

ABSTRACT

Fadlillah, Anam. 2012. Improving Eleventh Grade Students' Writing Ability by Using Journalistic Questions Technique at Vuttisartivittayanusorn Islamic School Krabi Thailand in 2015 / 2016 Academic Year. Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: (1) Fitrotul Mufaridah, M.Pd. (2) Anita Fatimatul Laeli, M.Pd.

Key words: Writing Ability, Journalistic Questions Technique

The second and foreign language learners of English (ESL and EFL) consider writing as the most difficult skill to learn and also to teach. As the preliminary study of the students in Thailand, I found that, most of students are unable to write well because they think writing is a boring activity to do. This problem caused by their difficulties to generate idea. Therefore, I try to improve their writing ability by implementing Journalistic Questions technique (JQs) to help them gather ideas. The purpose of this study is to find out how JQs can improve students' writing ability through the idea development.

This study employed classroom action research. The subject of the research is the 11th grade students of Vuttisartvittayanusorn Islamic School Krabi, Thailand consisting of 7 students. To obtain the data of the study, I used an essay test and classroom observation. The test measures the students writing achievement after teaching and learning process, while classroom observation measures the students' activeness in the class during teaching and learning process. The data was analyzed using formula $E = n/N \times 100\%$.

JQs improves the students' writing ability in two cycles from $M = 54.3$ in Cycle 1 to $M = 65.7$ in Cycle 2 and the percentage of students scored ≥ 65 ($E = 28.8\%$) in Cycle 1 to ($E = 71.4\%$) in Cycle 2. The observation result from 49.9% students' activeness in Cycle 1 to 78.5% students' activeness in Cycle 2. The difference between cycle 1 and cycle 2 is the process of using JQs. Cycle 1 students create their own questions to develop their ideas through answering them. In cycle 2, teacher provide the questions for the students to ease them finding the answer on the text. It can be concluded that JQs is able to improve the students' writing ability at VuttisartVittayanusorn Islamic School Krabi Thailand in 2015/ 2016 academic year by providing the questions by the teacher to build students' ideas development and get more focus on browsing the ideas in the news text.

ABSTRAK TERJEMAHAN

Kata Kunci: Kemampuan menulis, Teknik JQss

Pelajar Bahasa Inggris sebagai bahasa kedua dan asing (ESL dan EFL) menganggap kemampuan menulis adalah kemampuan paling sulit untuk dipelajari dan bahkan untuk mengajarkannya dari pada kemampuan berbahasa lainnya. Sebagaimana pada observasi pendahuluan di Thailand, ditemukan bahwa pelajar kurang bisa menulis dengan baik karena mereka menganggap menulis adalah aktivitas yang membosankan. Permasalahan ini dikarenakan oleh ketidakmampuan siswa dalam mengembangkan ide mereka. Maka dari itu, peneliti ingin meningkatkan kemampuan menulis mereka dengan menggunakan tehnik Journalistic Questions (JQs) untuk membantu mereka dalam mengembangkan ide. Tujuan penelitian ini adalah untuk menemukan bagaimana tehnik JQs dapat meningkatkan kemampuan menulis siswa dengan mengembangkan ide siswa.

Desain penelitian ini adalah penelitian tindakan kelas. Subjek dari penelitian ini adalah kelas 11 di Vuttisartvittayanusorn Islamic School Krabi, Thailand yang terdiri atas 7 siswa. Pengumpulan data pada penelitian ini menggunakan tes tulis dan observasi kelas. Tes tulis digunakan untuk mengetahui kemampuan menulis siswa setelah proses belajar dan pembelajaran, sedangkan observasi kelas digunakan untuk mengetahui keaktifan siswa di kelas pada proses belajar dan pembelajaran. Data penelitian di hitung menggunakan formula $E = n/N \times 100\%$.

Berdasarkan dua siklus yang sudah dilaksanakan menggunakan ditemukan bahwa JQs dapat meningkatkan kemampuan menulis siswa dari rata-rata 54.3 di siklus 1 ke 65.7 di siklus 2, dan persentasi siswa yang mendapatkan nilai ≥ 65 ($E = 28.8\%$) di siklus 1 dan ($E = 71.4\%$) di siklus 2. Berdasarkan hasil dari observasi kelas, di temukan bahwa keaktifan siswa di dalam kelas meningkat dari 49% di siklus satu ke 78% di siklus 2. Yang mana perbedaan dari siklus 1 dan 2 adalah proses mengaplikasian JQs. Di siklus 1, siswa membuat pertanyaan sendiri berdasarkan text yang diberikan, namun di siklus 2, beberapa pertanyaan disiapkan oleh guru agar siswa dapat lebih focus dalam pengembangan ide mereka. Berdasarkan pemaparan diatas, dapat disimpulkan bahwa JQs dapat meningkatkan kemampuan menulis siswa di kelas 11 di Vuttisartvittayanusorn Islamic School Krabi, Thailand pada tahun ajaran 2015/2016 dengan pertanyaan panduan yang diberi oleh guru untuk membangun pengembangan ide siswa dan agar siswa lebih focus dalam menemukan jawaban dari pertanyaan yang disiapkan berdasarkan teks yang diberikan.

