of composing blog posts that resonate with a digital readership, or the imaginative construction of fictional narratives, the corpus of skills imbibed from the domain of journalism bestows a distinctive edge upon communicative endeavors.

The transformative influence of journalistic knowledge transcends the mere transmission of practical techniques; it endows learners with a cognitive framework that fosters a discerning outlook toward information assimilation, contextual understanding, and the art of narrative construction. By inculcating principles of journalistic inquiry, learners gain a heightened acuity in discerning the salient facets of a subject, identifying the crux of the narrative, and articulating their insights with a precision that elevates their written discourse to realms of intellectual sophistication. It is in line with Haerazi (2020) who argues that the infusion of journalistic knowledge into writing practice not only augments the technical prowess of learners in terms of composition but also engenders a profound shift in their cognitive and creative faculties. The amalgamation of journalistic principles with the art of writing generates an amalgam of skills that fosters a form of communication distinguished by its efficacy, resonance, and enduring impact.

In the present investigation, it becomes apparent that students, as delineated by the study's context, lack the foundational linguistic knowledge that would serve as a substratum for their inclination towards proficient news writing. This dearth of linguistic grounding is evinced by their limited grasp of pivotal underpinnings, specifically the quintessential news values encompassing timeliness, prominence, proximity, conflict, and human interest (Johnson & Kelling, 2018; Jones & Jones, 2019). This absence of awareness engenders an impediment to their ability to discern and delineate newsworthy narratives, thereby impinging upon their capacity to discern and accord priority to stories of significance. Concomitantly, the lacuna in fundamental news values underscores the exigency for students to be imbued with a robust foundation in scientific pursuits, notably research, and fact-checking (Klein-Avraham & Reich, 2022; Kolandai-Matchett et al., 2021). Faculty members are bestowed with a pivotal role in facilitating this acquisition, thereby steering students toward the cultivation of the acumen requisite for comprehensive and precise information acquisition. A salient facet of this endeavor lies in the art of rigorous research, an indispensable skill that equips students to meticulously amass accurate data to substantiate their journalistic endeavors. The inherent significance of fact-checking surfaces as a critical cornerstone, acting as a bulwark against the proliferation of misinformation, while concurrently bolstering the veracity and trustworthiness of the written discourse.

In the pedagogical landscape, instructors bear the onus of fostering an environment conducive to the refinement of students' journalistic aptitude. This endeavor encompasses a multifaceted spectrum, notably encompassing the cultivation of adeptness in conducting interviews - a dynamic platform for soliciting nuanced insights, harnessing profound sources of information, and extracting perceptive quotations to enrich the fabric of news narratives (Kruikemeier & Lecheler, 2018; Lahav & Reich, 2011; Ma & Yuen, 2008). The cultivation of these skills stands as an intrinsic facet within the journalistic course framework, where the amalgamation of open-ended inquiry and source engagement fosters an ecosystem for cogent and impactful news writing. In summation, the current inquiry underscores the necessity for students to bridge the chasm of linguistic knowledge to fortify their proclivity towards adept news writing. The attainment of this objective necessitates a multipronged approach, encompassing the inculcation of fundamental news values, the cultivation of scientific rigor through research and fact-checking, and the honing of source engagement techniques. As pedagogical custodians, educators assume a pivotal role in instilling these proficiencies, thereby fostering a cohort of astute and discerning news writers poised to navigate the intricacies of journalistic composition.

The efficacy of journalistic knowledge is crucial for students. Therefore, this study aims to explain the contribution of journalistic knowledge towards students' skills in writing news for students of the Indonesian Language and Literature Education Study Program, at the University of PGRI Semarang. The research question is formulated, i.e., is there any correlation between journalistic knowledge and students' news writing skills? The novelty of the study lies in the utilization of journalistic knowledge of pre-service Indonesian language teachers to compose pieces of writing products and the source engagement fosters an ecosystem for cogent and impactful news writing.

