The Effect of Journalist Questions on Students' Writing Recount Text

Ririn Munawwaroh

English Education, Language and Arts Faculty, State University of Surabaya,
ririnmunawwaroh@mhs.unesa.ac.id

Abstract
This study aimed to find out the effect of journalist questions on students' ability in writing recount text. This research was carried out on experimental and control groups. The participants were the tenth graders of SMKN 1 Jombang. A pre-test was given to both groups before the treatment to find out the writing performance of the participants. During the study, experimental group was taught through journalist questions meanwhile control group was taught through conventional method. An independent samples t-test was used to know whether there was a significant difference or not between experimental and control groups. The results gotten from the post-test showed that there was a significant difference between those two groups which signifies that journalist questions had a significant effect on tenth graders' ability in writing recount text. The participants in experimental groups were also demonstrated questionnaire to elicit their opinion about the effectiveness of using journalist questions in writing recount text. The result showed that the tenth graders have a positive response towards the use of journalist questions in writing recount text.

Key words : Journalist Question, writing, recount text.

Abstrak
Penelitian ini bertujuan untuk mengetahui pengaruh pertanyaan jurnalistik terhadap kemampuan siswa dalam menulis teks recount. Penelitian ini dilakukan pada dua kelompok, yakni kelompok eksperimen dan kontrol. Para siswa adalah siswa kelas X di SMKN 1 Jombang. Sebelum melakukan treatmen, pre-tes diberikan kepada kedua kelompok untuk menyelidiki kinerja menulis dari peserta didik. Sepanjang penelitian, kelompok eksperimen diajarkan melalui pertanyaan jurnalistik sedangkan kelompok kontrol diajarkan melalui metode konvensional. Sebuah uji t-test sampel independen diterapkan untuk mengetahui apakah ada perbedaan yang signifikan secara statistik atau tidak antara kedua kelompok. Hasil yang diperoleh dari post-tes menunjukkan bahwa terdapat perbedaan signifikan antara kelompok eksperimen dan kontrol, yang menandakan bahwa pertanyaan jurnalistik memiliki pengaruh signifikan terhadap kemampuan siswa dalam menulis teks recount. Setelah treatmen, kelompok eksperimen juga menunjukkan kuesioner untuk mendapatkan pendapat merekaa tentang efektivitas menggunakan pertanyaan jurnalistik dalam menulis teks recount. Hasil dari penelitian ini menunjukkan bahwa siswa kelas X memiliki respon positif terhadap penggunaan pertanyaan jurnalistik dalam menulis teks recount.

Kata Kunci: Petranyaan jurnalistik, menulis, teks recount

INTRODUCTION

In English, there are some skills which must be learned. Those skills are listening, speaking, reading and writing. As productive skill, writing is very important since people communicate not only through spoken but also written language. Writing is an essential public relations skill (Wise, 2005). This happens because writing shows how people develop their ideas related to facts, inferences and also opinions without getting confused and confusing the readers.

O'Farrell (2017) states that there are some advantages of having good writing skill such as allowing people to communicate better, making people more credible, and showing people as an expert. Booth et al (2003) also state that effective writing is one of the ways to promote people and good writing makes people quicker to believe in. Therefore, Indonesian curriculum, requires the students to have a skill to produce some writing texts such as recount, narrative and procedure text.

However, the most difficult of the four skills is writing (Oxford, 1994; Gunning, 2013). As Bereiter and Scardamalia (1987) believe that writing in L2 is a complex process and very challenging since the issues of L2 can affect the writing process. Students have to pay attention on topic, occasion, grammar, vocabulary, punctuation, appropriate content and word selection. Those requirements make writing becomes a problem for the students, including writing recount text as the focus of this study. Based on the revised Permendikbud 2016 for vocational school, the 3.7 basic competence for tenth grade students requires the students to be able to defide social function, text structure and also the language feature of recount text.

