

WRITING RECOUNT TEXT THROUGH JOURNALISTIC QUESTIONS METHOD

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Diterima: November 2020; Disetujui: Januari 2021; Diterbitkan: Maret 2021

ABSTRACT

The researcher chooses this title because she found students who have difficulties to start writing at tenth grade students in SMAN 1 Mandirancan. Therefore, the aimed of the research are to know the students' responses toward Journalistic Questions Method and to know how Journalistic Questions can be applied in teaching writing recount text at tenth grade students of SMAN 1 Mandirancan. The research was conducted using the descriptive qualitative method. The participant of this research was the second semester of X social 3, academic year 2019/2020. The data were gathered from the writing practice using journalistic questions method in the recount text. There are two instruments used in this research, i.e. interview and documentation. In conclusion, using Journalistic questions method has positive responses for students and be able to facilitate the students in writing learning process.

Keywords: Writing, Journalistic Questions Method, Recount Text

ABSTRAK

Peneliti memilih judul ini karena ia menemukan siswa yang mengalami kesulitan untuk mulai menulis pada siswa kelas sepuluh di SMAN 1 Mandirancan. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui tanggapan siswa terhadap Metode Journalistic Questions dan untuk mengetahui bagaimana Journalistic Questions dapat diterapkan dalam pengajaran menulis teks recount pada siswa kelas sepuluh SMAN 1 Mandirancan. Penelitian ini dilakukan dengan menggunakan metode deskriptif kualitatif. Partisipan penelitian ini adalah semester kedua X sosial 3, tahun akademik 2019/2020. Data dikumpulkan dari praktik penulisan menggunakan metode Journalistic Questions dalam teks recount. Ada dua instrumen yang digunakan dalam penelitian ini, yaitu wawancara dan dokumentasi. Kesimpulannya, menggunakan metode pertanyaan Jurnalistik memiliki respon positif bagi siswa dan dapat memfasilitasi siswa dalam proses pembelajaran menulis.

Kata Kunci: Penulisan, Metode Journalistic Questions, Teks Recount

INTRODUCTION

Writing is a process of transforming thoughts and ideas into written form. By writing the students will be able to express their feeling, experiences and deliver information to the reader in written form. Harmer (2007) state that writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Related to writing skill, the

researcher chooses the title because found students who have difficulties to start writing at tenth grade students in SMAN 1 Mandirancan Kuningan. Therefore, a teacher must try to find out the appropriate strategies to teach his or her students because the teacher has a very important role in the teaching and learning process. There are many strategies that can make English teaching and learning process more exciting but none is the best. Therefore, a teacher must try to find out the appropriate strategies to teach students because the teacher has a very important role in the teaching and learning process. Based on previous research has been carried out by Amalia (2017) with title “The Effectiveness of Guided Question Technique on Students’ Writing Skill of Recount Text”. Amalia’s research states that Guided question technique showed that there was a significant difference between students score in writing recount text by using guided question technique and without guided question technique.

Writing means that the author can communicate through a written form. Writing skills are needed so that people can communicate completely apart from the ability to read, hear, and speak. Writing skills are complex skills that should pay attention to many aspects such as planning, organizing, spelling, punctuation, translating to text for reading, choosing words, etc. It can also be more difficult if the learner's second language skills are weak (Richard, 2001).

From the explanation above, writing is difficult to master because it needs to several things such as organize, translate, read, spell, plan, word choice, language rules, etc. Writing can be mastered by practice because it needs the process and hard work. Text recount is a text form that aims to retell events for the purpose of providing information or entertaining. Recount usually tells something that happens to write or someone else in the past. According to Wardiman (2008), Recount is to give the audience a description of what occurred and when it occurred. Text recount is a text form that aims to retell events for the purpose of providing information or entertaining. From the definition of the recount text above, it can be concluded that the recount text is a text that tells a story in the past by expressing the writer's attitude and feelings in order of events to be able to inform or entertain the reader.

