

AN UNDERGRADUATE THESIS

**IMPROVING NARRATIVE WRITING ABILITY BY USING
JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS
OF MA MIFTAHUL ULUM BRAJA SELEBAH EAST LAMPUNG
IN ACADEMIC YEAR 2019/2020.**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2019 M**

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JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS
OF MA MIFTAHUL ULUM BRAJA SELEBAH EAST LAMPUNG
IN ACADEMIC YEAR 2019/2020

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English Education Study Program

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1441H / 2019 M



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APPROVAL PAGE

Title : IMPROVING NARRATIVE WRITING ABILITY BY USING
JOURNALISTIC QUESTION TECHNIQUE AT TENTH
GRADERS OF MA MIFTAHUL ULUM BRAJA SELEBAH
EAST LAMPUNG

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NOTIFICATION LETTER

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Matter : **In order to Hold the Seminar
of Desnila Sahara**

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script
which is written by:

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St. Number : 1501070239
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BY USING JOURNALISTIC QUESTION
TECHNIQUE AT TENTH GRADERS OF MA
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LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Department in order to
be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

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Kepada yth,
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Assalamu'alaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka proposal yang disusun oleh :

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TENTH GRADERS OF MA MIFTAHUL ULUM
BRAJA SELEBAH EAST LAMPUNG

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

No: *b-4639/10.28.1D/PP.00.9/12/2019*.

An Undergraduate thesis entitled: IMPROVING NARRATIVE WRITING ABILITY BY USING JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS OF MA MIFTAHUL ULUM BRAJA SELEBAH EAST LAMPUNG IN ACADEMIC YEAR 2019/2020, Written by: Desnila Sahara, Number: 1501070239 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 18th, 2019, at 08.00-10.00. AM

BOARD OF EXAMINERS

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ABSTRACT

IMPROVING NARRATIVE WRITING ABILITY BY USING JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS OF MA MIFTAHUL ULUM BRAJA SELEBAH EAST LAMPUNG

By:

DESNILA SAHARA

This research intended to present that the narrative writing ability can be improved through applying journalistic question strategy at the tenth graders of MA Miftahul Ulum Braja Selebah.

This research was Classroom Action Research (CAR). The data were taken from the writing test to figure out the students' knowledge in writing narrative text. Furthermore, the writer used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process. The researcher also used the documentation method to support and to obtain the information concerning on the learning English in general.

The results of the research show that, from two cycles, the average scores of students' narrative writing are (a) 57,88 in pre-test, and (b) 68,60 in post-test 1 as well as (c) 76,08 in post-test 2. It appeared to be increased 18,20 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there are (a) 18 students pay attention of teacher explanation (72%), 15 students ask/answer question (60%), 19 students able do the task (76%), 20 students active in the class (80%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 20 students pay attention of teacher explanation (80%), 18 students ask/answer question (72%), 21 students able do the task (84%), 22 students active in the class (88%). This conclusion of this research is P that journalistic question strategy was able to improve the students' narrative writing ability at the tenth graders of MA Miftahul Ulum Braja Selebah.

Keywords: Narrative writing, Journalistic Question Strategy, Writing Ability.

ABSTRAK

MENINGKATKAN KEMAMPUAN PENULISAN NARRATIF DENGAN MENGUNAKAN STRATEGI PERTANYAAN JURNALISTIK DI PULUH TIGA MA MIFTAHUL ULUM BRAJA SELEBAH LAMPUNG TIMUR

**By:
DESNILA SAHARA**

Penelitian ini dimaksudkan untuk menyajikan bahwa kemampuan menulis naratif dapat ditingkatkan melalui penerapan strategi pertanyaan jurnalistik di MA Miftahul Ulum Braja Selehah.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mencari tahu pengetahuan siswa dalam menulis teks naratif. Selanjutnya, penulis menggunakan teknik observasi untuk mendapatkan data tentang pemahaman siswa dalam menulis, kegiatan siswa saat menulis, dan partisipasi siswa dalam proses pembelajaran. Peneliti juga menggunakan metode dokumentasi untuk mendukung dan mendapatkan informasi mengenai pembelajaran bahasa Inggris secara umum.

Hasil penelitian menunjukkan bahwa, dari dua siklus, skor rata-rata penulisan narasi siswa adalah (a) 57,88 pada pre-test, dan (b) 68,60 pada post-test 1 serta (c) 76,08 pada post-test 2. Tampaknya meningkat 18,20 poin. Aktivitas siswa tetap sama. Aktivitas siswa pada siklus 1 dapat dilaporkan bahwa ada (a) 18 siswa memperhatikan penjelasan guru (72%), 15 siswa bertanya / menjawab pertanyaan (60%), 19 siswa mampu mengerjakan tugas (76%), 20 siswa aktif di kelas (80%). Selain itu, kegiatan siswa pada siklus 2 dapat dilaporkan bahwa ada (a) 20 siswa memperhatikan penjelasan guru (80%), 18 siswa bertanya / menjawab pertanyaan (72%), 21 siswa mampu mengerjakan penelitian (84%) , 22 siswa aktif di kelas (88%) . Kesimpulan bahwa strategi pertanyaan jurnalistik mampu meningkatkan kemampuan menulis narasi siswa di MA Miftahul Ulum Braja Selehah.

Kata Kunci : Penulisan naratif, Strategi Pertanyaan Jurnalistik, Kemampuan Menulis


STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Desnila Sahara
Student Number : 1501070239
Department : English Education Department
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States that this undergraduate thesis is originally result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mention.

Metro, 29 November 2019


Desnila Sahara
St. Number: 1501070239

MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ
إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

*“O you who have believed, seek help through patience and prayer. Indeed, Allah
is with the patient.”*

(Q.S. Al-Baqarah: 153)

***“Lead from the back and let others believe they are in front.”
(Nelson Mandela)***

DEDICATION PAGE

I highly dedicated this undergraduate thesis to my gorgeous parents, to my truly understanding friends, to those who love me and those whom i love.

ACKNOWLEDGEMENT

Thanks to Allah SWT, the Most Gracious, the Most Merciful, who always teach human being what we didn't know before and has given us mercies and blessing especially to the writer so that she able to accomplish this undergraduate thesis. *Shalawat* and salaam be always given to our holy world leader Muhammad SAW, the man of true goodness of everything.

This undergraduate thesis is entitled "Improving Narrative Writing Ability By Using Journalistic Question Strategy at Tenth Graders of Ma Miftahul Ulum Braja Selebah East Lampung in Academic Year 2019/2020, to Improve The Students' Narrative Writing Ability at The Tenth Graders of MA Miftahul Ulum Braja Selebah.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

1. Prof. Dr. Hj. Enizar, M.Ag as the rector of of State Institute for Islamic Studies of Metro.
2. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro.
3. Ahmad Subhan Roza., M.Pd as the Head of English Education Department of IAIN Metro and the second advisor, thank you so much for your kindness and valuable knowledge and for your guidance in finishing this undergraduate thesis.
4. Dr.Widhiya Ninsiana, M.Hum., as the first advisor, thank you so much for your kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
5. Lectures and Administration Staff of English Education Department of IAIN Metro.

6. Headmaster, Teacher, staff and students of MA Miftahul Ulum Braja Selebah, who gives permission to the writer to conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, November 25th, 2019
The Researcher



DESNILA SAHARA
Student Number. 1501070239

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English is a great effort that aims not only to transfer the knowledge of English theoretically but also to familiarize language learners to be able to use English in their daily live both written and oral. In Indonesia, English is a foreign language that is not obtained from the beginning of birth. Therefore, teaching English in Indonesia plays an important role in formal institution and non-formal institutions. Teaching English includes of four language skills consisting of listening, speaking, reading and writing.

In addition, as part of the English language teaching process, teaching writing is very useful in conveying the message effectively. Writing is the ability to show ideas and to transfer the information for the reader through the written text. Moreover, writing is a peculiar activity, both easy and difficult. The writers' idea can be expressed in a series of word by writing them down on a piece of paper. Therefore, writing is one of language skills used to convey meaningful information from the writer to the reader in written form. By writing, learners can express their feelings, ideas, thoughts, emotion, attitudes, etc. In writing the writers have to produce words, phrase, sentences, and paragraphs at the same time.

Moreover, writing narrative text will help the writers in recovering memories. The writers will be surprised at how writing is able to bring back old and almost forgotten memories. When the writers are writing something down, they become more careful in choosing the right words. This means that the writing result will be more eloquent, concise, and elegant than the actual speech. It is a good rule of thumb to always write down ideas that pop up out of nowhere because the writers will be less likely to forget about them that way. Therefore, the writers should improve their verbal and written skills.

One of the efforts to improve the writing skills is by applying the right teaching strategy. One of the teaching strategy that is suitable for improving the ability of writing is the journalistic question strategy. Journalistic Question is one of the strategy to teach narrative 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.

Journalistic Question strategy is a strategy that can help the students to explore their idea in writing to cover the content of the narrative text. It is as an invention strategy that ensures all of the students to cover all the major points. Furthermore, using the journalistic questions automatically organizes information as the students generate it, whereas a brainstorming list would need to be analyzed and reorganized. This research that aims to investigate the effectiveness of Journalistic Questions

strategy to improve students' writing ability in narrative text. In addition, the ability to write in English is influenced by various aspects which can be categorized as linguistic aspect and non-linguistic aspect. Aspects that affect writing include vocabulary mastery, grammar mastery, reading ability, punctuation and writing mechanic. Meanwhile, the ability to write in English is also influenced by non-linguistic aspects which include of psychological aspect, learning media, environment support, teaching strategy and writing habits.

Moreover, the researcher conducted pre-survey to investigate the writing problems of the tenth graders at MA Miftahul Ulum. The pre-survey was done on March 1st 2019 to find out students' problems in writing narrative . The data of pre-survey is related with the narrative text writing that is catagorized based on Minimum Mastery Criteria(MMC). MMC of English subject is 70. The pre-survey results are illustrated in the following table

Table 1

The data of pre survey in Writing of narrative text at the Tenth Graders at the MA Miftahul Ulum

no	Grade	Frequency	Percentage	Criteria
1	≥ 70	2 students	8%	Complete
2	< 70	23 students	92%	Incomplete

Based on the results of the pre-survey above, it is known that the number of students who did not complete MMC are 23 students (92%).

While the number of students capable of complete MMC is only 2 students (8%) it means that the percentage of students who are able to complete MMC is less than the number of students who are unable to complete MMC. Thus it can be concluded that the writing ability of teen grade students is very MMC. The researcher assumes that narrative writing problems of the tenth grade students are caused by limited English vocabulary they have, weak grammar mastery, low reading ability, difficulty in determining the context of the situation to be written in the right grammar. In addition, the weak ability to read writing in teen grade students is also caused by the low motivation to write in English, the limited interesting learning media used in the learning process of writing.

Furthermore, the meaningful effort to improve the writing skills of the tenth graders will be carried out by implementing classroom action research using journalistic technical questions. Journalistic question strategy is expected to improve the writing ability of the tenth graders. Therefore, the researcher will conduct a classroom action research entitled "Improving Narrative Writing Ability by Using Journalistic Question strategy at tenth grade students at MA Miftahul Ulum Braja Selehah East Lampung.

