

SHORT STRUCTURED SUMMARY USING 5W1H TO IMPROVE 10TH GRADE STUDENT'S WRITING COMPETENCE

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Abstrak

Strategi *Short Structured Summary using 5W1H* adalah salah satu strategi pembelajaran yang bertujuan untuk membantu siswa dalam memperbaiki kemampuan menulis mereka. Selain itu, penggunaan strategi ini secara tidak langsung juga membantu siswa dalam memahami teks bacaan. Dalam menerapkan strategi ini, kelas dilakukan secara virtual dengan intensitas pertemuan sebanyak tiga kali. Ada pun materi yang diajarkan kepada siswa adalah materi teks naratif. Setelah strategi *Short Structured Summary using 5W1H* diterapkan, peneliti kemudian menganalisa hasil kemampuan menulis siswa melalui tugas yang telah diberikan oleh guru dan hasil wawancara kepada lima perwakilan siswa. Penelitian ini dirancang menggunakan jenis penelitian deskriptif kualitatif di mana data diperoleh melalui proses observasi. Catatan lapangan juga dilakukan untuk mengumpulkan semua informasi terkait proses belajar mengajar antara guru dan siswa. Berdasarkan hasil catatan lapangan, guru telah melalui tahapan mengajar dengan baik mulai dari membuka hingga menutup tiap pertemuan. Melalui pertemuan virtual, guru melakukan pendekatan kepada siswa dengan memperkenalkan teks naratif terlebih dahulu, kemudian menjelaskan dan mengimplementasikan strategi *Short Structured Summary using 5W1H* pada pertemuan berikutnya. Hasil dari penerapan strategi tersebut, siswa ditugaskan menulis ringkasan untuk kemudian dinilai menggunakan rubrik penilaian yang sudah ditetapkan oleh peneliti. Wawancara semi-terstruktur juga dilakukan kepada lima perwakilan siswa untuk melengkapi hasil data yang diperoleh. Penelitian ini menemukan bahwa guru telah menerapkan strategi *Short Structured Summary using 5W1H* dengan baik dan dapat memperbaiki kemampuan menulis siswa menjadi lebih baik.

Kata Kunci: *Short Structured Summary using 5W1H*, kemampuan menulis, teks naratif.

Abstract

Short Structured Summary is one of the learning strategies which aims to assist students in improving their writing competence. In addition, the use of this strategy indirectly helps students in understanding the text. In implementing this strategy, classes were conducted virtually with three intensity meetings. The material taught to students was narrative text material. After the Short Structured Summary using the 5W1H approach was implemented, the researcher then analyzed the students' writing skills through the assignments given by the teacher and the results of interviews with five student representatives. This research was designed as qualitative descriptive research in which data was obtained through the observation process. Field notes were also carried out to collect all information related to teachers' and students' teaching and learning processes. Based on field notes, the teacher has gone through the teaching stages well, from opening to closing in each meeting. Through virtual meetings, the teacher approached students by introducing narrative text first, then explained and implemented the Short Structured Summary strategy using 5W1H at the next meeting. The results of this strategy's implementation, students were assigned to write a short structured summary to be assessed using an assessment rubric that the researcher has set. Semi-structured interviews were also conducted with five student representatives to complement the data obtained. This study found that the teacher has implemented the Short Structured Summary using the 5W1H strategy to improve students' writing competence.

Keywords: Short Structured Summary using 5W1H, writing competence, narrative text.

INTRODUCTION

Learning to write is one of the fundamental things to improve literacy skills. In addition, the development of writing skills is significant for increasing academic achievement and as a self-promoting oneself in the

workplace (Steve Graham, Dolores Perin, 2007). Many factors influence students in developing their writing skills. One of them is the treatment instructed in the school curriculum to the students. In reality, not all

students can accept or even apply what they have got directly. The process taken from this stage is not entirely successful. Many things need to be considered in developing the ability to write appropriately. This includes the grammar used, the accuracy of sentence structures, the vocabulary selection, and the relationship between one sentence to another. The writing processes are not just about putting sentences in line, but also makes those sentences into one consistent understanding (POULSEN, 1991)

