

THE EFFECTIVENESS OF JOURNALISTIC QUESTIONS METHOD IN WRITING RECOUNT TEXT

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Abstract: The researcher chooses this title because she found students who have difficulties to start writing at tenth grade students in MA Al- HidayahSumbakeling. Therefore, this study aimed to find out the effectiveness of Journalistic questions method in teaching writing recount text at tenth grade students of MA Al-HidayahSumbakelingPancalangKuningan. The method used in this research was a quantitative research and the design was a quasi-experiment. The sample of this research was two classes which was divided into experimental class and controlled class. X-A as the experimental class consist of 22 students and X-B as the controlled class consist of 20 students. The experimental class was taught using Journalistic questions method while the controlled class was taught without using the Journalistic questions method. In collecting data, the researcher conducted a writing test which was divided into test (pre-test and post-test) and documentation. The data collected were analyzed by using SPSS v.20 and t-test. According to the result of statistical calculation, it could be seen that t_0 was 65.91 and t_1 was 1.68. It means that t_0 was higher than t_1 ($t_0 > t_1$). Thus, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. In conclusion, using Journalistic questions method is effective on students' writing skill of recount text.

Key Words: *Writing, Journalistic questions method, Recount Text.*

BACKGROUND

In Indonesia English is not regarded as a second language but English is a foreign language. English is also referred to as the target language to be taught in schools teaching in the curriculum in Indonesia today. Therefore, students are expected to improve their proficiency in English. There are four language skills in teaching English; they are listening, speaking, reading and writing. Generally, language can be spoken and written, so it is also necessary to learn writing. Harmer (2007) state that writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Writing is a process of transforming thoughts and ideas into written form. Related to

writing skill, the researcher chooses the title because found students who have difficulties to start writing at tenth grade students in MA Al- Hidayah Sumbakeling Pancalang Kuningan. There are many strategies that can make English teaching and learning process more exciting but none is the best. Therefore a teacher must try to find out the appropriate strategies to teach his or her students because the teacher has a very important role in the teaching and learning process. The strategies in English language teaching are using creative language arts, such as song, essay, writing diary, journalistic questions. Based on previous research on the journalistic question method entitled "*Teaching Speaking through the Wh-Question technique*" by Novita (2011), this method can express help students build their ideas, including in writing.

Writing Skill

Writing skills is one of the productive skills in English. It is a writer's skill to convey information to a reader (Sanggam: 2008). Writing means that the author can communicate through a written form. Writing skills are needed so that people can communicate completely apart from the ability to read, hear, and speak. That is why writing skills are important to master. In addition, writing skills are also related to the ability to apply language rules to a written form (Sanggam: 2008). Language rules include the grammatical aspects, punctuations, types of information, and the rhetoric that the author does in communicative events.

In addition, writing skills are complex skills that should pay attention to many aspects such as planning, organizing, spelling, punctuation, translating to text for reading, choosing words, etc. Even further, writing is sometimes a frustrating thing for people because it is not easy to move thoughts and feelings from one's head into words. Even writing is difficult, can only be mastered by people with hard work because writing is a skill like driving, cooking, etc. This is not an automated process (Langan: 2006).

From the above explanation, the authors conclude that writing skills is one of the ability to speak productive English that is difficult to master because the author needs to pay attention to several things. They plan, organize, spell, read, translate, word choice, language rules, etc. Nonetheless, writing can be mastered by hard work or practice because it is a skill rather than an automated process.

Teaching Writing

Writing becomes one of the skills in English which is important to be taught to students at school. There are several reasons for teaching writing to the students (Harmer: 2007). Urquhart and Mciver (2005) contend that teaching writing is unique. It benefits both teacher and the students, serving as communication vehicle, assessment tool, and intellectual exercise. To teach writing recount text needs something that can make students have good impression and feel a curious to arise question in mind about something, so that the students will always remember what they have got from their teacher's explanation.

Lance (2005) explains that there are three important things that a teacher has to know when he or she teaches writing to students, namely:

- a. The first is purposeful writing. A researcher tells that students become more interested in writing and the quality of their writing improves when there are significant learning goals for writing assignments and a clear sense of purpose for writing.