RESEARCH METHOD

Research Design

The current investigation employs a quantitative research paradigm (Cohen et al., 2018), specifically adopting the distributional correlational method as its analytical framework. Within this methodological framework, the primary objective is to elucidate and expound upon the intricate interplay between the variables under scrutiny, namely the independent variable denoting journalism knowledge and the dependent variable signifying news writing skills. The

quantitative approach, embedded within the distributional correlational method, affords a systematic means to scrutinize the degree and nature of the association existing between the aforementioned variables (Cohen et al., 2018; Creswell, 2009). This methodological selection underscores the intent to quantitatively measure and establish patterns of correlation, facilitating a comprehensive comprehension of the nuanced connections between journalism knowledge and news writing skills. The distributional correlational method itself operates as an invaluable conduit for delineating the relational dynamics, elucidating how fluctuations in journalism knowledge are reflected in the variability of news writing skills. By virtue of its capacity to quantify and statistically expound upon the interdependence of variables, this approach engenders a rigorous analytical scaffold that systematically elucidates the extent to which variations in the independent variable potentially induce corresponding changes in the dependent variable.

Research Population and Samples

The focal cohort for this study was delineated as comprising students enrolled in the Indonesian Language and Literature Education Study Program within the purview of the Faculty of Languages and Arts at the University of PGRI Semarang. The research specifically targeted students registered for courses during the odd semester. Given the substantial size of the overall population, it was pragmatic and methodologically prudent to opt for a selective approach, whereby not all constituents of the population were engaged as participants in the research. To this end, a judiciously determined sample size of 51 students was purposively ascertained, a representative subset that effectively encapsulated the broader student body. The sampling strategy employed in this study adhered to the principles of proportional random sampling, a methodology that ensures equitable representation of different strata within the population. This systematic approach involves the allocation of participants in a manner that mirrors the distribution of attributes observed within the larger population. By harnessing this methodological underpinning, the selected sample of 51 students is inherently representative of various demographic facets prevalent within the overall student population of the Indonesian Language and Literature Education Study Program.

Research Instruments and Data Collection

The empirical foundation of this study is anchored in the data derived from two distinct assessments: the journalistic knowledge test and the news writing test. The fundamental tool employed for data collection is the test instrument, meticulously designed to solicit comprehensive insights into the realms of journalistic knowledge and news writing prowess. These assessments are strategically tailored to encompass distinct methodological paradigms, notably manifesting as objective tests for the evaluation of journalistic knowledge and performance tests for the measurement of news writing skills. The twin research instruments, characterized by their respective formats as objective tests for journalistic knowledge and performance tests for news writing skills, are meticulously structured through a comprehensive sequence of four integral steps. These steps, constituting the essential scaffolding for the design and execution of the assessments, encompass: (1) the meticulous preparation of a methodological grid that serves as a foundational framework, (2) the formulation and curation of meticulously devised questions and declarative statements germane to the domains of journalistic knowledge and news writing skills, (3) a robust and iterative trial phase aimed at refining and validating the instrument's efficacy, and (4) a judicious analysis of the outcomes yielded by the trial process, undertaken to ascertain the instrument's reliability, consistency, and empirical viability.

The empirical foundation of this study was constructed through a meticulous process of data collection, which entailed the systematic administration of tests to the designated research sample. This data collection endeavor was executed in a sequential manner, with a methodical

progression that commenced with the dissemination of journalistic knowledge tests and culminated in the administration of tests to assess news writing skills. This sequential approach ensured a structured and coherent process of data accrual, enabling a comprehensive exploration of the research objectives. In particular, the acquisition of data pertaining to news writing skills was facilitated through the application of a specialized assessment rubric, explicitly designed to holistically evaluate the multifaceted dimensions inherent within the craft of news writing. This rubric functioned as a meticulous and standardized framework, underpinning the systematic evaluation of news writing skills by delineating precise criteria and benchmarks against which the participants' performance could be objectively gauged. The adoption of such a discerning rubric bolstered the integrity of the data collection process, enhancing its reliability and ensuring the acquisition of robust and credible insights into the participants' news writing aptitude. By meticulously orchestrating the administration of tests, and by employing a tailored assessment rubric for the evaluation of news writing skills, the study embraced a methodologically rigorous approach to data collection, thereby furnishing a solid empirical basis for the subsequent analytical endeavors.

