

The Six Journalist Question Strategy to Improve Students' Ability in Writing Recount Texts

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Abstract

This research focused on analyzing use of the Six Journalist Question Strategy in Recount Text for the first-year student senior high school. The main objectives of this study were (1) to find out the students with the ability to write recount text of tenth-grade students; of SMA Negeri 01 Randudongkal taught without using strategy. (2) to find out the students with the ability to write recount text of tenth-grade students of SMA Negeri 01 Randudongkal taught with using strategy. And (3) to find out whether or not there is any significant difference in writing ability in recount text of tenth grade students of SMA N 1 Randudongkal between those who are taught using strategy and those who are taught without using strategy. In this research, quantitative was applied to analyze data, using theory Urquhart and Mcleaver (2005) includes a control class and experimental class in tenth grade students of SMA N 1 Randudongkal Pemalang 2022. Quantitative research that requires the researcher to determine the significant relationship between the independent variable and the dependent variable. In this study, the researchers attended two classes: one was an experimental class taught by Journalist Question Strategy, and the other was a control class taught by conventional strategy. In this research using statistics for analyze data statistical formulas, specifically SPSS 24. The results showed that (1) Writing ability of the students taught without using strategy showed that mean score of pretest was 70,30 (Good Level) and posttest was 78,73 (Good Level) and then (2) Writing ability of the students taught with using strategy showed that was means score of pretest was 71,27 (Good Level) and mean score of posttest was 83,18 (Excellent level) and (3) Difference of Writing Skill in Recount Text taught using strategy and taught without using strategy. The results of the t-test demonstrate this. The t-test results show that the hypothesis t-test score is higher than the t-table score of 16,228 > 2.042. Based on the score, the researchers concluded that the t-test is acceptable. There was a significant difference in writing skill between the tenth-grade students of SMA N 1 Randudongkal Pemalang who were taught using Strategy and those who were not taught using Strategy in recount text.

Keywords: recount text, question strategy, writing, journalist question

Introduction

Writing is a form of communication in which we communicate our message to the reader in writing. Writing is a skill that involves the writer's ability to arrange letters, words, and specific language sentences into written communication so that the message or information is understood by the readers. It means that writing is one of the skills that allows you to convey ideas in words up to paragraphs so that the reader understands the purpose of the text. Writing is essential because it helps students become fully fluent in English. Furthermore, writing allows students to express their message, purpose, and expression in written form. According to the Curriculum 2013 regulations, the article covers the skill standards that students have, and English teachers are required to make various efforts to increase students' ability to understand ideas and direct them in writing to achieve learning goals.

Syafitri (2019), writing is one way for students to share their experiences and knowledge with others. As a result, they should be able to generate sentences and develop them into paragraphs, essays, and papers. Writing is also an important mode of communication.

When writing text, Alvisa and Ayunoerjanah (2018) found that this technology titled "the effectiveness of the question method written to write a complete full-back text" can help students improve their writing skills. The journalistic question method is also known as technology. WhQuestions in journalism include who, what, where, when, why, and how. The questions here provide an opportunity to generate ideas for writing. A journalism question, then, is a question used to elicit knowledge about what can be cast in writing using the concept of structured journalism. Typically, this is 5W + 1H. The Six Journalists' Conundrum The strategy is very simple, but it is far more powerful than it appears. It assists authors in adding details, but it can also be used to create entire texts.

SMA N 1 Randudongkal offers a 2013 (K13) syllabus on the teaching and learning process, as well as English courses to teach students, particularly writing skills. At Senior High School, there are five types of textbooks to study: syllabus-based narrative, recount, procedure, explanation, and report defined by SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. According to 13, the goal of developing writing ability is to enable students to consistently write verbal and written text and to correctly use language elements. One of the texts taught in the first year of senior high school is the recount text. Students should be able to eat simple oral lettering and write about their experiences, activities, and historical needs, paying attention to purpose, text structure, and grammatical uncertainties.