According to (Klimova, 2012) writing is beneficial for the students since it brings many advantages. In addition, as stated earlier, writing has already much involved in higher education and the formal workplace, which makes writing skill necessary to be mastered for the students to prepare for their future lives. Therefore, writing is one of the English language skills that are so crucial to learn. Another fact that supports why writing ability is becoming important for students is that they need to express themselves in writing (Walsh, 2010). If the students are not able to do that, they will not be able to communicate with some professionals. The communication means here is not like verbal or spoken communication. It refers to a writing communication done in writing such as proposals, memos, preliminary interviews, and the other needs of college students or successful graduate's daily life (Walsh, 2010). Despite the primary function of writing, which is to express one's personality in a written form, it has a more significant role applied in many aspects. Paper provides students with critical thinking skills, fosters communication, and gives them a chance to reflect on their ideas (Klimova, 2012).

Previous research stated that many factors influence students' difficulties in developing their writing skills, including students' lack of interest (Harmer, 1991), teacher incompetence (Muhammad Akbar, 2018), and the inappropriate methodology used (Nasir Ahmad, 2013). The student's problem in writing is a severe problem that can hinder students' level of productivity in writing. Even though it is in the learning stage, students must be guided not only to understand from the material side but also to apply it to their writing. Writing is an English language skill that requires students to write and have an output which is their writing work itself (Hood, 2008). Before entering this stage, both students and teachers must overcome their difficulties in teaching and learning writing to form good writing skills. Therefore we need an appropriate methodology to teach writing to students.

This study focuses on improving the technique used by the teachers in teaching English writing to students, which is by using short structured summaries. Summarizing is a task in which students read to write

(Marzec-Stawiarska, 2016). In reading a reading text, the student will surely not remember the entire content of the text but the crucial points. The student's memorization of those crucial points will make it easier to rewrite any details from the text they have read. This technique is very effective in helping students to deliver the whole essence of the reading text without rewriting it completely.

Summarizing is an essential component of education (Paradowski, 2013). This activity is involving several skills that are necessary for academic reading and writing. Students need to comprehend, select, infer, recall, integrate, paraphrase, evaluate, and write concisely and coherently (Oksana Vorobel, 2011). Summarization is becoming important by providing some significant effects and contribute to the students who develop writing competence. It helps students catch the complete information and transfer it to long-term memory from what they have read before (Özdemir, 2018). What makes the summarization technique become successful applied is the student's reading comprehension. Previous studies stated that students who are successful in reading comprehension would also successfully summarize the reading. It is because those two stages are so impactful to one another. On the other hand, teaching summarization is also increasing student's reading comprehension. Another reason behind the importance of overview is improving students in both understandings and memorizing (Özdemir, 2018).

Even though it seems simple and easy, some students may find some difficulties writing a good summary before producing good writing from their summary results. Summarizing is an activity that requires a student to read and understand from the text that they have read (Eden Regala-Flores, 2019). In this stage, the students are required to decide which details to include in their summary. This making-decision process is conducted by selecting the less essential and crucial information from the text. According to the previous studies (Alaofi, 2020), students' primary challenge in the beginning step of summarization is the inability to select which one the critical point to include in their summary. Instead of putting the details information only, the students tend to write down the complete information. The study conducted by (AlMarwani, 2020) stated that the participants face a problem summarizing various problem areas such as unsatisfactory English proficiency, insufficient academic writing skills, and lack of source-managing skills.

(Alhojailan, 2019) with his interview, he found some difficulties the students faced in summarizing are related to grammar (language-related problem) and challenges in vocabulary (language-related problem). It means that the

writing process is putting down the words into a sentence, linking one sentence to another, and making those sentences understandable by paying attention to the essence of the text. In addition (Fadda, 2012) has conducted research using questionnaires. Due to the research being done, the students' significant problem is focusing on grammar and lexis. It is pretty similar to the study conducted by (Alhojailan, 2019). Also, (Fadda, 2012) revealed that the other problems are improper writing style, such as linking sentences in a paragraph properly. The same problem is also shown by (Badiozaman, 2014) in her interview with two Malaysian L2 students. The problem is about their low English proficiency level that affected their knowledge of appropriate grammatical structures and their linguistic repertoire.

