



JOURNALIST QUESTIONS TECHNIQUE IN WRITING ABILITY WITH NARRATIVE TEXT

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ABSTRACT

The purpose of the study was to describe how the students use the journalist questions technique in writing ability in narrative text and to describe the students' responses produced in the class, the researcher would use written responses. This study used qualitative research, related to collect and analyse the data in the various forms, especially non-numeric forms. The researcher chose this approach because the study's objectives include demonstrating knowledge of detailed and in-depth sample evaluation as well as class XI students at Senior High School PGRI 2 Palembang. The result showed that the narrative text was an idea from the students to understand and how to use journalist questions in writing with narrative text. The result showed that the 11th graders have a positive response towards the use of journalist questions in writing ability with narrative text. As a result of the students' responses produced in the class, the researcher found that students showed a range of behaviors that demonstrated their writing ability in narrative text and evaluation of the texts as well as of their responses. The class had a relatively sufficient feedback which provided. Students demonstrated a high comprehension from the text. The amounts of tasks in the text clearly aimed to reach the goal. Students' responses in written form also showed that they were trained to be more capable in writing.

Keywords: *Journalist Question, Writing Ability, Narrative Text*

1. INTRODUCTION

According to Harmer (2004:31), writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. Writing is a beneficial talent that requires us to express ourselves in writing. Writing is more hard to learn as an effective skill than reading and listening due to the fact there are such a lot of elements to take into account, consisting of word desire, syntax, vocabulary, spelling, coherence, and more. Those have to be mixed to create content material that is both

applicable and nicely-organized. Those need to be mixed to provide significant and coherent writing. Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the students would be easily understand. Writing is a complex activity in cognitive analysis and linguistic synthesis in a language. According to Bachani, who published his book "Teaching Writing" on February 22, 2013, "to write in English is more difficult than learning to speak because the context is created through the words alone and without the direct interaction between the writer and the reader." It show that

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good writing is not only hard work, but also an extremely complex and challenging mental task. As a result, many reasons suggest that the number of students experiencing writing difficulties is even greater than the number experiencing difficulties in other skills. Meanwhile, not only students but also teachers struggled with writing. Teachers are also difficult to teach, which has an impact on students' learning outcomes. The writing process constantly engages students' thinking and creative abilities. When writing in English, students perceived numerous difficulties. Meanwhile, students and teachers can accept that writing is a difficult language ability to study. Furthermore, only a few people are required to be experts. Writing is a difficult skill because the writer must understand how to write words correctly. How to place and arrange the words into meaningful sentences according to grammatical rules. Furthermore, because writing is a complex skill involving multiple procedures and capabilities, some students may struggle with it. One of the most important aspects of writing is the audience. This means that when we write, we must express our thoughts, feelings, or messages to readers in a manner that is both clear and concise. The definitions of writing are variously stated by some experts. Writing is an activity of expressing ideas or ideas expressed through certain symbols that are understood (Elvina, 2015:113, cited in Mulyati & Rohaeti, 2018).

Based on who is going to read the final product. Knowing our audience will enable us to communicate clearly and successfully. According to (Wahyuni, 2017) said that writing is one way for the students to express their idea and opinion. Through writing the students can transfer their experiences and knowledge to other. So, they should be able to produce sentence and develop it into paragraph, essay, and paper. Another crucial method of communication is writing. That means writing must be practiced on a regular basis in order to improve. Writing is one of the goals of studying English because it allows students to

express themselves. The goal of writing is for students to express themselves in written form. to meet students' writing requirements. The narrative text is considered difficult to write because the majority of students must learn difficult things such as foreign words and complicated content. Other texts, such as descriptive and recount, are easier for students to learn because they use simple words and have simpler content. It intends to illustrate that writing isn't always a simple activity. Writing is widely known to be more difficult than reading, as Naomi Flynn and Rhona Stainthorp have demonstrated (2006). This means that learning to write is far more difficult than learning to read. Furthermore, Sturm and Koppenhaver, as cited in Peter Westwood (2008:57), stated that writing for writing requires complex thinking, which should include a few additives in addition to the topic or theme, choice of phrases, company, purpose, audience, clarity, collection, brotherly love, and transcription. This is why writing is regarded as a complex study.

According to Cole and Feng (2015), writing has always been considered an important skill in English language acquisition. As it is critical, the appropriate technique for delivering this skill must always be used. People after they tell someone about something interesting that happened to them at work or school, once they tell a comic story, or when they write about the events of the day inside the privacy of a diary or journal, they use narrative writing." The manner that a narrative tale is set on everyday occasions and consists of 5W (who, what, where, whilst, and why) and 1H. (how). those questions retain their value and significance in classroom education, regardless of the situation matter. in line with Vicki Urquhart and Monette McIver (2005), students' responses to those questions targeted their interest in these six precise topics. students will benefit from this approach. People that think creatively, the 5W and 1H questions, sometimes known as journalists' inquiries (who, what, where, when, why, and how), are described by Urquhart and McIver

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(2005). Regardless of the subject matter, these questions continue to be useful in classroom learning. The nuances of a certain issue are brought into focus for students by asking them to respond to these questions. Because the text/story focuses on those issues, dealing with the statement and journalistic inquiries like (who, what, where, why, when, and how) will assist students in developing narrative texts. Additionally, asking questions as a journalist is a potent approach to quickly learn a lot of knowledge about a subject. On the other hand, asking journalists questions is a useful tactic to applied narrative text in writing ability. *In the final*, It is concluded that journalistic questions that related with the material could be easier for students in expressing their idea in writing.