B. Identification of the Problem

Based on the background of the problem, the problem of the research identified as follows:

1. The students have limited English vocabulary
2. The student have inadequate grammar mastery
3. The students get difficulties in developing of the idea in the process of narrative writing
4. The students have limited interesting learning media used in the learning process of narrative writing.

C. Limitation of the Problem

Based on the problems that have been identified, the researcher limited the problems on insufficiency of students' narrative writing ability. The researcher focus on journalistic question strategy in narrative writing text at the MA Miftahul Ulum Braja Selehah East Lampung in Academic Year 2019/2020.

D. Formulation of the Problem

After limiting the research, the researcher formulates the research problem, as follows:

"Can journalistic question strategy improve Narrative Writing Ability at tenth graders of MA Miftahul Ulum Braja Selehah East Lampung in Academic Year 2019/2020.

E. Objective and Benefits of the Study

1. Objective of the Study

This study aims to determine whether the use of the journalistic question strategy can improve narrative writing ability of the tenth graders at Braja Selebah MA Miftahul Ulum East Lampung.

2. Benefits of the Study

This research has various benefits not only for researchers but also for students, English teachers, and the school.

a. For the students

This research is expected to make a significant contribution in improving students' writing abilities. Through the implementation of a journalistic question strategy, the students are expected to be helped in the process of writing learning with effectively. In addition, through this research the students' interest in writing learning is expected to increase.

b. For the english teachers

This research is expected to be an inspiration for teachers in choosing and implementing the right strategies in teaching writing. Implementation of this strategy is expected to help English teachers in guiding students in the process of learning writing effectively. In addition, the teacher will be more creative in creating a learning atmosphere that is not monotonous.

F. Prior Research

This study will be conducted by considering several previous studies related to the use of the journalistic question strategy in writing teaching. The first prior research is Titled The Effectiveness Of Journalistic Question Technique To Improve Students Writing Skill In Narrative Text done by Kurniyasari, and Puspa Dewi Ayu. The first prior research applied Jurnalistic Question strategy in teaching writing. The first prior research sample is junior high school. In addition, the research method implemented by an experimental research. The results of the first prior research prove that there was significant of Journalistic Question strategy in teaching writing.

The first prior research has similarity and differences with this study. The similarities between the first prior research and this research include the language skills, teaching strategy. The language skill investigated is writing; while teaching strategy is the strategy of journalistic questions. The differences between the first prior research with this research include of research samples and research methods. The sample from the first prior research is class students' senior high school. While the sample of this study is the tenth graders at the first prior

research method is classroom action research method while the research method is in the first.¹

The second prior research will be conducted by considering several previous studies related to the use of the journalistic question strategy in writing teaching. The second prior research is titled *Teaching Writing By Combining Journalistic Questions and Exit Slips Strategies* done by Humairah. The first prior research applied Journalistic Question strategy and Exit Slips Strategies in teaching writing. The second prior research sample is junior high school. In addition, the research method implemented by an experimental research. The results of the second prior research prove that there was significant of Journalistic Question strategy in teaching writing.²

The first second research has similarity and differences with this study. The similarities between the second prior research and this research include the language skills, teaching strategy. The language skill investigated is writing; while teaching strategy is the strategy of journalistic questions. The differences between the second prior research with this research include of research samples and research methods. The sample from the second prior research is class students' senior high school. While the sample of this study is the tenth graders at the second

¹ Kurniyasari, Puspa Dewi Ayu. *The effectiveness of journalist question technique to improve students writing skill in narrative text*. ELT Forum: Journal of English Language Teaching Vol 5 1 (2016)

² Humairah. *Teaching Writing By Combining Journalist Questions And Exit Slips Strategies For Eighth Grade Of Junior High School*. Vol 2, 2 (2013)

prior research method is qualitative research method while the research method is in the first.

Based on all of the explanation of all prior researchs, it is known that the similarity between this research and all prior researchs lies on the same dependent and independent variabels. The diffrences between this research and all prior researces are the diffrent sample and the location of the reseach. Therefore, by considering the content of all prior reseach the researcher will take a position as a person who want to improve students' writing by using jurnalistic question strategy.

from the prior reseach above, the reseacher would like to conduct a research about improving narrative writing ability by using journlistic question strategy in teaching of MA Miftahul Ulum Braja Selebah East Lampung.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

This subtitle entails the basic definition of writing and types of writing proposed by the experts on the field.

1. The Definition of Writing

According to Ken Hyland, 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.³ It means that writer develop an idea and expand it into written.

Moreover, Vicki Urquhart highlights writing is a process of exploration that offers benefits to students and content area teachers alike.⁴ As the students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.

R.R Jordan states that “Writing is method of human intercommunication by means of conventional visible marks”.⁵ It means that writing is a medium communicate one’s thought, feeling, wanted, and opinion by nonverbal means.

³Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press2003), p.9

⁴ Vicki Urquhart and Monette McIver, *Teaching Writing in The Contest Areas*, (Virginia USA: Mid-continent Research for Education and Learning McREL, 2005), p.3

⁵R.R Jordan, *Academic Writing Course*, (Longman: England,2003), 3rd.ed., p.41

Furthermore, Sharples assumes that writing is a primarily mental activity, but it relies on physical tools and resources from pens and paper to word processors.⁶ It means that when someone wants to write something, he/she must know what he/she intend to write about based on their thought.

Based on the quotations above, the researcher can put forward that writing is not only in form of writing something information in the written text form and developing ideas but also in form of thinking creatively including about the information and the idea put in the written text with the good writing and the suitable rules of writing.

2. Characteristics of writing

There are some characteristics of writing, from perspective from a reader. They are as follows:⁷

a. Permanence.

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

⁶Mike Sharples, *How we Write: Writing as Acreative Design*, (New York: Rouledge,1999), p.6

⁷H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (San Fransisco: Longman,2001), Second Edition, p. 353-354

b. Production time.

The good writing is that, given appropriate stretches of time, a researcher can indeed become a good researcher by developing efficient processes for achieving the final product. The bad writing is that many educational context demand student writing within time limits or writing for display as noted in the previous section (examination writing, for example).

c. Distance.

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

d. Complexity.

Researchers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

e. Vocabulary.

Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

3. The Types of Writing

To decide kind of strategy that will be used in the act of writing, Robin Jeffrey proposes four types in writing, they are as follows:⁸

a. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on the accepted "facts" about a topic, including of statistics or other number based evidence.

b. Description

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well, mostly memoirs, first-hand accounts of events, travel guides, etc. When an author writes in a descriptive style, they are trying to 'paint a picture' of a person, place, or thing for their audience. It can be very poetic, employing metaphor and other such devices, while relying heavily on describing the author's impression of things via their five senses (what they hear, see, smell, taste, or touch).

⁸ Robin Jeffrey, *About Writing*, (Oregon: Klamath Community College, 2015), p.3

c. Persuasive

Persuasive writing is the main style of writing the writers will employ in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief held by the author. Persuasive writing contains the author's opinions and biases, as well as a series of justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay the people write in school should be in the persuasive style of writing.

d. Narrative

Narrative writing is used in almost every novel, book, or longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings.

4. The process of writing

According to Harmer, there are four stages in the process of writing, as follows:⁹

1) Planning

In the process of planning, writers have to think about three main issues. In the first place they have to consider the purpose.

⁹ Jeremy Harmer. *How To Teach Writing*. (Harlow: Longman Group, 2007).P. 4-5.

Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

2) Drafting

The first version of a piece of writing as a draft. As the writing process proceeds onto editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

4) Final version

The writer is now ready to send the written text to its intended audience.

5. The Concept of Narrative Text

1. The concept of narrative text

Tarra states that narrative is kind of text which tells about story.¹⁰ It means that the content or message of narrative text is about past event in sequences which is delivered from the writer to the readers. In conclusion, narrative writing is text which tells about fiction story in the sequences of events that purposed to seek the readers' attention and interest.

¹⁰ Tara Mccarty, *Narrative Writing*, (New York: Scholastic Professional Books, 1998), p.5

2. The Generic Structure of Narrative Text

- 1) Narrative writing has three points related to the elements or generic structure of the text. There are three elements of narrative text as follows

- 1) Orientation

In this part, the writer focuses on the setting or location of the story and introduces the main characters of the story and maybe even some of the minor characters. The plot is usually begun here and the theme is also introduced.

- 2) Complication

Complication is the essential point in narrative writing. The story follows a series of events where some problem or complication occurs. This problem usually involves the main characters. The problem also has a climax point in this part of the text.

- 3) Resolution

Resolution is the solution to the problem. It tells about how the problem is solved. It may be a happy or unhappy ending. In some text, there is more than one complication/resolution before the final resolution.

Some narrative writings contain a coda in which the writer provides a final commentary, going beyond the retelling of events.

3. Kinds of narrative text

Narrative writing is a kind of literary text. Therefore, there are some kinds of narratives writing which can be discussed as follows:¹¹

1) Fairytale

Fairytale is story about imaginary beings possessing magical powers. The examples of fairytale are Cinderella, Snow White, Pinocchio, and Beauty and The Beast.

2) Science fiction

Science fiction is a kind of narrative writing that explores unexpected possibilities of the past or the future by using scientific theories or data and imagination. The example of science fiction is To the Moon from the Earth by Jules Verne.

3) Fable

A fable is a story making a moral point, traditionally by means of animal characters which speak and act like human beings. The examples of fable in narrative text are The Ants and The Grasshopper, The Story of Monkey and Crocodile, and The Bear and The Rabbit.

4) Legend

A legend is a story of human actions that are perceived both by teller and listeners to take place within human history.

¹¹ Ibid

Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The examples of legend in narrative text are The Legend of Surabaya, Sangkuriang, and Malin Kundang.

In conclusion, there are some kinds of narrative writing which should be known by the students. Therefore, they can identify the characteristics of each kind of narrative writing

4. Grammatical features of narrative text

In the process to produce the good narrative writing, there are some abilities which should be concerned as follows:¹²

1) Content

Content is the essential part in narrative writing. Related to this point, students are expected to have some abilities as follows:

- a) Students should be able to write and relate the ideas.
- b) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.
- c) Students should be able to use the appropriate description, to explain the events.
- d) Students should be able to concern to the focus point of the writing.

¹² H. Douglas Brown, *Teaching by Principles Second Editions: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

2) Organization

Organizing is also important ability which should be mastered to write the narrative text. The students are expected to have some abilities as follows in order to organize the narrative writing:

- a) Students should be able to write an effective introduction.
- b) Students should be able to arrange the ideas in logical sequence.
- c) Students should be able to draw the conclusion.

3) Language Use/Grammar

Grammar is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good sentence structure. They are expected to have abilities about syntax as follows:

- a) Students should be able to understand the word order.
- b) Students should be able to understand the phrase structure.
- c) Students should be able to mastery the subject-verb agreement.
- d) Students should be able to use the tenses for narrative writing.

4) Vocabulary

Vocabulary mastery is needed in order to create an understandable narrative writing. The students are supposed to select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write narrative writing are mentioned as follows:

- a) Students should be able to mastery the list of noun, adjective, verb, and adverb.
- b) Students should be able to use the plural and singular noun in sentences.
- c) Students should be able to use regular and irregular verb.

5) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows:

- a) Students should be able to write the correct spelling.
- b) Students should be able to use the correct punctuation.
- c) Students should be able to use the correct capitalization.
- d) Students should be able to write neatly.

