

**THE EFFECT OF JOURNALIST QUESTION TECHNIQUE TOWARDS  
WRITING ABILITY IN NEWS ITEM TEXT OF TENTH GRADE  
STUDENTS AT SMA IT IMAM ASY SYAFI' I 2 PEKANBARU**

**A THESIS**

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in  
English Language Teaching and Education Faculty*



**SHERLY INTAN SYAFITRI**  
**156310569**

**ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
PEKANBARU**

**2019**

THESIS

THE EFFECT OF JOURNALIST QUESTION TECHNIQUE TOWARDS  
WRITING ABILITY IN NEWS ITEM TEXT OF TENTH GRADE  
STUDENTS AT SMA IT IMAM ASY SYAFI' I 2 PEKANBARU

Name : Sherly Intan Syafitri  
Students number : 156310569  
Study Program : English Language Education  
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED  
TUESDAY, 30<sup>th</sup> JULY 2019  
THE EXAMINERS COMMITE

Advisor

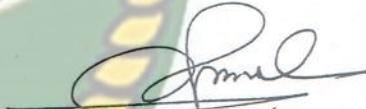


Sri Wahyuni, S.Pd., M.Pd  
NIDN: 1022098901

Examiners



Estika Satriyani, S.pd., Mpd  
NIDN: 1010117003

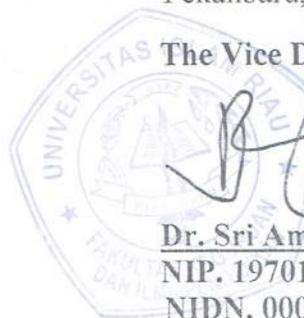


Dra. Hj. Svofianis, M.Ed  
NIDN: 0023045901

This thesis is submitted in partial fulfillment of the requirements for Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, August 3<sup>rd</sup> 2019

The Vice Dean of Academic



Dr. Sri Amnah, S.pd., M.Si  
NIP. 197010071998032002  
NIDN. 0007 7107005

THESIS APPROVAL

THE EFFECT OF JOURNALIST QUESTION TECHNIQUE TOWARDS  
WRITING ABILITY IN NEWS ITEM TEXT OF TENTH GRADE  
STUDENTS AT SMA IT IMAM ASY SYAFI'I 2 PEKANBARU

Name : Sherly Intan Syafitri  
Students number : 156310569  
Study Program : English Language Education  
Faculty : Teacher Training and Education

Advisor

  
Sri Wahyuni, S.pd., M.pd  
NIDN: 1022098901

Head of English Language Education

  
Miranti Eka Putri, S.pd., M.Ed  
NIDN:1005068201

This thesis is submitted in partial fulfilment of the requirements for the Degree of the Sarjana of Education in Universitas Islam Riau.

Pekanbaru, August 3<sup>rd</sup> 2019  
Vice Dean Academic

  
Dr. Sri Amnah, S.pd., M.Si  
NIP. 197010071998032002  
NIDN. 0007 7107005

## THESIS GUIDANCE AGENDA

It has been done thesis guidance agenda to:

Name : Sherly Intan Syafitri  
Student Number : 156310569  
Study Program : English Language Education  
Faculty : Teacher Training and Education  
Advisor : Sri Wahyuni, S.Pd., M.pd.  
Title : "The Effect of Journalist Question Technique  
Towards Writing Ability In News Item Text of Tenth Grade Students at  
Sma It Imam Asy Syafi'i 2 Pekanbaru"

No	Date	Guidance Agenda	Sign
1	Oct, 22 <sup>nd</sup> 2018	Revised Chapter I	
2	Nov, 04 <sup>th</sup> 2018	Revised Chapter II	
3	Nov, 24 <sup>th</sup> 2018	Revised Chapter III	
4	January, 30 <sup>th</sup> 2019	Checked All Chapters	
5	February, 11 <sup>th</sup> 2019	ACC for Seminar Proposal	
6	Marc, 11 <sup>th</sup> 2019	Joined Seminar Proposal	
7	April, 11 <sup>th</sup> 2019	Took the Data	
8	May, 21 <sup>st</sup> 2019	Proofed Chapter IV	
9	June 22 <sup>nd</sup> 2019	Checking all the Chapter	
10	June 24 <sup>th</sup> 2019	ACC joined to Thesis Examination	
11	July 30 <sup>th</sup> 2019	joined to Thesis Examination	

Pekanbaru, August 3<sup>rd</sup> 2019

The Vice Dean Academic



Dr. Sri Amnah, S.pd., M.si  
NIP. 197010071998032002  
NIDN. 0007107005

## LETTER OF NOTICE

The advisor hereby notify that :

Name : Sherly Intan Syafitri  
Students number : 156310569  
Study Program : English Language Education  
Faculty : Teacher Training and Education

Has completely written a thesis which entitled :

**“THE EFFECT OF JOURNALIST QUESTION TECHNIQUE TOWARDS  
WRITING ABILITY IN NEWS ITEM TEXT OF TENTH GRADE  
STUDENTS AT SMA IT IMAM ASY SYAFI’I 2 PEKANBARU”**

It has been examined.

This letter is made to be used, as it is needed.

Pekanbaru, August 3<sup>rd</sup>

Advisor



Sri Wahyuni, S.Pd., M.Pd  
NIDN. 1022098901

## DECLARATION

I admit this thesis belongs to my own work except the quotations (directly or indirectly) the quotations are listed in references.

Name : Sherly Intan Syafitri  
Index Number : 156310569  
Study Program : FKIP- UIR  
Department : English S1



Pekanbaru, August 3<sup>rd</sup> 2019

Stated by,

A handwritten signature in black ink, appearing to read 'Sherly Intan Syafitri'.

Sherly Intan Syafitri  
NPM. 156310569

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	<b>i</b>
<b>ACKNOWLEDGMENT</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>LIST OF APENDICES</b> .....	<b>xi</b>
<b>CHAPTER I:INTRODUCTION</b>	
1.1 Background of the Problem .....	1
1.2 Setting of the Problem.....	3
1.3 Limitation of the Problem .....	3
1.4 Formulation of the Problem .....	4
1.5 Objective of the Problem .....	4
1.6 The Significance of the Research.....	4
1.7 Definition of the Key Term.....	5
<b>CHAPTER II : THEORETICALFRAMEWORK</b>	
2.1 The Concept of Writing .....	7
2.1.1The component of writing.....	10
2.1.2 The Process of Writing .....	13
2.1.3 The Purpose of Writing.....	14
2.1.4 Teaching Writing for Senior High School .....	15

2.2 Journalist Question Technique .....	16
2.2.1 The Concept of Journalist Question Technique .....	18
2.2.2 The advantages of Journalist Question Technique .....	19
2.2.3 Teaching writing using Journalist Question Technique .....	20
2.3 News Item Text .....	23
2.3.1 Generic Structure of News Item Text .....	24
2.3.2 The Language Features of News Item Text .....	24
2.4 Past Study .....	24
2.5 Conceptual Framework .....	25
2.6 Hypothesis .....	28
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
3.1 Research Design .....	29
3.2 The Location and Time of the Research .....	31
3.3 The Population and Sample of the Research .....	31
3.3.1 Population .....	31
3.3.2 Sample .....	32
3.4 Instrument of the Research .....	33
3.4.1 Variable X .....	33
3.4.2 Variable Y .....	33
3.5 Research Procedures .....	33
3.6 Technique of Collecting Data .....	36
3.7 Technique Analyzing Data .....	36

**CHAPTER IV: RESEARCH FINDING**

4.1 Data Presentation .....	39
4.1.1 Data Presentation of Pre-Test in Control Class .....	40
4.1.2 Data Presentation of Pre-Test in Experiment Class .....	40
4.1.3 Data Presentation of Post-Test in Control Class .....	41
4.1.4 Data Presentation of Post-Test in Experiment Class .....	42
4.1.5 The Increasing Students' Mean Score of Pre-Test and Post-Test in Control and Experiment Class .....	43
4.2 Data Interpretation .....	46
4.3 Hypothesis Testing .....	47

**CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION**

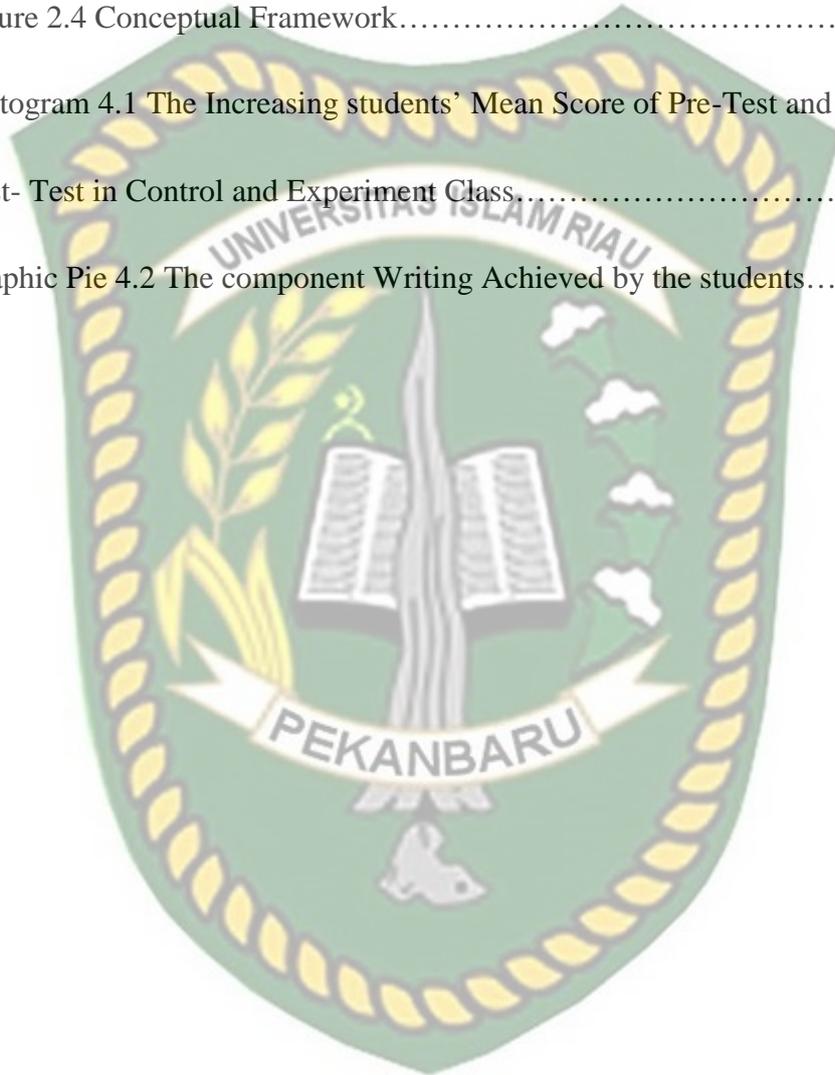
5.1 Conclusion .....	48
5.2 Implication .....	48
5.3 Suggestion .....	48
<b>REFERENCES .....</b>	<b>50</b>