The other difficulty is that about 30 percent of the students indicate that they are unmotivated because of the interaction with the teachers and about 70 percent are not interested to the material (Bryner, 2007). This survey is also in line with the researcher's observation in SMKN 1 Jombang. The students are not interested to the material because most of teachers still use conventional method where they teach the students by using book without attractive media to make the students active all the time. Since students are not interested in teaching and learning process, they do not know exactly the generic structure and language feature of the text. Then they consider writing recount text as difficult lesson to be mastered.

Kamadi (2016) has already proved that students' ability in writing recount text in English is still low. In this kind of condition, they become passive students in teaching and learning process. The setback then increases as the students get confused not only by what they want to say but also by how they say it (Kendall and Khuon, 2006).

Related to the problems, there is one possible solution that can be applied, named journalist questions. The expression of journalist questions refers to the questions answered focusing on a conventional newspaper article: who, what, when, where, why and how (Nordquist, 2016). Journalist questions are defined as a stage in which learners have some questions based on a certain topic and answer the questions at the beginning of writing. This pre-writing can help when writer wants to hit a snag or even does not have any idea on what to write next (Oxford 1994; Zhen and Dai, 2012).

Journalist question was chosen because it covered all requirements which became problems for students. Then, the teacher can guide the students by giving the students WH-questions as the journalist questions itself. Those questions will guide the students to develop ideas related to the topic and organize the ideas to produce a good text. Having the students answer the questions makes them focusing their attention on a certain topic. Therefore, journalist question was predicted to be able to make students interested so that it can impact the tenth graders' achievement in writing recount text.

The focus of this study is recount text which is a text that presents past events. The purpose of writing recount text is to provide a description in sequence of events. In recount text, there are some features that have to be considered. Emilia (2011) describes the generic structure of a recount text consists of three parts. The first session is orientation which tells of what, where and when the story happened. Its aimed to attract reader's attention and interest. The second generic structure is sequence of the events. This tells the events in sequences in which they actually happened. The last generic structure of recount text is reorientation which describes the conclusion of the story. This functions to show personal attitude toward the activities or the events or a matter of conclusion with personal attitude.

There are many types of journalist question used in studies. Yet, there are few focusing on applying journalist question to improve writing skill especially in Indonesian context. Based on the researcher knowledge, the previous studies also did not conduct the students' attitude toward the use of journalist question. Cenderato (2010) proved that guiding WH-question in teaching hortatory exposition make the students performed better in their speaking. Therefore, the researcher would investigate the impact of journalist question on the tenth graders' achievement in writing recount text and the students' perception towards the use of journalist question.

Tenth graders are expected to be able to improve the quality in writing recount text. Journalist questions are possibly able to help the tenth graders and increase their achievement in writing recount text. The expression of journalist questions refers to the questions answered based on a key questions of an article: who, what, when,

where, why and how (Nordquist, 2016). Journalist questions are defined as a stage in which learners have some critical questions from the topic and answer the questions at the beginning of writing. This will help students to open up and explore the ideas by those WH-questions. Students may create more than six questions. They can use the same key question for more than one questions so that they can create a text more details.

As what Brannan (2003) says, a good writing is not accomplished, it takes time. Along the way it will help the writer to develop a clear overview of the project then to use all the tools for writing success. Therefore, there are some steps for applying journalist questions which are:

1. Pick a topic or idea.
2. Make a list of questions using "WH" on a sheet of paper. In this step, students may use the same key question for more than one question.
3. Answer the questions in a sentence or more than a sentence as long as it is suitable with the topic chosen.
4. Re-write the answers or responses into paragraph.