Literature Review

Writing

Writing is one of the skills you need to learn. "Writing is a thinking process for creating ideas, thinking about ways to express yourself well, and organizing ideas into statements and paragraphs that are easy for the reader to understand," says Sarimarsuta et al (2018). In writing, authors need to learn how to convey their ideas so that readers can understand the importance of information ideas and how to communicate. Yunanto (2014) states Student incompetence can be seen in ideas, grammatical features, and the process of creating an organization. According to Attayeva et al (2019) there are several reasons why Indonesian students have difficulty writing. Reasons include lack of English grammar, lack of

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vocabulary, and lack of writing practice. Students often make mistakes in writing good sentences because they tend to translate directly from Indonesian to English or write sentences using Google Translate.

Students need to start with planning, drafting, editing, and final editions, so they earn credits according to the role of the writing process. All of these steps are important to make our writing better and systematic: there are Prewriting, Brainstorming, and Clustering. One strategy that can be used is to use prewriting, and one of the pre-writing strategies is the six journalist question.

The Six Journalist Question

The main theory in this research used on Urquhart and Mcleaver (2005) "Journalist Question (who, what, where, when, why, and how) or question means for the five Ws and one H, Have been the mainstay of newsrooms across the country. The first word is "who" is used to explore the person in the event. The second word is "what" is used to explore about something happen in the event. The third word is "when" is used to explore about time in the event. The fourth word is "where" is used to explore location of the event. The sixth word is "how" is used to explore how is something happen in the text. The student can use that words to explore their idea in writing Recount Text. It can help them to explore their idea in covering the whole story of writing Recount Text. The students can use that words to explore their idea in writing recount text. It can help them to explore their idea in covering the whole story of writing recount text.

Recount Text

Recount is a type of text that retells past events or past experiences, the purpose of which is to provide information or to entertain the reader. A type of recount text mostly there are three types: personal recount, factual recount, and imaginative recount text.

Method

According to Sugiyono (2016), the research method is a scientific method for obtaining data with a specific purpose and utility. Research methods are a way of working to research and understand objects using procedures that are reasonable and logical, as well as valid data acquisition.

This study's method is quantitative research, with a control and experimental group. It means that the researchers will use quantitative data and statistical formulas, specifically SPSS 24. This is an experimental study. According to Creswell (2011), experimental research is quantitative research that requires the researchers to determine the significant relationship between the independent variable and the dependent variable. In this study, the researchers attended two classes: one was an experimental class taught by Journalist Question Strategy, and the other was a control class taught by conventional strategy. In the experimental class, the student was given a pretest at the start of the teaching-learning to determine the student's writing ability. They were then given treatment in the middle, followed by the post-test.

Table Research Design

| Group | Pre-Test | Treatment | Post Test |
|-------------------------|----------|-----------|-----------|
| An (Experimental Class) | Test 1 | ✓ | Test 2 |

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| | | | |
|------------------|--------|---|--------|
| B (Control Clas) | Test 1 | ✘ | Test 2 |
|------------------|--------|---|--------|

Where:

A: Experimental Class

B: Control Class

T1: Pre-Test for Experimental & Control Class

T2: Post-Test for Experimental & Control Class

✓ : Receiving particular treatment

✘ : Without particular treatment

(Syahfitri 2019)

The researchers has conducted a pre-test, treatment, and post-test. The design of teaching activities can be drawn from the following table:

Table the Sub Design of the Research

| T1: Pre-Test | T2: Treatment | T3: Post-Test |
|--|--|---|
| The teacher was given a writing test to the students' before they are taught by using the Journalist Question Strategy | The teacher was taught the students' about the writing of Recount Text by using The Six Journalist Question Strategy on several topics | The teacher was given the test of Recount Text after the students' taught by using The Six Journalist Question Strategy |

According to Sugiyono (2013), the population is a territory generalization made up of objects/subjects with specific qualities and characteristics chosen by the researcher to be studied and then drawn conclusions from. The participants in this study were first-year students at SMA N 1 Randudongkal. For first-year students at SMA N 1 Randudongkal, there were ten classes: MIPA 1, MIPA 2, MIPA 3, MIPA 4, MIPA 5, IPS 1, IPS 2, IPS 3, IPS 4, BAHASA.

