



**The Effectiveness of Journalist Questions Technique to Improve  
Students' Writing Skill in Narrative Text**

(An Experimental Study at Eighth Grade Students of SMP Negeri 19 Semarang  
in the Academic Year of 2014/2015)

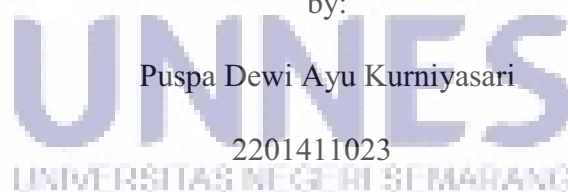
**A Final Project**

submitted as a partial fulfillment of the requirement  
for the degree of Sarjana Pendidikan  
in English

by:

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**ENGLISH DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**SEMARANG STATE UNIVERSITY**

**2016**

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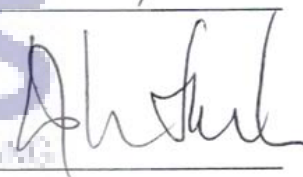
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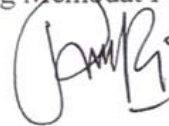
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Semarang in the Academic Year of 2014/2015)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

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Yang Membuat Pernyataan



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## MOTTO AND DEDICATION

*“Anyone will never hurt you without your permission” (Melanie Ricardo)*



*To:  
My beloved parents, my beloved  
young sister, my friends and my F.A.I*

## ABSTRACT

Kurniyasari, Puspa Dewi. 2016. *The Effectiveness of Journalist Questions Technique to Improve Students' Writing Skill in Narrative Text (An Experimental Study at Eighth Grade Students of SMP N 19 Semarang in the Academic Year of 2014/2015)*. Final Project. English Department. Semarang State University. First Advisor: Dr. DjokoSutopo, M.Si. Second Advisor: Galuh Kirana Dwi Areni, S.S., M.Pd.

Key words: *journalist questions technique, writing, narrative text, experimental research*

This final project is an experimental research that aims to investigate the effectiveness of journalist questions technique to improve students' writing skill in narrative text. The subjects of the study were the eighth grade students of SMP N 19 Semarang in the Academic Year of 2014/2015. There were two groups that were given different treatments. The experimental group was taught by using Journalist Questions technique, and the second group was taught without Journalist Questions technique.

There were four meetings for each class. One meeting was for pre-test. Two meetings were for treatments and one meeting was for post-test. Before the treatment was conducted, try out was given for the other class to know the validity and reliability of the instrument. Next, pre-test was given for both experimental and control groups. Post-test was given after the treatments were done.

The result of this research showed that the average score of the pre-test in the experimental group was 54,78 and the post-test was 66,42. The improvement on the experimental group was 11,64. While, on the control group, the average score of the pre-test was 53.69 and the post-test was 60.48. The improvement on the control group was 6,73. The means of both groups increase in the post-test but the mean of the post-test in the experimental group was higher than the control group. The result of applying t-test based on the difference of two means showed that the t-test value of the difference mean between experimental and control group (2,083) was higher than t-table (1.998) for  $\alpha = 5\%$  (2.00). It means that there is significant difference mean between experimental and control group.

Based on the result above, Journalist Questions technique could be an appropriate technique in teaching written narrative text because it is about six questions that can stimulate the students to cover the content of the story. However, should give the explanation about those six key questions correctly. Then, for the next researchers, they can conduct further research in Journalist Questions technique.

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The researcher would like to give her sincere gratitude to her beloved parents (Sugeng Raharjo and Riyanti) for their endless love, supports, prays, guidance and help me for her success. Also for her little sister (Niken) for her attention and helps.

The researcher also would like to give her great thank for her beloved friend, dinda, fia, maila, nunung, octa, and retno, who always care and give motivation for her to complete her final project. The researche would like to give thanks to all her friends of English Department 2011 for the time and the