- b. The second is a mentor. Giving a model before asking the students to do some activities can avoid students confused. It is very important for teacher to give some example to the students so that they understand what they are going to do.
- c. The third is direct instruction. A teacher has role to provide optimal situations to encourage writing, fostering with good mentors, and being open and accepting.

According to Hyland (2003) argue that teaching writing is dominant involves developing the skills of learners in generating fixed patterns, and responding to writing means identifying and correcting problems in students' control of the language system. That is, students can develop their writing skills by trying to make sentences first.

Recount Text

Astuti (2010) cited in Nurbaya (2014), the word recount means to narrate in order to tell a story in a detail. Recount usually tells something that happens to write or someone else in the past. It means the text is based on a person's story in the past and written in sequence of the story happened. This text has its own informational and entertaining goals. Inform means by writing a story, the author can provide that information to the reader, while entertaining is the author can entertain the readers by writing the story that happened. There are many common areas that students encounter when they are instructed to write recount text. Ngabut (2003) cited in Nurbaya (2014), in the content, the students were encountered the problem of identifying main idea and supporting sentence they could not produce an effective paragraph of text. This is because they are unable to formulate key ideas and support sentences into paragraphs. In organizing, effective text paragraphs explain everything in the paragraph logically, clearly and easily to make the reader understand. In the vocabulary, choosing the right words, the author will be able to communicate his ideas and opinions. In grammar, a good paragraph of text describes the sentence structure comprehensively encompassing sentence construction patterns and a sequence of good words in sentence order.

Journalistic Questions Method

Journalists Question is a teaching technique which is conducted by giving students questions in order to direct them in learning. It is one of the techniques to teach recount text. It consists of 6 words (who, what, where, when, why and how) which are used by reporters to ask interviewees. Those words can stimulate the students to generate their ideas in writing recount texts. According to Amalia (2017), in her research entitled "*The effectiveness of guided questions technique on students' writing skill of recount text*", this technique can improvement of student skill in writing recount text. Guided question technique is other name from journalistic questions method. Journalistic questions same with Wh-Questions, there are *who, what, where, when, why, and how*.

While the Question here as a trigger to be able to provoke the necessary ideas when writing. So journalistic question means the questions that are used to provoke knowledge of a thing that can be poured into writing by applying the concept of structured journalism that is generally 5W +1H.

According to Preszler (2006) mentions that Journalist Question method is the Ws and an H, these simple questions helps writer identify important information about a topic. Students are able to identify information that is contained in this paragraph by using this strategy. In

addition, teacher can direct students' writing by giving 5W and 1H questions (what, why, where, when, who and how) to generate ideas and details especially when the writers are going to write an event or story.

Than Urquhart and McIver (2005) support that, Journalist Questions (who, what, where, when, why and how), or the questions that are referred to as the five W and one H, have been the mainstay of newsrooms across the country. The first word is who. Who is used to explore about the person in the news. The second word is what. What is used to explore about something happened in the news. The third word is when. When is used to explore about the time in the news. The fourth word is where. Where is used to explore about the location of the news. The fifth word is why. Why is used to explore about cause and result of the news. The sixth word is how. How is used to explore about how is something happened. The students can use that word to explore their idea in writing recount text. It can help them to explore their idea in covering the whole story of writing recount text. By using journalistic questions method, the teacher provides guidance to students in writing where students answer questions, combine answers, and develop them into good texts. By using questions, students can solve their problems in writing because the questions guide and develop their ideas in writing text. From the above explanation, it can be concluded that journalistic questions are teaching techniques used by giving 5W + 1H questions to students to direct students to generate their ideas and details as they write an event or story. When students answer a question, that answer can be an outline of their writing before producing a paragraph.

METHOD

Research Method

The method of this research is quantitative research (quasi-experimental), it is can included control class and experimental class. It is means that the researcher will by using the quantitative data and formula of statistic, especially by using SPSS.

Samples

(Bordens& Abbott, 2011), A sample is a small subgroup chosen from the larger population. Schreiber &Asber-self (2011), the sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group. For the sample of the study, the writer will take tenth grade class of MA Al- HidayahSumbakelingPancalangKuningan in order to get the data. The total number of the sample will be 42 students included class X.A 22 students and class X.B 20 students.