Several studies have been done to investigate the effectiveness of journalist questions. One of the researches is that a study conducted by Puspitasari (2017). Her purpose was to find out how far the improvement of students' narrative writing has been made by using WH-questions. The finding of the research showed that WH-questions can help students to improve students' narrative writing, it was looked by the score from 58.13 at first cycle and 78.39 at second cycle. Zuriyanti (2012) also investigated the effect of guiding WH-questions in teaching narrative text. Her study showed that there was significant difference between the experimental and control group. The mean score of the post test at experimental group was 62.16, meanwhile the post test score of control group was 52.75. Anoher study was done by Zulkarnain (2016). His research was descriptive qualiative research with the aimed to describe the implementation of journalists' questions in teaching writing to the eight graders of SMPN 2 Tanggul. The result showed that journalist questions was conducted properly. Questions provided in the journalist questions guide the students to organize students' idea in gathering and developing their writing. It then briefly examined the the implementation of journalist questions

technique is worth to try to teach writng, especially writing recount text.

There are a lot of journalist questions used in studies. Yet, there are few focusing on applying journalist questions to improve writing recount text skill. Therefore, the researcher would investigate the impact of journalist questions on tenth graders' achievement in writing recount text and also their perception towards the use of journalist questions.

METHODOLOGY

This study used quantitative method, particularly in design of true-experimental. Ary et al (2010) explains that experimental research is a study of the effect of manipulation of one variable on another variable. This research was also called as true-experimental research because the subjects were randomly assigned to groups. Therefore, the study aimed to find out the significant effect of the use of journalist questions on tenth graders' ability in writing recount text.

The first research question was aimed to investigate whether journalist questions significantly affects tenth graders' achievement in writing recount text. The researcher used t-test in order to test significant differences between experimental and control group. Then, an independent samples t-test were used to analyze the significant difference of the post-test score of the two groups. The second research question purpose was to describe how the tenth graders' response towards the use of journalist questions in writing recount text. Thus, questionnaire was needed after having treatment to know their perception. Therefore, a quantitative was considered as the appropriate to count and interpret the data from the result.

The process of sampling of this true-experimental research was random sampling. The samples (groups) were randomly selected from the population. The population was 17 classes of tenth graders at SMKN 1 Jombang. Then, the 2 classes were randomly selected. Therefore, this belong to cluster random sampling. The classes chosen were given random assignment to divide the classes whether experimental or control group. The experimental was given journalist questions technique in the treatment and conventional technique was used to teach the control group.

Data analysis technique contains the manner of how the researcher analyzing the data.

The data were analyzed in some sessions. The first session was collecting the data both students' work and questionnaire. The next step was data reduction. Conducted data was selected, limited, simplified, and transformed them by analyzing, summarizing or paraphrasing the results. The third session was display. Collected data which have been in reducing process were then compressed and organized. Data was in the form of text when it is displayed. After that, the last session was conclusion drawing and also verification. Conclusion was gotten from the results of the students' work and questionnaire. Then, for making conclusion, the researcher collaborated with the other researcher in the field was to have the valid finding. For more detail explanation, the researcher divided the analysis technique into analyzing t-test and students' response.

The instruments are test and questionnaire. The test was in form of writing test. Students were given an instruction to write a recount text because this was a subjective test. They were given the test twice, before and after teaching and learning process for both classes. The test scores were analyzed using t-test. Then, paired-samples t-test was first used to both groups. This aimed to know whether there was significant change before and after the treatment for those two classes. Then, independent-samples t-test was also used to compare mean scores of those two classes by analyzing the post-test score. This aimed to know whether journalist questions technique had a better effect on students' writing or not. If the t-value of the test is less than $t_{.01}$, the null hypothesis is rejected. If the t-value is more than $t_{.01}$, it keeps the null hypothesis.

Questionnaire was given to only the experimental group after having the treatment of journalist questions technique. The data was in the form of simple answer about agreement of the situation given by the researcher. This research used close ended questionnaire. For this research, there were 5 questions with 5 possible scales provided which were started from strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree. After dividing the data based on the scales, then the data will be analyzed using percentage. Then, pie diagram will be used to show the conclusion of the result.

