

5W+1H Questions In Enhancing Students' Writing Ability

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Abstract.

writing is language ability that very important for all human life. Writing helps someone to think easily and to express all idea, thought and feeling existing in mind in written form. The purpose of this research is to explore 5W+1H Questions in enhancing students' writing ability at Eleventh grade in Madrasah Aliyah Negeri 2 Banggai. This research used Classroom Action Research (CAR). It consists of two cycles (cycle 1 and cycle 2). This research was conducted in 4 stages, namely: planning, action, observation and reflection. The result of this research had enhanced the students' writing ability through 5W+1H Questions, it can be seen by the mean score of students in each cycle. The percentage of completeness in pre-cycle was 61,4% and first cycle of meeting at 72,3% while the post-test was 90,3%. It indicated 5W+1H Questions enhanced the students' writing ability.

Keywords : 5W+1H; Questions; Writing..

A. INTRODUCTION

Writing is an important aspect of learning because it can provide information to other people. By writing, people can develop their idea in written form. In reality, writing is the latest competencies are developed form fourth competencies. Nunan (1991) defines writing is clearly a complex process and competent writing frequently accepted the last language ability to be acquired. Writing is a language ability which is used to communicate indirectly, not face to face with other people but with symbols that are certainly understood by others.

Richards and Renandya (2002) stated that writing is the most difficult ability for foreign language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Furthermore, the difficulty in writing becomes

challenging for foreign language because obviously there are many different between foreign language with their own language. More specifically, writing in foreign language is the ability to use of the capitalization and punctuation, grammar usage, vocabulary, spelling, lexical items, and their conventional representation, in ordinary matter of fact in writing (Hegarty, 2000).

Writing is people' activity in expressing ideas, thought and feeling logically and systematically in written form that can be understood be understood by the readers. Tarigan (2008) defines writing is depicting symbols to describe a language that understood by someone until other people can read the symbols. In addition, Olson (1992) also defines writing is designing symbol to give ideas and forms in written language. The symbols may convey

meaning, but do not depict language entities. Writing is a representation of part of the unity of language expression.

Foster (2001) suggests that writing has involved in societies as a result of cultural change to create communicative needs which cannot be readily met by the spoken language and written language. They serve a range of function in everyday life as like primarily for public signs (on roads and stations, product label and instruction, on food or toys purchased), primarily for information (newspaper and current affairs magazine, hobby magazines, public notes, advertisement) and primarily for entertainment (magazines, comic, strips, newspaper features). Writing in social life has many functions, such as to get the information, entertainment and culture changes in society life.

One type of writing is news text. Today, a lot of information obtained from newspaper, television, radio and internet. It is easy for someone to get information, sometimes writing news is not accurate (not in accordance with reality). McKane (2006) states that writing news must always be ethical, it means that news must be objective, balanced, avoiding opinions, priority to the public interest, do not give comment basis personal and responsible for the content reported. Writing news becomes learning activities for students that can be developed well and produce ability that very useful for students' life, for example being journalistic.

Students are expected to be able to write news text shortly, concisely and clearly in accordance with the fact that occurred. Writing news ability is one of the basic competences in English subject in eleventh grade with standard

competency in summaries form, news text, and slogans/posters. Indicator of learning are to understand the news, to know requirements of writing news, news elements 5W+1H Questions, and to write news based on elements of 5W+1H Questions.

By using the journalist's questions (5W+1H Questions) is expected to be able develop students' ideas for writing news text. This formula is found by Rudyard Kipling. He is famous people in the world with his formula for journalist to write news and for policeman to investigate the people. 5W+1H Questions are usually used by journalist to write news. Journalists' questions are teaching writing to develop ideas in writing using questions words. They are what (*apakah*), where (*dimana*), when (*kapan*), who (*siapa*), why (*mengapa*), and how (*bagaimana*). This 5W+1H Questions are expected to students can develop idea in writing easily. It is also stimulated the students' creativity in writing news text until the students find and develop idea in writing news text.

In teaching writing news text referred to 5W+1H Questions use the journalist' the questions is teaching writing news beginning with the teacher make some questions and the students sort into coherent accordingly events. Furthermore, the students are guided to write news based on the answer of the questions. 5W+1H Questions use questions appropriate in writing news because it expected for students able to follow the lesson focus and to make fun condition that the students not feel bored in teaching and learning process. Therefore, any lesson delivered can be received and capable in the mind, heart and can be remembered by the

students. The main purpose is being able to enhance students' ability in writing news and the students' interest in learning.

Based on description above, the researcher conducted the research entitled "5W+1H Questions in enhancing students' writing ability".

B. RESEARCH METHOD

The researcher used Madrasah Aliyah Negeri 2 Banggai at elevent grade with 36 students consist of 22 female students and 14 male students as the subject of research. This research held around 1 April to 30 April 2019. The objectives of research were to improve students' ability to write news text through Journalist Questions 5W+1H Questions.