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Puspa Dewi Ayu



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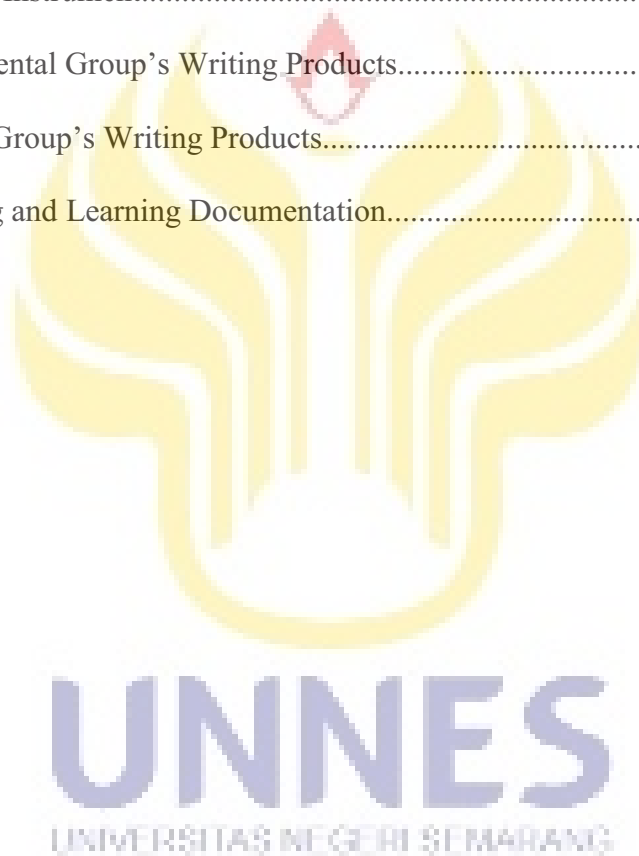
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# CHAPTER I

## INTRODUCTION

This part will discuss about background of the research, reasons for choosing the topic, research problems, purpose of the study, significance of the study, outline of the study and definition of terms.

### 1.1 Background of the Research

In learning English, there are four skills that have to be mastered by students. Those skills are listening, speaking, reading and writing skills. Writing is considered as the most difficult skill if it is compared to the other skills. It becomes difficult because it needs many competencies including grammar, diction, cohesion, etc to express the ideas or opinions. According to Brown (2001:335), “the process of writing requires an entirely different set of competencies. Written products are often the result of thinking, drafting, and revising procedures that requires specialized skills, skills that not every speaker develop naturally.”

Based on the statement, it represents that it is not easy for students to create their writing because they need some competencies to learn. They will face many difficulties like express their idea, master the competencies, through the steps of writing. Therefore, the teacher will help the students by using many kinds of techniques so that the students will enjoy the teaching learning process. In addition, they will easier to learn about the subject taught by the teacher.

In Indonesia, the government implements a curriculum known as *Kurikulum Tingkat Satuan Pendidikan/KTSP* (School Based Curriculum). According to Feez and Joyce (1998:9) quoted by Nurhidayah Imani (2010:3), “curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an educational institution”.

Based on School Based Curriculum in junior high school, there are three kinds of text taught in the eight grade of senior high school, they are: descriptive, recount, and narrative. Narrative text is considered as the difficult text to create because there are difficult things like the foreign words and the complicated content that have to be learned by the eighth grade students. The other texts like descriptive and recount are not too difficult for the students because it uses a simple words and the content is easier to be learned.

Charles et. al. (1985:129) stated that, “a narrative is a story, a narrative writing is writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal”. It means that narrative story is about events of the day where it consists of 5W (who, what, where, when, why) and 1H (how). According to Robert Harris (2002), “there are six key questions (journalist questions) that journalism students are taught to answer somewhere in their news articles to make sure that they have covered the whole story. For creative thinkers,



these questions stimulate to think about the idea and allow approaches from various angles”.

There are many kinds of techniques which can be applied by a teacher in teaching learning process including in teaching narrative text. Journalist Question technique is one of technique that can be applied in teaching narrative text. According to Urquhart and McIver (2005), "Journalists' questions (who, what, where, when, why and how), or the questions that are referred to as the five Ws and one H, have been the mainstay of newsrooms across the country. Likewise, these questions have not lost their value in classroom instruction, regardless of the content area. Having your students answer these questions focuses their attention on the specifics of a given topic”.

Dealing with the statement, journalist questions including who, what, where, why, when and how will help students to create a narrative text because it is a text/story focusing on those questions. Therefore, the researcher decides to use the Journalist Question technique to improve students writing narrative text so that the students will be easier to express their ideas in writing the story using those six questions.