RESULT & DISCUSSION

1. The Result of Pre-test

The researcher used independent sample t-test to calculate the test results. The calculated data are presented below:

Table 1 Independent Samples t-test Result of Pre-Test

	Group	Mean	Std. Dev	Mean Diff	Std. Error of Diff	df	tvalue	$t_{.01}$	
Pre-test's	Exp	37.06	10.33	2.06	2.47	59	0.83	2.68	Not significant
	Cont.	35.00	8.93	2.06	2.47				

The table shows that the mean score of A class (experimental) was 37.06 (SD=10.33) and B class (control) was 35.00 (SD=8.93). The mean score of experimental group was higher than control group. But their writing ability in writing recount text was equal. It could be seen from their mean score which were not drastically different. In order to support it, the researcher also analyzed the independent sample t-test of sample groups pre-test which shows that they were in equal level.

Focusing on the preserved table, t of .83 is less than the value for the .01 level for 59 degrees of freedom. Thus, there was no significant difference between the mean scores of the two groups. It can be inferred that before implementing journalist questions, both experimental and control group have the equal ability in writing recount text which can be known from the pre-test results.

2. The Result of Post-test

Post-test was done after both experimental and control group to find out significant difference of students' writing recount text ability between experimental and control group after having journalist questions treatment for experimental group only.

After conducting the post-test scores, the researcher then analyzed the significant difference between the pre-test and post-test scores for both classes using paired sample t-test.

Table 2 Paired Samples t-test Result of Control Group

	Test	Mean	Mean of Diff.	Std. Deviation of Diff.	Std. Error of Mean for Diff.	df	t_{value}	t_{tt}	
Con. Group	Pre	35.00	35.29	11.02	1.97	30	17.83	2.75	Sig.
	Post	70.29							

Focusing on the preserved table, t of 17.82 is greater than the value for the .01 level for 30 degrees of freedom. It means that there is significant difference between two samples that has been investigated. Thus, there is significant difference before and after teaching and learning process in control group.

Table 3 Paired Samples t-test Result of Experimental Group

	Test	Mean	Mean of Diff.	Std. Deviation of Diff.	Std. Error of Mean for Diff.	df	t_{value}	t_{tt}	
Exp. Group	Pre-test	37.06	44.73	8.56	1.56	29	28.59	2.76	Sig.

Focusing on the preserved table, t of 28.59 is greater than the value for the .01 level for 29 degrees of freedom. It means that there is significant difference between two samples that has been investigated. Thus, there is significant difference before and after teaching and learning process in experimental group.

Table 4 Independent Samples t-test Result of Post-Test

	Group	Mean	Std. Dev.	Mean Diff.	Std. Error of Diff.	df	t_{value}	t_{tt}	
Post-test's score	Exp.	81.80	8.17	11.50	2.55	59	4.52	2.68	Sig.
	Cont.	70.29	11.46	11.50	2.55				

Based on the table above, t of 4.52 is greater than the value for the .01 level for 59 degrees of freedom. Therefore, there was significant difference between the mean scores of experimental and control group. It can be inferred that after implementing journalist questions, experimental and control group have significant difference of ability in writing recount text which can be known from the post-test results.

3. Students' Response

After collecting the test scores, the researcher gave questionnaire to only experimental group. There 30 students of X PBK-2 who got the questionnaire. There were 5 questions on the questionnaire with 5 possible scales.