In this research, the researcher used CAR (Classroom Action Research). This method aimed to tackle problems experienced by the students and teacher in teaching and learning process at certain class. The key of CAR was improvement of teaching practice in the classroom which was carried out systematically. With CAR, it was expected that the quality of students' learning improve better than before.

Kemmis and Mc Taggart (1988) stated that the procedure of this research started with a preliminary study, 1) planning; 2) action; 3) observation; 4) reflection. This research activity started from reflection to do a preliminary study about the objective condition in the field. This step is done to get information about difficulties faced by the teacher and students then found the solution. Therefore, this research will be conducted activities of planning, action, observation and reflection. The activities on each cycle were possible followed by re-planning, re-

action, re-observation and re-reflection. However, if the result obtained change compared to the previous cycle, then the action in the next cycle was not necessary continued.

Data collection and data analysis in this research was conducted by: 1) observation on subjects and object studies; 2) average value classes in academic year 2018/2019 were still not fulfill the minimum completeness criteria (KKM) in Madrasah Aliyah Negeri 2 Banggai, and it was to be used as reference test in the first cycle; 3) observation used observation guidelines table to find out the levels of students' activities during learning; 4) test technique in the last cycle was used to find out the students' final score for each cycle. This test was made by the researcher in accordance with the material being taught to students. End of the cycle test and observation notes in academic year 2018/2019 was used to find out the enhance students' writing through 5W+1H Questions. The aspects observed including: quality of questions, the use of questions, and the influence of the use questions in writing. These can be used as a measurement tool of students' achievement.

C. RESULT AND DISCUSSION

The researcher tried to find many researchers who used 5W+1H questions which proved 5W+1H questions can enhance students' writing ability. Some of them were: Kayo (2015), Ratnayanti, Jampel and Sudana (2016), and Knop and Mielczarek (2018). All the researchers conducted their research for improving students' writing ability. The results from their research were there was an improvement significantly the

students' ability after 5W+1H questions were applied in learning process.

From previous researchers above, the researcher conducted the research and took the classroom action research as the research design. After analyzing data, the researcher found that the use of 5W+1H questions can enhance the students' ability in writing news. It can help the students to develop ideas to be arranged in news text. The ability to write news text through 5W+1H has enhanced very significantly from pre-cycle, cycle 1, until cycle 2.

Based on the findings of research, in pre-cycle at eleventh grade in Madrasah Aliyah Negeri 2 Banggai in enhancing the quality of learning in writing news can be seen in progressing students' achievement in table 1.

Table 1: Students' achievement in writing news in pre-cycle

No	Category	Score	Frequency	Value	%
1	Very Good	85-100	0	-	-
2	Good	75-84	5	405	13,8%
3	Enough	60-74	10	680	27,8%
4	Poor	51-59	14	784	38,9%
5	Very Poor	0-50	7	343	19,5%
Total			36	2.212	
Mean				61,4	

The pre-cycle aimed to know the students' ability in writing news. It was used to find out the difficulties in writing news and to analyze the problems faced by the students. Therefore, the researcher can determine the action in cycle 1 and cycle 2. Test carried out in pre-cycle is an essay test. The number of students who took the pre-cycle was 36 students. The mean score in pre-cycle was 61,4, it was not reached KKM in Madrasah Aliyah Negeri 2 Banggai had 75. The result of students in pre-cycle in writing news needed to be improved because, there were 5

students got in good category. Meanwhile, there were 10 students got score in enough category, 14 students got in poor category and 7 students very poor category. It means that, there were 5 students who got the KKM in good category.

Moreover, the learning achievement in cycle 1 was carried out after action in writing news. The researcher assessed learning achievement based on aspect in writing news. The aspect consists of: a) content; b) organization; c) grammar; and d) style: choice of vocabulary. The achievement of students' in writing news can be seen in table 2.

Table 2: Students' achievement in writing news cycle 1

Aspect in writing	Score	Achievement: (score/conversion/Frequency)
a. Content	5 – 25	18/72/7; 17/68/21; 15/60/8;
b. Organization	5 – 25	19/76/6; 17/68/22; 15/60/8;
c. Grammar	5 – 25	17/68/5; 16/64/26; 14/56/5;
d. Style: Vocabulary	5 – 25	20/80/9; 18/72/17; 16/64/10;

In cycle 1, the researcher conducted learning to write news text through 5W+1H questions. The implementation of cycle 1 was divided into four stages: planning, action, observation and reflection. Moreover, in learning process of writing news through 5W+1H questions, the students got experiences: the students were better in preparing learning, they were more enthusiastic about the material provided, some students were still confused by creating news framework, and the overall of writing result were not good. Based on the students' achievement in learning writing news in cycle 1 on average the value obtained by students was. It can be seen in table 3.