In conclusion, based on the explanation above there are a number of abilities which should be comprehended and applied well especially by the tenth graders to write narrative writing.

To measure students writing ability, the teachers should use writing rubric. The writing rubric is illustrated in the table below, as follows:

Table.1
Writing Assesment¹³

Aspect	Score	Performance Description	Weighting
Content (C)	4	The topic is complete and clear and the details are relating to the topic	3x
30%	3	The topic is complete and clear but the details are almost relating to the topic	
- Topic	2	The topic is complete and clear but the details are not relating to the topic	
- Supporting Details	1	The topic is not clear and the details are not relating to the topic	
Organization (O)	4	The generic structure is complete and the sentences are arranged with proper connectives	2x
20%			
- Orientation	3	The generic structure is complete and the sentences are arranged with almost proper connectives	
- Complication	2	The generic structure is not complete and the sentences are arranged with few misuse of connectives	
- Resolution	1	The generic structure is not complete and the sentences are arranged with misuse of connectives	2x
Grammar (G)	4	Very few grammatical or agreement inaccuracies	
20%	3	Few grammatical or agreement inaccuracies but not affect on meaning.	

¹³ Weigle. S. Cushing, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002),p.

- Past Tense	2	Numerous gramatical or agreement inaccuracies	1,5x
- Agreement	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V)	4	Effective choice of words and word forms	
15%	3	Few misuse of vocabularies or word forms but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	1,5x
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization	
15%			
- Spelling	3	It has occasional errors of spelling, punctuation, and capitalization	
- Punctuation	2	It has frequent errors of spelling, punctuation, and capitalization	
- Capitalization	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

B. The Concept of Journalistic Question Strategy

1. The definition of Journalistic Question Strategy

Journalistic 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 journalistic 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 by focussing their attention on the specifics of a given topic.¹⁴ By using this strategy, the students can organize their writing.

A skilled journalist can write a lead that 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. Robert Weber says that just as the journalistic 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 write¹⁵

Although the journalistic question strategy uses 5W and 1H questions but not all of the questions need to be answered for example; some of the questions might be irrelevant to the topic. Such as the certainly topic that focuses on weather trends of the past 10 years, the Who element will probably not be particularly important. By using these questions, it will help students to generate ideas in writing. Besides, answering these questions about our topic will help us

¹⁴ Vicki Urquhart & Monette McIver. Teaching Writing in the Content Areas [Electronic Book]. Alexandria, VA: ASCD/McREL. 2005. p. 82

¹⁵ Robert Weber. Using the Five Traditional Canons of Rhetoric (pdf). The New Yorker Collection, 1992. p38

to generate details and give us a context for writing about the topic you have selected. Here, the questions are related to the topic.

Furthermore, June Preszler states that called the Journalistic Questions or the 5 Ws and an H, these simple questions help writers identify important information about topic. Only after the questions have been answered, can writers organize their news stories—or in the case of your students—their summaries.¹⁶ Dealing with the explanation above, Michelle Gatz says that Journalistic 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. The students should be informed that they do not have to fully answer every question. In answering the questions, it will help the students to discover information and focus the students thinking on their topic.

2. The Benefit of Journalistic Question Strategy

1. Journalistic question is one of the ways to generate ideas in writing.
2. Journalistic question consists of 5W+1H. Is very effective in guiding the students to write.
3. Journalistic question is very beneficial in helping the students to develop their critical thinking.

¹⁶ June Preszler. On Target: Bringing Writing into Content Area Classrooms Grades 4- 12, 2006. Alexandria: ESA 6&7. p. 17

4. Asking questions can help identify ideas and focus assignments such
as narration and description.

3. The implementation of Jurnalistic Question Strategy

1. Teacher divides the students into some groups, and each group will make question based on 5W+1H (what,why, when, who, where and how).
2. The students in each group will answer the questions of another groups.
3. After answering the questions of another group, the students in each group continue to compose a text based on the questions of 5W+1H.

C. Action Hypothesis

The action of hypothesis of this reseach is stated, as follows:

“The implementation of jurnalistic question improves narrative writing ability at tenth graders of MA Miftahul Ulum Braja Selehah East Lampung in Academic Year 2019/2020.

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is journalistic question will be implemented to improve the students' writing ability in simple way. This strategy is useful to make their writing is excellent in paragraphs of sentences.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that will be defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.¹⁷ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.¹⁸

¹⁷ John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), 24.

¹⁸ Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (Engaged Learning: United State of America,2010), 70.

Based on the statement, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.¹⁹ The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the writer took the writing test by composing narrative text. The students made narrative text in 25 minutes about their favorite things. It was a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

- 1) The students are good in content of writing. The content should be relevant to the topic.
- 2) The students are good in organization of writing. The students are able to compose narrative text based on the appropriate generic structure of narrative text.
- 3) The students are able to write narrative text by using good mechanics writing.

¹⁹ Ibid.,63

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.²⁰

This variable will be measured by observation. To observe this variable the writer will use observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

- 1) The students are good respond to learn writing using journalistic question.
- 2) The students have more concentration to write the narrative text in English.

B. Research Setting

The researcher conducted the research at MA Miftahul Ulum Braja Selebah, Lampung Timur.

C. Research Subject

The subjects of this research are the students of the tenth grade of MA Miftahul Ulum Braja Selebah. The students consist of 16 boys and 9 girls, so the total is 25 students.

²⁰Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

D. Research Procedures

Kind of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.²¹ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle has a possibility to be the next cycle until the implementation of research achieve increasing outcome. Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:²²

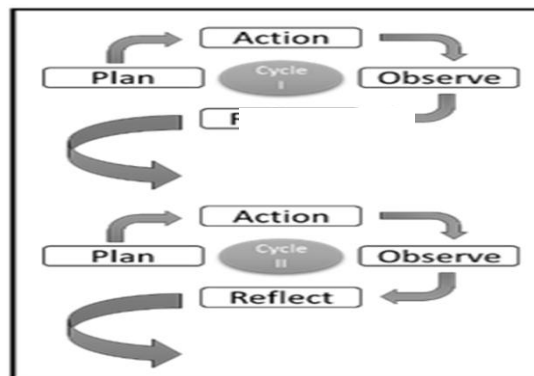


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research.

²¹ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), 2.

²²Ibid, p. 8-9

1. Cycle I

a) Planning

Planning is the first step in each activity. Without planning, the learning activity will not achieve the main goal. Here are the steps that the researcher did in planning:

- 1) Preparing the lesson plan.
- 2) Preparing the material of narrative text.
- 3) Preparing the source in the form of learning book for the tenth grade.
- 4) Preparing the media of learning in the form of worksheet.

b) Acting

The second step in the action research is acting. It is the implementation of the planning. The general steps that conducted by the researcher are pointed as follows:

- 1) Pre Teaching Activities
 - (a) Greeting the students and asking them to pray.
 - (b) Checking the attendance list.
 - (c) Choosing the appropriate material taught.
- 2) While Teaching Process
 - (a) Applying the lesson plan.
 - (b) Explaining the concept of journalistic question in narrative writing.

- (c) The researcher asked the students into some groups, and asking each group to make question based on 5W+1H (what,why, when, who, where and how).
- (d) The researcher asked the students in each group to answer the questions of another groups.
- (e) The researcher asked the students in each group to compose a text based on the questions of 5W+1H.
- (f) The researcher asked the students in each group to give the result of composition back to the previous group that makes the questions.

3) Post Teaching Activities

- (a) Asking the students to ask the question related to unclear material mastery.
- (b) Answering the students' questions.
- (c) Giving feedback.

a) Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observer.

b) Reflecting

Reflecting is the last step in this process. The researcher analyzed the observation result during the teaching process. The

researcher used data from the evaluation to make improvement for the second cycle. The researcher would conduct decide that the next cycle focuses to solve the problems and weakness in previous cycle.

1. Cycle II

a) Planning

Planning is the first step in each activity. In cycle II, the researcher focuses on repair the weakness in the cycle 1. Here are the steps that the researcher will do in planning:

- (1) Preparing the lesson plan based on the reflection of cycle I.
- (2) Preparing the material of narrative text.
- (3) Preparing the source in the form of learning book for the tenth grade.
- (4) Preparing the media of learning in the form of worksheet

b) Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that does by researcher are pointed as follows:

- (1) Pre Teaching Activities
- (2) Greeting the students and asking them to pray.
- (3) Checking the attendance list.
- (4) Choosing the appropriate material taught.

(5) While Teaching Process

- (a) Applying the lesson plan.
- (b) Explaining the concept of journalistic question in narrative writing.
- (c) Divided the students into some groups, and asking each group to make question based on 5W+1H (what,why, when, who, where and how).
- (d) The researcher asked the students in each group to answer the questions of another groups.
- (e) The researcher asked the students in each group to compose a text based on the questions of 5W+1H.
- (f) the researcher instructs the students in each group to giving the result of composition back to the previous group that makes the questions.

(6) Post Teaching Activities

- (a) Asking the students to ask the question related to unclear material mastery.
- (b) Answering the students' questions.
- (c) Giving feedback Observing

c) Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducted the activities in this step, such as: the students' activities,

vocabulary, grammar, and content of the students' narrative writing result.

d) Reflecting

The researcher corrected and analyzed the result of the action.

The researcher knew the weakness and strength of the action. In the step the researcher compare the score distribution of pre-test and post-test. The researcher reviews and reflects on the students' attitude whether it is positive or negative. The researcher abled to stop this research until cycle II.

E. Data Collection

The researcher used many strategy to collect the data in this research. They are observation, test, documentation, and field note. Each strategy is explained below, as follows:

1. Observation

The researcher used this strategy to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities will be observed and noted by the observer.

2. Test

The researcher used pre-test and post-test form to see their ability before and after give the treatment.

a. Pre-test

The pre-test conducted before implementing journalistic question in preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a short composition of narrative text in English.

b. Post-test

Post-test given in the last meeting after implementing the strategy, in order to know whether the strategy gives good contribution to improve narrative ability by using journalistic question strategy at tenth grade of MA Miftahul Ulum Braja Selehah East Lampung. The improvement could be known if the score of post-test is higher than pre-test and the score achieved the passing grade.

3. Documentation

Documentation is needed to get the information from writing source or documents such as book, regulation, notes or meeting and daily report. The researcher used this strategy to get data about students' writing daily score, history of the school, the sum of the teachers, official employed and the students of MA Miftahul Ulum Braja Selehah East Lampung.

4. Field Note

Field note refers to [qualitative](#) note recorded by the researchers in the course of [field research](#), during or after their [observation](#) of a specific [phenomenon](#) they are studying. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It used by the researcher to observe the students in identify all condition that happened during the teaching learning process.

F. Research Instrument

1. Composing Test

To identify the students' writing ability of the tenth grade of MA Miftahul Ulum Braja Selebah, the writer would apply writing test. The test is measuring the ability of the students narrative text.

The test consists of pre-test and post-test, this research was a composition of narrative.

G. Data Analysis

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result will be taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the researcher will compare the score of pre-test and post-test after giving implementation treatment. Then, the result will match by

the minimum standard in this semester that is 70. In cycle I, there are many students who are not successful, so the researcher will conduct the next cycle, cycle II.