In short, the fundamental challenge faced by the students needs some suitable technique which can be helpful for them to manage their summarizing skill. Some previous studies have been conducted to prove whether applying the summarization technique for students is practical or not to improve their writing ability. For example, the survey conducted by (Bruce Saddler, 2017) reported that the six students who were involved in this study shown their writing behaviour improved as well. It helped the students to develop an awareness of the typical structure and critical elements of written summaries. Meanwhile, (Thomas W. Bean, 1984), with his study showed that both systems are equally effective on student's summary writing. Thus, some studies using the summary technique have been conducted and proved successful in improving student writing.

Alongside those successful studies, many future studies will be developed to face some crucial challenges the students face to improve their writing competence using the summarization technique. In addition, the fact also said that writing ability is needed in many aspects of life (Walsh, 2010) so that more studies related to this thing are highly required. Therefore, although the studies have been done positively, the writing's challenges are getting stronger. In this condition, the productivity of tasks is crucial to do.

Since writing skill is one of crucial skills to be mastered, the students need to be guided well in its learning. At the same time, the writing challenges are getting complicated, and the researcher thought that it was the time to develop such new strategy to overcome that issue. This initiated short structured summary using 5W1H developed. The researcher thought that the easiest way to develop student's writing skill is from the simple thing. Since this strategy offered the brief and simple pattern, it was expected to be the one which can be suitable for the students even they have poor writing

skill. Therefore, this study tries to develop a short structured summarization method using 5W1H as an alternative for the students to get them in an easier way of writing. This research is expected to solve students difficulties related to writing activity and also applied regularly in the future.

In dealing with the statement above, some teachers do not apply appropriate learning strategies to improve student's writing competence. The researcher, therefore, tries to investigate the application of this summarization technique by providing some research questions formulated as follows:

1. How does the teacher implement a short structured summary using 5W1H to improve the students' writing competence?
2. How are the students writing competence as the result of a short structured summary using 5W1H?
3. How are the student's responses to a short structured summary using 5W1H in assisting their writing competence?

These three research questions formulated due to the researcher needs to know whether this strategy worked or not. From the observation, the researcher can analyze how the teacher applies this strategy and how it affects on the students. The effect of this strategy can be seen from the tasks (RQ 2) and semi-structured interview (RQ 3) which will be conducted after the strategy taught.

METHOD

Since the researcher needs to describe the result in words and descriptions, descriptive qualitative research used in this study. The data was obtained through observation. Observation is one tool to collect the data, which many researchers have implemented for more than one hundred years (Kawulich, 2015). Based on (Marshall, C. & Rossman, G. B, 1989), observation is the systematic description of the events and behaviour that become the research's focus. Since it is increasingly being used from year to year in many studies, observation has shown that it is helpful in many research fields.

The researcher observed the teachers' and students' activity while the teaching-learning process was conducted. Things that are monitored include verbal and non-verbal communication, act, expression, and statement. The observation step was completed to answer the first RQ. In this observation step, the researcher made field notes to gain information from pre-teaching to post-teaching while structured summary using 5W1H applied. The data also gained from the student's summary task. In addition, the student's responses also collected through semi-structured interviews to answer the third RQ.

In the interview itself, there were five respondents picked randomly, three females and two males. To

capture all the answers from the respondents, the researcher made statements 1, statement 2, statement 3, statement 4, and statement 5. This study was conducted for the tenth-grade class in one of the state senior high schools in Kabupaten Madiun. The data collected and then analyzed using the method from Ary et al. (2010). There are three stages in analyzing the data for qualitative research: a) familiarizing and organizing, b) coding and reducing, c) interpreting and representing. These steps are conducted to find out the result of this study.