## **1.2 Reasons for Choosing the Topic**

Writing is the most difficult skills that have to be mastered by students, because there are many competencies like grammar, dictation, and so on. It goes without saying that writing is important to be learned because from writing students will learn and achieve many competencies. In this case, the students should be given

the training of writing, especially writing English texts. The training is going to make the students easier to write good an English writing. Then, it can show how the development of the writing skill. In this way, writing is needed skill when learners study language.

Based on School Based Curriculum in junior high school, there are three kinds of text that have to be mastered by the students. They are descriptive, recount and narrative text. Narrative text is considered as the difficult text to create because there are difficult things like the foreign words and the complicated content that have to be learned by the eighth grade students.

Many techniques can be use in teaching writing to make the students are not getting bored in learning writing. Journalist Question technique is one of technique that can be applied in teaching narrative text. journalist questions including who, what, where, why, when and how will help students to create a narrative text because it is a text/story focusing on those questions. It is hoped that it will help students to express their idea in writing narrative story. It will stimulate them to express their ideas using those six keyword questions.

### **1.3 Research Problems**

In this study, the researcher would like to discuss the following problems:

- 1) How does Journalist Question technique improve students writing skill in narrative text?
- 2) How effective is the use of Journalist Question technique to improve students writing skill in narrative text?

#### 1.4 Objectives of the Study

In this research, the researcher has two purposes to be achieved as follows:

- 1) To find out whether or not Journalists Questions technique improve students writing skill in narrative text.
- 2) To find out how effective is the use of Journalists Questions technique to improve students writing skill in narrative text.

#### 1.5 Hypothesis

In this study, there will be two hypothesis which will be described as follows.

- 1) Working Hypothesis (H<sub>w</sub>): there is significant difference of students' writing skill in composing narrative text between experimental group and control group. Statistically, it can be drawn with the formula as  $\bar{x}_E > \bar{x}_C$  where E is for experimental group and C is for control group.
- 2) Null Hypothesis (H<sub>0</sub>): there is no significant difference of students' writing skill in composing narrative text between experimental group and control group. Statistically, it can be drawn with the formula as  $\bar{x}_E = \bar{x}_C$  where E is for experimental group and C is for control group.

#### 1.6 Significance of the Study

Theoretically, this study is expected to be useful as a reference for the next researcher who is interested in the same topic.

Pedagogically, this study will provide English teachers with a new understanding about Journalist Questions as a technique to teach the students writing in narrative text to the eighth grade students of junior high school.

Practically, this study can be implemented by English teachers in the teaching and learning process in order to improve students' writing ability especially about narrative story and facilitate the students to get effective learning in writing narrative text.

### 1.7 Definition of Terms

#### a) Journalist Questions

Urquhart and McIver (2005) state that “Journalists' questions (who, what, where, when, why and how), or the questions that are referred to as the five Ws and one H, have been the mainstay of newsrooms across the country. Likewise, these questions have not lost their value in classroom instruction, regardless of the content area. Having your students answer these questions focuses their attention on the specifics of a given topic”.

Those questions will stimulate students to express their ideas. They will be more focus in a spesific things when they have given a topic by the teacher.

#### b) Skill

Based on Macmilland Dictionary, “skill is the ability to do something well, usually as a result of experience and training”. According to Young(1997:6), “writing well is a skill, much like other skills, in which preparation can't be overlooked or faked”. Harmer (2004:79) states that, “writing is an important

skill to be learnt and should be mastered by students because there are many reasons in learning writing. The reasons in learning writing English for students as a foreign language include reinforcement, the language development, learning style, and most importantly writing as a skill and its own right”.

Based on those statement, writing skill is important skill that have to be mastered by students because there are many things that can be achieved in learning writing skill.

#### c) Writing

According to White and Arndt(1991:5) in Harmer (2003) “writing is re-writing that revision, seeing with new eyes, has central role to play in the act of creating text”. Based on Meyers (2005: 2) “writing is a way to produce language you do naturally when you speak. Writing is speaking to other on a paper or on a computer screen. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them”. According to Sokolik (2003) in Linse (2006), “writing is a combination of process and product”. Writing is a process of writing things depend on the ideas that exist in our minds and we have to develop our mind in order to get the good writing. Heaton (1975: 138) states, “writing skill are more complex and difficult to teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem.

The main objective is to make the writing become easier to learn for the students”.

According to those statement, writing has several steps that have to be learned by students. In addition, the process of writing is not an easy process for students especially the students in junior high school. Therefore, the teacher has to give an appropriate way so that the students will be easier in writing narrative text.

