

**IMPROVING ELEVENTH GRADE STUDENTS' WRITING ABILITY
BY USING JOURNALISTIC QUESTION TECHNIQUE AT
VUTTISARTIVITTAYANUSORN ISLAMIC SCHOOL**

THESIS

By

ANAM FADLILLAH

1210231016



**UNIVERSITY OF MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

2016

**IMPROVING ELEVENTH GRADE STUDENTS' WRITING ABILITY BY
USING JOURNALISTIC QUESTION TECHNIQUE AT
VUTTISARTIVITTAYANUSORN ISLAMIC SCHOOL**

THESIS

By

ANAM FADLILLAH

1210231016



**UNIVERSITY OF MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

2016

**IMPROVING ELEVENTH GRADE STUDENTS' WRITING ABILITY BY
USING JOURNALISTIC QUESTION TECHNIQUE AT
VUTTISARTIVITTAYANUSORN ISLAMIC SCHOOL**

THESIS

Presented to

University of Muhammadiyah Jember

**in partial fulfillment on the requirements for
the degree of *Sarjana* in English Language Education**

By

ANAM FADLILLAH

1210231016

**UNIVERSITY OF MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

2016



MOTTO

“The only man who never makes mistakes is the man who never does anything”

- Theodore Roosevelt -

AGREEMENT

This is to certify that the *Sarjana* thesis of Anam Fadlillah has been approved by the thesis advisors for further approval by the Board of Examiners.

Jember, May 16th 2016

Advisor I

Fitrotul Mufaridah, M.Pd.

NPK. 0312446

Jember, May 16th 2016

Advisor II

Anita Fatimatul Laeli, M.Pd.

NPK. 1503632

APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Anam Fadlillah has been approved by the Board of Examination as the requirement for the degree of *Sarjana* in English Language Education.

Board of Examiners, May 24th 2016

Yeni Mardiyana Devanti, M.Pd. Chair
NPK. 0408 455

Fitrotul Mufaridah, M.Pd. Member
NPK. 0312 446

Anita Fatimatul Laeli, M.Pd. Member
NPK. 1503 632

Acknowledged by
Dean of Faculty of Teacher Training and Education

Drs. H. Moch. Zaki Hasan, M.Si.
NPK. 0983023

PREFACE

This thesis is composed to make the readers understand about the use of Journalistic Questions Technique to improve the writing ability. In fact, many students find writing as one of the most difficult skills in English. In order to face this common problem, the researcher wants to improve the students' writing ability through the available teaching method, in this case the Journalistic Questions Technique.

The objective of this research referring to the research problem is to find out how Journalistic Questions Technique can improve writing ability of the eleventh grade students of VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015/2016 academic year, starting from the introduction in first chapter, review from related literature in second chapter, research methodology in third chapter, result of the research in fourth chapter, discussion in fifth chapter, and conclusion and suggestion in sixth chapter.

As this thesis is far from being perfect, suggestions and criticism are needed. Finally, it is expected that the result of the study will be valuable for the English teacher, the students, and the future researchers.

Jember, May 16th 2016

The Researcher

ACKNOWLEDGMENT

My sincere gratitude to Allah, family, friends, and the following people:

1. Drs. H. M. Zaki Hasan, M.Si. The Dean Faculty of Teacher Training and Education Muhammadiyah University of Jember
2. Fitrotul Mufaridah, M.Pd. as the Head of English Language Education Program of Faculty of Teacher Training and Education Muhammadiyah University of Jember, and also my first advisor who taught me to write patiently.
3. Anita Fatimatul Laeli, M.Pd. as my second advisor, who has patiently guided me in writing my thesis.
4. Ustadz Sarawut Khangrang as the headmaster of VuttisartVittayanusorn Islamic School.
5. Mrs. Kanokpan Arthan. as the supervisor of VuttisartVittayanusorn Islamic School.
6. Mrs. Thikamphon Soongyai as the English teacher of VuttisartVittayanusorn Islamic School.
7. The eleventh grade students of VuttisartVittayanusorn Islamic School Krabi, Thailand in the 2015/2016 academic year.

And also for those who cannot be mentioned one by one from the report.

Jember, May 16th 2016

The Researcher,

DEDICATION

I think without the help and the guidance from the other people, I cannot finish this thesis. This thesis is presented with love to:

1. Dear my father and my mother. The expression of infinite gratitude to my father, Mr. Sutali Mathari and Mrs. Sutiati, who had raised me with full of struggle and love so much, hope and prayers have give guidance to the gate of success.
2. My Sweetheart, Nisrina Balqis Huwaida. Thank you for always supporting me, always give your spirit and prayer to me. I really happy that you always at my side.
3. My Hidden Alley boarding house family, thank you for always supporting me in a weird way, but I like it though, I love to laugh together with you guys.
4. All my best friends in the 2012 periods class especially A class. Thank you very much.
5. All my friends in Debate Club, English Club and EXCELLO. Thank you for your loves and your supports.
6. The eleventh grade students of VuttisartVittayanusorn Islamic School Krabi, Thailand. Thank you very much.
7. My Blue Almamater, thank you for the opportunity that has been given.