## LIST OF TABLES

Table 3.1.1 Research Design.....	30
Table 3.1.2 The sub Design of the Research.....	30
Table 3.1.3 The time schedule of the Research.....	31
Table 3.1.4 The Population of the Research.....	32
Table 3.1.5 The Sample of the Research.....	33
Table 3.7 Assesment aspects of writing News Item Text.....	37
Table 4.5 Descriptive statistic Pre-test and Post-test in Control class.....	45
Table 4.6 Descriptive statistic Pre-test and Post-test in Experimental class.....	45
Table 4.7 Paired Sample Test.....	46

## LIST OF FIGURES

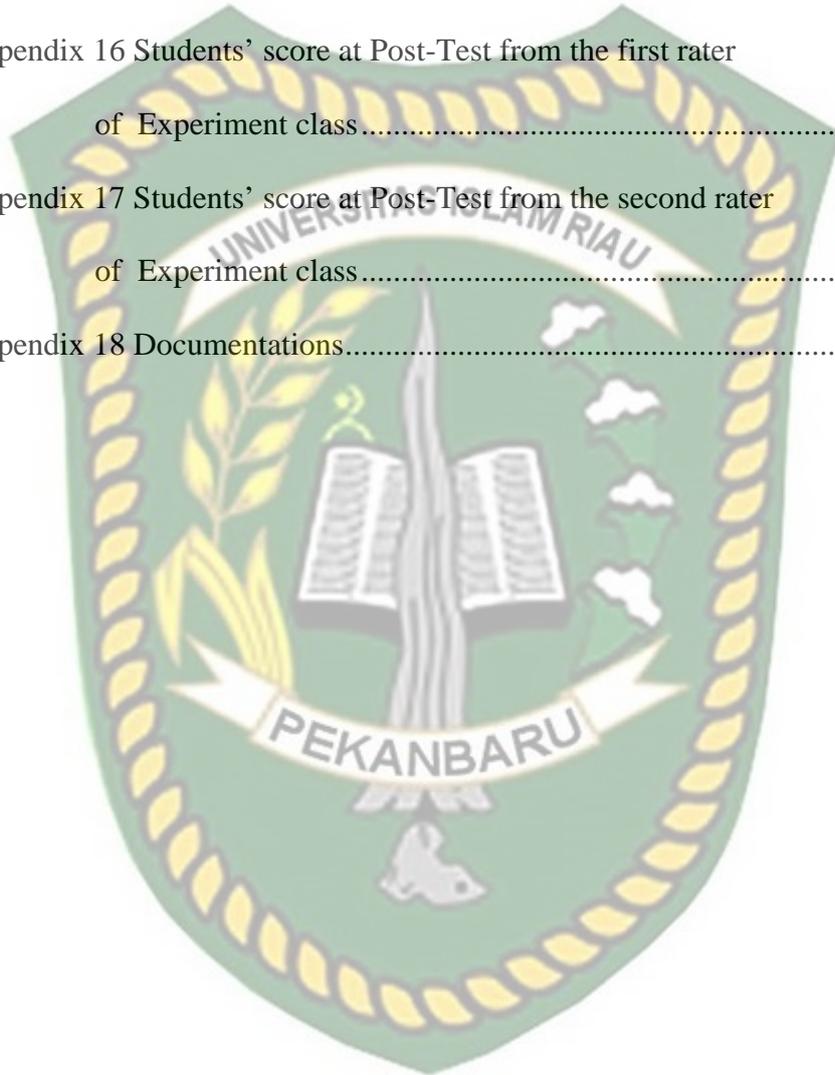
Figure 2.1.2 Process of Writing.....	13
Figure 2.4 Conceptual Framework.....	27
Histogram 4.1 The Increasing students' Mean Score of Pre-Test and Post- Test in Control and Experiment Class.....	43
Graphic Pie 4.2 The component Writing Achieved by the students.....	44



## LIST OF APPENDICES

Apendix 1 Lesson Plan .....	53
Apendix 2 Lesson Plan .....	58
Apendix 3 Lesson Plan .....	64
Apendix 4 Lesson Plan .....	70
Apendix 5 Pre & Post Test.....	76
Apendix 6 The Total of students' Writing in Pre-Test in Control class According two rater.....	77
Apendix 7 The Total of students' Writing in Pre-Test in Experiment Class According two rater .....	79
Apendix 8 The Total of students' Writing in Post-Test in Control class According two rater.....	81
Apendix 9 The Total of students' Writing in Post-Test in Experiment class According two rater .....	83
Apendix 10 Students' score at Pre-Test from the first rater of control class .....	85
Apendix 11 Students' score at Pre-Test from the second rater of control class .....	86
Apendix 12 Students' score at Pre-Test from the first rater of Experiment class.....	87
Apendix 13 Students' score at Pre-Test from the second rater of Experiment class.....	88

Appendix 14 Students' score at Post-Test from the first rater	
of Control class .....	89
Appendix 15 Students' score at Post-Test from the second rater	
of Control class .....	90
Appendix 16 Students' score at Post-Test from the first rater	
of Experiment class .....	91
Appendix 17 Students' score at Post-Test from the second rater	
of Experiment class .....	92
Appendix 18 Documentations .....	93



## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of The Problem

Writing is one of the four skills that is very crucial to be mastered by students. Writing is also a productive skill that needs our ideas to express in a writing form. As a productive skill, writing is more difficult than reading and listening, because there are many aspects that should be considered such as, choice of words, grammar, vocabulary, spelling, coherence, and others. These should be integrated to produce meaningful and good coherence writing. Otherwise the writing cannot be understood by the readers. As stated by Wahyuni(2017) Said that writing is one way for the students to express their idea and opinion. Through writing the students can transfer their experiences and knowledge to other. So, they should be able to produce sentence and develop it into paragraph, essay, and paper. Writing is also an essential form of communication. Therefore, students need to write more and more. It means that writing must be practiced by students continuously in order to make their writing better. In learning English, writing is the subjects of the goals that provides opportunities for the students to explore their opinion. For the students, writing is to build their ideas into a written form. In order to accomplish students' need towards writing. According to the current curriculum, Curriculum 2013 in Senior High School aims to develop the students' communicative competence, both in oral and written forms.

Based on the researchers observation at SMA It Imam AsySyafi'i 2 Pekanbaru, the students still had difficulties in writing. It could be caused limitation of the time when the students are asked to write by the teacher or the strategies that are used make the students feel bored. It made the students are not able to write their ideas well.

Finally, the result of their writing is still far from what is expected. Then, the students need an alternative technique to overcome their writing ability and make them feel enjoy in learning. The Researcher specifically found some troubles that happen to students while learning process in writing News item text . Firstly, some of the students are not able to find ideas in writing News item text . Secondly, some of the students are not able to write a generic structure of News item text. In this case, the students finds difficulties to organize the generic structure of News item text (Comprises newsworthy events, Background events, Sources). The third some of students difficulties to construct the sentences into paragraph in writing News item text . The fourth, some of the students do not have enough vocabulary to develop their ideas while writing News item text . The last, some of the students are not able to use correct grammatical order in News item text. so it makes them difficult to write News item text in a good way.

Based on the previous explanation, students should to be taught using an alternative Technique to increase their writing ability, especially in News item text. According to Wahyuni (2017) Journalist question Technique is one of the technique to that can be used in teaching writing of News item text. From the above previous research findings, the researcher would like to use journalist

question technique in writing News item text of Tenth grade Students at SMA IT Imam Asy Syafi'i 2 Pekanbaru. The Researcher would like to know whether it is an effective technique or not to use in teaching the News item text. Based on the explanation The Researcher was interested in conducting a research entitled "The Effect Of Journalist Question Technique Towards Writing Ability in News Item Text of Tenth Grade Students at Sma It Imam Asy Syafi'i 2 Pekanbaru.

## 1.2 Setting of The Problem

Based on the problems that have been described in the background, for further explanation, thus the problems of this research are :

First, some of the students difficulties in developing ideas, they are difficult to complete the idea in a paragraph so their paragraph looked disordered, thought and feeling in writing News item text. Then they do not know what they are going to write because they didn't use an interesting technique or method in delivering the materials. Second, students difficulties to organize the generic structure of News item text, The third, some of the students lack grammatical devices. The last, most of the students difficult to construct the sentences into paragraph.

## 1.3 Limitation of the Problem

The Researcher did not study all of the problems. This research only focus on the effect of using Journalists Question Technique towards writing ability in News item text of Tenth grade students at SMA IT Imam Asy syafi'i 2 Pekanbaru

## 1.4 Formulation of The Problem

Based on the problems limited above, thus The Researcher formulates the formulation of the problems in the following research question:" Is there any significant effect of using Journalist Question Technique towards writing ability in News item text of Tenth gradestudents at SMA IT Imam Asy Syafi'i 2 Pekanbaru?"

### **1.5 Objective of the research**

The objective of this research is to find out the effect of using Journalist Question Technique towards students writing ability in News item text of Tenth grade Students at SMA IT imam asy syafi'i 2 Pekanbaru.

### **1.6 The significance of the Research**

Related to the objectives of the research, the significance of the research is as follows:

1. The research findings are to give the valuable input to the teachers of English at SMA IT Imam Asy Syafi'i especially and all English teachers generally as an attempt to improve the students' ability in writing News item text .
2. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concern very much in the world of language teaching and learning in general.
3. This research is hopefully contributing to The Researcher as a researcher in

term of learning research as a novice.

4. To fulfill one of the requirements to finish the researcher study in English study program of Islamic University of Riau.