#### d) Narrative Text

Sadler and Hayllar (2000:13) stated that “narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narrative is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events happened in a chronological order which has a definite beginning and definite end”. “Narrative is any written text in which the writer wants and to deal with actual or vicarious experience in different ways written” (Sanggam and Kisno 2008:73). “Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man’s stories” (Paul Hazel 2007: 1).

It means that narrative is telling about event of the day which focus on 5W and 1H (Journalist Question). The researcher thinks it is an appropriate technique to teach narrative for the students because it will catch their attention in focusing on the main event of the story.

## 1.8 Outline of the Research Report

This part explains five chapters in the research.

Chapter I contains about the background of study, reasons for choosing the topic, research problems, purpose of the study, significance of the study and outline of the study.

Chapter II explains about the theoretical of the study. The review of previous study is related to the studies which have been conducted before by other researchers. The review of theoretical studies such as writing, Journalists Question technique, narrative text, and experimental research. The last part in this chapter is the framework of theoretical.

Chapter III contains methods of investigation. They are research design, object of the study, population and sample, research variables and hypothesis, instruments of collecting the data, methods of collecting the data, and methods of analyzing the data.

Chapter IV is data analysis and discussion. It consists of result of the test, the difference mean between the two groups and discussion.

Chapter V is conclusion. It consists of conclusion and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of three subchapters. The first subchapter discusses review of previous study, the second subchapter explains review of related literature, and the last subchapter discusses framework of analysis. The descriptions of them can be seen as follows.

#### 2.1 Review of Previous Study

There have been a number of researchers conducted some studies related to the effectiveness of using Journalist Question technique to improve students writing skill in narrative text.

The first study was conducted by Octaviani, Santi (2009) with entitled *A descriptive study on students' ability in writing narrative text (The Case of the Ninth Grade Students of SMP N 1 Cepu in the Academic Year of 2007/2008)*. Based on the result of this study, the mean score in this study was 63.97. It meant that the students' ability in writing narrative text were average. Basically, most of the students had already known the concept of narrative text. They understood about its social function, generic structure, and significant lexicogrammatical features. Nevertheless, they were still lack of knowledge and competence in implementing them in the written form.

The second study was conducted by Rokhayani, Atik(2006) with entitle of *“Error Analysis of Simple Past Tense in Narrative Text Made by the 8<sup>th</sup> Grade*



*Students of SMP 1 Jekulo Kudus in the Academic Year 2005/2006*". The result of this study is, the writer found 1232 errors made by the students. The highest percentage of incorrect answers was 33% while the least one was 12%. The test result then was analyzed to determine errors to find out the causes or sources of the errors. The result of the analysis reveals, that there were 33.6% errors because of interlingual and 66.4% errors because of intralingual.)

The third study was conducted by Retnowaty(2011) with entitled *The Effectiveness of Dictogloss Technique to Improve Students' Skill in Writing Narrative Text (Experimental Research to the Tenth Year of SMA N 2 Wonosobo in the Academic Year of 2010/2011)*. The result of this research showed that the mean of the pre-test for the experimental group was 59.35 and 59.75 for the control group. The mean of the experimental group was 76.39 and for the control group was 70.50. The improvement of the experimental group was 17.04 and 10.75 for the control group. The result of t-test value was (3.975) is higher than t-table value for  $\alpha = 5\%$  (2.00) (there is a significant difference between the students improvement).

The fourth study was conducted by Nurria Yuni Astuti (2010) entitled *The Students' Paraphrase (Narrative Form) of "Oklahoma" Song Lyric Sung by Billy Gilman*. The findings are based on the mean of the students' scores; the students' ability in writing narrative text was good. Basically, the students had already known the concept of narrative text. They understood about its social function, generic structure, and significant lexicogrammatical features.

The fifth study was conducted by Sofiyati (2012). The study is entitled “The Writing Ability in Narrative text for The Eighth Grade Students of SMP 1 Kalinyamatan Jepara in The Academic Year 2011/2012 Taught by Using Think, Talk, and Write Strategy”. The result of this research before being taught was the mean: 45.94 and the standard deviation: 10.28. After *Think-Talk-Write* was applied in writing narrative text, the result was the mean: 67.72 and the standard deviation: 15.02. It means that there is an improvement in students writing skill.