Data Analysis Technique

The data acquired in this study underwent a comprehensive analytical treatment encompassing both descriptive and inferential statistical analyses (Cohen et al., 2018; Creswell, 2009). In pursuit of methodological rigor, the examination of data distribution normality and variance homogeneity was rigorously undertaken. The evaluation of data normality, a pivotal aspect, was executed through the application of the Liliefors test, a statistical tool tailored to assess the adherence of data distribution to a normal curve. Subsequently, the analytical trajectory advanced towards hypothesis testing, a cardinal phase in this research endeavor. Central to this hypothesis evaluation is the singular correlation test, meticulously employed to assess the relationship posited by the alternative hypothesis (H_a). The implementation of the product-moment correlation as the chosen statistical technique facilitated the elucidation of the potential association between the independent variable (X) and variable Y.

In order to establish the statistical significance of these correlations, a decisive step was taken. The calculated t-values were subject to rigorous comparison with tabulated t-values, within the construct of a significance level of 0.05, thereby establishing a 95% confidence interval and accounting for the degrees of freedom ($n-2$). This empirical confrontation between t-count and tabulated t-values serves as a critical threshold for the determination of the substantive significance of the correlation between the independent variable (X) and variable Y. The pivotal outcome of this analytical course rests on the comparison of the t-count and t-table values. The observed statistical relationship is deemed significant when the t-count exceeds the critical t-table value. This threshold demarcates the point at which the interplay between the independent and dependent variables transcends mere randomness, thus substantiating the hypothesis posited. Ultimately, the comprehensive amalgamation of data analysis techniques culminates in a systematic validation of the research objectives, underpinning the empirical veracity of the correlations elucidated within this study.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The present study postulates a hypothesis that underscores the substantial role of journalistic knowledge in shaping and enhancing the news writing skills exhibited by students enrolled in the study program of Indonesian Language and Literature Education within the Faculty of Languages and Arts at the University of PGRI Semarang. The empirical analysis conducted in the study yields noteworthy findings, wherein a statistically significant correlation coefficient of 0.5543 is revealed between the variable of journalistic knowledge and that of news writing skills. This statistical association provides empirical substantiation to the

hypothesized relationship. Moreover, a comprehensive examination of the data elucidates that the influence exerted by journalistic knowledge upon the development of news writing skills is estimated to be 30.73%. This quantitative insight underscores the salient impact of journalistic knowledge as a determinant factor in explicating news writing competencies, while concurrently acknowledging the contributory role of other latent variables. Consequently, it becomes evident that news writing skills are a composite outcome shaped by a multifaceted interplay of factors, with journalistic knowledge playing a discernibly significant role. The discernible implication derived from these empirical observations is that a heightened level of journalistic knowledge corresponds to an augmented proficiency in the domain of news writing among students enrolled in the Indonesian Language and Literature Education Study Program at the Faculty of Languages and Arts, University of PGRI Semarang. This scholarly endeavor thus underscores the intricate interrelationship between cognitive acquisitions in journalism and the honing of practical skills in the realm of news composition within the specified academic context.

The assessment of the substantive import of journalistic knowledge in relation to the augmentation of news writing skills is meticulously conducted through the deployment of a rigorous significance testing framework, specifically instantiated as the t-test. This analytical procedure entails a meticulous comparison between the computed t-count and the critical t-table value. The guiding principle underpinning this evaluative criterion stipulates that a noteworthy significance is established when the t-count surpasses the t-table value, whereas a dearth of statistical significance is ascertained if the t-count falls short of the t-table threshold. In the present empirical context, the significance testing procedure, employing the t-test, furnishes a t-count value of 4.66. This empirically derived t-count value is then juxtaposed against the critical t-table value, which is determined with a prescribed error rate (α) of 0.05 and degrees of freedom (df) equal to the difference between the sample size (n) and two (n-2), yielding df = 49. The critical t-table value at this designated level of significance is identified as 2.02. The discernible outcome of this analytical undertaking indicates that the calculated t-count value significantly surpasses the established critical t-table value. This statistical juxtaposition substantiates the statistical import of the contribution of journalistic knowledge to the augmentation of news writing skills within the purview of the specified study. The statistical disparity between the t-count and the t-table value underscores the substantial influence of journalistic knowledge on the proficiency of news writing skills, thereby lending empirical credence to the hypothesized relationship and affirming the integral role of journalistic cognitive acquisitions in the realm of news composition proficiency.