### **1.7 Definition of the Key Terms**

To avoid miss understanding and miss interpretation about some term that is used in this research, it is important for The Researcher to define them as follow:

#### **1. Effect**

The effect is the result of the condition produced by a caused something that happens when one thing acts and another (Longman: 1998)

#### **2. Journalist Question Technique**

Based on Urquhart and McIver (2005) " Journalist Question ( who, what where, when, why, and how) or the question meansfor 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 news. The second word is "what" is used to explore about something happen in the news. The third word is " when" is used to explore about time in the news. The fourth word is " Where" is used to explore the location of the news. The sixth word is " how" is used to explore how is something happen in the news. The students can use that words to explore their idea in writing News item text . It can help them to explore their idea in covering the whole story of writing News item text . Journalist Question Technique mean

in this research used by The Researcher to know its effect on writing ability in News item text of Tenth grade Students at SMA IT Imam Asy Syafi'i 2 Pekanbaru.

### **3. Writing**

Writing is the complex cognitive activity in which ideas are normally delivered in printed language form and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements ( Heaton: 1997: 135) in this study writing is one activities that will be done by the students'

### **4. News item text**

News item text is a text informs newsworthy or important events to readers, listeners, or viewer. Based on Gerot and Wignell (1995) a News item text has a Schematic Structure: Newsworthy event, background events and source. Gerot & Wignell (1995) further state that the language features of News item text are the short and telegraphic information conveyed in the text, the use of material and verbal process and the focus on circumstances.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 The Concept of Writing

Writing can be fun when writing to pass time. But not a lot of people considered writing as a hobby. Because writing is the most difficult to learn because writing not only in generating and organizing idea but also in translating an idea into readable text. Based on Wahyuni (2017) said that Writing is active thinking process of the students to plan, arrange, and express the ideas in order it can be understood by the reader. A good writing helps to avoid misunderstanding between the writer's ideas with the reader's opinion. Moreover, the essence of writing the writer should be able to make the readers comprehend about what he/she is talking about in written form. Writing skill is specific abilities which help a writer put their thought into words in meaningful form and mentally interact with the message. It has a purpose not only for media but also giving information. Everyday many people do writing activity by using the mobile phone to sending a message. It has a purpose that giving information.

In this discussion, The Researcher provided some definitions of writing that was proposed by some experts. The first idea came from Harmer (2007:33) states that Writing is frequently useful as preparation for some other activity, in particular when students write a sentence as a preamble to discussion activities.

Based on the definition, Every writer has different purposes for writing. Writing is very significant, for students in the term that they should take notes

from their teacher, make a report, and finish assignments from the teacher. It can be also an indicator to show that they have gained the information. It is significant for students to mastering Writing skill. If they do not master it, it will be difficult for them to share with their teacher or their friends anything in a written form.

Moreover to Hyland (2004:4) He states that writing like a dancing allows for creativity and the unexpected establish patterns often form the basis of any variations. Unavoidably, writing is communication that requires the writer's skill to the set information. In conveying a message to another, it is not as simple as saying it but it needs to notice in some word choice accuracy, grammatical mastery, understandable ideas thinking about how to express paragraphs that will be clear to understand and structured information.

Equally important, Hyland (2004:9) asserts that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.

Based on the explanation, by writing students can share their feeling or knowledge that can be useful for the other people outside. They can write about politics, health, education, poetry, their experience etc, in order to share it with the world. So, the students can write many things along as they have important news or information to deliver.

According Nunan (2003: 88).states that “writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader.

Furthermore, Tarigan, (2001:7-8) suggested that good writing is:

- a) The Researcher knows what to deliver in the written form
- b) The Researcher knows how to construct sentence structure based on the fact.
- c) The Researcher knows how to express his/her self in a good manner.

Moreover, in writing, it is clearly stated that writing is a process, not a product. A writer needs to follow the process systematically in order the best result in writing. In the process of writing, there are some steps which are systematically arranged to help the writers finish their writing.

In this stage, the writers should change what they have written in order to improve it and bring it to a perfect one. It means that they have to check the content, organization, unity, coherence etc. It is necessary to do because the goal of communication should reach well in delivering message or writing. In revising, they not only change or replace the words but also add new words or miss some useless words in their writing. Good writing will make the readers easy to understand it. A good reader always looks for reading materials with high content quality. Thus, it is clear that the emotional correlation between The Researcher and the reader. Writing is a device of expressing one's idea feeling into written form. Writing is a process of expressing thought, and feeling of thinking and experience.

Based on the explanation, it can be concluded that writing is important for students to learn how to think critically and creatively. Writing improves a person's ability to think concisely and clearly. Students learn to organize their

ideas in a cohesive and flowing manner, writing is an essential part of developing their skill.

### 2.1.1 Components of Writing

Writing is one of communication skill which is an important way to carry our ideas, feeling and experience to the other, but learning to write in a foreign language is not an easy matter, because it has some component or aspect to extend indirectly message. In writing the target language, the learners who want to master the language have to pay attention to some aspects of writing in order that they are able to write well. According to Oshima and Houge (2006:315). There are five aspects of writing, they are:

1. Format
  - a. There is a title.
  - b. The title is centered.
  - c. The first line is indented.
  - d. There are margins on both sides.
  - e. The paragraph is double-spaced.
2. Mechanics
  - a. There is a period, a question mark, or an exclamation mark after every sentence.
  - b. Capital letters are used correctly
  - c. The spelling is correct.

### 3. Content

- a. The paragraph fits the assignment
- b. The paragraph is interesting to read.
- c. The paragraph shows thought and care.

### 4. Organization

- a. The paragraph begins with a topic sentence that has both a topic and controlling idea.
- b. The paragraph contains several specific and factual supporting sentence that explain or prove the topic sentence, including at least one example.
- c. The paragraph ends with an appropriate concluding sentence.

### 5. Grammar and Sentence Structure

Estimate a grammar and sentence structure score.

From these aspects, The Researcher conclude that students will be better in writing, if they included all the aspects writing, because these guide students how to organize the main idea in writing clearly, explain how to construct the sentence with order coherently and logically, develop students' knowledge to better in control of structure and mechanic in writing. According to Hughes (1989), there are some components that should be considered in writing activity, They are:

#### 1. Grammar

The knowledge of basic grammar is essential for an understanding of language and it is the basic to be successful in writing. Grammar is a description in the structure of language and the way of the linguistic unit such passwords and

phase are combined to produce sentences in the language speakers of language communicate. So that's why that if people used language with a bad grammar no systematic ordering of by foreigner it can make to people that doing conversation misunderstanding. From the theory above, it's clear that grammar has an important role in giving a clear meaning of communication.

## 2. Vocabulary

Vocabulary is very important in supporting English skills because ideas and feeling can be expressed through vocabulary or words. Words are the basic tool for writing because words carry meaning where the writer's conveyed the message.

From the explanation above, it can be concluded that vocabulary is very needed in communicate and developing our idea in writing

## 3. Mechanic

Heaton (1990) states that mechanics is the ability to use correct punctuation and spelling in the written language. It means that when we want to write a paragraph or text, we should pay attention to the use of punctuation and spelling. The meaning will change. Punctuation is a command for the reader to raise his voice or drop hid speed and he is going to stop.

## 4. Fluency

The ability of students' in arranging the sentences easily. Besides that, a paragraph is said to have fluency when the choice of structure and vocabulary consistently.

## 5. Organization

Organization in writing is the system of ideas. It is important for a paragraph to have form or organization, which means that all of the sentences in it discuss only one main idea. From the explanation above, it can be concluded that writing is one of the crucial skills that should be mastered by students and teachers because not all of the people can write something on the piece of paper to express their thinking, ideas and so on.

### 2.1.2 The Process of Writing

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The process begins by thinking about what is going to be written (choosing a topic) and collecting ideas both formally and informally. It means that the process of writing is not a simple job. It needs several stages in order to make good writing. The writing process provides the mechanics by which students will complete writing-based content-area assignments. The writing process consists of five stages. They are generally followed in this order, although students can return to any step at any time in the process to make changes.

In line with the concept by Gardner & Johnson (1997), Tompkins (1990) and Laksmi (2006) propose that there are five writing stages. They are prewriting, drafting, revising, editing and publishing. Prewriting is the planning and idea gathering stage. Drafting refers to time spent composing a rough draft. Revising is

the proses of improving the draft, students reread their work and share it with a partner or a small group, they then make changes in the writing based on the feedback from the peers. Editing is the process of correcting mechanical errors. Publishing is accomplished in a wide variety of ways when the work is in final.



**Figure 1. Proses of Writing**

All of the stages above are very important to be considered in making good writing. Each of them should be balanced when we are writing. It means the stages of writing should be used chronically that is start from prewriting until publishing. The writers planning to do what will be written and write what the writers have known. When the writers write, the writers translate thoughts about a given topic into our own language. After that, revise the content of writing pieces to see new ideas need to be added if unnecessary details need to be removed, or to move ideas around for better organization. Then, editing is also needed before publishing our writing.

### **2.1.3 The Purpose of Writing**

As one of the four skills of reading, speaking, listening, and writing. Writing also can be used for a variety of purpose. According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing for learning, that role where students write predominantly to augment their learning of the grammar and

vocabulary of the language. The second one is 'writing-for-writing', where students directed to learn and write in various genres using a different register.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, students write a News item text to entertain the readers from the story in their books.

#### **2.1.4 Teaching Writing for Senior High School**

Understanding the students's characteristics is important for the teacher because it is the key to the success of learning any subjects. The students's characteristics influence the teaching and learning process. As a result, the relationship between the teacher and the students in the teaching and learning process in class is very strong. The teacher handles the teaching and learning process, the teacher has to know the students's characteristics, their habit in school or daily life, and their ability in the academic field.

Students are needed for the teacher to know the development of the students's ability. In the teaching and learning process of writing, the teachers are expected to have creativity in delivering the lesson, because writing is one of the four skills with difficulties in structure, contexts, and content. Teachers of first grades students need to be knowledgeable of the various developmental characteristics of young adolescents so the students can design instruction and classroom management strategies that address these ongoing changes and support on these characteristics. To improve creativity in the English teaching and

learning process of writing.

Feez and Joyce (1998:123) state that there are some strategies in writing, namely:

- a. Using a model.
- b. Writing down words spelled aloud.
- c. Using appropriate sentence structure to represent intended meaning.
- d. Seeking assistance from others.
- e. Approximating the spelling of unfamiliar words.
- f. Using a range of spelling strategies (including visual memory, word patterns, morphemic, knowledge, phonics knowledge, mnemonics, fluent and fast script).
- g. Using dictionaries to check to spell.
- h. Using a fluent and consistent script.
- i. Accurately copying written language.