The sixth study was conducted by Kartika Dewi (2012). The study is entitled “Students Ability in Writing Narrative Text in Form An Anecdote by Using A Picture at The Eight Grade Students of Smp N 10 Muaro Jambi in the Academic Year of 2011-2012. The data were got from pre and post-test. From the analysis, the researcher founded that in pre-test students gain 62,04% and in post-test is 84,78%. There is an increase of students ability in writing narrative text by using a picture.

The seventh study was conducted by Widioko, Tri (2015) entitled Textless Comic to Improve Narrative Text Writing Ability at the Second Year Students of SMAN 8 Bandar Lampung. The data analysis showed that there was an improvement in students' ability after they were taught by using textless comic. It could be proven from the improvement of students' mean score from pretest to posttest, which was 59.46 to 75.96, with t-value 11.376 and the t- table 2.042. In short, textless comic can improve students' ability in writing narrative text.

The eighth study was conducted by Nurdwiansyah, Denni (2013) entitled Teaching Reading Comprehension on Narrative Text by Using Powerpoint

Animations in the Second Year students of SMA Negeri 1 Kembayan in Academic Year 2012/2013. The data of this research were collected by using measurement technique that was written test in the form of essay test numbering 10 items. The finding of this research showed that PowerPoint Animations increased the students' achievement in reading comprehension significantly. Then, the effect size of treatment ( $ES = 1.34 > 0.8$ ) and categorized as highly effective.

The ninth was conducted by Kurniati (2015) entitled The Effect of Peer Editing Technique Toward Writing Skill in Narrative Text of The First Year Students at SMAN 3 Rambah Hilir in the Academic Year of 2014/2015. The purpose of the research was to know the effect of peer editing technique toward writing skill in narrative text of the first year students at SMAN 3 Rambah Hilir. The results of this research are there was significant effect in post test with using peer editing technique. ( $T_o$ ) value was 5.679 and ( $T_t$ ) value was 2.020. It showed that ( $T_o$ ) was higher than ( $T_t$ ). The research concludes that there was significant effect to the students of Xb.

The other study was conducted by Sari Saragih, Zulfida (2012) entitled Improving Students' Achievement in Writing Narrative Text Through Think-Pair-Share Technique at SMP N 1 Teluk Mengkudu. The mean of the test shows the improvements of the students' score for orientation test was (51.4), the mean in cycle I test was (66.15), and the mean in the cycle II was (74.57). Based on the data above, it can be concluded that Think-Pair-Share technique is significantly improved students' writing achievement especially in narrative test.

From the above previous research findings, the researcher would like to use Journalists Question Technique in writing narrative text with the eighth grade students of SMP N 19 Semarang in the academic year 2014/2015. The researcher would like to know whether it is an effective technique or not to use in teaching narrative text.

## 2.2 Review of Related Literature

### 2.2.1 Journalist Questions technique

Journalists Question is one of the techniques to teach narrative text text. It consists of 6 words (who, what, where, when, why and how) which are use by reporters to ask interviewees. Those words can stimulate the students to generate their ideas in writing narrative texts. Based on Urquhart and McIver (2005):

"Journalists' Questions (who, what, where, when, why and how), or the questions that are referred to as the five Ws and one H, have been the mainstay of newsrooms across the country. Likewise, these questions have not lost their value in classroom instruction, regardless of the content area. Having your students answer these questions focuses their attention on the specifics of a given topic. Journalism students are taught to answer six questions somewhere in their news articles to make sure that they have covered the whole story. For those wanting to think creatively, these questions can stimulate thinking about the idea in question and to approach to it from various angles. The next time you are working on something that requires creative thinking give these six questions a try.

1. *Who?* (Person or Agent) Who is involved? What are the people aspects of the problem? Who did it, will do it? Who uses it, wants it? Who will benefit, will be injured, will be included, will be excluded?. This word is used to cover the whole person in the story.

2. *What?*(Act) What should happen? What is it? What was done, ought to be done, was not done? What will be done if X happens? What went or could go wrong? What resulted in success? This word is used to cover the actions which happened in the story.

3. *When?* (Time or Timing) When will, did, should this occur or be performed? Can it be hurried or delayed? Is a sooner or later time preferable. This word is used to cover the times at the moment that things happened in the story.

4. *Where?* (Scene or Source) Where did, will, should this occur or be performed? Where else is a possibility? Where else did the same thing happen, should the same thing happen? Are other places affected, endangered, protected, aided by this location? Effect of this location on people involved, actions?. This word is used to cover the scene at the moment that things happened in the story.