The minimum cycle in CAR (Classroom Action Research) is two cycles. In cycle II most of the students are successful, so the cycle will be stopped until cycle II.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test were calculated by using the following formula:²³

$$M = \frac{\sum x}{N}$$

Note: M = Mean

\sum = Sum of

x = Raw Score

N = Number of Cases

To calculate the percentage of the students' score, the researcher uses the formula as follows:

$$P = \frac{F}{N} \times 100$$

Note: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

²³Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth. 2010), 108-109.

H. Indicator of Success

The indicator of success is needed to know the success of the process and learning result. In this research, students are called successful if the students get 70 score or more, so this research would be stopped.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Description of Research Location

The general description that was assessed is as the complementary data. It is concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

a. The History of MA Miftahul Ulum Braja Selebah

MA Miftahul Ulum Braja Selebah was established on 18 February 1992 under the auspices of the Miftahul Ulum Foundation, established to assist the government in human development in the field of intelligent human resources as mandated by Article 31 of the 1945 Constitution and government regulations on child education and child protection. And National Education System Number 20 of 2003 concerning the national pendidian system. In accordance with the analysis so far it is considered unable to produce graduates who are ready to face the challenges of life in the community. This is because curricular glued are always assessing the success of a secondary education.

Quality improvement which measures only see the value of graduates, this has never been achieved satisfactorily, this is because of the many challenges, among others, quality improvement.

Especially MA Miftahul Ulum Braja Selebah, whose position in the rural area of the Way Kambas National Park challenges, is always there so that quality improvement is very heavy and the results are not the hope of most parents of students.

Seeing the reality from year to year, the people around MA Miftahul Ulum Braja Selebah need a variety of guidance and motivation. Guidance in improving achievement continues to be improved, direction and improvement of teaching and learning support facilities.

In addition, Madrasah Library Room Development Assistance as one way to improve education in the MA. Miftahul Ulum Braja Selebah is very necessary, considering the enthusiasm of the community to send their children to MA. Miftahul Ulum Braja Selebah is very high. At each admission new students experience constraints in the availability of adequate building facilities and operational costs for schools / madrasahs only sourced from the Government. The lack of fulfillment of other supporters is due to the low participation rates of parents of guardian students due to the tidal majority economy of agriculture.

b. Vision and Mission of MA Miftahul Ulum Braja Selebah

1) Vision of School

“Discipline, Excellent, and Religious”

2) Mission of School

- a) Doing the responsibility with discipline.
- b) Developing the curriculum.
- c) Developing the innovative, creative, and fun learning process.
- d) Completing the learning media.
- e) Improving the scoring system.
- f) Improving the activities to support the achievement of the students.
- g) Improving the organization system, administration, and teachers' competence.

c. The Condition of Teachers and Official Employers of MA Miftahul Ulum Braja Selebah

Condition of teachers and official employers in MA Miftahul Ulum Braja Selebah, the numbers of teachers and official employers in MA Miftahul Ulum in the academic years of 2019/2020 could be identified as follows:

Table 2
The Condition of Teachers and the Official Employers
of MA Miftahul Ulum Braja Selebah

No	Education	Teacher	Official	Security
1.	S1	13	2	-
2.	PGA	1	-	-
3.	SMP	-	-	-
	Total	14	2	

Source: Documentation in MA Miftahul Ulum Braja Selebah in academic year 2019/2020

d. The Quantity Students of MA Miftahul Ulum Braja Selebah

There are 739 students of MA Miftahul Ulum Braja Selebah.

The tenth grade consists of 251 students, the eleventh grade consists of 250 students, and the twelfth grade consists of 238 students. The Quantities of the students at MA Miftahul Ulum Braja Selebah could is as follows:

Table 3

The Students Quantity of MA Miftahul Ulum Braja Selebah

No	Year	X			XI			XII			Total
		M	F		M	F		M	F		
1	2012/2013	26	22	48	18	21	39	16	21	36	123
2	2013/2014	24	22	46	26	22	48	14	21	35	122
3	2014/2015	26	23	49	24	22	46	23	20	43	138
4	2015/2016	21	28	49	21	16	37	16	21	37	123
5	2016/2017	24	22	48	21	17	38	20	16	36	122
6	2017/2019	24	25	49	22	23	45	16	12	28	122

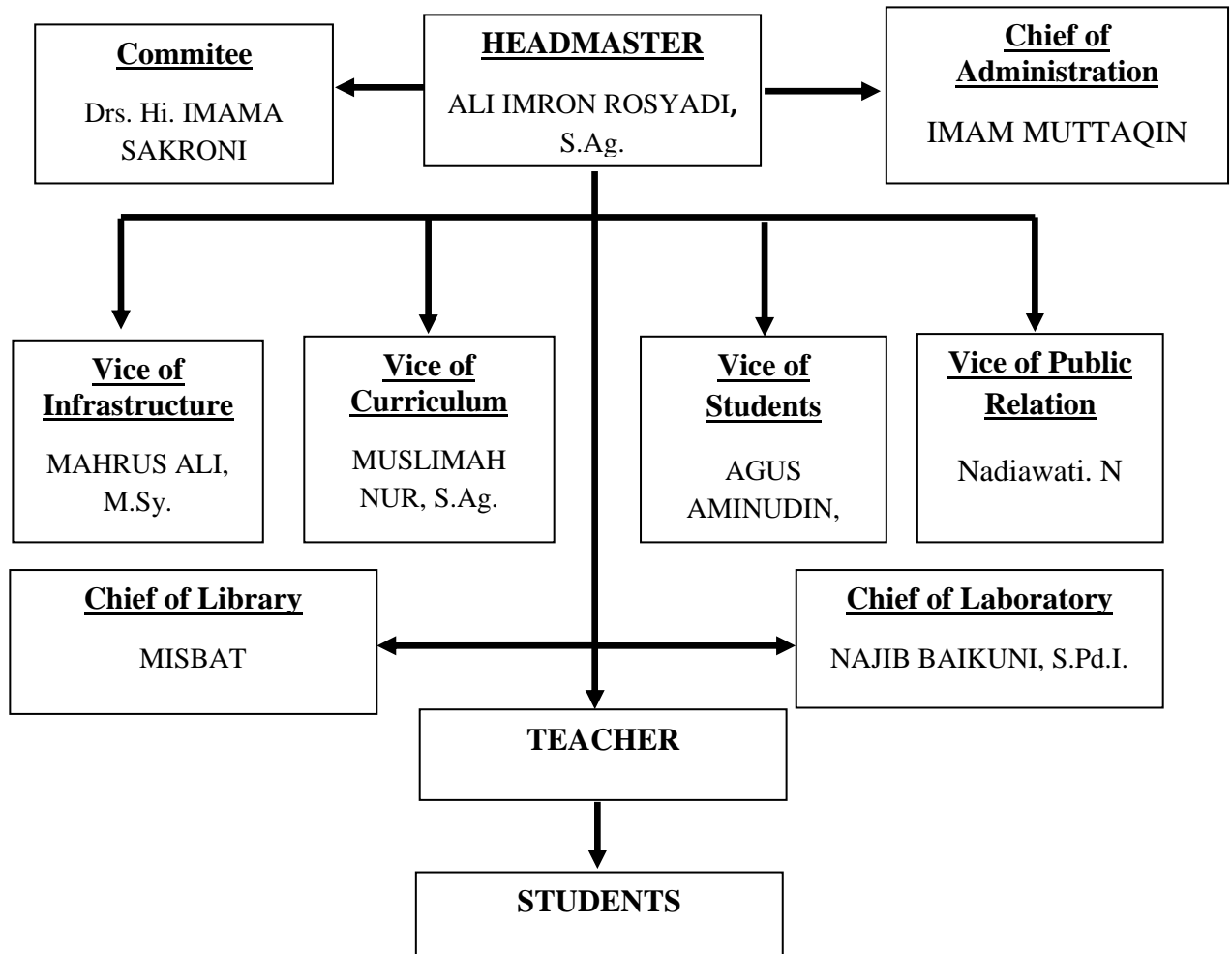
Source: Documentation of MA Miftahul Ulum Braja Selebah in academic year 2019/2020.

e. The Organization Structure of State MA Miftahul Ulum Braja Selebah

The organization Structure of MA Miftahul Ulum Braja Selebah in the Academic Year of 2019/2020 could be shown in the figure as follows:

Figure 6

The Organization Structure of MA Miftahul Ulum Braja Selebah.



Source: Documentation of MA Miftahul Ulum Braja Selebah in academic year 2018/2019.

f. Building Condition and The Sketch of MA Miftahul Ulum Braja Selebah

To support teaching and learning process, MA Miftahul Ulum Braja Selebah has many buildings and other supporting facilities.

These buildings and facilities can be seen on the following table:

Table 4
Facilities in MA Miftahul Ulum Braja Selehah in academic year
2019/2020

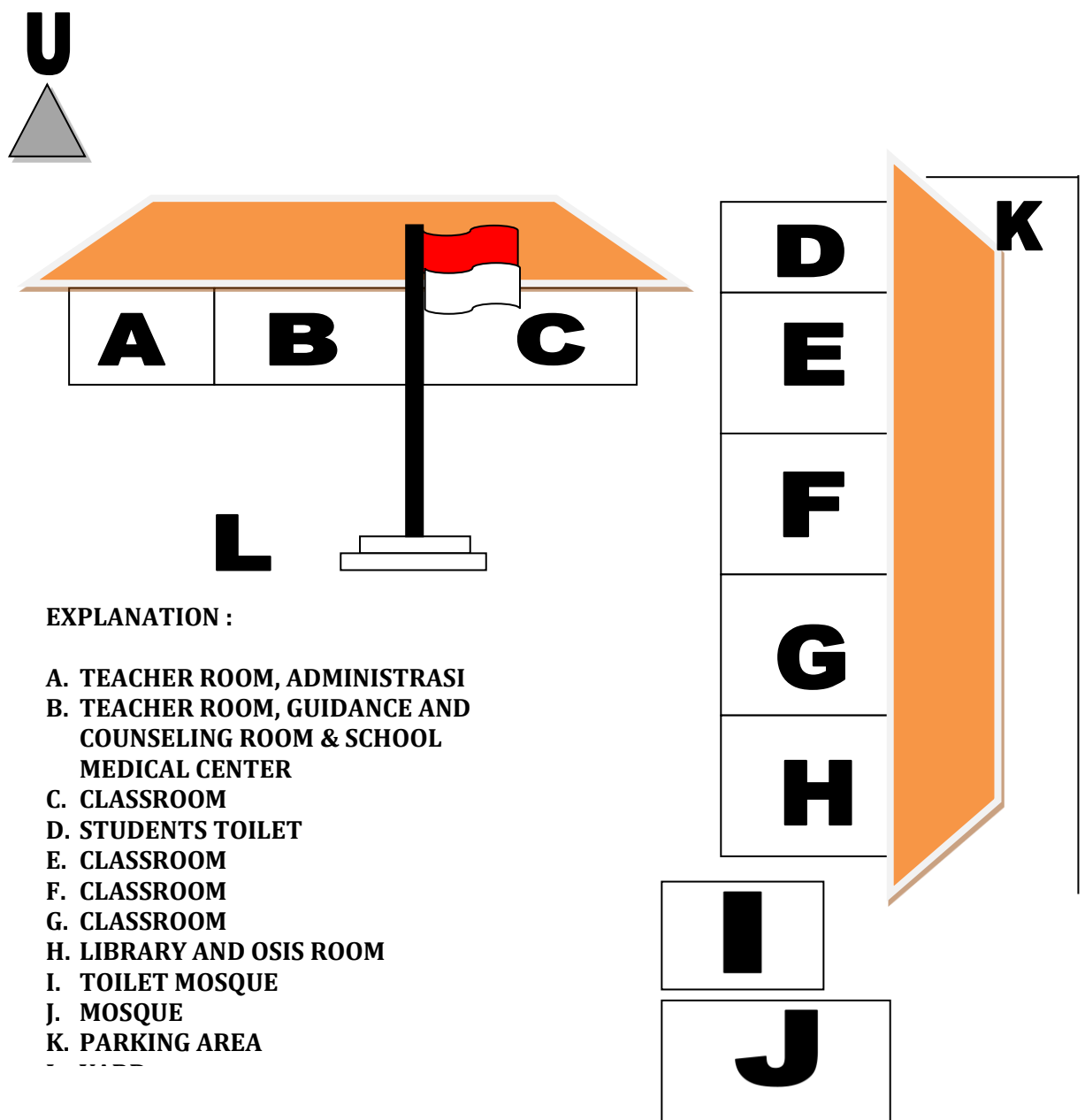
No	Name of Room	Number of Unit	Area M2	Condition		
				Good	R. Lght in Weight	R. Weight
1	Classroom	4	224	-	-	√
2	Office	1	56	√	-	-
3	Library	1	24	-	-	√
4	Mosque	1	20	-	-	-
5	Sport room	1	1250	√	-	-
6	Students Toilet	4	20	√	-	-
7	Teacher Toilet	2	12	√	-	-
8	Yard	1	1000	√	-	-
9	Parking Area	1	500	√	-	-