Technique of collecting data

In this research, the research will use the quantitative research approach, so the technique used to get the data which related to the teaching writing by the writer are doing test and documentation. The writer doing pre-test, treatment and post-test in students' writing of tenth grade class using journalistic question method. According to Creswell (2009), there are two steps in data collection: experiment and survey. This section presents the procedure of data collection: test and documentation.

Test (Pre-test and Post-test)

The pre-test is given to experimental group in the beginning of the treatment in order to know the student's skill in writing. The post-test are given to students to measure student's progress in writing by using journalistic question method after they receive treatment. The procedure in doing post-test is same in the pre-test. The reason is to find out whether or not the student's progress in their writing skill.

Documentation

Lesson planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach and how to evaluate (Yildirim, 2003). It means Lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process.

Technique of analysis data

SPSS v.20 and t-test formula are used for analyzing the data. SPSS v.20 is used for analyzing normality and homogeneity of the test. Normality test is used to know whether the data from experimental and controlled class are normally distributed or not while homogeneity test is used to find out whether the data from two classes have the same variant in order that hypothesis can be tested by t-test or not. Furthermore, the use of t-test formula is to know the difference score between students who are taught with journalistic questions method and without the journalistic questions method. According to AnasSudijono (2014) The formula of the t-test is:

$$t_o = \frac{MX - MY}{SE mx - my}$$

Explanation:

t_o = the value of 't' count

M_x = Mean variable of experimental class

M_{2y} = Mean variable of controlled class

SE_{M_x} = Standard error of experimental class

SE_{M_y} = Standard error of controlled class

FINDINGS

Controlled Class

After analyzing the data, there are some findings of both experimental class and control class. **The first finding is the ability of students writing recount text in control class.**

The pre-test and post-test scores of controlled class are in the following table:

Table 1. The Students' Pre-Test and Post-Test Score of Controlled Class

Student's Number	Pre-test	Post-test	Gained Score
1	49	56	7

2	47	55	8
3	53	64	11
4	45	60	15
5	45	59	14
6	46	52	6
7	50	60	10
8	53	63	10
9	54	71	17
10	50	63	13
11	55	65	10
12	56	68	12
13	55	68	13
14	45	52	7
15	47	52	5
16	53	58	5
17	56	61	5
18	50	57	7
19	51	59	8
20	47	64	17
	1007	1207	200
Mean	50.35	60.35	10

Based on the table above, the pre-test and post-test score show that the lowest of pre-test score is 45 and the highest score is 57 with the mean 50.35. In addition, the lowest of post-test score is 52 and the highest score is 71 with the mean 60.35. The gained score of the controlled class is only 10. The further information of pre-test and post-test score of controlled class can be seen through tables and figure as follows:

Table 2. Pre-test Result of Controlled Class Statistics

Pretest		
N	Valid	20
	Missing	0
Mean		50.35
Median		50.00
Mode		45 ^a
Minimum		45
Maximum		56
Sum		1007

a. Multiple modes exist. The smallest value is shown

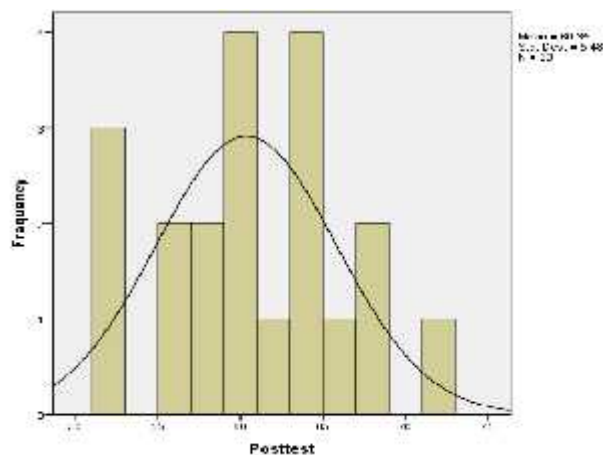
The table above shows that the data from X-B as the controlled class consisted of 20 students. The mean score is 50.35. The median is 50 and the mode is 45. The score also has the minimum and maximum score. The minimum score is 45 and the maximum score is 56. The sum or the total of the score is 1007. Furthermore, the description of post-test score in the controlled class can be presented as follows:

Table 2. Pre-test Result of Controlled Class Statistics

Posttest		
N	Valid	20
	Missing	0
Mean		60.35
Median		60.00
Mode		52
Minimum		52
Maximum		71
Sum		1207

Based on the table above, there are students in the X-B as the controlled class. The mean of the total score is 60.35. The median is 60 and the mode is 52. The score has the lowest and the highest. The lowest score is 52 and the highest score is 71. The sum or the total score is 1207.