Those strategies above can be applied by the teacher as a step in delivering the writing lesson by considering the students's characteristics.

## **2.2 Journalist Question Technique**

There are some experts who gave definition about Journalist Question Technique, first idea came from Michelle Gatz (2004) Preszler (2006:2), Viki Urquhart and McIver (2005). According to Michelle Gatz (2004) said that Journalists question is a great strategy because it is already has the questions prepared. This strategy is designed to help students to generate and focus on specific ideas while writing. In answering the questions, it will help the studentsto

discover information and focus the students thinking on their topic.

Furthermore, June Preszler (2006:2) states that called the Journalists Questions or the 5 Ws and an H, these simple questions help writers identify important information about a topic. Only after the questions have been answered, can write organize their new stories to their summaries.

Dealing with the explanation above, Viki Urquhart and McIver (2005) state that journalists question is the questions that are referred to as the five Ws and one H (Who? What? Where? When? Why? or How?). These questions have not lost their value in classroom instruction, regardless of the content area. Students can also use these questions to explore the topic they are writing about for an assignment. The students answer these questions focuses their attention on the specifics of a given topic. By using this strategy, the students can organize their writing.

Based on those theories The Researcher proposed definiton of Journalist Question Technique based on Viki Urquhart and McIver (2005) “ Journalist Question ( who, what where, when, why, and how) or the question that 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 about the person in the news. The second word is “what” is use to explore about something happen in the news. The third word is “ when” is used to explore about time in the news . The fourth word is “ Where” is used to explore about the location of the news. The sixth word is “ how” is use to explore about how is something happen in the news. The students can use that words to explore their idea in writing News item text . It can help

them to explore their idea in writing text.

Journalist Question Technique meant in this research used by The Researcherto know its effect on students writing ability in News item text of Tenth gradestudents at SMA IT Imam Asy Syafi'i 2 Pekanbaru. A good writing is not accomplished, it takes time. Along the way, it will help The Researcherto develop a clear overview of the project then to use all the tools for writing success. 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.

### **2.2.1 The Concept of Journalist Question Technique**

Journalists question is one of the strategies that can improve students' writing. It is also one of the parts of prewriting strategies. Vicki Urquhart and Monette McIver state that journalists question is the questions that means for the five Ws and one H (Who? What? Where? When? Why? or How?). These questions have not lost their value in classroom instruction, regardless of the content area. Students can also use these questions to explore the topic they are writing about for an assignment. The students answer these questions focuses their attention on the specifics of a given topic. By using this Technique, the students can organize their writing. A skilled journalist can write a lead the answers all six of those questions, and then write the remainder of the news story simply by unpacking, or describing point by point, the details about each of those six points.

It is not only for writing but also is a useful device for comprehending clearly what students read. The journalist's questions can be used systematically to take an inventory of what a writer does to achieve a purpose, so we use them when we are planning to write. Although the journalist's question Technique use 5 Ws and H questions not all of the questions need to be answered, for example, some of the questions might be irrelevant to the topic, Who element will probably not be particularly important. By using these questions, it will help students to generate ideas in writing.

Journalist question Technique is a Technique that can help students to plan what will be writing before writing. Journalists question is 5 Ws and an H and these questions are one of the ways to generate ideas in writing. By using answering these questions the students have not lost from the topic given by the teacher. Besides, this Technique can also discover information and focus the students thinking on their topic.

### **2.2.2 The Advantages of Journalist Question Technique**

There are Several Advantages of using Journalist Question Technique

1. asking question can help transform a topic into a thesis by directing students to state an opinion or take a position
2. Journalist Question is one of the ways to generate ideas in writing.
3. Journalist Question is not only useful for writing what information that students need and exploring ideas but also can guide students to conduct a research.

4. Asking question can help identify ideas and focus assignment such as narration and description.

5. this technique is designed to help students generate and focus on specific ideas while writing .

### 2.2.3 Teaching Writing Using Journalist Question Technique

#### The procedure of Journalist Question Technique

Meeting	Teacher Activities	Students Activities
1. Pre-test	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher checks students attendance list</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher gives pre-test to the students that provide to access the respondents skill of writing subject about news (Terrorist attack in new zealand)</li> </ul> <p>Post-Activity</p> <ul style="list-style-type: none"> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply teacher greeting.</li> <li>• Students listen to teacher.</li> <li>• All students respond it.</li> <li>• Students do the pre-test.</li> </ul>
2.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher introduces about Journalist Question Technique</li> <li>• Teacher explains about News item text, generic structure, language fetures and Teacher asks students to write a paragraph about news item text “Terrorist attack in new zealand”.</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply greeting</li> <li>• Students listen the teacher.</li> <li>• Students respond it.</li> <li>• Students pay attention</li> <li>• Some students give respond</li> <li>• Some students give their</li> </ul>

	<p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have been learn.</li> <li>• Teacher closes the lesson.</li> </ul>	<p>opinion about material.</p>
3.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explains about Journalist Question Technique</li> <li>• Teacher explains about several information about these question.</li> <li>• Teacher explains about active and stative verb</li> <li>• Teacher explains about saying verb</li> <li>• Teacher asks students to write paragraph news item text “<i>earthquake and tsunami in palu</i>”.</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply greeting</li> <li>• Students listen the teacher.</li> <li>• Students respond it.</li> <li>• Students pay attention</li> <li>• Some students give respond</li> <li>• Some students give their opinion about material.</li> </ul>
4.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher re-explains about</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply greeting</li> <li>• Students listen the teacher.</li> </ul>

	<p>Journalist Question Technique</p> <ul style="list-style-type: none"> <li>• Teacher explains about adverb of time, adverb of place and adverb of manner</li> <li>• Teacher gives example how to construct the paragraph using Journalist question technique</li> <li>• Teacher asks students to write a paragraph by using Journalist Question Technique with the topic "Egg boy".</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to students task.</li> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond it.</li> <li>• Students pay attention</li> <li>• Some students give respond</li> </ul> <ul style="list-style-type: none"> <li>• Some students give their opinion about material.</li> </ul>
5.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explained about Active verb, saying verb and adverb.</li> <li>• Teacher re-explains about Journalist Question Technique</li> <li>• Teacher asks students to write a paragraph by using Journalist Question Technique with the title "Earhquake and tsunami in palu".</li> <li>• Students collect their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply greeting</li> <li>• Students listen the teacher.</li> </ul> <ul style="list-style-type: none"> <li>• Students respond it.</li> <li>• Students pay attention</li> <li>• Some students give respond</li> </ul> <ul style="list-style-type: none"> <li>• Some students give their opinion about material.</li> </ul>

	Post-activity <ul style="list-style-type: none"> <li>• Teacher gives reward to students task.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	
6.Post-test	Pre-activity <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher checks students attendance list.</li> </ul> Whilst activity <ul style="list-style-type: none"> <li>• Teacher gives post test to students that provide to access the respondence skill of writing news item text with title terrorist attack in new zealand</li> </ul> Post-activity <ul style="list-style-type: none"> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students reply greeting</li> <li>• Students listen to teacher.</li> <li>• Students respond it.</li> <li>• Students do the post test.</li> </ul>

### 2.3 News item text

#### a. Definition of News item text

According to Gerot and wignell (2015) News item text is a text that has the following elements: social function, generic structure, and language features

News item text is a text which informs readers about events of the day. The events are considered newsworthy or important. News item text is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

b. The purpose of News item text

Based on Gerot and wignell (2015)The social function/communicative purpose of a News item text is to inform the readers, listeners or viewers about an event of the day, which is considered newsworthy or important

### **2.3.1 Generic Structure of News item text**

The Generic structure of News item text , are:

- 1) Comprises newsworthy events: recounts the event in summary form,
- 2) Background event : elaborate what happened, to whom, in what circumstances,
- 3) Source: comments by participants in, witnesses to and authority expert on the event.

### **2.3.2 Language Features of News item text**

Gerot and wignell (2015), language features of News item text

1. Focusing on circumstances
2. Using Material process
3. Using action verbs
4. Using saying verbs
5. Using adverbs of time, adverb of place, adverb of manner.

## **2.4 Past Study**

This research has relevance with other research, research from Bambang Dananto. He conducted research which entitled "Improving the Students' Writing Skill in narrativeText Using the Journalist Question Technique an action research

in class X 2 of SMA Negeri 1 Bojonegoro. He tried to investigate the effect of the journalists question technique applied in writing class of the tenth grade students of SMA Negeri 1 Bojonegoro. The result of his study showed that the journalists' question technique can improve the students writing ability and also journalists question technique produced more live classroom atmosphere, increased the students' participation, reduced teachers domination, providing more chances for students to write, increasing teacher's innovation and understanding the students' potential. Moreover, 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.

There are a lot of journalist questions used in studies. Yet, there are few focusing on applying journalist questions to improve writing Narrative skill. Therefore, the researcher would investigate the impact of journalist questions technique on tenth grade students achievement in writing News item text.

## **2.5 Conceptual Framework**

Lack of ideas makes students difficult in writing. In this research, The Researcher focus on getting ideas to write News item text . That way the teacher should find an effective technique for teaching writing. One of the effective technique to improve the writing ability Journalist Question Technique.

The study focus on an experiment to prove whether there is a significant effect of using Journalist Question Technique on writing ability in the News item text of Tenth grade students at Sma It Imam Asy Syafi'i 2 pekanbaru or will be better using the traditional method. Writing for students is difficult, Writing is also a productive skill that needs our ideas to express a writing form, in fact, some of the students difficulties in developing ideas, they are difficult to complete the idea in paragraph, then they do not know what they are going to write because they didn't use an interesting technique or method in delivering the materials. If the Journalist Question Technique applies in teaching-learning, the students's will be fun with a different atmosphere in the classroom by using this Technique, to have developed the ideas and create the image. it is suitable to apply Journalist Question Technique as a treatment for News item text .

Moreover, the students or readers should have to build their experience and prior knowledge to get accurate information. However, Journalist Question Technique is a technique giving a good suggestion to build students confident, active, enthusiast by making a different atmosphere in the learning process actually on students writing ability in News item text .