The discerned statistical outcome of the analysis, wherein the computed t-count value of 4.66 demonstrably surpasses the critical t-table value of 2.02, serves as a robust empirical substantiation of the hypothesis posited. In light of this statistical disjunction between the t-count and t-table values, it becomes manifestly apparent that the tenet hypothesizing the contributory role of journalistic knowledge towards the augmentation of news writing skills among students enrolled in the Indonesian Language and Literature Education Study Program at FBS University of PGRI Semarang is firmly corroborated. The statistical validation thus achieved underscores the veracity of the postulated relationship between journalistic knowledge and news writing skills. This substantiated association imparts a heightened level of scholarly confidence in affirming the constructive influence of journalistic knowledge on the cultivation and refinement of news writing competencies within the specified academic domain. The empirical affirmation of this hypothesis not only advances the theoretical understanding of the interplay between cognitive acquisitions and practical skills within the realm of journalism education but also offers a valuable point of reference for curriculum enhancement and pedagogical refinement within the broader landscape of academic discourse.

Discussion

The domain of journalistic knowledge encompasses a multifaceted spectrum of competencies and insights that are indispensable for achieving excellence within the realm of journalism. This holds true whether one is at the nascent stage of their journalistic journey or is actively seeking to elevate and refine their existing compositional proficiencies. This assertion finds consonance with the observations posited by Ma and Yuen (2008), wherein the significance of journalistic knowledge as a pivotal catalyst for the cultivation of effective compositional endeavors is expounded. Specifically, the purview of action, in this context, pertains to the intricate domain of news writing skills. Thus, it becomes evident that the acquisition and assimilation of journalistic knowledge by students substantially contribute to the honing and augmentation of their aptitude in news writing, thus exemplifying the interplay between foundational journalistic cognition and the finesse of news compositional capacities.

The role of journalistic knowledge, characterized by its encompassment of essential attributes such as critical thinking and analytical acumen, emerges as a pivotal determinant in facilitating the effective composition of news articles among students (McCaffrey, 2023; Mellado, 2015). Mellado (2015) accentuates this assertion, advocating for a comprehensive assimilation of journalistic knowledge that transcends mere critical thinking and analysis, extending to encompass the proficient mastery of crucial components including headlines and leads. In accordance with this perspective, the acquisition of journalistic expertise entails a multifaceted pedagogical imperative wherein students are not only tasked with honing their analytical faculties but are also compelled to acquire the artistry of crafting attention-arresting headlines and cogent leads (Nawarathne & Storni, 2023; Nee & Santana, 2022). Central to this pedagogical endeavor is the cultivation of adeptness in crafting headlines that not only encapsulate the core essence of the news piece, but also possess an inherent allure capable of captivating the reader's attention.

The mastery of crafting compelling leads, the introductory paragraphs of news articles, assumes paramount significance. These leads are meticulously crafted to succinctly encapsulate the principal theme of the article while concurrently enthralling readers with an irresistible allure, thereby stimulating continued engagement with the content (Mellado, 2015; Park, 2017). The holistic sphere of journalistic knowledge encompasses an intricate interplay of critical thinking, analytical finesse, headline construction, and lead composition. The insights advanced by Ricketson (2016) emphasize that the cultivation of these proficiencies collectively orchestrates an adeptness in students that transcends mere compositional mechanics, evolving into an artful craft capable of engendering both cognitive resonance and reader engagement. This multifaceted interdependence underscores the profound synergy between journalistic knowledge and the nuanced facets of effective news composition, substantiating a robust paradigm for pedagogical refinement and curricular augmentation within the domain of journalism education.

Within the pedagogical milieu of journalistic instruction, a core tenet entails the cultivation of a meticulous and judicious approach to source attribution. This encompasses a comprehensive repertoire of techniques, including the adept utilization of direct quotations, skillful paraphrasing, and the diligent citation of references (Scherr et al., 2017; Schmidt & Lawrence, 2020). These practices, integral to the foundational fabric of journalistic pedagogy, wield a dual purpose: they confer an enhanced aura of credibility upon the narrative composition and, concurrently, engender a palpable sense of trust within the readership (Sehat, 2022; Sirén-Heikel et al., 2023). The essential crux underpinning this instructional emphasis is the recognition that the strategic deployment of these attribution techniques significantly bolsters the veracity and authenticity of the journalistic discourse. Through the strategic incorporation of direct quotations, the primary voices of authoritative sources are seamlessly interwoven, amplifying the narrative's authenticity and resonance. Paraphrasing, on the other

hand, affords students the opportunity to deftly distill complex ideas while retaining the essence of the source material, thereby elevating the narrative's comprehensibility.