Raimes (1998) explains that Journalistic questions are given to students forming text. This means that the guided question is the framework for creating a text. By using it, the teacher provides guidance to students in writing where students answer questions, combine answers, and develop them into good texts. By using questions, students can solve their problems in writing because the questions guide and develop their ideas in writing text. The questions help writer identify important information about a topic. In conclusion, journalistic questions are teaching techniques used by giving 5W + 1H questions to students to direct students to generate their ideas and details as they write an event or story. When students answer a question, that answer can be an outline or framework of thinking of their writing.

Astuti (2010), the word recount means to narrate in order to tell a story in a detail. Recount usually tells something that happens to write or someone else in the past. It means the text is based on a person's story in the past and written in sequence of the story happened. Recount is to give the audience a description of what occurred and when it occurred.

Journalists Question is a teaching technique which is conducted by giving students questions in order to direct them in learning. It is one of the techniques to teach recount text. It consists of 6 words (who, what, where, when, why and how) which are used by reporters to ask interviewees. Those words can stimulate the students to generate their ideas in writing recount texts. According to Preszler (2006) mentions that Journalist Questions method is the W and an H, these simple questions helps writer identify important information about a topic. Students are able to identify information that is contained in this paragraph by using this strategy. In addition, teacher can direct students' writing by giving 5W and 1H questions to generate ideas and details especially when the writers are going to write an event or story.

METHODOLOGY

This research adapted Qualitative approach because it was concerned with the students' responses toward Journalistic Question Method and how Journalistic

Questions can be applied in Writing Recount Text. Qualitative research is descriptive; the data collected is in the form of words of pictures rather than number (Sugiyono, 2008: 8). It can be concluded that in descriptive research, the researcher is the key instrument who described all of phenomenon on natural setting in writing.

Participants of study are very important component in the research. The researcher can get the information and data required for the research from the participants. The researcher conducted the research at one of the Senior High School in Kuningan at tenth grade in second semester. This research will held on April up to Mei 2020.

In this research, the researcher will use the qualitative research approach, so the technique used to get the data which related to the teaching writing by the writer are doing interview and documentation. The researcher teaching in the class, explain about recount text and Journalistic Questions Method. After students understand how this method works, the researcher commands the students to make recount text based on their experiences by using Journalistic Questions Method. The last step is the teacher interviewed students about their experiences, feeling while using the journalistic questions method in writing recount text.

Lesson planning is an important in teaching process since it forces them to reflect on what to teach, how to teach and how to evaluate (Yildirim, 2003). Based on Yildirim explanations, lesson plan is a written description of education process in which it is shown what, when, where and with which method learners should learn and how they should be assessed. Lesson plan is one of the key factors in the educational process. Braun and Clarke (2006) provide a six-phase guide which is a very useful framework for conducting this kind of analysis. The first step in any qualitative analysis is reading, and rereading the transcripts. In this step, the reading process should read the data deeply. We should be very familiar with our entire body of data or data corpus (i.e. all the interviews and any other data you may be using) before you go any further. At this stage, it is useful to make notes and jot down early impressions.

Second, Generate Initial Codes, in this step we start to organize our data in a meaningful and systematic way. Coding reduces lots of data into small chunks of

meaning. There are different ways to code and the method will be determined by your perspective and research questions.

Third, Search for Themes, As defined earlier, a theme is a pattern that captures something significant or interesting about the data and/or research question. As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterized by its significance. If you have a very small data set (e.g. one short focus group) there may be considerable overlap between the coding stage and this stage of identifying preliminary themes. Fourth, Review Themes, in this step it is useful to gather together all the data that is relevant to each theme. This phase involves reviewing the coded data to identify areas of similarity and overlap between codes. The basic process of generating themes and subthemes, which are subthemes, involves collapsing or clustering codes that seem to share some unifying feature together, so that they reflect and describe a coherent and meaningful pattern in the data.

Fifth, Define Themes, in this step, what students want from feedback is an overarching theme that is rooted in the other themes. Students are clear and consistent about what constitutes effective feedback and made concrete suggestions about how current practices could be improved. The last step is writing up our ideas. Usually the end-point of research is some kind of report, often a journal article or dissertation. The purpose of your writing is to provide a compelling story about your data based on your analysis.