THE EFFECT OF JOURNALIST QUESTION  
TECHNIQUE TOWARDS WRITING ABILITY IN  
NEWS ITEM TEXT OF TENTH GRADE STUDENTS  
AT SMA IT IMAM ASY SYAFI'I 2 PEKANBARU

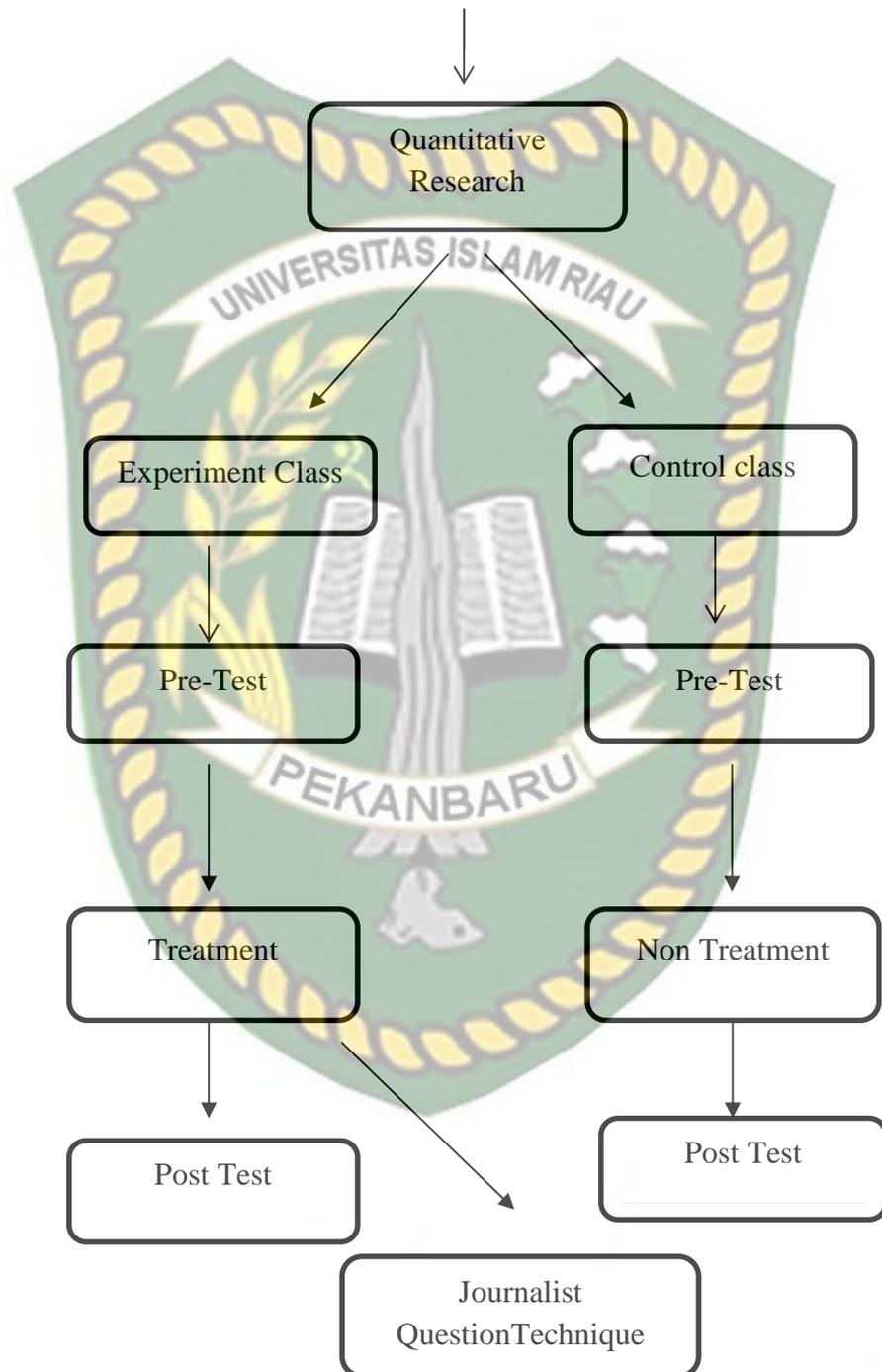


Figure 2.4 Conceptual Framework

## 2.6 Hypothesis

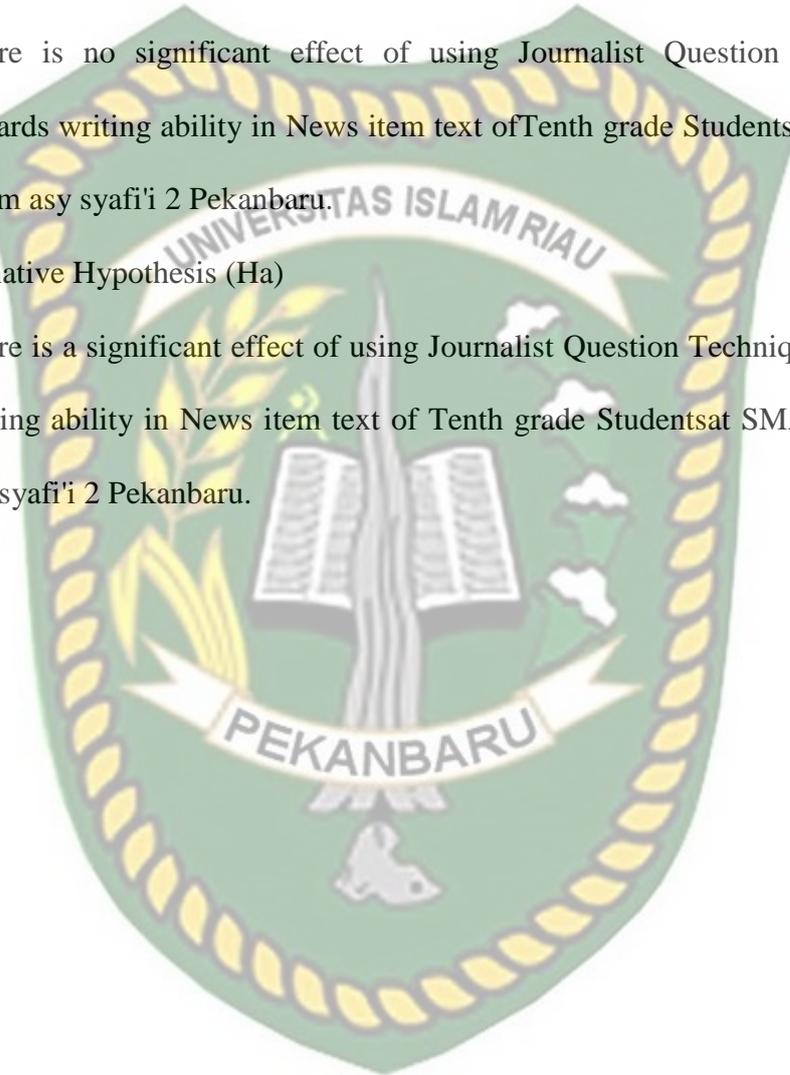
There is two hypothesis in this research, they are:

### 1. Null Hypothesis (Ho)

There is no significant effect of using Journalist Question Technique towards writing ability in News item text of Tenth grade Students at SMA IT imam asy syafi'i 2 Pekanbaru.

### 2. Alternative Hypothesis (Ha)

There is a significant effect of using Journalist Question Technique towards writing ability in News item text of Tenth grade Students at SMA IT imam asy syafi'i 2 Pekanbaru.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was Experimental research that focus on quantitative research. According to Gay and Airasian (2000: 367 ) The Experimental research was "the only type of research that can test a hypothesis to Establish cause and effect relationship" in this research, The Researcher took two class , one class was experimental class taught by Journalist Question Technique and another class was control classtaught by conventional strategy. In the experimental class, the studentswas given a pretest at the beginning of the teaching learning in order to know students writing ability. Then, they wereregiven treatment in the middle, at the end, they wereregiven the post-test.

This research consist of two variables, the independent variable was symbolized" X " that Journalist Question technique and the dependent variable was symbolized" Y " that wasstudents Writing ability.

**Table 3.1.1 Research Design**

Group	Pre- Test	Treatment	Post Test
A (Experimental class)	Test 1	✓	Test 2
B ( Control class)	Test 1	×	Test 2

Where :

A: Experimental class

B: Control class

T 1: Pre-Test to Experimental & Control Class

✓ : Receiving particular treatment

X: Without particular treatment

T 2 : Post-test for Experimental Class and control Class

The Researcher was conducted pre-test, treatment, and post-test. The design of teaching activities can be drawn as the following table:

**Table 3.1.2 The Sub Design of the Research**

<b>T1: Pre-test</b>	<b>T2: Treatment</b>	<b>T3: Post-test</b>
The teacher was given writing test to the students before they are taught by using journalist question technique	Teacher was taught the students about writing of News item text by using journalist question technique in several topics	The teacher was given the test of News item text after the students taught by using journalist question technique.

### 3.2 The Location of Research

The Location of the Research was held at Sma IT Imam Asy Syafi'i 2 Pekanbaru which located on Jl. Soekarno - Hatta, RT.2/RW.10, Maharatu, Marpoyan Damai, Kota Pekanbaru.

**Table 3.2 The Time Schedule of the Research**

No	Meeting	Date	Theme/ Topic	Group Class
1	I	March 28 <sup>th</sup> 2019	Terrorist attack in new zealand ( <a href="https://bit.ly/2OszTR">https://bit.ly/2OszTR</a> )	Experiment Class and control Class
2	II	April 4 <sup>th</sup> 2019	Natural disaster Palu donggala ( <a href="https://bit.ly/2W6omh">https://bit.ly/2W6omh</a> )	Experiment Class
3	III	April 11 <sup>th</sup> 2019	Tsunami on Selat sunda ( <a href="https://bit.ly/2QohR">https://bit.ly/2QohR</a> )	Experiment Class
4	IV	April 18 <sup>th</sup> 2019	Egg boy ( <a href="https://ind.pn/2YK0Y6e">https://ind.pn/2YK0Y6e</a> )	Experiment Class
5	V	April 25 <sup>th</sup> 2019	Current issues <a href="https://bit.ly/2Xexqxu">https://bit.ly/2Xexqxu</a>	Experiment Class
6	VI	May 2 <sup>nd</sup> 2019	Terrorist attack in An-noor mosque, New zealand. ( <a href="https://bit.ly/2OszTR">https://bit.ly/2OszTR</a> )	Experiment Class and control Class

### 3.3 The Population and the Sample

#### 3.3.1 The Population

The population of this research was the first year students of SMA IT Imam Asy Syafi'i 2 Pekanbaru. There were 8 classes of the first year students of SMA IT Imam Asy Syafi'i. There were 160 students of X classes.