The act of judiciously citing references, furthermore, not only safeguards against potential instances of plagiarism but also offers readers a tangible pathway to verify and validate the information being conveyed (Van Witsen & Takahashi, 2021; Vos & Thomas, 2018). In light of this rigorous and nuanced training regimen, pedagogical engagement with journalistic knowledge assumes a pivotal role in nurturing students' aptitude for crafting informative news content. The methodical inculcation of source attribution practices and the ensuing cultivation of credibility not only fortify the journalistic integrity of the discourse but also contribute intrinsically to the overall mission of news writing – to enlighten, inform, and empower the readership with a meticulously curated expanse of factual information (Wahutu, 2019; Wheatley, 2020). In summation, the assimilation of journalistic knowledge, as embodied in the conscientious deployment of source attribution techniques, emerges as an instrumental conduit that channels students toward the composition of news narratives that are both compelling and substantively informative.

The acquisition and subsequent application of this corpus of journalistic knowledge engender a transformative enhancement in the compositional capabilities of students, equipping them with a repertoire of skills that are indispensable in the creation of narratives that possess a potent amalgamation of captivation, precision, and resonance (Caswell, 2019; Finneman et al., 2022). This proficiency fostered through the meticulous assimilation and strategic deployment of journalistic knowledge, facilitates the crafting of narratives that transcend mere reportage, delving into the realm of compelling storytelling that is characterized by its capacity to both inform and profoundly engage its intended audience. Furthermore, the consequential impact of this cultivated adeptness is palpably twofold: firstly, it precipitates the creation of narratives that are inherently accurate and rigorously substantiated, thus engendering a level of trust and reliability within the discerning readership. Secondly, and perhaps more significantly, it inscribes an indelible impact within the broader canvas of journalism as a whole (Holton et al., 2013; S.-S. Huang, 2013). The narratives that emerge from this confluence of pedagogical enrichment and applied acumen possess the potential to not only edify and entertain but also to exert a catalytic influence upon the sociocultural tapestry, thereby contributing substantively to the evolution and enrichment of the journalistic domain.

The insights advanced by Huang (2013) further illuminate this trajectory of growth and refinement. The scholarly discourse emphasizes the pivotal role of deliberate practice, constructive feedback, and a perpetual dedication to continual learning as indispensable constituents in the pursuit of honing one's craft within the journalistic spectrum (Schmidt & Lawrence, 2020; Sehat, 2022). This perspective underscores the iterative nature of journalistic mastery, foregrounding the significance of consistent effort and receptiveness to constructive critique as pivotal catalysts in the process of skill refinement. In culmination, the symbiotic interplay between the conscientious assimilation of journalistic knowledge and the implementation of effective strategies such as practice, feedback, and continuous learning forms a coherent and dynamic framework that precipitates the metamorphosis of students into adept purveyors of impactful narratives. This transformative journey not only amplifies their compositional prowess but also orchestrates a discernible resonance that reverberates within the wider echelons of journalism, thus signifying their integral contribution to the unfolding narrative of the field itself.

CONCLUSION

The findings derived from the present study offer an informative delineation of the substantial role that journalistic knowledge assumes in shaping and enhancing students' aptitude for news composition. Specifically, the empirical analysis underscores a multifaceted spectrum

of critical determinants within the realm of journalistic knowledge that collectively engender a discernible augmentation in students' capacity to craft news narratives. These determinants encompass but are not limited to, critical thinking acumen, adeptness in analysis, mastery of a rich and varied vocabulary, adeptness in source attribution and meticulous sourcing, proficiency in the art of headline construction, as well as a profound comprehension of news values and the strategic art of story selection. It is through the confluence of these interrelated journalistic facets that the panorama of students' news writing skills is conspicuously elevated, facilitating a higher caliber of compositional prowess. This concretized insight, illuminating the intricate web of journalistic factors that converge to underpin heightened news writing competencies, holds pronounced implications for the broader pedagogical endeavor of cultivating news writing skills. In effect, the empirical revelations engendered by this study offer a navigational compass for educators and curriculum developers, guiding them toward a more refined and comprehensive approach to the instructional nuances of news composition training. These implications extend beyond the mere acquisition of technical proficiencies, resonating with the foundational essence of journalism as a transformative endeavor that bridges cognition and communication.

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