5. *Why?* (Purpose) Why was or is this done, avoided, permitted? Why should it be done, avoided, permitted? Why did or should the person do it? Different for another person, act, time, place? Why that particular action, rule, idea, solution, problem, disaster, and not another? Why that person, time, location, and not another? . This word is used to cover the purposes of something happened in the story.

6. *How?* (Agency or Method) How was it, could it be, should it be done, prevented, destroyed, made, improved, altered? How can it be described, understood? How did beginning lead to conclusion?. This word is used to cover how that things happened in the story.

From the theory above, it can be concluded that Journalists Questions technique is an effective technique to stimulate students in exploring their idea by using the six keywords.

The first word is who. “Who” is used to explore about the person in the news. The second word is what. “What” is used to explore about something happened in the news. The third word is when. “When” is used to explore about the time in the news. The fourth word is where. “Where” is used to explore about the location of the news. The fifth word is why. “Why” is used to explore about cause and result of the news. The sixth word is how. “How” is used to explore about how is something happened. The students can use that words to explore their idea in writing narrative text.

### **2.2.2 General Concept of Writing**

Based on Meyers (2005: 2):

Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on a paper or on a computer screen. Writing is also an action, a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them”. Writing is not an instant process. It is not simply the process of putting letters and then composing them into words, arranging words together in the form of sentences and paragraphs, but it involves a complex process where we have to use correct procedures and organizing the information in order to be a good writing so that the reader understand what the writer means.

Harmer (2004:79) stated that writing is an important skill to be learnt and should be mastered by students because there are many reasons in learning writing. The reasons in learning writing English for students as a foreign language include reinforcement, the language development, learning style, and most importantly writing as a skill and its own right. According to White and Arndt(1991:5) in

Harmer (2003) “writing is re-writing that revision, seeing with new eyes, has central role to play in the act of creating text”. In their model, process writing is in interrelated set of recursive stages which includes :

- Drafting
- Structuring (ordering informatin, experimenting with arrangements, etc)
- Reviewing (checking context, connections, assessing impact, editing)
- Focusing (that is making sure you are getting the message across you want to get across)
- Generating ideas and evaluation (assessing the draft)

One of the disadvantages of getting students to concentrate on the process of writing is that it takes time : time to brainstorm their ideas, time to draft a piece of writing andf then, with the teacher’s help perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing and so on. This cannot be done in fifteen minutes. Therefore, writing is not an easy process for the students. It has several steps to be done by the students guiding b y the teacher. The teacher has a significant section in students steps of writing.

The researcher think that there are many steps of writing that have to be covered by the students. That is why writing is defined as the most difficult skill for them. The most difficult one for the students is to generate their ideas in writing.

### 2.2.3 *Aspects of Good Writing*

In Haris (1969:68) cited by Yantu, Yuni F.S (2012) stated that, “aspect of writing consists of organization, content, grammar, punctuation and style.” Those aspects can be explained as follows.

#### 1. Organization

This characteristic is about the reasonable topic with the sentences. It contains ideas, and it is supported by supporting sentences. Main sentences and supporting sentences should be organized well to make readers easy understanding text.

#### 2. Content

The sentences are easy for readers. Readers can understand the meaning of writing.

#### 3. Grammar

Grammar is to connect words into good sentences. Writer uses the appropriate tenses to appear meaning clearly.

#### 4. Punctuation

Punctuation is symbol to sign sentences. Placing of punctuation is important for us to read text.

#### 5. Style

Style of writing is the selection of vocabulary before combining sentences into paragraphs. Vocabulary is foundation that should be used students while writing process. To have good writing, students have to have enough vocabulary to support their writing.



Briefly, those five aspects of good writing should be learnt, mastered, and practiced by the learners for arranging words into sentences and good sentences into good writings. It can increase their skill in writing by mastering the good aspect of writing.

The students have to mastered those five aspects of good writing. First is about organization, the organization is very important thing because it will make the reader confuse in reading the text if the text doesn't organize well. The second is about the content (word choice), the writer have to choose the appropriate word considering about the directon reader. The third is about the grammar, grammar is important because it makes meaning in the text. The fourth is about mechanics. They consist of punctuation marks, indentation, and capitalization of letter. It is important to make a meaning of the content. The fifth is about style. It is about the selection of vocabulary to transform it into paragraph, it has to be coherence so that it will attract the reader to read the text.