### 3.3.1. The population

Classes	Table of students
X.1 MIA ( ikhwan)	20
X.2 MIA ( ikhwan)	20
X.1 IIS ( ikhwan)	20
X.2 IIS ( ikhwan)	20
X.1 MIA ( akhwat)	20
X.2 MIA ( akhwat)	20
X.1 IIS ( akhwat)	20
X. 2 IIS ( akhwat)	20

There were eight classes of first-year students of SMA IT imam asy syafi'i 2 Pekanbaru. So, The Researcher took two classes in this research. The experimental group and the control group.

### 3.3.2 Sample of the research

According to Gay (1987: 101) said that sampling is the process of selecting the individual for study. The kind of this research was random sampling which means that the Researcher. The sample was taken randomly. The Researcher took two classes in the research. They are X-1 MIA and X-1 IIS. The Researcher took class X-1 MIA for the experimental group and class X-1 IIS for the control group.

**Table 3.3.2 Sample of the Research**

<b>Class</b>	<b>Total of students</b>
X-1 MIA (Experimental group)	20
X-1 IIS (Control group)	20
Total	40

### **3.4 Instruments of The Research**

The instrument of this research was writing test. The topics was taken from the internet such us current issues news. the reason for using pictures is because to help students focus on their idea to describe the topics.

### **3.5 Research Procedure**

In this Research, the procedure of collecting data was divided into two procedures. First, the procedure collecting data for Experimental group and second the procedure of collecting data for Control group.

#### **3.5.1 The Procedure of Collecting Data for Experimental Group**

##### **1. Pre-Test**

Pretest was conducted to determine the students ability in writing News item text. The students' was given Pre-Test before using Journalist Question Technique in teaching learning process, the researcherwas given Pre-Test to both Experimental and Control class. It used to know students writing ability before giving the treatment in Experimental Class. Researcher gave the Pre-Test to measure the students writing ability in News item text before giving the

treatment. The researcher was explained about News item text (Generic Structure of News item text)

## 2. Treatment

The Treatment only given for the Experimental Class, the steps are:

**Treatment 1 :** in this meeting the teacher was explained about News item text and Explained them about Journalist Question Technique . Teacher given the picture related to the topic and then teacher introduce definition about News item text , Purpose of the News item text , Generic structure and etc.and the teacher will introduce the students about 5W and 1H to help the students generated their idea in written form.

**Treatment 2 :**The researcher was introduced Journalist Question Technique in writing ability, the researcher introduced the definition of Journalist Question, introduce several information of Journalist Question Technique then, the researcher given the picture about (news) then asked the students to describe it with care, the teacher asked them what important information of the Picture and make to the written form.

**Treatment 3 :** The teacher given the next picture about News item text and teacher ask them to find out the information of the text and taught them about how to identify the important information from the picture and ask them to write in written form by using Journalist Question Technique.

**Treatment 4 :**The researcher Re- Explaina bout Journalist Question Technique in the text, and the teacher given the students picture and ask them to identify

Journalist Question.

### **3. Post- Test**

After teaching six meetings for Experimental class, the researcher was given the Post Test to both of Experimental class and Control class. Post- Test conducted after giving treatment of Journalist Question Technique to Experimental class in teaching writing to know the used of Journalist Question Technique to students writing ability in writing News item text .

#### **3.5.2 The Procedure of Collecting Data for Control Class**

There are some steps activity of collecting data in control class,they are:

##### **1. Pre- Test**

Same procedure of Pre-Test is applied for the Treatment Class in Control class.

##### **2. No Treatment**

After Pre-Test the students study as usual teaching and learning English process of Sma It imam asy syafi'i 2 Pekanbaru. Students in this class did not use Journalist Question Technique while teaching learning process.The researcher explained the material and then given the topic and the students write based on the topic that give by the reseacher.

### **3.6 Technique of Collecting Data**

Pre-Test was conducted to determine the students ability on writing News item text. The researcher did pre-test before using Journalist Question Technique in teaching learning process. The researcher was given pre-test to both Experiment and control class it used to know their writing ability before giving the technique, then only for experimental class that will be given treatment using Journalist Question Technique and for Control class only taught by konvensional teaching learning and last the researcher was collected the data by the Post test to both of class, experiment and control class, to know their ability on writing News item text after giving the Technique .

### **3.7 Technique of Analyzing Data**

After the researcher teaching News item text by using Journalist Question Technique, The Researcher used statistical analysis to analyze the data. The researcher used a score of pre test and post test of the students. The scores were analyzed by using statistical analysis test to find out result whether the two classes. After Teaching using Journalist Question Technique the data was analyzed by statistical analysis Version 24, To know the result whether score the control class and Experimental class.

### Table Assessment Aspects Of Writing News item text

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Category	1	2	3	4
Introduction	The introductory paragraph is not interesting and is not relevant to the topic no concept sentence or quote	The author has weak introductory paragraph, the connection to the topic is not clear, paragraph includes a weak concept sentence or quote	The introduction has a hook or attention grabber, includes good concept sentence and or interesting quotes	The introduction has a strong hook or attention . this could be a strong concept sentence, a relevant quotation, statistic or question address to the reader
Quotes and concept word	Evidence and examples are NOT relevant and or Most not explained	some of the pieces of evidence and examples are relevant and include an explanation	Most of evidence and example are specific, relevant and explanation are given	All of the example are specific, relevant, and full explanation are given
5 W'S	Most supportive facts and statistic were inaccurately reported. article is poorly explained and summary is mostly plagiarized	Some supportive facts and statistic are reported accurately. weak explanation and summary that is partially plagiarized	Almost all supported facts and statistical are reported accurately .article is mostly explained and summarized in own words	All the supportive facts and statistics are reported accurately. article is fully explained and summerized in own words.

Grammar & spelling	Author makes more than 6 errors in grammar, sentence structure or spelling that distract the reader from the content.	Author makes 4-6 errors in grammar, sentence structure or spelling that distract the reader from the contents.	Author makes 1-3 errors in grammar, sentence structure, or spelling that distract the reader from the content	Author makes no errors in grammar, sentence structure or spelling that distract the reader from the contents.
Conclusion	There is no conclusion	Conclusion is weak or incomplete, limited response and personal reaction to the article	The conclusion is good. includes the author response and personal reaction to the article	The conclusion is strong and leaves the reader solidly understanding The Research response and personal reaction to the article
Paper Format and Organization	Article, summary is not typed. No heading. No article is attached, no title	Article summary is typed but submitted late, incomplete heading and title, summary has 3 or less paragraph.	Article summary is typed, has heading, title and is submitted on time, summary is organized into 4 paragraph	Article summary is typed has heading, title, submitted on time, summary is organized into 4 or more paragraph

(Source: Holistic Scoring Rubric)

## CHAPTER IV

### RESEARCH FINDINGS

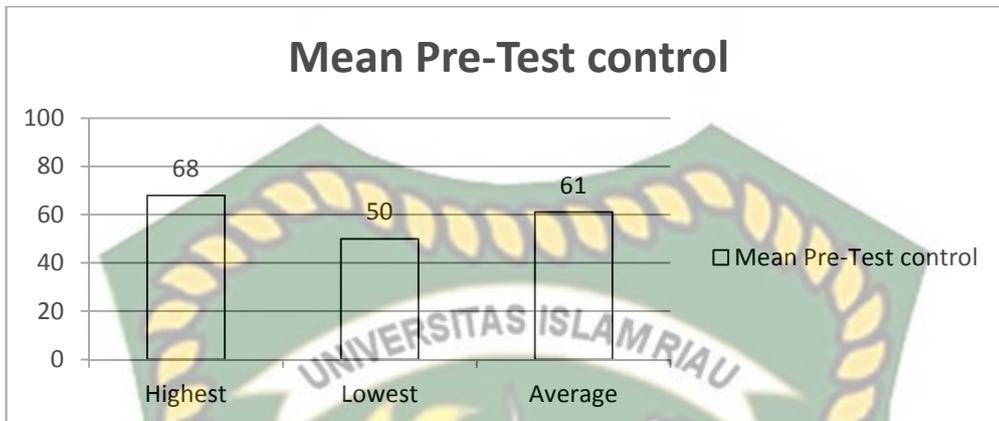
This chapter presented the research findings dealing with data analyzed interpreted, which have been taken from the given Pre-Test and Post-Test of two class, Experimental Class and Control Class. The showed the students score increase from the Pre-test to Post-test of the sample in order to find out whether there is a significant effect towards students writing ability in news item text by using Journalist Question Technique at SMA IT Imam Asy Syafi'i 2 Pekanbaru.

#### 4.1 Data Presentation

This research was conducted to know the effect of Journalist Question technique toward writing ability in News Item text of Tenth grade students at SMA It imam asy syafi'i 2 Pekanbaru especially in news item text. a set of the test to find out the score of students achievement in writing english text.

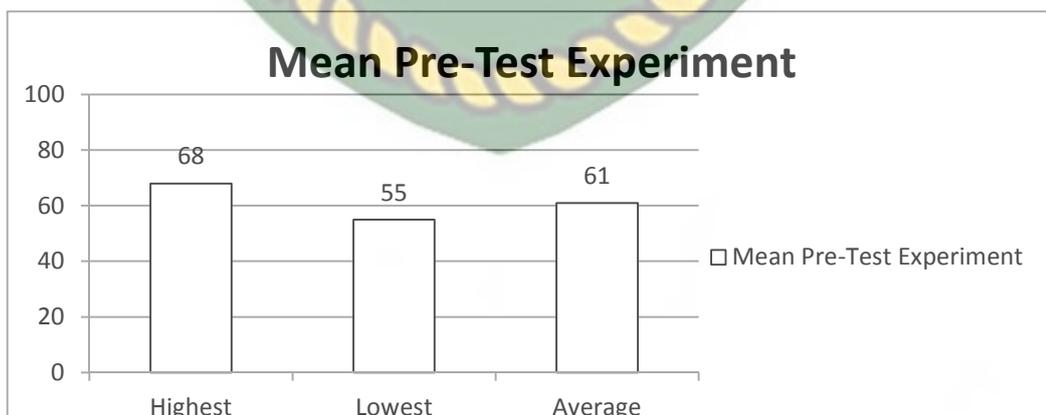
The research was classified into experimental research that is quantitative research. Therefore the data of the research, there are result of Pre-test and Post test.