*Source: Documentation of MA Miftahul Ulum Braja Seebah in the
academic year 2019/2020 on Oct 19th 2019.*

The Sketch Location of MA Miftahul Ulum Braja Sebah was illustrated as follow:

Figure 7

The Sketch Location of MA Miftahul Ulum Braja Sebah



Source: Documentation of State MA Miftahul Ulum Braja Sebah in the academic year 2019/2020 on Sept 19th 2019.

2. Description of the Research

This research was classroom action research, and it was conducted at the Tenth grade of MA Miftahul Ulum Braja Selebah in the academic years of 2019/2020. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing narrative writing was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

a. Pre Test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on September, Thursday, 12th, 2019 at 10.30-12.00 a.m and it took about 90 minutes. In this meeting the resarcher was being an observer and the collaborator was being a teacher.

Firstly, the collabolator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collabolator gave the explanation to the students about narrative writing for 40 minutes. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of four topics which had to be

completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

Table 5
The Result of Pre-Test Score of Narrative Writing

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	6	4	4	3	3	50	Incomplete
2	AA	6	4	4	3	3	50	Incomplete
3	AD	6	4	4	3	4,5	54	Incomplete
4	AF	6	4	6	4,5	3	58	Incomplete
5	AW	6	6	6	3	3	60	Incomplete
6	AD	6	4	4	3	3	50	Incomplete
7	BA	9	6	6	4.5	3	71	Complete
8	BR	9	6	6	3	4.5	71	Complete
9	CM	6	4	4	3	3	50	Incomplete
10	CD	6	4	4	3	3	50	Incomplete
11	FM	6	6	4	3	4.5	54	Incomplete
12	GF	6	4	4	3	3	50	Incomplete
13	GR	6	4	4	3	3	50	Incomplete
14	IZ	6	4	6	3	4.5	59	Incomplete
15	KH	9	6	6	4.5	4.5	75	Complete
16	LF	9	6	4	4.5	3	66	Incomplete
17	ML	6	4	4	3	3	50	Incomplete
18	MR	9	4	4	3	3	57	Incomplete
19	NK	6	4	6	4.5	3	54	Incomplete
20	NA	6	4	4	3	3	50	Incomplete
21	OS	9	6	6	3	4.5	71	Complete
22	PW	6	4	4	3	3	50	Incomplete
23	TM	6	4	4	3	3	50	Incomplete
24	VM	9	6	8	3	3	72	Complete
25	ZR	9	6	4	3	4.5	66	Incomplete
High Score							75	
Lowest Score							50	
Average							57,88	

Note :

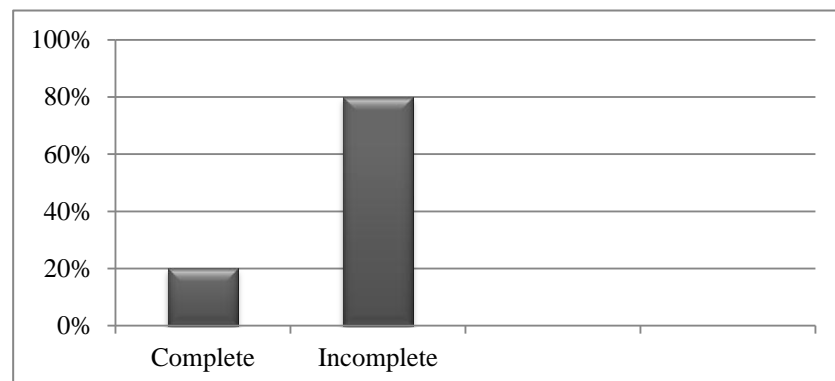
Cont : Content
 Org : Organization
 Gram : Grammar
 Voc : Vocabulary
 Mech : Mechanic

Table 6
Percentage of Students Writing Narrative writing Pre-Test
Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	5	20%	Complete
≤ 70	20	80%	Incomplete
Total	25	100%	

Then the graph of percentage students Narrative writing pre-test score could be seen as follow:

Figure 8
Percentage of The Students' Narrative Writing Pre-Test Score
in Cycle I



Based on the result of students' narrative writing pre-test score, it can be inferred that there was only 20% or 5 students for the score among the interval of ≥ 70 who Complete the Minimum Mastery Criteria (MMC) at least 70 while 80% or 20 students for the score among the interval of ≤ 70 did not pass the Minimum Mastery Criteria (MMC) of less than 70. It indicates that the result of students narrative writing was still low. It was the realson why the researcher used journalistic question

strategy to improve the students narrative writing ability. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 is divided into planning, acting, observing and reflecting

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was narrative writing. The material included the definition, the generic structure, the language features and the example of narrative writing. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 7**The Schedule of Action in Cycle 1**

Meeting	Day/Date	Time
1 st	Friday, September 20 th 2019	10.30 – 12.00 a.m
2 nd	Friday, September 21 th 2019	08.30 – 10.00 a.m

a) First Meeting

The first meeting was conducted Thursday, September 20th 2019 and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Mrs. Derriyana S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?” Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language.

The researcher explained about the definition, generic structure, and language features of narrative writing. After that, the explanation was continued to the topic about past tense and

adverb of time. The researcher also gave the example of narrative writing. Then, the researcher explained about journalistic question strategy. The researcher guided the students to make 5w+1h question based on the topic that they have chosen, after that the question will be given to another groups, next the other groups will answer the question then the student will continue to compose a narrative text based on the question. While the learning process, the students were given opportunities to ask about the material and the researcher answered to give feedback to the students. After 2 x 45 minutes the bell rang and the researcher closed the lesson and reminded the students that it would be continued in the next meeting.

b) Second Meeting

The second meeting was conducted on Thursday, September 21st 2019 at 08.30-10.00 a.m. This meeting was focused to do the post-test I. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity was continued by giving some explanation more about narrative writing. Then, the researcher allowed the students to ask about the material and the researcher gave explanation to answer the students' questions. Afterward, the researcher gave the post-test. The students had to write a narrative writing based on the themes

given in 40 minutes. The students did it seriously. The score of post-test in cycle 1 can be seen on the table below:

Table 8

The Result of Students Narrative Writing Post-Test I Score in Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	6	4	3	4.5	67	Incomplete
2	AA	9	8	6	3	4.5	71	Complete
3	AD	6	6	4	3	6	66	Incomplete
4	AF	9	6	6	3	4.5	71	Complete
5	AW	6	6	6	3	4.5	64	Incomplete
6	AD	9	6	6	4.5	3	71	Complete
7	BA	9	6	6	4.5	4.5	75	Complete
8	BR	9	6	6	4.5	4.5	75	Complete
9	CM	9	6	4	3	3	62	Incomplete
10	CD	6	6	6	4.5	3	64	Incomplete
11	FM	9	6	4	3	3	62	Incomplete
12	GF	9	6	4	3	4.5	59	Complete
13	GR	9	8	6	3	3	72	Complete
14	IZ	6	6	6	3	4.5	71	Incomplete
15	KH	9	6	8	3	6	80	Complete
16	LF	6	8	6	3	4.5	69	Incomplete
17	ML	6	6	4	4.5	3	59	Incomplete
18	MR	9	6	4	3	4.5	66	Incomplete
19	NK	9	6	6	4.5	3	71	Complete
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	3	6	72	Complete
22	PW	6	8	6	3	6	72	Complete
23	TM	9	6	6	3	3	67	Incomplete
24	VM	9	6	6	4.5	4.5	75	Complete
25	ZR	9	6	6	3	3	67	Incomplete
High Score							80	
Lowest Score							59	
Average							68,60	

Note :

Cont : Content

Org : Organization

Gram : Grammar

Voc : Vocabulary

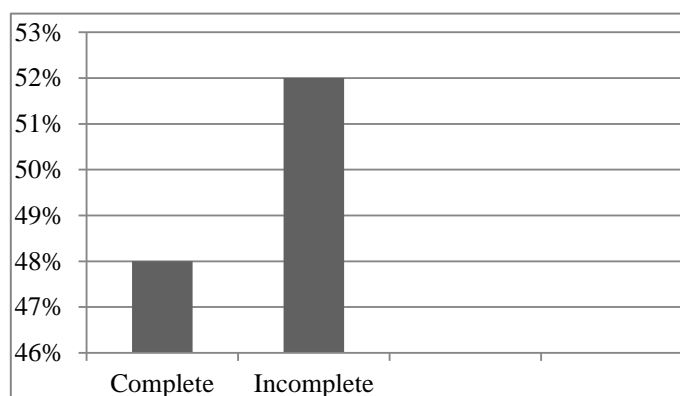
Mech : Mechanic

Table 9
Percentage of Students Narrative Writing Post-Test I Score in
Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	12	48%	Complete
≤ 70	13	52%	Incomplete
Total	25	100%	

Then, the graph of percentage students writing Narrative writing post-test score could be seen as follow:

Figure 9
Percentage of Students Narrative Writing
Post-Test I Score in Cycle I



Based on the result of students' writing narrative writing post-test I score, it can be concluded that there is 52% or 13 students for the score among the interval ≤ 70 did not Complete the Minimum Mastery Criteria (MMC) at least while 48% or 12 students for the score among the interval of ≥ 70 Complete the Minimum Mastery Criteria (MMC) or less than 70. In addition, the average score of post-test I was 68,60. It indicates that the result of students narrative writing is increase that the pre-test score was 57,88 but viewed from the indicator of success of

this research that 75% of the total students must pass the Minimum Mastery Criteria (MMC). It means that the result of post-test I is unsuccessful based on the indicator of success.

3) Observing

In observation the researcher as a teacher gave material about writing text especially narrative writing by using journalistic question strategy. The result of the students learning activities could be seen as follows:

- a) The students understand to make question based on 5w+1h in narrative text.
- b) The students answer based on 5w+1h question.
- c) The students able to compose a narrative text based on the question of 5w+1h.
- d) The students active in the class.