Table 3.3 Scoring Rubrics for Writing Test

| No | Writing Aspect | Score | Category | Description |
|----|----------------|-------|------------------|--|
| 1 | Content | 30-27 | Excellent | All ideas in the sentences are relevant to the topic all sentences contain a lot of supporting details related to the main idea. |
| | | 26-22 | Good the Average | Most of the ideas in the sentence are relevant to the topic; the sentences contain some supporting details |

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| | | | | |
|---|--------------|-------|------------------|---|
| | | | | related to the main ideas. |
| | | 21-17 | Fair to poor | Some ideas are relevant to the topic the 19 sentences the content has few supporting details related to the main idea. |
| | | 16-13 | Very poor | A limited number of ideas are relevant to the topic the sentences contain very limited supporting details related to the main ideas. |
| 2 | Organization | 20-18 | Excelent | Well organized and perfectly coherent; the composition contains the complete generic structure of recount text, namely, orientation, event, and reiteration/conclusion. |
| | | 17-14 | Good the Average | Fairly well organized and generally coherent; the composition contains two generic structures of Recount text (one of the generic structure components is missing). |
| | | 13-10 | Fair to poor | Loosely organized; the composition only contains one generic structure of Recount text (two of the generic structure components are missing) |
| | | 9-7 | Very poor | Ideas disorganized lack logical sequencing. The composition does not contain any generic structure (all of the 20 generic structure components are |

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| | | | | |
|----|------------|-------|---------------------|---|
| | | | | missing) |
| 3 | Vocabulary | 20-18 | Excellent | No errors; full control of the complex structure |
| | | 17-14 | Good the Average | Effective choice of words; few misuse of vocabulary and word forms |
| | | 13-10 | Fair to poor | Less effective choice of words; some misuse of vocabulary and word forms. |
| | | 9-7 | Very poor | Not effective choice of words; a lot of misuse of vocabulary and word forms. |
| 4 | Grammar | 25-22 | Excellent | No errors; full control of the complex structure |
| | | 21-18 | Good the Average | Few errors; good control of the structure |
| | | 17-11 | Fair to poor | Many errors; fair control of the structure |
| | | 10-5 | Very poor | Dominated by errors; no control of the structure. |
| 5. | Mechanic | 5 | Excellent | No errors in spelling, punctuation, capitalization, and paragraphing |
| | | 4 | Good the Average | Few errors in spelling, punctuation, capitalization, and paragraphing. |
| | | 3 | Fair to poor | Frequent errors in spelling, punctuation, capitalization, and paragraphing. |
| | | 2 | Very poor | Dominated by errors in spelling, punctuation, capitalization, and paragraphing. |

Formula Scores:

The maximum score in this measurement is 100, so the student's mark will be calculated as follow:

$$\text{Student mark} = \frac{\text{Total Score } (C + O + V + G + M) \times 5}{5}$$

And then the data calculated by using SPSS 24 for found mean score. After getting the total mean score, the researchers categorized it into the following criterions. For the average score, the student's ability in writing can be concluded by using the standard taken from (Farid 2012).

Finding and Discussion

The population of this study was tenth-grade students at SMA N 1 Randudongkal Pemalang in the academic year 2021/2022. This study employed a quasi-experimental design with pre- and post-tests. The students were given a pre-test, a treatment, and a post-test. This study was conducted during Ramadan on April 11th, 12th, 13th, 14th, 18th, 19th, 20th, 21st, 25th, and 26th, 2022 in SMA N 1 Randudongkal Pemalang. The writers held six meetings to gather data. In this study, the writers used X MIPA 4 as the experiment class (33 students) and X MIPA 3 as the control class (33 students).

During the first meeting, the writers administered a pre-test to the control and experimental classes. The pre-test required students to write a recount text that was as appealing as possible based on their own creation in 25 x 2 minutes. The students in the control class were then given treatments using the traditional teaching method in recount text. Students in the experimental class were given experiments in which the Six Journalist Questions were used to teach recount texts. Following treatment, both classes were given a post-test.

The pre-test was conducted on April 11th 2022 and the post test was conducted on 26th April 2022. After getting the data, the writers analyzed the data. The data were obtained from the result of students' scores mean pretest using SPSS 24.