RESULT AND DISCUSSION

This study implements a descriptive qualitative research to know the students' responses toward Journalistic Questions Method in Writing Recount Text. Data was collected from interview and documentation. The results of the data are analyzed using thematic analysis. Thematic analysis is a flexible method that allows the researcher to focus on the data in numerous different ways. We can report the obvious or semantic meanings in the data, or you can interrogate the latent meanings, the assumptions and ideas that lie behind what are explicitly stated (Braun and Clarke, 2006). Based on the data analysis, three findings themes

organized. These themes included (1) students' participation in using journalistic questions method in writing recount text, (2) stages of learning journalistic questions method in writing recount text, (3) students' responses toward journalistic questions method in writing recount text.

Students' participation in using journalistic questions method in writing recount text

All of thirty-two students participated in using journalistic questions method in writing recount text. The teacher explains the meaning of recount text, characteristic of recount text, generic structure of recount text and language feature of recount text. The teacher gives the example of recount text and students try to analyze the generic structure and language feature of recount text. After analyzing the text, each student presents the result of their analysis in a group chat. Each student's will check the similarities and differences of their analysis with their friend who present the analysis in a group chat.

The researcher asking and explain about definition, purpose, generic structure of recount text. Students' responses are enthusiast because they are familiar with this material. After students answer the questions, the teacher explains the definition of recount text. The teacher gives the example of recount text. The students should analyze the generic structure by marking the text. All of students can analyze the text. And the last is students should mark the generic structure of the text. Student answers this question immediately by copying and marking the text. It means all of students have mastered of this material.

Stages of Learning Journalistic Questions Method in Writing Recount Text

After the researcher explains the steps, she started to explain the method. The student has no experience using journalistic questions method in writing recount text before. For this reason, the teacher should explain and demonstrated clearly to the students, how the students supposed to do in journalistic questions method.

The researchers explain how to using journalistic questions method in writing recount text by giving the steps to the students before. Besides that, the researcher gives the example of journalistic questions or 5W+1H. In this section, the researchers as the teacher should explain repeatedly in order to make students understand well. At the end, the researcher open question and answers section for the students.

Students' Responses Toward Journalistic Questions Method in Writing RecountText

Finding the students' responses toward journalistic questions method in writing recount text is needed, to know their attitude toward the method. Interview was used to obtain the data. The data explained that most of the students were interesting with using journalistic questions method as mediation in writing learning and some of students were struggle with lack of vocabulary. The statement can be proved based on the interview.

Before using the journalistic question method in writing learning, students use the monotone technique. There are no specific techniques or methods given by the teacher so when researchers use the journalistic question method, students are absolutely enthusiastic in learning. Most students said that the journalistic questioning method greatly facilitated their writing.

The journalistic question method makes students more interested in writing. It shows based on the data obtained, students appreciate this method can make them more interested because they have never learn before. In addition, students felt this method make them easier in writing stories especially recount text by making the framework of thinking. Students said that this method can facilitate them in expressing ideas in writing. Students can easily develop their ideas or answer journalistic questions (5W + 1H) taught by researcher. Students also receive the improvement in writing after using this method because it can facilitate them in developing their ideas.

Students recognize that journalistic questions method can improve students' writing abilities. Some of students said that they have problems using this method

because it has never been taught before. Students' difficulties include lack of vocabulary it makes them have difficulty in developing ideas. Researcher suggests the students to write using Indonesian first. Subsequently use dictionary in order to makes it easier to develop their ideas. Based on the data, another students' difficulty in writing is grammar. The researcher suggests students to understand simple past tense in order to focus on the recount material being taught. In addition, students also have difficulty in making initial questions so the researcher suggests students who still have confusion to ask directly to researcher in order to make students understand well. Because the learning process used daring / online, it makes the students have difficulties in learning. Most of students' belief this method can be taught at school so it can facilitate students in learning writing in the future.

CONCLUSION

Based on the research conducted at tenth grade of students of SMAN 1 Mandirancan Kuningan, the researcher gave a conclusion, which is Journalistic Questions Method in Writing Recount Text has positive effect for the students. It shown from the students' responses and students' opinion based on the interviews. Students' participation while using this method shown that they are enthusiast with this method because it never been taught before. Thus, this Journalistic Questions Method makes students' more interested in writing learning.

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