RESULTS AND DISCUSSIONS

This study was conducted by limiting a class of 10th grade in one of the state senior high schools in Madiun. The course consists of 26 (twenty-six) students with 15 males and 11 females. The whole study was conducted online due to the covid times. The meeting (material explanation, tasks, question & answer) was routinely held in Zoom, where the students had to attend each forum. Whatsapp Group used to maintain the communication and announce some crucial information related to the forum.

First virtual meeting

Pre teaching

As mentioned earlier, the whole class was held at Zoom. After the forum opened, the teacher waited for about 15 minutes till the students attended the meeting. He also informed the students to call the rest students who have not to join the forum yet. After 15 minutes, the meeting started even though some students did not attend for no reason.

The teacher then opened the class by greeting the students. After making sure everyone was ready and checked the student's attendance, the teacher started the course. It happened for about 10 minutes. As a starter, the teacher stimulated the students by asking several questions, which then known as narrative text (legend stories) material. This stimulation step was getting more related to the students when they started to talk about legend stories in their city, Madiun. In the final, the teacher introduced the material they will learn on that day: narrative text. Then, the pre-teaching activity ended by mentioning the learning objectives of the lessons.

Whilst teaching

After the pre-teaching activity ended, the teacher moved to the next step, which was whilst teaching. In this stage, the teacher provided a text on screen entitled 'The Legend of Sarangan Lake.' Based on the teacher's explanation, this title picked due to the Sarangan Lake located so close to their city. Then, the teacher gives one of the students a

chance to read the text displayed on the screen. After reading the first two paragraphs, the teacher picked another student to continue reading and then moved to the third student to read until the end of the text. Besides displayed on the zoom screen, the text shared on the WhatsApp group, where everyone could access it later.

As the last students had read the text till the end, then the teacher asked, "*What do you think the purpose of this text?*". One student answered '*to give information*, and then another one said, '*the purpose is to give the story to readers.*' To respond to the student's answers, the teacher then explained that during the teaching stage, which was the first meeting where narrative text was introduced, the teacher also explained the generic structure of narrative, orientation, complication, and resolution. In every explanation, the teacher always gave chances to the students to ask whether there were some unclear points. The language feature of narrative text was also taught included the use of past tense, action verb, adverb of time, and specific noun. The rest of whilst teaching used to comprehend the students' understanding toward the text. Each student asked to look for some problematic words, then they discussed it together.

Post Teaching

At the end of the virtual lesson, the teacher did such reflection to the students. He gave a chance to the students to ask about some points that might be confusing for them. No one asked, so the teacher closed the virtual class after informing them that they still learn about narrative text next week. He also gave a hint that they would learn about writing a good summary from narrative text.

Second virtual meeting

Pre teaching

The pre-teaching activity in this second virtual meeting was not entirely different from the previous one. The little class bit late due to the signal trouble from the teacher. It started 25 minutes from the schedule due to this incident. After greeting and apologizing to the students, the teacher checked about the students who were not joining the class. After making sure that everyone had ready, the teacher then started the class by asking the students about the material they had been learning since the last meeting. To recall the students' memories, the teacher asked some questions such as '*could you please mention the generic structures of narrative text?*' or '*anyone, please mention the language features of narrative text!*'. Some students looked so excited to answer those questions even though that was not their chance to speak.

After a little discussion about the latest material, the teacher said they would learn how to write a good summary of the narrative text they had read. However, before entering the main stage of the lesson, the teacher reminded them that the first thing they have to do to understand the text is reading and translating some tricky words that they found.

Whilst teaching

As the teacher said earlier, the students will learn about writing a good summary from narrative text in this second meeting. Good summary here means the simple and the brief one but contained the complete information of the text without missing some crucial point regarding the teacher explanation. This summary was also going to be the students' task later. The teacher then introduced a short structured summary using 5W1H to do this summary. First of all, the teacher asked the students to mention what are the elements in 5W1H. One student answered thoroughly even though not in the correct order. He answered *'what, why, how, where, why, when'*. The teacher also asked the students whether they had an idea about writing a summary using 5W1H, but no one responded. With no much longer, the teacher then displayed a simple summary structure with 5W1H on the screen.