TABLE OF CONTENTS

COVER	i
TITLE SHEET	ii
LOGO	iii
AGREEMENT	iv
APPROVAL SHEET	v
PREFACE	vii
ACKNOWLEDGMENT	viii
DEDICATION	ix
TABLE OF CONTENTS	x
LIST OF TABLE	xii
LIST OF DIAGRAM	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv

CHAPTER I INTRODUCTION

1.1	Background of the Research	1
1.2	Problem of the Research	4
1.3	Objectives of the Research	4
1.4	Operational Definition of the Terms	4
1.5	Significances of the Research	5
1.6	Scope of the Research	6

CHAPTER II REVIEW OF RELATED LITERATURE AND ACTION HYPOTESIS

2.1	Review of Related Literature	7
2.1.1	Writing Ability	7
2.1.1.1	The Definition of Writing Ability	7
2.1.1.2	The Component of Writing Ability	10
2.1.2	Journalistic Questions	13
2.1.2.1	The Definition of Journalistic Questions	13
2.1.2.2	Steps of Using Journalistic Questions	15
2.1.2.3	Kinds of Questions	16
2.1.3	The Use of Journalistic Questions to Students' Writing Ability	18
2.2	Action Hypothesis	20

CHAPTER III RESEARCH METHOD

3.1	Kind of the Research	20
3.2	Design of the Research	20
3.3	Subject of the Research	22

3.4	Area of the Research	22
3.5	Procedure of the Research	23
3.5.1	Preliminary Study	23
3.5.2	Planning	24
3.5.3	Acting	24
3.5.4	Observing	25
3.5.5	Reflecting	26
3.6	Criteria of Success	26
3.7	Instrument of the Research	27
3.7.1	Instruments Analysis	28
CHAPTER IV THE RESULT OF THE RESEARCH		
4.1	The Description of the Research Setting	32
4.1.1	The Description of Action in Cycle 1	32
4.1.2	The Description of Action in Cycle 2	35
4.2	The Result of the Research	37
4.2.1	The result of the Observation in Cycle 1	37
4.2.2	The result of writing test in Cycle 1	38
4.2.3	The result of the Observation in Cycle 2	39
4.2.4	The result of writing test in Cycle 1	40
CHAPTER V DISCUSSION		42
CHAPTER VI CONCLUSION AND SUGGESTION		
6.1	Conclusion	44
6.2	Suggestion	44
REFERRENCES		46
APPENDICES		48

LIST OF TABLES

Table		Page
1.1	Assessment Rubric of Organization Component	10
1.2	Assessment Rubric of Grammar Component	12
1.3	Assessment Rubric of Vocabulary Component	13
2	Sample of the Students' Active Participation Checklist	27
3	Basic Education Core Curriculum of Thailand	29
4.1	The Average of Observation Checklist in Cycle 1	37
4.2	The Result of writing Test in Cycle 1	38
4.3	The Average of Observation Checklist in Cycle 2	40
4.4	The Result of writing Test in Cycle 2	40

LIST OF DIAGRAM

Diagram	Page
1 The Model of Classroom Action Research	21

LIST OF APPENDICES

Appendix	Page
1. Research Matrix	48
2. Research Subject	49
3. Preliminary Study	50
4. Try-Out Subject	51
5. Try-Out Task	52
6. Try-Out Score	54
7. Instrument Analysis Manual	55
8. Attendance List	57
9. Lesson Plan C1 Meeting 1 and 2	58
10. Cycle 1 Test	66
11. The Observation Checklist for Cycle 1	67
12. Cycle 1 Test Score	68
13. Lesson Plan Cycle 2 Meeting 1 and 2.....	69
14. Cycle 2 Test	77
15. The Observation Checklist for Cycle 2	80
16. Cycle 2 Test Score	81
17. Statement of Originality of Sarjana Thesis	82
18. Curriculum Vitae	83

REFERENCES

- Ary, Donald et al. 2010. *Introduction to Research in Education Eighth Edition*. Canada: Cengage Learning Products.
- Altricher, H., Kemmis, S., McTaggart, R., & Zubber-Skerritt, O. 2002. *The Concept of Action Research*. The learning Organization, Emerald: Vol. 9 – Num. 3.
- Brown, H.D. 2003. *Language Assessment: Principles and Classroom Activities*. Longman.
- Dananto, B. 2011. *Improving the Students' Writing Skill in News Item Text using the Journalist's Questions Technique*. Unpublished Journal. Surakarta: Program Pascasarjana Pendidikan Bahasa Inggris Universitas Sebelas Maret.
- Elbow, P. 2000. *Everyone can Write*. Oxford University Press: Oxford New York.
- Elbow, P. 1998. *Writing with Power: Techniques for Mastering the Writing Process*. Oxford University Press: Oxford New York.
- Furqon. 2011. *Statistika Terapan untuk Penelitian*. Bandung: Alfabeta
- Grenville, K. 2001. *Writing from Start to Finish*. Allen & Unwin: Australia.
- Hyland, K. 2003. *Second Language Writing*. Cambridge University Press: Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Sao Paulo.
- Kagan, S. & Kagan, M. 2009. *Kagan Cooperative Learning*. Kagan Publishing: San Clemente
- Kane, T.S. 2000. *Essential Guide to Writing*. Barkley Book: New York.
- Mohammad, F.M.M., Hussein, A.A. 2013. *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. International Journal of Humanities and Social Science. Vol. 3, No. 9.
- Mogahed, M.M. 2013. *Planning out pre-writing activities*. International Journal of English and Literature, Vol. 4(3), Paper Page: 60-68.
- Nunan, D. 1991. *Language teaching methodology*. Printice Hall: New York, London, Toronto, Sydney, Tokyo, Singapore.

- Rahim, A., Ismail, F.B. 2014. *Comparative Analysis of Process Versus Product Approach of Teaching Writing in Malaysian Schools: Review of Literature*. Middle-East Journal of Scientific Research 22 (6): 789-795.
- Samudvanijja, C. 2008. *The Basic Education Core Curriculum*. Bangkok: Thailand.
- Taylor, G. 2009. *A Student's Writing Guide*. Cambridge University Press: Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo.
- Weigle, S.C. 2002. *Assessing Writing*. Cambridge University Press: Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, Sao Paulo, Delhi, Dubai, Tokyo.