Table 10
The Students' Activities in Cycle I

No	Students Activity	Frequency	Percentage
1	The students understand to make question based on 5w+1h in narrative text	18	72%
2	The students answer based on 5w+1h question	15	60%
3	The students able to compose a narrative text based on the question of 5w+1h	19	76%
4	The students active in the class	20	80%
	Total		288%
`	Average		72%

Based on the data above, it showed that 18 students (72%) understand to make question based on 5w+1h in narrative text, 15 students (60%) answer based on 5w+1h question, 19 students (76%) able to compose a narrative text based on the question of 5w+1h, 20 students (80%) active in the class, the average from students activities in cycle 1 was 72%.

4) Reflection

From the result observation in learning process in cycle I, it can be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzes and calculates all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score is as follow:

Table 11

The Comparison between Pre-Test and Post-Test I Score in Cycle I

NO	Students Code	Pre-test Score	Post-test 1 Score	Increasing Score	Note
1	AR	50	71	21	Improve
2	AA	50	66	16	Improve
3	AD	58	71	13	Improve
4	AF	54	67	13	Improve
5	AW	60	64	4	Improve
6	AD	50	71	21	Improve
7	BA	71	75	4	Improve
8	BR	71	75	4	Improve
9	CM	50	64	14	Improve
10	CD	50	62	12	Improve
11	FM	54	62	8	Improve

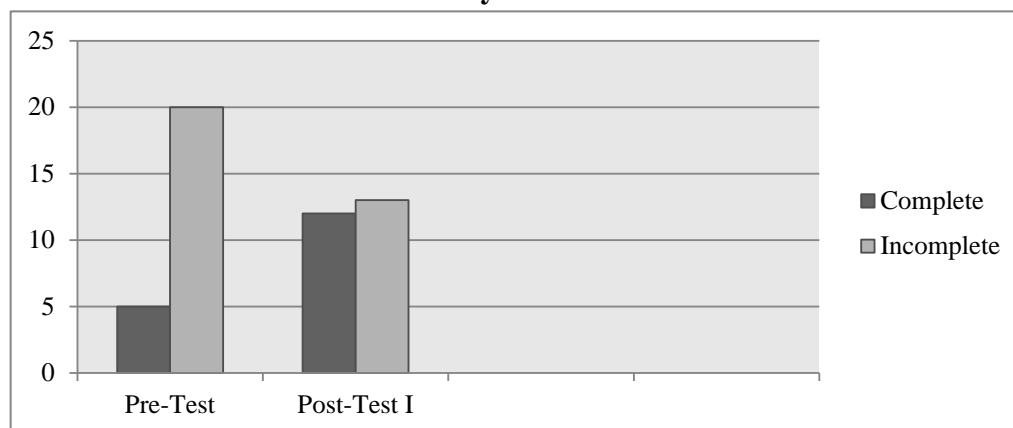
12	GF	50	71	21	Improve
13	GR	50	72	22	Improve
14	IZ	59	59	0	Constant
15	KH	75	80	5	Improve
16	LF	66	69	3	Improve
17	ML	50	59	9	Improve
18	MR	57	66	9	Improve
19	NK	54	71	17	Improve
20	NA	50	67	17	Improve
21	OS	71	72	1	Improve
22	PW	50	72	22	Improve
23	TM	50	67	17	Improve
24	VM	72	75	3	Improve
25	ZR	66	67	1	Improve
Total		1447	1715	277	
Average		57,88	68,6		
High Score		75	80		
Low Score		50	59		

Table 12
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	5	12	Complete
≤ 70	20	13	Incomplete
Total	25	25	

Then, the graph of comparison of the students' narrative writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 11
The Comparison of Students' Pre-Test and Post-Test I Score in
Cycle I



Based on the table and the graphic above, in pre-test it could be seen that total from 25 students, it could be concluded that 20% or 5 students among the interval ≥ 70 students, they completed the minimum mastery criteria. Then, the students who were incomplete the minimum mastery criteria were 80% or 20 students among the interval ≤ 70 . In post-test I, it can be concluded that 48% or 12 students among the interval ≥ 70 students, they completed the minimum mastery criteria. Then, who are incomplete the minimum mastery criteria are 52% or 13 students among interval ≤ 70 . Average score of pre-test is 57,88 and average score of post-test I is 68,60 and the mean improvement score is 10,72 point. There is improvement between pre-test and post-test I but it does not fulfill the indicator of success. It can be concluded that the result is unsuccessful, because of the indicator of success can not be achieved yet that is 75% of the total students must complete the criteria.

Regarding to the result of students' post-test I score Some students are not satisfied because most of the students do not pay attention toward the teacher's explanation and they do not get difficulties to answer the question and some students get failure in test of cycle I. So, the researcher has to continue to cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle II

In order to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I is not successful. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II can be explained on the following sequences:

1) Planning

In the planning of cycle 2, the researcher and collaborator discuss about some of problems that found in cycle 1. Therefore, in this step the researcher will prepare the lesson plan, material and media that will be used in teaching learning process. The material is narrative writing. The material includes the definition, the generic structure, the language features and the example of narrative writing. Then, the researcher also explains the application of journalistic question strategy in narrative writing. Moreover, the researcher make an observation sheet that consists

of list of students' name that will be observed during the teaching learning process.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 13
The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Friday, October 4 th 2019	10.30 – 12.00 a.m
2 nd	Saturday, October 5 th 2019	08.30 – 10.00 a.m

a) First Meeting

The first meeting was held on Thursday, October 4th 2019 at 10.30-12.00 a.m and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Derryana S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. The researcher explained more about the generic structure of narrative writing, and past tense. The researcher also gave the example of narrative writing. Then, the researcher explained about journalistic question strategy. The researcher guided the students to make journalistic question that was consisted of

5W and 1H question. The students were also make the questions based on related topic.

Later on, the researcher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the researcher gave motivation to the students and reminded to study hard at home. The last, the researcher ended the lesson.

b) Second Meeting

The second meeting was conducted on Thursday, October 5th 2019 at 08.30-10.00 a.m. This meeting was focused to do the post-test II in cycle II. In this meeting, before giving the post-test II the researcher explained the instructions to do the test. The researcher explained the the students should make 5w+1h question and compose a narrative text based on the topic they have choosen. Most of the students could did well. Then, the result of post-test II could be seen as follow:

Table 14
The Result of Students Writing Narrative writing
Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL	Note ≥ 70
		Cont (3x)	Org (2x)	Gram (2x)	Voc (1.5x)	Mech (1.5x)		
1	AR	9	8	4	4.5	4.5	75	Complete
2	AA	9	8	4	3	3	67	Incomplete
3	AD	9	8	6	4.5	6	84	Complete
4	AF	9	8	6	4.5	6	84	Complete
5	AW	9	6	6	3	3	67	Incomplete
6	AD	9	8	4	3	4.5	71	Complete
7	BA	9	8	6	4.5	6	84	Complete
8	BR	9	8	4	4.5	6	79	Complete

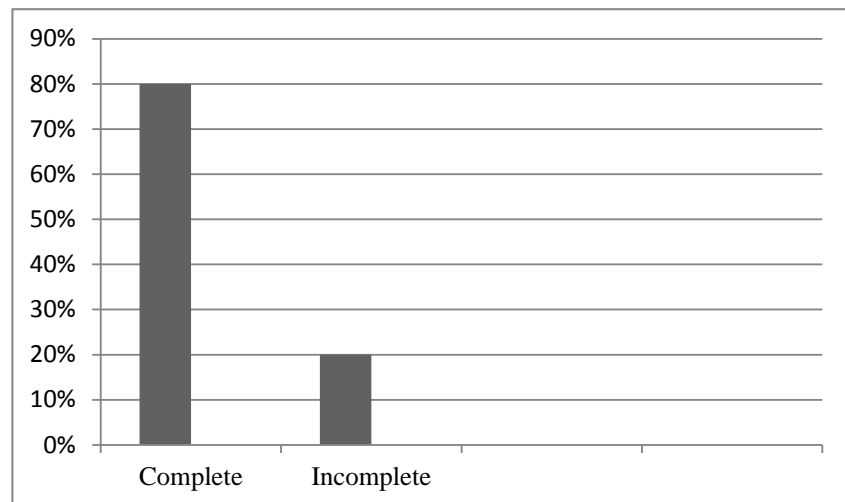
9	CM	9	8	6	3	4.5	76	Complete
10	CD	9	6	6	4.5	4.5	75	Complete
11	FM	6	8	4	4.5	4.5	68	Incomplete
12	GF	9	8	6	3	4.5	76	Complete
13	GR	9	6	6	4.5	4.5	75	Complete
14	IZ	9	6	6	3	3	67	Incomplete
15	KH	9	8	8	4.5	6	89	Complete
16	LF	9	6	6	4.5	4.5	75	Complete
17	ML	9	8	6	3	4.5	76	Complete
18	MR	9	8	6	4.5	4.5	80	Complete
19	NK	6	8	6	4.5	4.5	73	Complete
20	NA	9	6	6	3	3	67	Incomplete
21	OS	9	8	6	4.5	6	84	Complete
22	PW	9	8	6	4.5	4.5	80	Complete
23	TM	9	6	6	4.5	4.5	75	Complete
24	VM	9	8	6	4.5	4.5	80	Complete
25	ZR	9	6	6	4.5	4.5	75	Complete
High Score							89	
Lowest Score							67	
Average							76,08	

Table 15
Percentage of Students' Narrative writing
Post-Test II Score in Cycle II

Interval	Frequency	Percentage	Explanation
≥ 70	20	80%	Complete
≤ 70	5	20%	Incomplete
Total	25	100%	

Then, the comparison graph of the students' narrative writing pre-test and post-test I score in cycle I can be seen as follow:

Figure 12
Percentage of Students Writing Narrative writing
Post-Test II Score in Cycle II



Based on the result of students' narrative writing in post-test II, it can be inferred that there is 80% or 20 students for the score among the interval of ≥ 70 who complete the Minimum Mastery Criteria (MMC) at least 70, while 20% or students for the score among the interval ≤ 70 who do not complete the Minimum Mastery Criteria (MMC) at least 70.

Based on the explanation above, it can be inferred that indicator of success is achieved. That is 80% from the students got score at least 70 for the minimum mastery criteria and the cycle II was successful.

3) Observing

Based on the result of the observation sheet in cycle II, the researcher indicates that learning process in cycle II is successful.

The result of students activity could be seen as follows :

- a) The students understand to make question based on 5w+1h in narrative text.
- b) The students answer based on 5w+1h question.
- c) The students able to compose a narrative text based on the question of 5w+1h.
- d) The students active in the class.

Table 11
The Students' Activities in Cycle II

No	Students Activity	Frequency	Percentage
1	The students understand to make question based on 5w+1h in narrative text	20	80%
2	The students answer based on 5w+1h question	20	80%
3	The students able to compose a narrative text based on the question of 5w+1h	21	84%
4	The students active in the class	22	88%
	Total 72		332%
`	Average		83%

Based on the data above, it showed that 20 students (80%) understand to make question based on 5w+1h in narrative text, 20 students (80%) answer based on 5w+1h question , 21 students (84%) able to compose a narrative text based on the question of 5w+1h,

22 students (88%) active in the class, the average from students activities in cycle II was 83%.