#### **2.2.4 Narrative Text**

Narrative is a kind of text which tells a story and entertains or informs the readers or listeners. Sadler and Hayllar (2000:13) stated that "narrative is telling a story. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narrative is story telling. It means that in writing a narrative paragraph, the writer writes the action or the events happened in a chronological order which has a definite beginning and definite end". "Narrative is any written text in which the writer wants and to deal with actual or vicarious experience in different ways written" (Sanggam and Kisno 2008:73). "Narrative is first and foremost a

prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man's stories" (Paul Hazel 2007: 1). In Oxford Advanced Learner's Dictionary, Hornby (1995:772) defines narrative as a story; a spoken or written account of events. In line with Hornby, Meyers (2005:52) states that narration is telling a story. And to be interesting, a good story must have interesting content. It should tell about an event your audience would find engaging. Then, Meyers (2005:52) suggested that the goals of narrative are follows.

- 1) It's unified, with all the action developing a central idea.
- 2) It's interesting; it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- 3) It introduces the four Ws of a setting – who, what, where, and when – within the context of the action.
- 4) It's coherent; transitions indicate changes in time, location, and characters.
- 5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order – with events happening in a time sequence.
- 6) It builds toward a climax. This is the moment of most tension or surprise – a time when the ending is revealed or the importance of events become clear.

It means that in writing a narrative text, the writer writes a story of the events happened in a chronological order which has a definite beginning and a definite ending. Narrative text can be defined as an interesting text for the students because it can draw the readers into the action and make them feel as if they are observing and listening to the events in the story.

As a genre, narrative has social function, generic structure and significant lexicogrammatical features (Gerot and Wignell,1994:204):

Social function:

To amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events and which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic structure:

1. Orientation : sets the scene and introduces the participants.
2. Complication : a crisis series.
3. Resolution : the crisis is resolved, for better or for worse.
4. Re-orientation : optional.

Significant lexicogrammatical features:

1. Nouns that identify the specific characters and places in the story.
2. Adjectives that provide accurate description of the characters and settings.
3. Time words that connect events to tell when they occurs.
4. Verbs that show the actions that occurs in the story (past tense).

The three elements of narrative; social function, generic structure, and significant lexicogrammatical features are very useful to measure the students' ability in writing narrative texts and to show whether the students know the differences between narrative and other genres.

Narrative text is a story that tells event of the day, so it will focus on the 5W and 1H which called Journalist Questions technique. In this study, the researcher emphasize students' writing skill through Journalists Questions technique. It is one of technique which can be applied for teaching narrative text.

### 2.3 Theoretical Framework

Using a technique in the teaching learning process can make the students more interested with the subject cause it can make them more fun to learn. There are many kinds of technique that can be in teaching narrative text including Journalists Questions technique. The researcher decided to use that technique in her study because this technique can make students easier to explore their idea in writing narrative text. This technique consists of 6 keywords questions (what, who, where, when, why and how) which can help students to explore the idea using that keywords. It will stimulate them to find ideas because this technique focuses on the event of the day which is it is the main part of narrative story. This research can be drawn as the following figure.