I. INTRODUCTION

The second and foreign language learners of English (ESL and EFL) consider writing as the most difficult skill to learn and also to teach. Based on the basic core curriculum, the eleventh grade students should have already able to write summarize the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests. (Samudvanijja, 2008: 269). But, the result of a class observation, conducted on August, 26th 2015, showed that students are lack of ideas to summarize in paragraph. This problem happened because there are no techniques used or known by the students to brainstorm some ideas, in other word it is called by the pre-writing process, because by leaving the process of writing/prewriting process is a mistake, and it will make students able to imitating, copying and transforming of correct language but hard to develop their writing (Nunan, 1991: 86-87).

Meanwhile, writing is an ability to explore our idea or knowledge and gather them together in a sentences and create a writing product such as a description of place, etc. That is why, writing is a combination of process and product (Grenville, 2001; v). Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing. In which, writing ability in this research refers to the students' writing competency on composing summary paragraph with considering the aspects of grammar, vocabulary, and form or organization. Then, it is tried to make a new atmosphere of study in the class, in order to enhance their activeness in developing new ideas, on this view the researcher is using a familiar technique, that is a JQs as the brainstorming technique.

JQs is a technique of gathering ideas by asking question, generally six question: Who, What, When, Where, Why and How, to gain the important information they need to put into a paragraph. They also stated some importance of this technique that: 1) this technique is a structured method than others, moreover in this research students need to summarize a news given by the teacher. 2) this technique also helps students to

criticize their works whether all the important and specific details have been provided on the text or not. 3) it also helps student to enhance their critical thinking by finding and answering the question. 4) it also helps student to anticipates the question that teacher likely to have about the paper. 5) it also helps students to focus on their research about the news text item given (Mohammad & Hussein, 2013: 193-194). Basically, JQs technique is very simple, but it need very high critical thinking to make it good. What we need to understand, why we have to make a question before we create a composition? Actually a question is used to analyze what is the problem and ideas, and then we can use the answer of the question to be our idea or topic even our sub-topic. Well, every people, actually always asking a question before creating a composition, but all of them are done in their mind, and it makes them, sometimes, forget what to do and it's hard to put it out to be a paragraph, so we need to make the question well organized to make a good production of ideas. In short, creating a question to develop our ideas is really useful for a writer, especially students who are rarely write or even never do writing (Taylor, 2009: 21-27).

Therefore, it tried to improve their writing ability by implementing JQs technique to help them gather ideas. The purpose of this study is to find out how JQs can improve students' writing ability through the idea development. And based on the explanation above, can be conclude that JQs is able to improve students' writing ability by expressing questions and its answer.

II. RESEARCH METHOD

In this research, Classroom Action Research (CAR) is the method that the researcher uses to overcome the writing problem faced by students in the class. The population of this research is the eleventh grade student at Vuttisartvittayanusorn Islamic School Krabi Thailand consists of 7 students. The subjects are taken by using purposive sampling. It means that the researcher selects a sample based on the prior information, which

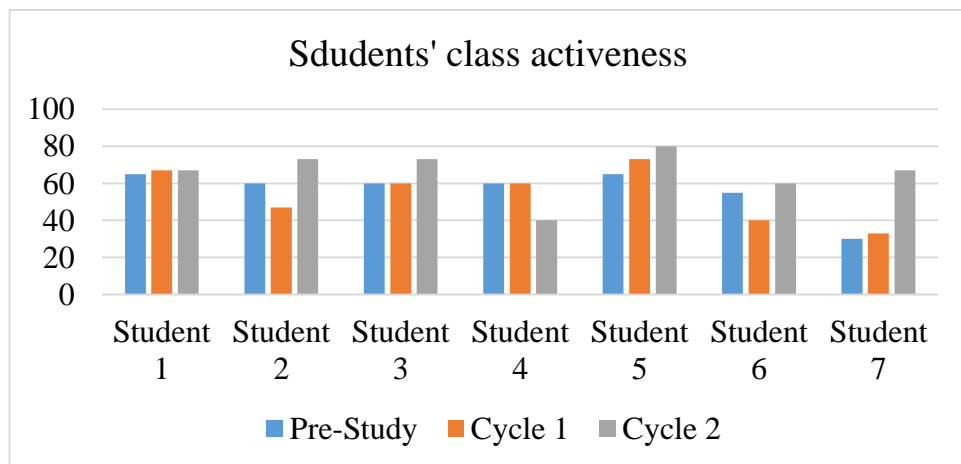
provide the data he needs. There is only one class in the eleventh grade. In this case, the subjects are chosen based on the consideration that their writing ability need to improve since their writing ability mean score in the previous class was 56.4.