4) Reflection

At the end of this cycle, the researcher and the collaborator analyze and calculate all the processes like student's post-test II score and observation of student's learning activities. The comparison between students' post-test I score and post-test II score can be compared on the following table:

Table 17
The Comparison between Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

NO	Students Code	Post-test I Score	Post-test II Score	Increasing Score	Note
1	AR	71	75	4	Improve
2	AA	66	67	1	Improve
3	AD	67	84	17	Improve
4	AF	71	84	13	Improve
5	AW	64	67	3	Improve
6	AD	71	71	0	Constant
7	BA	75	84	9	Improve
8	BR	75	79	4	Improve
9	CM	62	76	14	Improve
10	CD	64	75	11	Improve
11	FM	62	68	6	Improve
12	GF	71	76	5	Improve
13	GR	72	75	3	Improve
14	IZ	59	67	8	Improve
15	KH	80	89	9	Improve
16	LF	69	75	6	Improve

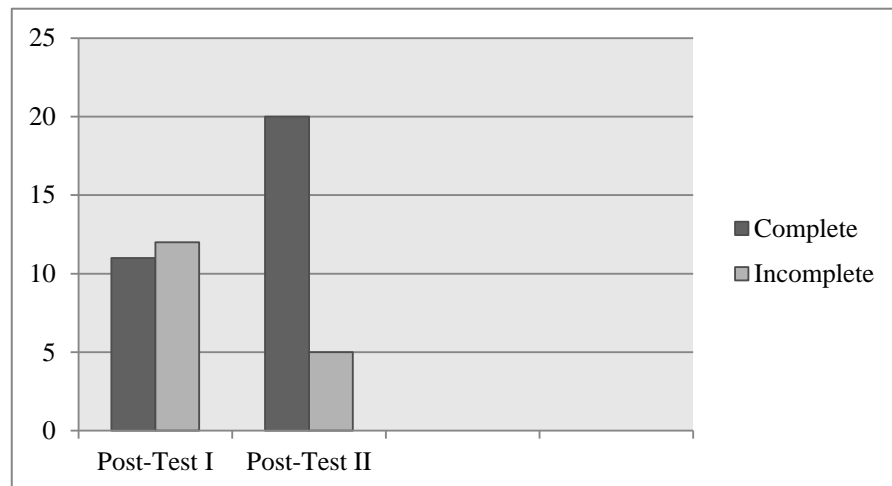
17	ML	59	76	17	Improve
18	MR	66	80	14	Increase
19	NK	71	73	2	Improve
20	NA	67	67	0	Constant
21	OS	72	84	12	Improve
22	PW	72	80	8	Improve
23	TM	67	75	8	Improve
24	VM	75	80	5	Improve
25	ZR	67	75	8	Improve
Total		1715	1902	187	
Average		68,6	76,08	7,48	
High Score		80	89		
Low Score		59	67		

Table 18 The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	11	20	Complete
≤ 70	12	5	Incomplete
Total	25	25	

Then, the graph of comparison students writing narrative writing post-test I and post-test II score in cycle II can be seen as follow:

Figure 14
The Comparison of Students Writing Narrative writing
Post-Test I Score and Post-Test II Score in Cycle II



From the table above, it can be seen that the score of the students in post-test II was various. The highest score is 89 and the lowest score is 67. The average score of post-test II is 76,08. Besides, the percentages of students' success in post-test II score is 80% or 20 students of the total students complete the minimum mastery criteria and 20% or 5 students do not pass the minimum mastery criteria at least 70. It means that the indicator of success of this research has been achieved that is $\geq 75\%$ students was gotten score 70. It indicates that the students' writing narrative writing was increased.

Regarding to the result above, it can be inferred that this Classroom Action Research (CAR) is successful and it will not be continued in the next cycle because of the learning process and the product of learning entirely complete the indicators of success and it

means that journalistic question strategy can improve the students' narrative writing ability.

B. Interpretation

Narrative writing will be easier to be understood when it was supported by the right strategy, because the lesson will take more concrete for students and the students has complete understanding. During the research, the researcher observed that the students were enthusiastic to pay attention to the teacher explanation in learning process.

The researcher assumes that teaching writing by using journalistic question strategy can improve the students' narrative writing ability. When journalistic question strategy is done correctly, students are encouraged to arrange develop their ideas and information about the material. So, it has proved that journalistic question strategy can be one the interesting strategy to teach narrative writing.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Thursday, September 12th 2019. The result of pre- test shows that most of the students got difficult for doing the test. Based on the table 7 the students average is 57,88 , it showed that most of the students had

not completed yet in achieving the Minimum Mastery Criteria at least 70. In this phase, only 5 students of 25 students complete the the minimum mastery criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students narrative text mastery after implementing the treatment the researcher conducted the post-test I. It was done on Wednesday, Thursday, September 26th 2019. Based on the table 9 the students average is 68,60 it shows that most of the students had not completed yet in achieved the minimum standard criteria at least 70. In this stage there are 12 students of 25 students completed of the minimum standard criteria. It can be concluded that most of the students were incomplete in comprehending the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that is only 48% of students who completed the minimum mastery criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in the from of essay which completed for 90 minutes. It was done on Thursday, October 8th 2019. Based on the table 15, the students' average is 76,08. It

showed that most of the students have achieving the Minimum Mastery Criteria (MMC) at least 70. In this phase, 20 students of 25 students of 80% students completed of the minimum mastery criteria and the research is successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process is successful in cycle I but the students' average score is low. While, the score of the students in post-test I is higher than pre-test. Moreover, in cycle II, the students' average score is higher than cycle I. the following is the table of illustration score in cycle I and cycle II.

Table 19
The Comparison of Writing Narrative writing of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	50	71	75
2.	50	66	67
3.	54	67	84
4.	58	71	84
5.	60	64	67
6.	50	71	71
7.	71	75	84
8.	71	75	79
9.	50	62	76
10.	50	64	75
11.	54	62	68
12.	50	71	76
13.	50	72	75
14.	59	59	67
15.	75	80	89
16.	66	69	75
17.	50	59	76

18.	57	66	80
19.	54	71	73
20.	50	67	67
21.	71	72	84
22.	50	72	80
23.	50	67	75
24.	72	75	80
25.	66	67	75
Total	1447	1715	1902
Average	57,88	68,60	76,08
Complete	5	12	20

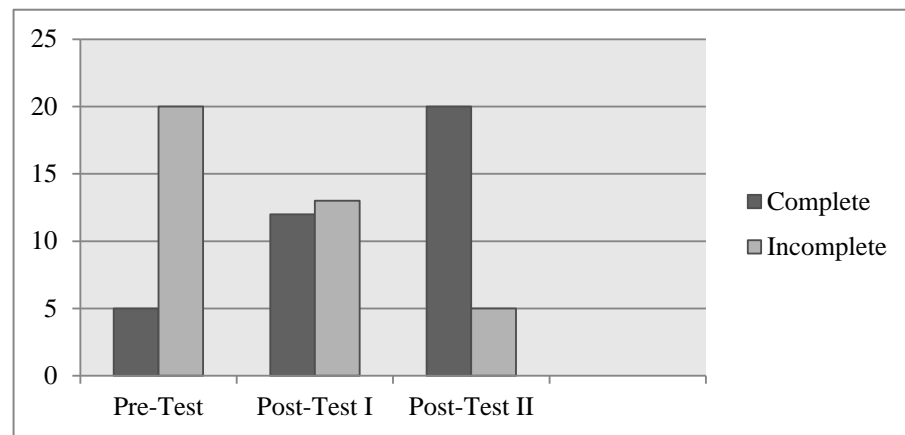
Table 20
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	5	12	20	Complete
≤ 70	20	13	5	Incomplete
Total	25	25	25	

Based on the result of the pre-test, post-test I and post-test II, it is known that there is a positive significant improving of the students' score. It can be seen from the students' score. Therefore, the researcher concludes that the research is successful because the indicator of success in this research has been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 15
The Comparison Score of Students Writing Narrative writing
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it can be inferred journalistic question strategy can improve the students' narrative writing ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

C. Discussion

In teaching writing MA Miftahul Ulum Braja Selebah especially on students of tenth grade, based on the pre survey some students feel difficult to express and organize their ideas in writing. The researcher chooses journalistic question strategy to improve the students' narrative writing ability.

The researcher uses this strategy to organize the students' ideas and make students more active in writing especially narrative text in learning English. There is positive increasing about students learning activities using journalistic question strategy.

Based on the explanation of cycle I and cycle II, it can be inferred that the use of journalistic question strategy can improve the students' narrative writing ability. There is progress that can be seen from the students' writing result. The standard criteria is 70 in this research, in the post-test I there are 12 students or 48% who completed the test with the average 68,60 and in the post-test II there are 20 students or 80% who completed the test with average 76,08. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success that is 75% of students got score ≥ 70 is reached.

The result of the students' activities in cycle I and cycle II is improve. The students understand to make question based on 5w+1h in narrative text 72% become 80%, The students answer based on 5w+1h question 60% become 80%, The students able to compose a narrative text based on the question of 5w+1h 76% become 84%, and the the result of students' activities in the class 80% become 88%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the students' narrative writing ability could be improve through journalistic question strategy.

Journalistic question strategy can be used as an alternative way in learning process of writing. The students' activities in the implementation of cycle I and II are very active. It means that journalistic question strategy can improve the students' activeness. The average of students' activities in cycle I is 80%, then improved to be 88% in cycle II.

Journalistic question strategy helps the students to understand the narrative writing ability. While, journalistic question strategy is also able to improve the narrative writing score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 57,88 and in cycle I is 68,60 while in cycle II is 76,08.

The journalistic question strategy can improve the students' narrative writing ability. It can be seen that there was an improving score of the students' narrative writing at tenth graders of MA Miftahul Ulum Braja Selebah.

B. Suggestion

Based on the result of the research, the researcher would like to give constructive suggestions as follows:

1. It is suggested to the teacher to use journalistic question as the teaching learning strategy because it can improve the students' writing ability.
2. It is suggested to the English teacher to include journalistic question strategy in teaching process. The teachers should be creatively used journalistic question strategy in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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Nomor : B-3008/In.28/D.1/TL.00/09/2019

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA MA MIFTAHUL ULUM

BRAJA SELEBAH

di-

Tempat

Assalamu'alaikum Wr. Wb.