Table 5 Result of Questionnaire

| No.	Topic	SD (%)	D (%)	N (%)	A (%)	SA (%)	Total (%)
1	Journalist questions makes word choices in writing recount text easier	0	0	3.3	56.7	40	100
2	Journalist questions can develop idea easily in writing recount text	0	0	0	20	80	100
3	Journalist questions makes the recount text organized well	0	0	0	46.7	53.3	100
4	Journalist questions builds critical thinking to combine the answers of the questions	0	0	0	23.3	76.7	100
5	Journalist questions can lead decrease grammatical error in writing recount text	0	0	6.7	33.3	60	100

Note:
SD = Strongly Disagree A = Agree
D = Disagree SA = Strongly Agree
N = Neither Agree nor Disagree

The first question is journalist questions makes word choices in writing recount text easier. 1 participant answered neither agree nor disagree, 17 participants answered agree and 12 participants answered strongly agree. The second question is journalist questions can develop idea easily in writing recount text. 6 participants answered agree and 24 participants answered strongly agree. The third question is journalist questions makes the recount text organized well. 14 participant answered agree and 16 participants answered strongly agree. The fourth question is journalist questions builds critical thinking to combine the answers of the questions. 7 participants answered agree and 23 participants answered strongly agree. The fifth question is journalist questions can lead decrease grammatical error in writing recount text. 2 participant answered neither agree nor disagree, 10 participants answered agree and 18 participants answered strongly agree.

From the 5 questions, the researcher got the result in the pie diagram below:

Diagram 1 Result of Questionnaire
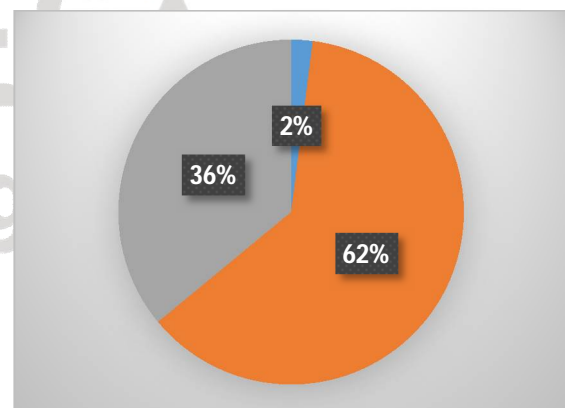
Note:
= Neither Agree nor Disagree
= Agree
= Strongly Agree

Based on the pie diagram, we can conclude that most of the students agree with the use of journalist questions in writing recount text. This because the result shows that 2% (3) neither agree nor disagree, 36% (54) agree, and 62% (93) strongly agree from 150 calculated data of 30 participants. Therefore, there is no participants who disagree with the use of journalist questions in writing recount text.

After conducting a research related to the use of journalist questions in writing recount text, the researcher got the findings that were used to prove that there were significant difference of students' mean scores between control and experimental group. It could be seen from the post-test results which showed that the experimental group got higher score than control group after being taught by using journalist questions. The significant value appears in the table of paired sample t-test of post-test between experimental and control group since the result of t value is greater for preserved degrees of freedom. Thus, there was significant difference between the mean scores of experimental and control group. It can be inferred that after implementing journalist questions, experimental and control group have significant difference of ability in writing recount text which can be known from the post-test results.

The result of the study supports the theory stated by Brannan (2003) that a good writing is not accomplished, it takes time. Therefore, journalist questions as pre-writing activity also can make the students to write a better text since long process is needed to make questions, answer questions and combine the answers into a text.

The result of this study is the same with two previous studies by Zuriyanti (2012) and Puspitasari (2017). The result of these researches show that there is significant effect of using WH-questions or journalist questions in this research. The difference is that this study also conducted the participants response towards the use of journalist question as the second research question.

In response to the last research question, a questionnaire was administrated in order to examine students' views on journalist questions. According to the result, students showed positive attitude towards the use of journalist questions.

In short, it is proven that writing recount text ability of experimental group who had been taught by using journalist questions has a significant difference with the control group who did not get the treatment. Therefore, the use of journalist questions is effective to be used as an alternative to improve tenth graders' ability in writing recount text.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the obtained pre-test and post-test scores, journalist questions technique gave a significant effect on the tenth graders' ability in writing recount text. This could be known from the result of the independent samples t-test of both group post-test's score which showed the significant different.