Table 3: Data of students' achievement in writing news cycle 1

Aspects	Fre-	Mean	Category	Note
Content	36	72	Enough	Not Passed
Organization	36	73	Enough	Not Passed
Grammar	36	67	Enough	Not Passed
Style: Vocabulary	36	77	Good	Passed
Total	289			
Mean		72.3	Enough	Not Passed

Table 3 showed that the mean score of students was 72,3. Based on these result, it can be concluded that the level of students understanding in writing news text already enhanced (after using 5W+1H questions) compared with the result in pre-cycle. However, the number of students who have completed has not reached 75. Therefore, the researcher continued the learning process to cycle 2.

Based on the students' achievement in writing news used 5W+1H that students can get ideas based on the event they see and hear, even though they still found difficulties to develop their ideas into a paragraph. Moreover, based on the test result in cycle 1, the students' writing ability through 5W+1H questions has increased. It can be seen from the result in pre-cycle result (62,2) to the test result in cycle 1 (72,3). The learning process in writing news through 5W+1H at eleventh grade in Madrasah Aliyah Negeri, most of the students already understand the material of writing news text, even though there were some students still did not understand the material in writing news. This happened because that the students difficult to make and to arrange the questions.

Based on the reflection, the researcher decided to continue the action in cycle 2. The result of the cycle 2 was obtained through test and non-test. Data students' achievement was from in essay. The test technique was a written test in form of description, whereas non-test technique included observation guideline. The progress of students' achievement in cycle 2 can be seen in table 4.

Table 4: Students' achievement in writing news cycle 2

Aspect in writing	Score	Achievement: (score/conversion/Frequency)
a. Content	5 – 25	23/92/17; 21/84/9; 20/80/10;
b. Organization	5 – 25	23/92/20; 22/88/8; 21/84/8;
c. Grammar	5 – 25	20/80/18; 19/76/10; 18/72/8
d. Style: Vocabulary	5 – 25	22/88/22; 21/84/12; 20/80/2

Learning activities in cycle 2 the students were directed to observe the photo of event in front of the class and to make some questions from 5W+1H related with photo that had already given. In cycle 2, the researcher added some of photo to make students' enthusiastic in learning activities. The addition of using photo maximized the function of 5W+1H in learning activities in the cycle 2. Therefore, the students can write news based on the systematic questions and photo. This photo was used for creating an interesting atmosphere during learning activities. In learning activities in cycle 2 began with the stages of content which focused in elaborating on the theme/topic, them developing the topic and composition the outline. Furthermore, the learning activities focused on writing the idea becomes a draft of news text and it was revised and edited. Final activities were publishing the

news text in front of the class. Some students read the news text. Thus, the data students' achievement in writing news text was showed in table 5.

Table 5: Data of students' achievement in writing news cycle 2

Aspects	Fre-	Mean	Category	Note
Content	36	92	Very good	Passed
Organization	36	95	Very good	Passed
Grammar	36	84	Good	Passed
Style: Vocabulary	36	90	Very good	Passed
Total				
Mean		90,3	Very good	Passed

Based on the students' achievement in writing news text in cycle 2 the mean score was obtained by students in 90.2. It means that the students' achievement had increased 17.9 than in cycle 1. When compared to the KKM that was determined by Madrasah Aliyah Negeri 2 Banggai, the result of learning in cycle 2 increased significantly. The improvement of students' achievement reached 15. Based on the students' achievement agreed no need to proceed in the next cycle, because the students' achievement showed significant enhancement compared to the cycle 1.

D. CONCLUSION

Based on the result of research and discussion, the researcher concluded that the use of 5W+1H questions can enhance the students' writing ability in news writing. It can help the students develop the ideas of students in arranging the news text. The students' writing ability through 5W+1H questions had enhanced very significantly from the pre-cycle, until the cycle 1 and cycle 2.

The improvement of students' writing ability in news text can be known on mean score in pre-cycle, cycle 1 and cycle 2. The mean score of writing news obtained in pre-cycle was 61.4 which included in enough categories. In this pre-cycle, it can be stated that the mean score of students not achieve with the KKM in Madrasah Aliyah Negeri 2 Banggai. In cycle 1, the mean score of students in writing news was 72.3. There was improvement of 10.9, from 61.4 to 72.3. But, it was not reached KKM 75. In cycle 2, the mean score of students in writing news got 90.2. There was improvement mean score of cycle 1 to cycle 2 reached 17.9, while the improvement of pre-cycle to cycle 2 reached 28.8. In cycle 2 had reached the indicator that was determined. The achievement of students' writing reached ≥ 75 was 90.2.

Based on the action research that has been done, the researcher suggests several things that will be described as follows:

1. The teachers have an important role in teaching and learning process. Learning model of writing news text using 5W+1H with additional some photos can be used by teacher to organize the learning more interesting and creative, the make students active in the classroom.
2. Students should increase their motivation to be an active in writing. Writing news use 5W+1H is expected can develop that it can enhance students' achievement.
3. As a recommendation for other researcher, the researcher suggests to observe more deeply the use of 5W+1H in other researchers.

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