The instrument of this research is using a class observation and test as a tools to collect a data.

- a. The observation is a tools to collect data based on the students' activeness and their idea development during the class. Which, this tools will be observe by the English teacher, while the researcher teaches the students about the news item and journalistic question as a technique to brainstorm the ideas.
- b. In this research, the essay test is used to measure improvement of the eleventh grade students' writing ability by journalistic question technique.

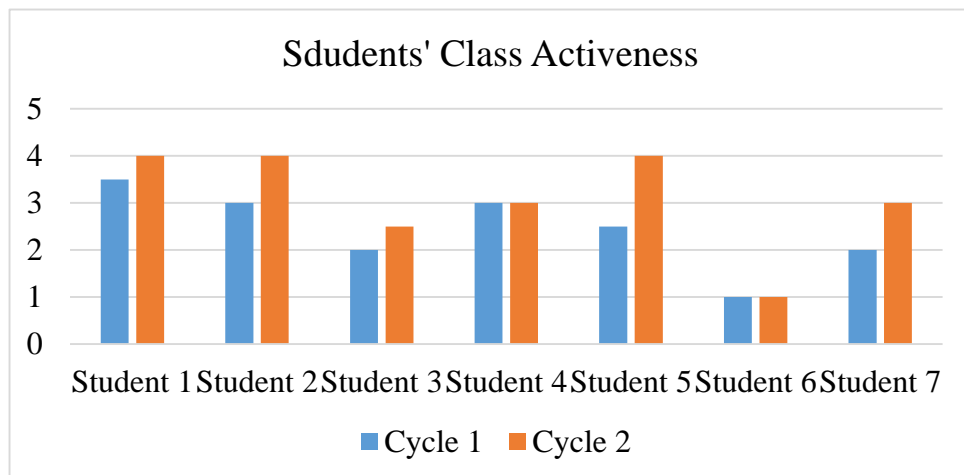
III. RESULT AND DISCUSSION

The result of writing test in cycle 1 showed that the mean score of students' writing ability was 54.3 and the percentage of students who scored ≥ 65 was 28.8%, and the students' active involvement in teaching and learning process was 49.9%. It means that the standard mean score (M=65) and the requirement of students scoring ≥ 65 had not achieved yet, while it showed also that the students could not participate more during teaching and learning process. From the data can be concluded that cycle 1 was not successful.



Therefore, the researcher investigated the cause of this matter. The data showed that students were not able to develop their ideas through journalistic questions, since they had some difficulties on creating questions by themselves. As stated by Hyland (2003: 27) that understanding the process knowledge is very important to prepare for generating ideas, while journalistic questions is a technique that used questions as the preparation before generating ideas, that's why the first cycle was failed. In order to fix this problem, the teacher provide the questions for students, and the students are expected to be able to understand the text by answering the questions that is provided. As stated by Mohammad and Hussein (2013:194-195) that journalistic questions also can be implemented in guided writing by providing the questions from the teacher.

It was found that implementing journalistic questions in guided writing by providing some questions from the teacher give significant improvement to students' writing ability and also their active participation in the class. It showed on the result of the cycle 2, that the mean score of students' writing ability improved from 54.3 to 65.7 and the percentage of students who scored ≥ 65 was 71.4%. this improvement effected by their classroom active participation, because in this cycle most of them are able to answer the question and produce the writing well.



As stated by Elbow (1998: 7-11; 2000: 52-55) that to make a good composition of writing writer need to call on the abilities or activities that: Generating and Criticizing. Based on the method implemented in the cycle 2, it can be concluded that students' critical thinking improved since they got the provided questions from the teacher to brainstorm some ideas through journalistic questions. Kane (2000: 25) stated that the use of journalistic questions is to help students acquire their critical thinking. Based on the observation result showed that students' critical thinking was improved. And by improving students' critical thinking, students' are able to improve their ideas development, in which also give significant effect to their writing product.

IV. CONCLUSION AND SUGGESTION

Based on the discussion of the result, it can be concluded that the use of journalistic questions technique is able to improve the eleventh grade students' writing ability at VuttisartVittayanusorn Islamic School Krabi Thailand in 2015/ 2016 academic year by providing the questions by the teacher to build students' ideas development and get more focus on browsing the ideas in the news text.

By considering the result of the research, some suggestions are given to the English teacher to apply Journalistic Questions Technique when teaching writing in the classroom; the students to participate in the pre-writing step using Journalistic Questions Technique actively, and they must practice their English not only in class but also in daily activities in order to improve their ideas development, vocabulary and grammar mastery; and other researchers to conduct Journalistic Questions Technique by using another research design and to conduct Journalistic Questions Technique to improve the listening, reading, or speaking skills

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