Descriptive statistics Pre-Test and Post Test of Control Class

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest_Control | 33 | 64,00 | 79,00 | 70,3030 | 4,33362 |
| Postest_Control | 33 | 71,00 | 88,00 | 78,7273 | 4,19280 |
| Valid N (listwise) | 33 | | | | |

The table above concluded that mean of the Pre-Test of the control class is 70,30 and the mean of Post-Test of the control class is 78,72. From the data it can be concluded that there is no significant difference in the scores both pre-test of control class and post-test of control

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|---------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pretest_Experimen | 33 | 61,00 | 80,00 | 71,2727 | 6,15057 |
| Postest_Experimen | 33 | 72,00 | 96,00 | 83,1818 | 5,55346 |
| Valid N (listwise) | 33 | | | | |

Descriptive statistics Pre-Test and Post Test of Experimental Class

From the table above, it can be concluded the hat me for the of Pre-Test of Experimental class is 71,27 and the mean of Post-The test of Experimental class is 83,18. From the data, it can be concluded that there was difference in mean score.

Descriptive statistics of Paired Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|---------------------------------------|--------------------|----------------|-----------------|---|-----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest_Experimen - Postest_Experimen | -11,90909 | 4,21577 | 0,73387 | -13,40394 | -10,41424 | 16,228 | 32 | 0,000 |

Based on the output of SPSS 24 above Paired Sample T-test, it can be seen that t calculate obtained 16,228 will be compared to t -table $df = 32$ at level 5% is 2.042 It can be concluded that t calculate. Is higher than the t table. On other hand it can be read $16,228 > 2.042$ based on the score the researchers concluded that H_0 is rejected and H_a is accepted, it means there is a significant effect of The Six Journalist Question Strategy on students writing recount text at SMA N 1 Randudongkal

H_0 = Variance Population identic

H_a = Variance Population not identic

If Probabilities $> 0,05$. H_0 is accepted

If Probabilities $< 0,05$. H_a is accepted

Data Interpretation

This interpretation focused on the results of research and data analysis showing the impact of the six journalists' question strategies on student writing abilities at SMA N 1 Randudongkal Pemalang.

It can be analyzed that the increasing students' skill in the experimental class which was taught by using The Six Journalist Question Strategy. The mean score was 83,18. On the other hand the control class was 78,72. It can be concluded that The Six Journalist Question Strategy increase students score in writing.

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Moreover, the score of observed static (t_o) is was greater than (t_t) in the significant of 5% is 2.042. it means that the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis Testing

From the calculations of the analysis by using SPSS version 24, it is found that t table is 2.042 at the level significant 5% and t calculate 16,228. it can be concluded that t calculated obtained is higher than t table. In other word we can read $16,228 > 2.042$. Based on the score, the researchers concluded that H_o rejected and H_a is accepted means that there is significant effect of The Six Journalist Question Strategy on students' writing skill in Recount Text at SMA N 1 Randudongkal Pemalang

Conclusion

Based on the data presented in the preceding chapter, the researchers conclude that using the Journalist Question Strategy to teach writing skills on recount text material can influence students' writing skills at SMA N 1 Randudongkal Pemalang. The author comes to the following conclusion:

- a. The recall text of SMA N 1 Randudongkal Pemalang tenth grade students who were taught using The Six Journalist Question scored "Very Good." The writers concluded that The Six Journalist Question Strategy is effective in improving students' writing skills in recount text based on the mean of the post test, which was 83,18.
- b. The writing skills in recount text of SMA N 1 Randudongkal Pemalang tenth grade students who were taught without using The Six Journalist Question were "Average." The mean of the post-test was found to be 78,72. It was concluded that teaching and learning writing without employing The Six Journalist Question Strategy was insufficient to help students improve their writing skills in recount text.

There was a significant difference in writing skill between the tenth grade students of SMA N 1 Randudongkal Pemalang who were taught using the Six Journalist Question Strategy and those who were not taught using the Six Journalist Question Strategy in recount text. The results of the t -test demonstrate this. The t -test results show that the hypothesis t -test score is higher than the t -table score of $16,228 > 2.042$. Based on the score, the researchers concluded that the t -test is acceptable.

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