**Figure 4.1 Data Presentation of Pre-Test in Control Class**



Before giving treatments, the researcher had given Pre-Test to the Control class. It was done to know the ability of the students in writing News Item Text. The researcher presented the students writing on Pre-test as follow: The highest average score was 68 and lowest average score was 50. Moreover, in control class the total score that 20 students was 1.212 the average score they was 60.6 point ( see appendix 7)

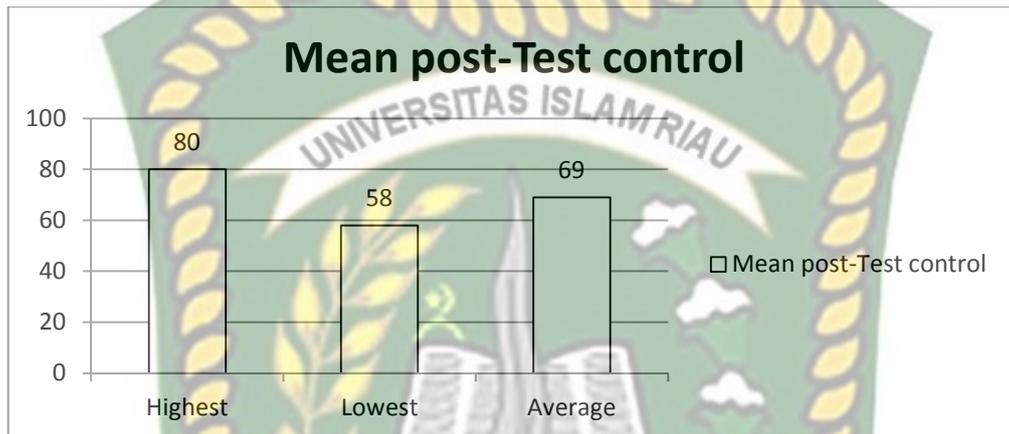
**Figure 4.2 Data Presentation of Pre-Test in Experimental Class**



The students result in writing skill particularly in writing news item text in pre-test of Experimental class as follow: the highest average score was 68 and

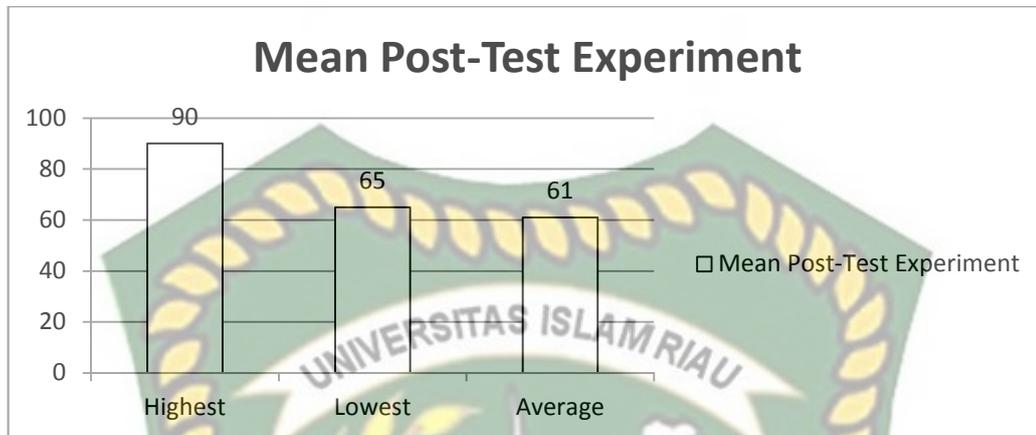
the lowest average score was 55. Moreover, in Experimental class the total score that 20 students was 1.218 and the average score was 60.9 point. ( see appendix 8)

**Figure 4.3 Data Presentation of Post- test in Control Class**



After giving the treatment the researcher conduct the Post-Test to know the students score after giving treatment using Journalist Question Technique. The students result in writing skill, paricularly in writing news item text in Post-Test of Control Class as follow: the highest average score was 80 and the lowest average score was 58. Moreover, in control class the total score that 31 students were 1.374 and the average score was 68.7 point. (see appendix 9)

**Figure 4.4 Data Presentation of Post-Test in Experimental Class**

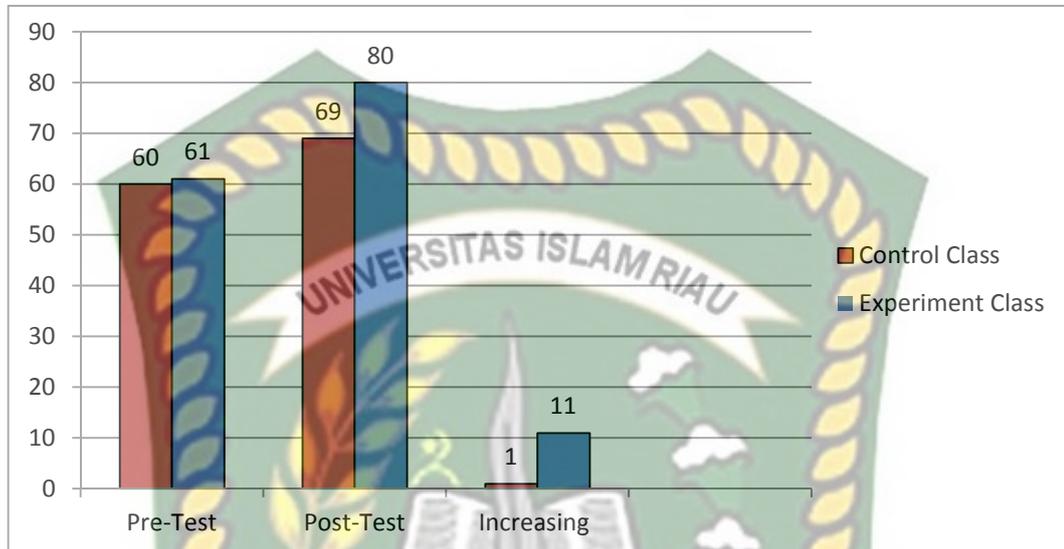


The students result of writing skill, particularly in writing news item text in post test of experimental Class, as follow: the highest average score was 90 and the lowest average score was 65. Moreover, in experimental class the total score that 20 students was 1.583 and the average score was 79.15 point (see appendix 10)

#### **4.1.5 The Increasing Students' Means Score of Pre-Test And Post-Test In Control And Experiment Class**

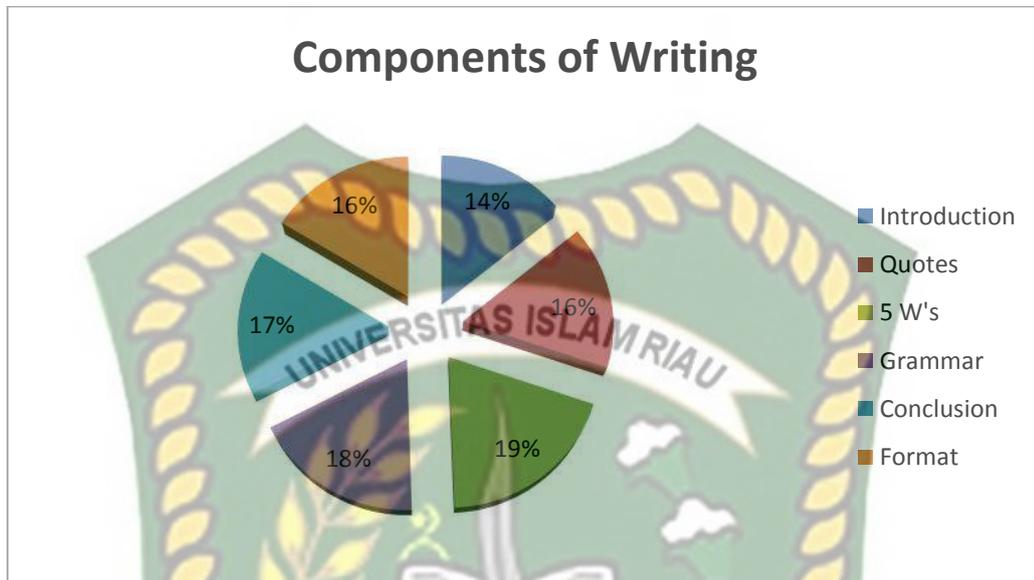
Based on the calculation above, the researcher got the mean score of Pre-test and Post-test in control and experiment class. Furthermore, the increase of the students' score between control and experiment class can be seen the diagram bellow.

**Figure 4.5 The increasing students' means score of Pre-Test and Post-Test in Control and Experiment Class**



From the histogram above, it can be seen the mean score of pre-test in control class was 60 and mean of post test was 61. While the mean score of pre-test in experimental class was 69 and after the students was given the treatment using Journalist question technique the mean of post-test experiment become 80. It can be summerized that there was a significant effect of journalist question technique on students' writing at SMA it imam asy syafi'i 2 Pekanbaru.

**Figure 4.6 The Component of Writing Achieved by the Students'**



Based on the graphic pie. It shows that there was 14% mastered in format, 16% mastered in quotes, 19 % mastered in 5 W's, 18% mastered in grammar, 17% ,mastered in conclusion, 16% mastered in Format.

From the data above, it can be conclude that students in SMA it imam asy syafi'i 2 were mastered in component of writing . it can be seen after treatment students able to apply the components of writing in paragraph. So, that way every students' was highest score in writing, on the other hand, for the next researchers should be mastered how to improve students writing based on components.

## Descriptive Statistic

**Table 4.1 descriptive statistic Pre-test and Post test Control class**

	N	Minimum	Maximum	Mean	Std Deviation
Pre-Test Control	20	50	68	60,60	4,430
Post-Test Control	20	58	80	68,70	7,012
Valid N (listwise)	20				

From the table above it concluded that mean of Pre-Test of control class is 60,60 and mean of Post-Test of control class is 68,70. From the data it can be concluded that there is no differences in mean score both pre- test of control class and post test of control class.

**Table 4.2 Descriptive statistic Pre-test and Post-test of Experimental class.**

### Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	20	55	68	60,90	3,878
Post-Test Experiment	20	65	90	79,15	8,450
Valid N (listwise)	20				

From table above, it can be concluded that mean of Pre-Test of Experimental class is 60,90 and mean of Post-Test of Experiment class is 79,15. From the data it can be concluded that there is differences mean score both pre-test experimental class and post-test of experimental class.