2. METHOD

This research uses Qualitative. Qualitative research is related to collecting and analyzing data in various forms, especially non-numeric forms. It frequently focuses on going in-depth with the procedure (Blaxter, Hughes, & Tight, 2006). Additionally, the purpose of qualitative research is to demonstrate the experiences, feelings, spirits, or opinions of the people who participated in the study's observation (Verma & Mallick, 2005). The researcher chose this approach because the study's objectives include demonstrating knowledge of detailed and in-depth sample evaluation as well as class XI students at Senior High School PGRI 2 Palembang perceptions of how to improve their writing abilities in narrative tasks through journalistic questions.

One of the strategies that can be applied to students' writing abilities is the journalist question. It is also a component of prewriting strategies. consistent with Vicki Urquhart and Monette Mclver (2005, 82–84), The 5W and 1H (Who, What, Where, When, Why, or How?) queries are commonly used by journalists. Regardless of the subject matter,

these questions remain useful in classroom instruction. These queries can be used by students to research the subject of an assignment they are writing about. By responding to these questions, students are capable to concentrate on the particulars of a given issue. The students writing can be organized using this technique. A talented journalist may create a lead that addresses each of those 6 questions and then write the story's reminder by simply unpacking, or outlining in detail, every single one of the six points is useful not only for writing but also for clearly understanding what students read. According to (Robert Weber, 1896 referenced in R Dickinson, 2013), we utilize the journalists questions when we are intending to write, just as they may be used methodically to conduct an inventory of what a writer accomplishes to reach a goal.

Due to the complexity and difficulty of teaching writing ability, some attempts have been made to find a solution. Writing ability need not only the mastery of grammatical and rhetorical methods but also of conceptual thinking and judgment. The only goal is to make writing easier for students to learn. And the significance of writing in our daily lives as well as in our social lives, such as in education and business, for example, when we write a letter or an application letter. Writing also has some additional advantages. Writing, in addition to being a means of communication, can also be used to create jobs. In the beginning, writing is simply an activity in which we express our idea, opinion, or feeling in the text. Writing can also be a hobby in which we spend our time, but in this modern age, people can earn money by doing their writing, such as a journalist, novelist, or scrip writer.

3. TECHNIQUE OF COLLECTING DATA

Technique for collecting data in this research is use close-ended questionnaire, observation and documentation.

Documentation

In order to obtain complete, valid data that is not based on approximation, documentation is one technique to collect data that produces important script related to the research problem. Data that is already present in the document script is collected through documentation.

Questionnaire

The questionnaire is a number of questionnaire or statement used to gain information from respondents about themselves or their knowledge, belief, etc. questionnaire is one of the techniques used to obtain the data from the document and written materials. In this research, researcher takes questionnaire related to problem from students at class XI at Senior High School PGRI 2 Palembang, background of school, vision and mission of school and so on.

Observation

The researcher who served as an observer of the students' learning processes in the classroom wrote a narrative about them. The researcher or observer also observed every circumstance in the classroom, including the environment, student behavior, and students' responses to the journalistic questions that were part of the learning process for writing narrative texts.

4. TECHNIQUE OF ANALYZING DATA

To analyze the data, this research is use data reduction, data display, and data verification. When the researcher observes the object of study, data analysis is obtained. It can be obtained directly from observation. While the researcher collects data from the research object, data analysis can be completed and developed. The process is a qualitative research cycle that will be carried out concurrently.

Data Reduction

Data reduction means summarizing and focusing on the main points following the theme pattern. The reduced data will provide an easier and clearer picture of the research.

Data Display

Data Display in quantitative research in narrative task and can be used graphic, matrice, and table. So that, it is easy to understand.

Verification of Conclusions

The last step in data analysis is make a conclusion and verifying. The initial conclusions are temporary and can change if not evidence or new data is found in subsequent data collection

5. CONCLUSIONS

Based on the highlighted findings and discussions on previous chapters, two major conclusions are drawn:

1. The class also lacks of sufficient authentic activities involving the students' writing, where most of their task and their activities were dealing with textual understanding of the narrative text. The goal when the students use the journalist questions technique in writing is partly achieved. This conclusion is drawn from the fact that the class rarely explores the valuable process of students' meaning making or the fact that many students perceived understand and able to use and applied journalist questions technique in writing ability with narrative text. Other goals, for instance to encourage students to have more understand of The findings of this research is support by Brannan's (2003) theory that good writing does not happen overnight. As a result, using journalist questions as a writing activity can help students write better texts because

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answering questions and combining the answers into a text takes time.

2. As a results of the students' responses produced in the class, the researcher found that students showed a range of behaviors that demonstrated their writing ability in narrative text and evaluation of the texts as well as of their responses. The class had a relatively sufficient feedback which provided. Students demonstrated a high comprehension from the text. The amounts of tasks in the text clearly aimed to reach the goal. Students' responses in written form also showed that they were trained to be more capable in writing.

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