To provide additional description of the data distribution of post-test in the controlled class, the histogram of frequency distribution is presented in figure as follows:

**Figure 1. The Histogram of Post-test Score in Controlled Class**

The table and figure above shows that 52 is the most frequent score in the X-B as the controlled class because there are 3 students who got the score. Then, there are 2 students who

got 59, 60, 63, 64, and 68. The last, there is 1 student got 55, 56, 57, 58, 61, 65 and 71. The total of students is 20.

Experimental Class

The second finding is the ability of students writing recount text in experimental class. The data of writing ability was achieved from students pre-test and post-test. Pre-test is a test that is performed before treatment. And post-test is performed after treatment. To know the result of ability of students writing recount text before applied method the researcher give the pre-test and post-test to students. The writer gave the test to student of X-A class that consist 22 in experimental class. The following table is the score of pre-test and post-test in the experimental class (X-A):

Table. 6 The Students' Pre-test and Post-test Score of Experimental Class

Student's Number	Pre-test	Post-test	Gained score
1	51	78	27
2	49	80	31
3	49	79	30
4	48	78	30
5	50	79	29
6	50	80	30
7	50	77	27
8	49	79	30
9	52	83	31
10	54	80	26
11	53	78	25
12	48	77	29
13	48	79	31
14	51	80	29
15	54	79	25
16	54	80	26
17	47	79	32
18	50	79	29
19	47	80	33
20	47	77	30
21	53	80	27
22	50	80	30
	1104	1741	637
Mean	50,181818	79,136363	28,954545

Based on the table above, it can be seen that the lowest pre-test score is 47 and the highest score is 54 with the mean 50.19. Besides, the lowest post-test score is 77 and the highest score is 83 with the mean 79.13. The student's writing skill of recount text in the experimental class increase from the mean 50.18 on the pre-test to 79.13 on the post test. It is proved from the gained score mean is 28.95. It can be concluded that there was a significant difference between students' achievement of pre-test and post-test.

Table 7. Pre-test Result of Experimental Class Statistics

Pretest

N	Valid	22
	Missing	0
Mean		50.18
Median		50.00
Mode		50
Minimum		47
Maximum		54
Sum		1104

The table above shows that the experimental class, X-A, consisted of 22 students. The mean score, the total of the data which is divided with the number of data, is 50.18. Median score which is defined as the middle score of a number score arranged from lowest to highest score is 50. Besides, the mode score is 50. It is the score that appears most often in a set of scores. In addition, the score has the lowest and highest score. The lowest score is 47 and the highest score is 54. The sum score or the total score which is gained is 1104. Moreover, the post-test data description of experimental class can be presented as follows:

Table 8. Post-test Result of Experimental Class Statistics

Posttest

N	Valid	22
	Missing	0
Mean		79.14
Median		79.00
Mode		80
Minimum		77
Maximum		83
Sum		1741

Based on the table above, the writer has 22 post-test items from X-A as the experimental class. The mean score is 79.14. The median is 79.00 and the most frequent score is 80. Furthermore, the lowest and highest score are 77 and 83. The total of the score or the sum is 1741.

To provide additional description of the data distribution of post-test in the experimental class, the histogram of frequency distribution is presented in figure as follows:

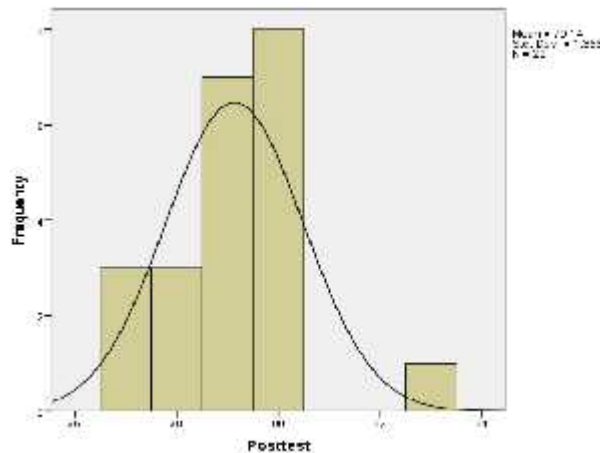


Figure 2. The Histogram of Post-test Score in Experimental Class

The table and figure above shows that the total of post-test items in experimental class is 22 students. The scores which become the most frequent score were 80 there are 8 students. Then, there are 7 students who got 79, and who got 77 and 78 were 3 students got each score. Then, there is 1 student who got 83.

The Effectiveness of Journalistic Questions Method

After the researcher got the score of pre-test and post-test, the researcher analyzed the results by using Paired-Samples T-test at SPSS v.20 for windows. It was intended to find out whether or not journalistic questions method gave effects on the tenth grade students writing recount text, which is by checking whether the significance level is bigger or smaller than the standard level of significance 0.05.

The conclusion is the alternative hypothesis (H_a) that states there is a significant difference on students' achievement in writing recount text before and after using journalistic question method is accepted, while the null hypothesis (H_0) that states there is no significant difference on student achievement in writing recount text before and after using journalistic questions method is rejected. It means that there was a significant different of student achievement in writing recount text of the tenth grade students of MA Al-Hidayah Sumbakeling Pancalang Kuningan after being taught using journalistic questions method.

DISCUSSION

Based on the post-test result, it was known that the students score in writing recount text showed the differences in both experimental and controlled class. Based on the previous research by Novita (2016) entitled “*Teaching Speaking through the Wh-Question technique*”, the result from her research showed the differences in both class. The experimental class higher than controlled class. So, can be seen from the previous research, this method can help students to their ideas, not only to speaking skill but to writing skill also.

The mean score of post-test from this research, the experimental class had 76.13 and controlled class had 60.38. The post-test mean score in the experimental was higher than controlled class. The experimental class had 22 students and the controlled class had 20 students. Therefore, degree of freedom (df) was $(22+20) - 2 = 41$. The t-table with df 41 at level of significance 5% is 1.68 and to in this research was 65.91.

In this study shows that in the control class (no treatment) got the pretest mean score of 50.35 with the highest score of 57 and the lowest score of 45 while the mean posttest score of 60.35 with the highest score 71 and the lowest 52. While in the experimental class (with treatment) get the mean pretest score of 50.18 with the highest score of 54 and the lowest score of 47, while the posttest mean value is 79.13 with the highest score 83 and the lowest value 77.

Based on the hypothesis testing, null hypothesis was rejected. Thus, the finding mean that journalistic questions method gives significant effect to the student writing recount text achievement. This method was effective in building up ideas of student to start writing, especially writing recount text. In the other words, journalistic questions method could be better understanding of the students in learning activities and make student ability about the subject.

It can be concluded that the learning using the method of journalistic questions has a good enough effectiveness than learning without using journalistic question method. This can be shown from the calculation of the mean post-test value in the higher experimental class that is equal to 79.13 while the control class mean is 60.35.

CONCLUSION

Based on the research conducted at the tenth grade students of MA Al-Hidayah Sumbakeling Pancalang Kuningan, it can be concluded that using journalistic questions method is effective on students writing skill of recount text. Using journalistic questions method has good effects on teaching writing recount text. Based on the data in this research showed that students mean score of post-test in controlled class (60.35) with the average of gained score (10).

Based on the data in this research showed that students mean score of post-test in experimental class (79.14) with the average of gained score (28.95) was higher than mean score of post-test in controlled class. The result of the statistic calculation indicated that the value of $t_o = 65.91$ and the t-table of degree of freedom (df) 41 is 1.68. Therefore, t_o was higher than t-table ($65.91 > 1.68$). So, the alternative hypothesis (H_a) was accepted. It means that there was significant difference between the students who were taught writing recount text using journalistic questions method and without journalistic questions method. After doing the research and analyzing, the writer draws a conclusion that using guided question technique is effective on students writing skill of recount text at the tenth grade students of MA Al-

HidayahSumbakelingPancalangKuningan. It was proven by the research finding that the students showed their significant effect in writing recount text.

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