What: *What is the story told us about? Or what is the theme of the story?*

Who: *Who are the characters in the text?*

Where: *Where the story took place?*

When: *When the story happened?*

Why: *Why do you think the conflict happened?*

How: *How does the problem/conflict solve?*

The teacher explained to the students that those are the pattern they will use to write the summary. The 5W1H questions provided answers which were related to the whole content of the narrative text. *'Using this pattern will make it easier to arrange your summary completely but in a very brief and understandable form,'* the teacher said.

To give a better understanding to the students, the teacher then gives an example by writing a summary based on the narrative text entitled 'Tangkuban Parahu Legend from West Java.' Before writing a resume, they read the text first, and then some students asked several problematic words from the text. After the students had a good understanding toward the text, the teacher started to write a summary using the 5W1H pattern. Each sentence written by the teacher was also explained in detail, for example, 'why the conflict happened?'. He explained that it happened because Sangkuriang had fallen in love with his mother, Dayang Sumbi, the teacher wrote in the form of the sentence. The words in total were about 150-200

words. The students were quite surprised to know how short it was. At the same time, they also realized that in those 200 words, the complete information included. This explanation then ended with some questions asked by the students related to the 5W1H pattern. One student asked about how to connect one sentence to another and how to make sense. The teacher then reminded the students that they should pay more attention to conjunction as they had learned last week as a part of the narrative's language feature. Before asking the students to do the task, the teacher told them that writing the summary in the correct order of 5W1H could make their resume more structured and easier to understand.

As a practice, the teacher instructed the students to write a short structured summary using 5W1H as he did with the narrative text they have discussed last week, which was The Legend of Sarangan Lake.

Post Teaching

The teacher gave some representative students' summaries that they wrote and discussed them together in post-teaching. He expected that in the next meeting, the students could do it better. As the result of the second virtual meeting, the teacher instructed the students to write a short structured summary using 5W1H in a PowerPoint file at home. There will be three different stories sent to the WhatsApp group that the students could choose. The student must consider that the main idea should be re-telling alongside the essential details of the text, using students' own words to make the text more understandable and in the correct order. A greeting from the teacher ended the second virtual meeting on that day.

Third virtual meeting

Pre-teaching

In the third virtual meeting, the class started on time with only several students attended. the teacher routinely asked the students to inform the others to join the class. sometimes there were only 15-18 students attended from 26 students in total. the teacher did some greeting, and a little bit talked about the weather on that day which was cloudy since morning.

Whilst teaching

The teacher initiated the class by asking whether their tasks had already done or not. the students looked so ready by saying that their assignments had already done in powerpoint file.

The whole whilst teaching used to discuss the students' work that displayed on the zoom screen. most of the students had already done an excellent summary as

the teacher wanted. the teacher also gave some little comments as an evaluation of their work in the future.

Sometimes, the teacher also motivated the students to read more english text because it gave them much information. it also highly suggested because the students could increase their vocabulary size, reading omprehension till writing competence. the third virtual meeting was not too long as the earlier meeting; the teacher only picked five students' work to be discussed together in the forum.

Post teaching

In post-teaching, alongside the end of narrative text material, the teacher did a little review toward narrative text started from the very beginning. sometimes he asked the students about the social function of narrative text, generic structure, some problematic words discussed to remain their memories and write a short structured summary using 5w1h as final. in addition, the teacher also gave time for some students to ask whether they still had difficulties in learning narrative material, but no one asked indicated that everything was clear.

Before the end of the class, the teacher said that there will be a class next week on the same schedule. the students were also asked to prepare the following material to be discussed next meeting. a greeting from the teacher ended the third virtual meeting on that day.

The result of student's short structured summary tasks using 5w1h

At the end of the second virtual meeting, the students had been given homework to write a short structured summary using 5w1h from the texts provided by the teacher. previously, the teacher explained each element in 5w1h and then gave an example of writing a short structured summary. Some of the homework had discuss together at the third virtual meeting. Based on the teacher evaluation at that time, most of the students had been doing great in their job. The complete information of the text had been insert with no missing any detail, which could make the story go wrong.