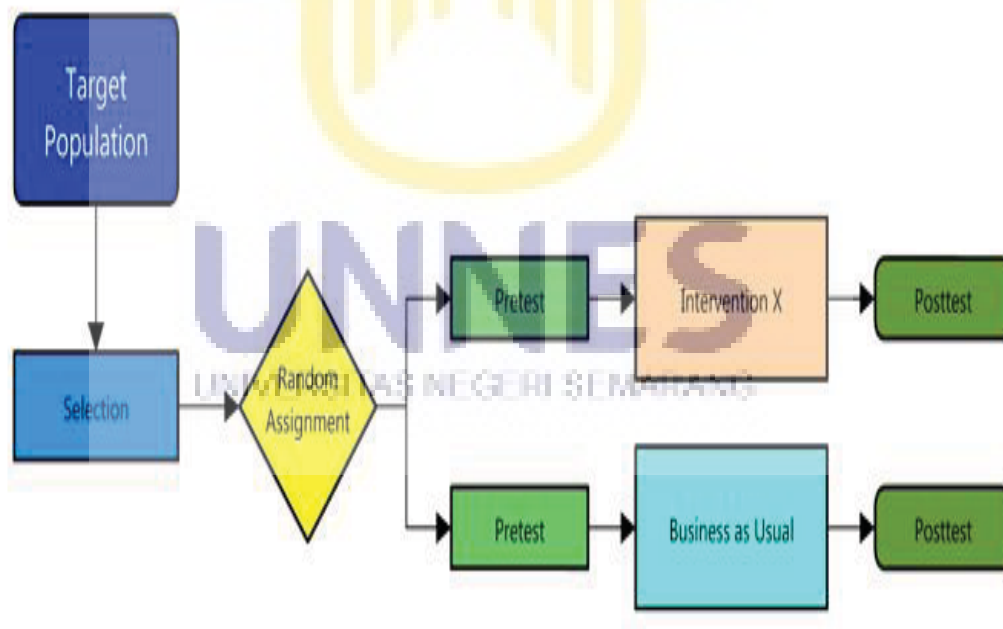


Figure 2.1 Framework of Analysis

Target population : SMP N 19 Semarang  
Selection : VIIIIC & VI IID  
Pre-test : Writing a narrative story  
Intervention X : Journalist Questions Technique  
Post-test : Writing a narrative story



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

To end the report, conclusions and suggestions of what have been discussed in the previous chapters will be presented here.

#### 5.1 Conclusions

Based on the result findings and discussion in the previous chapter, there are some conclusions that could be drawn as follows.

The first conclusions could be drawn by looking at the improvement of the students writing skills in writing narrative text. The computation of the students improvement was explained in the previous chapter. It showed that in the experimental group, the average score of the pre-test was 54.78 and the post-test was 66.42. the difference between the pre-test and post-test score was 11.64. The post-test score was higher than the pre-test score; it means that there is an improvement of students skill in writing narrative text. In addition, the improvement of students skill in writing narrative text can be seen at the t-test of the gain score between the pre-test and post-test of the experimental and the control groups. The t-test was 2.29, it was higher than t-table (1.998). In other words, the research findings reveal that the result of the treatments is in line with the researcher hypothesis that, “the Journalist Question technique can improve

students writing skill in narrative text in eighth grade students of SMPN 19 Semarang in the academic year 2014/2015” because there is significant difference between the gain score of the pre-test and post-test score in the experimental and control groups. It means that the working hypothesis is accepted (there is a significant difference) and null hypothesis is rejected (there is no significant difference).

The second conclusions is to know the effectiveness of teaching narrative text using Journalist Questions technique which could be drawn by looking at the significant difference between the experimental and the control groups. The average score of the pre-test in the experimental group was 54.78 and the post-test was 66.42. The improvement of the experimental group was 11.64. While, in the control groups, the average score of the pre-test was 53.69 and the post-test was 60.48. The improvement in the control group was 6.73. The means of both groups increased in the post-test but the mean of the post-test in the experimental group was higher than the control group. The computation explained in the previous chapter showed that the t-test value of the difference mean between experimental and control group (2.083) was higher than t-table (1.998). It means that there is significant difference mean between experimental and control group. It can be concluded that it is more effective to teach writing narrative text by using Journalist Questions technique to improve students’ skill compared to teach writing narrative text without using it. After being taught by using Journalist Question technique, the students could explore their ideas in writing narrative text using those six keywords. Journalist Question technique stimulate the students to

elaborate their ideas in writing narrative text. The Journalist Question technique is an appropriate way to teach the student in writing narrative text especially to elaborate the content of the text. The content of the text will be more comprehensive if it is taught using Journalist Question technique.

## 5.2 Suggestions

In teaching writing narrative text, a teacher should use many kinds of technique to teach the students so that they will not get bored in teaching learning process. There are many kinds of technique that can be used by the teacher, such as Journalist Question technique. Using Journalist Question technique may help the students to stimulate their ideas in writing narrative text. They will be easier to explore their ideas using those six key questions.

From the conclusion above, it can be concluded that teaching writing using Journalist Question technique shows better improvement compared to teaching without using it. Referring to the analysis and conclusions above, some suggestions are offered as follows.

- 1) Journalist Question technique can be implemented by English teachers in the teaching and learning process in order to improve students' writing ability especially about narrative story.
- 2) Journalist Question technique will facilitate the students to get effective learning in writing narrative text so that the students will not get bored in learning writing.



- 3) Finally, it is hoped that the result of this research will be useful for readers and also can be one of the references for the next researchers who want to conduct research by using Journalist Question technique.



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