Paired Samples Test										
		Paired Differences					t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Interval of the					
					Lower	Upper				
Pair 1	PreTestEx- PostTestE x	-18,250	8,540	1,910	-22,247	-14,253	9,557	19	0,000	

Based on the output of SPSS above, *Paired Sample T-test*. it can be seen that *t calculate* obtained 9,557 will be compare to *t table* df = 19 at level 5 % is 2.093. it can be concluded that *t calculate*. is higher than *t table* .in other hand it can be read  $9,557 > 2.093$ . Based on the score the researcher concluded that  $H_0$  is rejected and  $H_a$  is accepted, it means there is a significant effect of Journalist Question Technique on students writing news item text at SMA it imam asy syafi'i 2 Pekanbaru.

$H_0$  = Variance Population identic

$H_a$ = Variance Population not identic

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

If probablities  $< 0,05$ ,  $H_a$  is accepted

#### 4.2 Data Interpretation

In this interpretation was focused on the result of the research and data analysis which is the effect of journalist question technique on students writing ability at SMA IT imam asy syafi'i 2 Pekanbaru.

It can be analyzed that the increasing of students writing skill in the experimental class which was taught by using Journalist Question Technique. The

mean score was 79.15. on the other hand the control class was 68.7 it can be concluded that journalist question technique increase students score in writing.

Moreover, the score of observed static ( $t_c$ ) is was greater than ( $t_t$ ) in the significant of 5% is 2.093. it means that the null hypothesis was rejected and the alternative hypothesis was accepted.

#### 4.3 Hypothesis Testing

From the calculation of the analysis by using SPSS version 24, it is found that  $t_{table}$  is 2.093 at the level significant 5% and  $t_{calculate}$  9,557. it can be concluded that  $t_{calculated}$  obtained is higher than  $t_{table}$ . in other word we can read  $9,557 > 2.093$ . Based on the score, the researcher concluded that  $H_0$  rejected and  $H_a$  is accepted means that there is significant effect of Journalist Question Technique on students' writing skill at Sma It Imam Asy Syafi'i 2 Pekanbaru.

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### 5.1 Conclusion

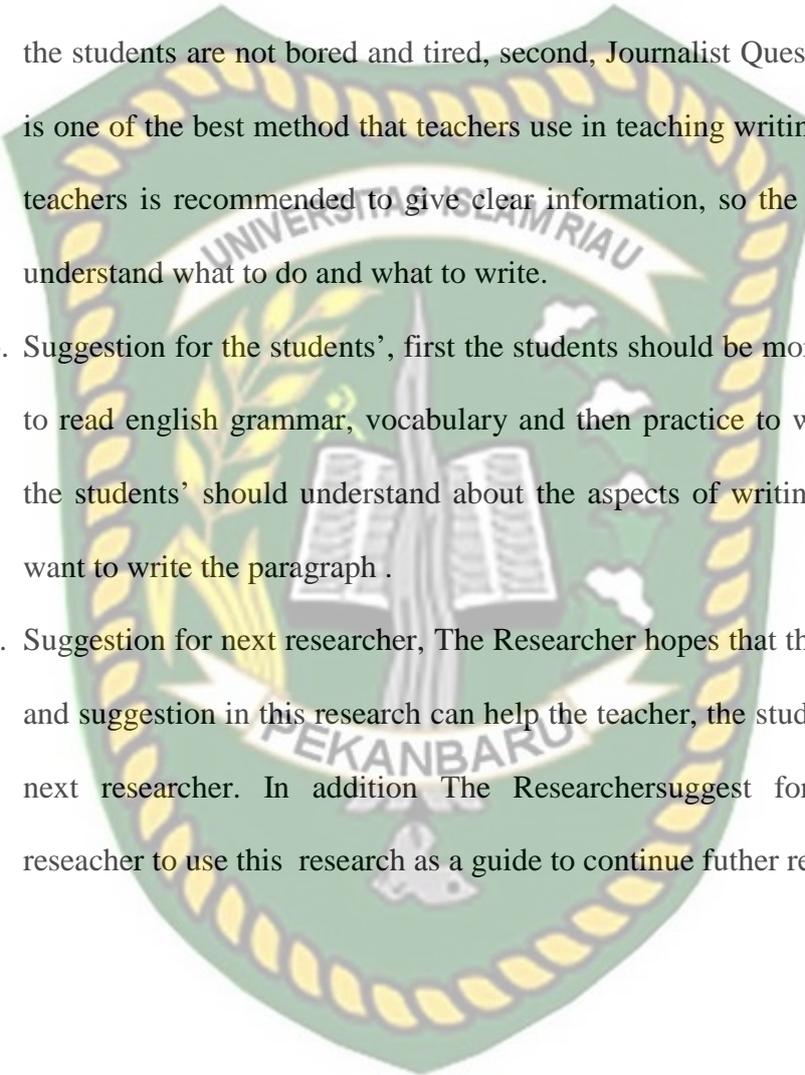
Based on the data and result presented in the previous chapter, the researcher concludes that Journalist Question Technique in teaching writing skill can influence the students writing skill at SMA IT imam asy syafi'i 2 Pekanbaru. It can be seen from the mean score of the experimental group was 79.15 and control group was 68,7 it means there was a significant effect towards students writing skill at SMA it imam asy syafi'i 2 Pekanbaru.

#### 5.2 Implication

From the conclusion about, it is known that the Journalist Question Technique giving the influence towards students writing skill at SMA IT imam asy syafi'i 2 Pekanbaru. It can be seen from the data before giving the treatment students get low score, therefore, after applied the treatments students writing increased to better than before .

#### 5.3 Suggestion

From the explanation in previous chapter the researcher present some suggestions are addressed to the teachers, students and reader or the next researcher.

- 
- a. Suggestion for English Teachers, First writing is one of the skills to the students, it will be better for the teacher if she or he conduct every meeting by using right strategy for advancement of teaching writing, so the students are not bored and tired, second, Journalist Question Strategy is one of the best method that teachers use in teaching writing, Third the teachers is recommended to give clear information, so the students can understand what to do and what to write.
- b. Suggestion for the students', first the students should be more intellegent to read english grammar, vocabulary and then practice to write. Second the students' should understand about the aspects of writing when they want to write the paragraph .
- c. Suggestion for next researcher, The Researcher hopes that the conclusion and suggestion in this research can help the teacher, the students, and the next researcher. In addition The Researcher suggest for the futher reseacher to use this research as a guide to continue futher research.

## REFERENCES

- Bambang Setiyadi. 2006. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif Edisi Pertama*. Yogyakarta: Graha Ilmu.
- Andrew P. Johnson. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education. 2008.
- Bambang Dananto. *Improving the Students' Writing Skill in News item text Text Using the Journalist Questions technique (An action research in class X 2 of SMA Negeri 1 Bojonegoro)*.
- B. Hughey, Janeal 1983. *Teaching ESL Composition : Principles and Techniques*. Rowley: Newbury House Publishers.
- Gatz, Michelle. *Teaching of Writing : Pre-writing Strategies* (December, 6<sup>th</sup> 2004). Retrieved on June 15<sup>th</sup> 2011
- Gay, L.R. and Peter Airasian. 2000. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall.
- Gay, L.R (1987) *Educational Research Competencies For Analysis And Application USA*. Merrill Publishing Company
- Gardner, Peter S . 2009. *New Direction Reading and Critical Thinking*. New York: Cambridge University Press
- Gerot, L. & Wignell, P. (1994). *Making sense of functional grammar*. New South Wales: Antipodean Educational Enterprises.
- Harmer Jeremy. 2001. *The Principle of English Teaching*. Third Edition. Malaysia: Longman
- Harmer, J. 2004 *How to Teach Writing Essex*. Longman Pearson Education
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. Harlow: Longman.

- Heaton, J.B. 1990. *Classroom Testing*, New York: Longman Group Inc.
- Hughes Arthur (1989) *Testing For Language Teachers* New York  
CambridgUniversity Press.
- Hyland, Ken. 2004. *Second Language Writing*. New York: CambridgeUniversity  
Press.
- Jackson,S L.2009. *Research Methods and Statistics: A Critical Thinking  
Approach* Belmont: Cengage Learning.
- MelgisDilkawatyPratama.*The Effect of Using Dictoglass Technique toward  
Ability in Writing Essay Text at the Second Year Students of SMAN 4  
Pekanbaru*.Pekanbaru: Unpublished, 2011.
- Nunan,David.(2003).*PracticalEnglish LanguageTeaching*.SingaporeMcGraw- Hill.
- Oshima, Alice, and Hogue, 2006. *Writing Academic English*. New York Addison  
Wesley Longman.
- Pardiyono. 2007. *Pasti Bisa Teaching Genre Based Writing*. Yogyakarta: ANDI
- Prezler, June. 2006. *On Target: Bringing Writing into Content Area Classrooms  
Grades 4-12*. Alexandria: ESA 6&7. Retrieved on March 11<sup>th</sup> 2011.
- Puspitasari, Hesty. 2017. *Improving Students Narrative Writing by Using WH-  
Questions as a Guide*. Pontianak: TanjungpuraUniversity.
- Tarigan, Henry Guntur 2001. *Menulis sebagai suatu keterampilan bahasa*.  
Bandung Angkasa
- Urquhart,Vicki&Monette McIver.2005. *Teaching writing in the  
contentareas*.Alexandria, VA: ASCD/McIrel.
- Wahyuni, S (2017).Students ability in writing hortatoty exposition of eleventh  
grade students at SMAN 14 Pekanbaru. *Journal of English for  
academic*.4,87-93.

Wahyuni, S. (2018). The effect of blended learning model towards students writing ability. *Journal of English for Academic*. 5,(2) 97-111

Wahyuni,S. (2015). Improving Students Writing Ability Through Writing Task of The Second Year Students at SMAN 2 Siakhulu Kampar District, *International Seminar on English Language Teaching (ISELT)* 3, 438-442

Wahyuni,S. (2016). Using instructional media and technology "Line" in paragraph writing class. *The 63rd TEFLIN international conference*, 24-247

Wahyuni,S, & Etfita, F (2018) Pengaruh blended learning model dan sikap berbahasa terhadap kemampuan menulis bahasa inggris siswa sekolah menengah atas negeri di kota Pekanbaru. *GERAM (gerakan aktif menulis)*. 6(2).1-9