The submitted work collected by the teacher then analyzed by the researcher using the rubric assessment of summary writing adopted from *McGraw-Hill Companies, Inc. 2006*. This summary writing rubric assessment consists of three main aspects: focus/organization, elaboration/support/style, and grammar/usage/mechanics. These three assessment aspects could help the researcher analyze clearer whether the use of a short structured summary using 5W1H could improve students' writing competence or not.

The first assessment aspect was about the focus/organization. The students had to re-tell the main

idea of the text with the essential details using their own words. The researcher found that most of the students did well in this aspect. The main idea and any primary detail information inserted with no unnecessary comments that could make their sentences complicated. The paraphrasing strategy also used; it can see from how they replaced some words that they might not know with the more familiar ones. Besides it, the story also delivered well since they organized them in the right and clear order even if the conjunction should be more recognized. Pretty good work for a starter so far.

The second assessment aspect included elaboration/support/style where the clearness of the main idea must be stated at the beginning of the summary. It was also should be supported by some detailed information to make it more clear. Then, the word and sentence transition also assessed. The researcher found that the students made minor mistakes by not using conjunction properly to affect the sentence transition. However, there are no significant mistakes so far. Overall, the way they re-deliver the entire content of the text was complete and understandable. The 5W1H element guided them pretty well in doing summary writing.

Grammar, usage, and mechanics then became the last aspect assessed. The researcher was quite surprised when the misspelling words not found in almost all students' work. They seemed to be very careful in writing each word. It was balance with the use of punctuation which correctly put in every sentence. A minor mistake found in grammar where the students tended to forget that narrative text should be in the past tense, so it became a minor correction from the researcher.

Finally, all the students' work submitted had a pretty good score in assessment due to fewer mistakes from that three assessment aspects. Moreover, it proved that a short structured summary using 5W1H taught by the teacher successfully assists their writing even it was still in a simple and more diminutive form.

Student's responses toward short structured summary using 5W1H on their writing competence

To complete the data, the researcher needed to do a semi-structured interview. Among twenty-six students in a class, there were five of them joined as the respondents. The result of the semi-structured interview has been collected below. The results were summarized in the form of a statement from each student.

Statement 1

According to the first student, he stated that he had poor English writing skills. Sometimes he could understand the content of the text, but then it was so hard when he

tried to write English text on his own. The biggest problem he faced was the lack of vocabulary and misunderstanding about putting each sentence logical. All he expected from a short structured summary using 5W1H was to create excellent and logical sentences to be understandable to read. After this technique applied, he admitted that this was helpful for him to assist his writing skill because it was pretty straightforward and easy to learn. He also stated that the important thing was that he could make a good paragraph in well-structured sentences. In the future, he just needed to know more about this strategy in other kinds of text to develop his writing skill much better.

Statement 2

During the virtual meetings conducted the third time, the researcher recognized that there was one quite active student. The researcher also interviewed this student. Based on his opinion, he had pretty good English speaking skills. It was also proved when he was the one who asked and gave ideas or answers the most during the meetings. Meanwhile, his writing skill was not good, he admitted. He had such difficulty in selecting which one vital point to write in a text. This short structured summary using 5W1H guided him to quickly identify which one should be written on the text and which one not. He was also surprised that he could write a text that short with no critical points missed. At last, he was a bit regretted due to get this kind of technique too late.

Statement 3

The third student admitted that he was terrible at English writing skills. Among other students who became respondents in this interview, he might be the one who had the most problem in vocabulary size. He expected a short structured summary using the 5W1H technique to give him an easier way to master more vocabularies. Surprisingly, he was so happy that the teacher also taught them about the paraphrasing technique as an alternative to creating a simple summary text. He learned various vocabularies from paraphrasing activity which can automatically increase his vocabulary size. Overall, the method guided him a lot in mastering vocabularies as an earlier step of writing. At least, he could master the languages from narrative texts given to create good short structured summary writing independently.