From the questonnaire's result, the participants showed positive response to the use of journalist questions. Thus, it can be said that journalist questions is effective to be used in teaching recount text to improve tenth graders' writing ability.

2. Suggestion

There are some suggestions that researcher gives to teachers who want to apply journalist questions in teaching writing reount text for tenth graders of senior high school. First, give clear exlanation to the students on what journalist questions and what it is for. This will lead the students to make good and suitable questions related to their topic. Next, give time limitationfor students in making questions, answering questions, and also combining the answers. This will help the teachers to keep the teaching and learning process effective. The last is giving some topic choices for students. This will give students chance to pick the best story to write on the text since recount text is used to tell past events or experiences of the writers.

REFERENCES

Ary, Donald. 2010. *Introduction to Research in Education (8th edition)*. Canada: Cengage Learning.

Bereiter, Carl and Scardamalia, Marlenen. 1987. *The Psychology of Written Composition.* Routledge.

Booth, W.C., Colomb, G.G and Williams, J.M. 2003. *The Craft of Researh.* Chicago: the University of Chicago Press.

Brannan, Bob. 2003. *A Writer's Workshop.* New York: McGraw-Hill.

Brown, H. D. 2001. *Language Assessment Principles and Classroom Practices.* New York: Longman Group.

Bryner, Jeanna. 2007. *Most Students Bored at School.* Live Science Managing Editor.

Emilia, Emi. 2011. *Pendekatan Genre-Based dalam Pengajaran Bahasa Ingrris: Petunjuk untuk Guru.* Bandung: Rizqi Press.

Gunning, Thomas G. 2013. *Creating Literacy Instruction for All Students- 8ᵗʰ Edition.*

Harmer, Jeremy. 2001. *How to Teach Writing.* Malaysia: Pearson Education.

Heaton, J. B. 1990. *Writing English Language Test.* New York: Longman Group

Kamadi. 2016. *Upaya Peningkatan Keterampilan Menulis Teks Recount dengan menggunakan Teknik Kalimat Mengalir pada Siswa Kelas VIII A SMP Negeri 1 Matesih.* Surakarta: Jurnal Sainstech Politeknik Indonesia Surakarta.

Kemendikbud. 2016. *Permendikbud No. 024 Appendix 47 about Main Competence and Basic Competence.* Jakarta: Ministry of Education and Culture.

Kendall, Juli and Khuon, Outey. 2006. *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners.* Stenhouse Publishers.

Mathers et al. 2007. *Surveys and Questionnaire.* NIHR RDS For the East Midlands/ Yorkshire & the Humber.

McLeod, Saul. 2014. *Questionnaires.* Simply Psychology. (Online), (https://www.simplypsychology.org/questionnaies.html, accessed on December 2017).

Nordquist, Richard. 2017. *The 5Ws (and an H).* ThoughtCo. (Online), (https://www.thoughtco.com/ journalists-questions-5-ws-and-h-1691205, accessed on June 2017).

O'Farrell, Renee. 2017. *The Importance of Good Writing Skills in the Workplace.* LLC.

Petty, Walter T. and Jensen, Julie M. 1980. *Developing Children's Language.* Boston: Allyn & Bacon.

Puspitasari, Hesty. 2017. *Improving Students' Narrative Writing by Using WH-Questions as a Guide.* Pontianak: Tanjungpura University.

VP Academic and Student Services Department of Institutional Research and Planning. 2009. *Assessment Rubric for Written Communication Skills* . (Online), (https://www.cmu.edu/ teaching/assessment/examples/mcs/course_rubricwriting-introchem.hmtl, accessed on 28ᵗʰ Dec 2017) .

Wise, Kurt. 2005. *The Importance of Writing Skills.* Public Relations Quarterly.

Zuriyanti. 2012. *The Effect of using Journalists Questions Strategy toward Wroting Ability in Narrative Text of the Second YearStudents at MAN Kampar Regency.* Pekan Baru.