Statement 4

A similar condition also found in the fourth respondent. His English writing skill was underrated since he could not organizing the points into well-delivered form. He thought it was not very easy to arrange those points and make them connected. *'Everything was messed up every*

time I tried to write. I could not even understand what I wrote,' he explained. Since a short structured summary using 5W1H introduced in a class, he realized that writing organization could be arranged in that simple way. He spent two weeks doing some trials using that technique with several titles of narrative text. As a result, this student could overcome his difficulty in organizing the idea of writing. However, he doubted that this technique could be used in any text because it has the correct pattern, which is only suitable for narrative text. In the future, he expected the researcher could create or develop a new technique that can be used in many kinds of text.

Statement 5

The last student who became the respondent stated similar things with the other four. He had difficulty in connecting one sentence to another. Sometimes he did it, and the sentence sequences not related in meaning. *'It did not make sense, sometimes,'* he said. As long as a short structured summary using 5W1H was introduced by the teacher, he expected that this would be an alternative to overcome his problem. For sure, he learned each piece in detail and achieved how each element connected the other. Besides learning about the pattern of 5W1H and how it applied within the summary text, he also learned about using conjunction, which was needed to make good summary text. After this technique applied, he concluded that the logic connection among sentences depended on how the idea arranged. *'This technique had a very structured and organized pattern which very helpful for students to start writing a summary,'* he concluded.

CONCLUSION

After the research conducted, the researcher analyzed the result collected from three stages: observation, student's tasks, and semi-structured interviews with some representative students. According to the result that has been presented in the previous part, this strategy can effectively improve student's writing competence through narrative text material. It was obviously can be seen from the student's summary tasks and the semi-structured interview result. First, the students considered that English writing was complicated. Then, when the teacher came and offered such a technique, they realized that building a good writing ability can be started from the straightforward and easiest one.

From the first research question, the researcher found that the teacher did very well in each meeting. The teaching stages went smooth and the students were also cooperative on what the teacher said. The teacher being so guideful since he explained the whole material in an understandable way. There were also some discussion

sessions to make sure that everything had well-understood by the students. In the second research question, the researcher found that the whole tasks submitted reflected a good summary writing. The students knew how to arrange the ideas of their writing in a good order. In addition, their writings were also well-structured since the 5W1H guided them in a structured pattern. They had no longer confusion in selecting which one important points to be inserted on their paper.

Meanwhile for the third research question, the five selected students were asked about their writing experience after the strategy applied. Most of them answered that they guided well with 5W1H pattern on their writing. They also found an ease in looking for the ideas that they should write. Since the teacher asked them to paraphrase some difficult words, they became more understand on the text they read. It was also so helpful for them to write those on a summary form. Overall, based on their interview result, the most affected thing from this strategy was about the easiness in selecting important details and arrange them in a well-ordered form.

A short structured summary using the 5W1H technique could be so helpful for the students because it provided them with a solution. What makes short structured summary using 5W1H suitable for students in improving their writing competence was that this technique aimed to overcome students' writing problems in common. The most common students' issues in writing were about organizing ideas, linking one sentence to another, fewer vocabularies, and no pattern guided them to write in order. Thus, the students had their problems in writing. Alongside the application of this technique, the common problems faced by most students could be solved. In addition, it also indicated that the teacher has been successful in teaching narrative text material alongside the writing competence's development through a short structured summary using the 5W1H technique.

According to the result of the study presented above, the researcher wants to suggest that this technique needs to be more developed in the future. The teacher should realize that the ability to write is crucial for the students. Just not making it complicated, the teacher could start from the very basic teaching writing technique, such as applying it in this study. It has proved that the students enjoyed the process, and they also can relate to it so much because it was well-worked in fixing their writing problem. In the future, the teacher or the next researcher is always expected to guide the student's writing competence and provide them with many kinds of techniques.

Applying a short structured summary using the 5W1H technique might be one of the initial steps to create

various ways of teaching writing in the future. In addition, the following researchers (if they want to apply the same technique as this) are also expected to develop and upgrade this technique in various ways. The reason why this upgrade needs to do is to keep it up-to-date and applicable in many types of text.

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