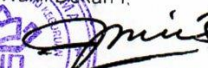
Sehubungan dengan Surat Tugas Nomor: B-3007/In.28/D.1/TL.01/09/2019, tanggal 24 September 2019 atas nama saudara:

Nama : **DESNILA SAHARA**
NPM : 1501070239
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MIFTAHUL ULUM BRAJA SELEBAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING NARRATIVE WRITING ABILITY BY USING JOURNALISTIC QUESTION STRATEGY AT TENTH GRADERS OF MA MIFTAHUL ULUM BRAJA SELEBAH EAST LAMPUNG IN ACADEMIC YEAR 2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 September 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
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Lampiran : -
Perihal : **IZIN PRA-SURVEY**

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KEPALA MA MIFTAHUL ULUM BRAJA SELEBAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : DESNILA SAHARA
NPM : 1501070239
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING WRITING ABILITY BY USING JURNALISTIC QUESTION TECHNIQUE AT TENTH GRADERS OF MA MIFTAHUL ULUM BRAJA SELEBAH IN ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di MA MIFTAHUL ULUM BRAJA SELEBAH.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Desember 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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10 September 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Desnila Sahara
NPM : 1501070239
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving Narrative Writing Ability By Using Journalistic Question Strategy At tenth Graders Of MA Miftahul Ulum Braja Selehah East Lampung In Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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Jurusan : TBI
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	09/04/2019		✓	- Revise cover - Revise chapter I	
2.	11/04/2019		✓	- Revise chapter I, II, III	
3	29/04/2019		✓	Advantage & disadvantages	
4				 ke i advisor	

Mengetahui,
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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
①	Kamis 02/05/2019	✓		Revise Background study - writing - writing narrative - Journalistic question - pre-survey - what you want to do - conclusion	
②	Kamis 09/05/2019	✓		Revise Background - formulation of the problem - Research procedure - Bibliography	
③	Juma't 17/05/19	✓		Revise : - Identification of the problem - limitation of the problem - Chapter iii - Cycle I, ii	

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
(4)	Rabu 22/05/19	✓		- Revise Background study - the score data - Identification of the problem - Action Hypothesis - Chapter II - Operational definition of variable - Independent variable.	
5	10/6/19	✓		Acc APP Summer	

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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	02 Sept 2019			c. Ke 1 - 3 ke instrumen	

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Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
①	03 Sept 2019	✓		① Revise cycle 1 & 2 ② Revise pre test, post tes 1 Post test 2	
②	04 Sept 2019	✓		① Revise pre test, post test 1 Post test 2	
3	05 Sept 2019	✓		Ace APD	

Mengetahui
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Semester : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
①	14 / 10 ¹⁹		✓	- Revise chapter III - Revise cover - Revise chapter acknowledg ment	
②	17 / 10 ¹⁹		✓	- Revise chapter V	
3	21 / 10 ¹⁹		✓	 S. I. S. I. S.	

Mengetahui,
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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
①	21/10	✓		- Revise cover - Revise Chapter iii - Revise table of content - Revise Acknowledgment - Revise Action Hypothesis - Revise Table.	
②	23/10	✓		- Revise Limitation of the Problem - Revise Chapter iv (table) - Revise Chapter v	
③	25/10	✓		- Revise Abstract - Revise Chapter v	
④	10/11	✓		- Revise research instrument, Table of Content	
⑤	20/11	✓		- Revise observation sheet	

Mengetahui,
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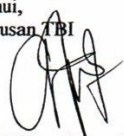
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Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
⑥	28/11/2019	✓		Revisi field note	
⑦	2/12/19	✓		Acc to menagaker	

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
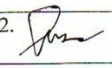
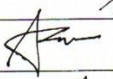
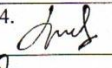
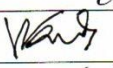
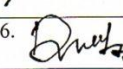





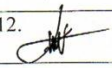

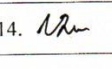





Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,


Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

ATTENDANCE LIST OF STUDENTS

Pre- test

NO	NAMA	TTD
1	AR	1. 
2	AA	2. 
3	AD	3. 
4	AF	4. 
5	AW	5. 
6	AD	6. 
7	BA	7. 
8	BR	8. 
9	CM	9. 
10	CD	10. 
11	FM	11. 
12	GF	12. 
13	GR	13. 
14	IZ	14. 
15	KH	15. 
16	LF	16. 
17	ML	17. 
18	MR	18. 

19	NK	19. <i>Handwritten signature</i>
20	NA	20. <i>Handwritten signature</i>
21	OS	21. <i>Handwritten signature</i>
22	PW	22. <i>Handwritten signature</i>
23	TM	23. <i>Handwritten signature</i>
24	VM	24. <i>Handwritten signature</i>
25	ZR	25. <i>Handwritten signature</i>
26		26.
27		27.
28		28.
29		29.
30		30.

English Teacher

Handwritten signature

Deriyana, S.Pd
NIP.

Metro, ^{17 Sep} 2019

The Researcher

Handwritten signature

Desnila Sahara
NPM. 1501070239

ATTENDANCE LIST OF STUDENTS

Post- Test I

NO	NAMA	TTD
1	AR	1. <i>[Signature]</i>
2	AA	2. <i>[Signature]</i>
3	AD	3. <i>[Signature]</i>
4	AF	4. <i>[Signature]</i>
5	AW	5. <i>[Signature]</i>
6	AD	6. <i>[Signature]</i>
7	BA	7. <i>[Signature]</i>
8	BR	8. <i>[Signature]</i>
9	CM	9. <i>[Signature]</i>
10	CD	10. <i>[Signature]</i>
11	FM	11. <i>[Signature]</i>
12	GF	12. <i>[Signature]</i>
13	GR	13. <i>[Signature]</i>
14	IZ	14. <i>[Signature]</i>
15	KH	15. <i>[Signature]</i>
16	LF	16. <i>[Signature]</i>
17	ML	17. <i>[Signature]</i>
18	MR	18. <i>[Signature]</i>

19	NK	19. <i>Hu</i>
20	NA	20. <i>AA</i>
21	OS	21. <i>PA</i>
22	PW	22. <i>AA</i>
23	TM	23. <i>AA</i>
24	VM	24. <i>AA</i>
25	ZR	25. <i>AA</i>
26		26.
27		27.
28		28.
29		29.
30		30.

English Teacher

Deriyana
Deriyana, S.Pd
NIP.

Metro, *21 Oct* 2019
The Researcher

Desnila Sahara
Desnila Sahara
NPM. 1501070239

ATTENDANCE LIST OF STUDENTS

Post- Test 2

NO	NAMA	TTD
1	AR	1. <i>[Signature]</i>
2	AA	2. <i>[Signature]</i>
3	AD	3. <i>[Signature]</i>
4	AF	4. <i>[Signature]</i>
5	AW	5. <i>[Signature]</i>
6	AD	6. <i>[Signature]</i>
7	BA	7. <i>[Signature]</i>
8	BR	8. <i>[Signature]</i>
9	CM	9. <i>[Signature]</i>
10	CD	10. <i>[Signature]</i>
11	FM	11. <i>[Signature]</i>
12	GF	12. <i>[Signature]</i>
13	GR	13. <i>[Signature]</i>
14	IZ	14. <i>[Signature]</i>
15	KH	15. <i>[Signature]</i>
16	LF	16. <i>[Signature]</i>
17	ML	17. <i>[Signature]</i>
18	MR	18. <i>[Signature]</i>

19	NK	19. <i>Hum</i>
20	NA	20. <i>Am</i>
21	OS	21. <i>Am</i>
22	PW	22. <i>Am</i>
23	TM	23. <i>Am</i>
24	VM	24. <i>Am</i>
25	ZR	25. <i>Am</i>
26		26.
27		27.
28		28.
29		29.
30		30.

English Teacher

Deriyana

Deriyana, S.Pd
NIP.

Metro, 5... Oct... 2019

The Researcher

Desnita

Desnita Sahara
NPM. 1501070239

TEST INSTRUMENT IN PRE-TEST

NAME: Toni Nandayana

CLASS: X

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya
2. Jaka Tarub
3. Bawang Putih and Bawang Merah
4. Ande-Ande Lumut

TOPIC :

QUESTION :

1. Who is Bawang Merah?
2. Why Bawang Putih have a good character?
3. Where Bawang Putih wash the clothes?
4. When Bawang Putih looks chest?
5. What the find in the chest?
6. How can step mother angry?

Bawang Putih and Bawang Merah

Once upon a time, live two siblings Bawang Putih and Bawang Merah. Bawang Putih have good character while Bawang Merah have a bad character. They have a step mother. The mother very bad character same with her daughter.

One day Bawang Merah told with Bawang Putih to wash her clothes in the river. When go to the river, she look a small chest. Then she opened. Suddenly in the chest is golden. She bring to home.

Bawang Merah knew it. To know she go to river. She look the chest again. She open the chest. The chest is snake. This mother Bawang Merah angry to Bawang Putih who have lived with her. Bawang Merah back to home. He told to her mother that she look snakes. She cut and fish.

yes

$$C = 2 \times 3 = 6$$

$$O = 2 \times 2 = 4$$

$$E = 2 \times 2 = 4$$

$$V = 2 \times 1.5 = 3$$

$$M = 2 \times 1.5 = 3$$

20

$$20 \times 100$$

$$= 90$$

$$= 50$$

TEST INSTRUMENT IN POST-TEST II

NAME: Khalifa
CLASS: X

Direction:

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. Beauty and The Beast
2. Sangkuriang
3. Malin Kundang
4. Cinderella

TOPIC :

QUESTION :

How his mother felt?

1. Who is malin kundang?
2. Where did malin kundang get punishment?
3. Why malin kundang have pretty wife?
4. When did malin kundang met his wife?
5. What happened to his mother?

Malin Kundang

One Upon a time, lived a child and her mother in the village. His mother was a salted fish seller, they have simple family. His dad was not know where. Since childhood malin kundang was an orphan. Malin kundang was a childhood who was devoted to parents.

One day malin kundang worked. He went by ship he left for a long time. One time malin kundang back to home with his pretty wife. Malin kundang became a rich man.

Malin kundang back to home with the luxury ship, but when malin kundang arrive he did not call his mother. Moreover, his mother gave welcomed with her son. Malin kundang pushes away his mother even his mother hugging malin kundang.

Malin Kundang mother was dissapointed her son was very arrogant person. Malin kundang mother pray to the god to get punishment. Suddenly the sky black and malin kundang was struck by lightning of the storm.

$$\begin{array}{rcl}
 C & = & 3 \times 3 = 9 \\
 O & = & 4 \times 2 = 8 \\
 G & = & 4 \times 2 = 8 \\
 V & = & 3 \times 1,5 = 4,5 \\
 M & = & 4 \times 1,5 = 6 \\
 \hline
 & & 35,5
 \end{array}$$

$35,5 \times 100 = 3550$
 $\frac{3550}{40} = 88,75$

TEST INSTRUMENT IN POST-TEST I

NAME: Khauf a

CLASS: X

Direction:

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Story of Toba Lake
2. The Lion and The Mouse
3. Timun Emas
4. Snow White

TOPIC :

QUESTION :

1. Who is Snow White ?
2. Why snow white run away ?
3. Where did snow white run away ?
4. When snow white felt hungry ?
5. What is the plan of her uncle ?

G. How Snow White met the seven dwarfs?

SNOW WHITE

One Upon a time there lived a little, named snow white she live with her uncle because her parents are died.

One day she heard her uncle and her aunty talking about learning snow white in the castle be cause they want to live America they didn't have enough money to take snow white with them.

Snow white didn't want her uncle and aunty to do that so she decided to run away. She run to the forrest. she run away to the wood. In the wood she felt hungry and tired then she saw the cottage. she knocked but no one answer. Meanwhile seven drafts were coming home from work. But inside there are girl who sleep in the wood cottage. One of the drafts "If you wish you may live here with us" drafts said. Snow white told the whole story about her then snow white happily ever after.

$$\begin{array}{rcl}
 C & : & 3 \times 3 = 9 \\
 O & : & 3 \times 2 = 6 \\
 G & : & 4 \times 2 = 8 \\
 V & : & 2 \times 1.5 = 3 \\
 M & : & 4 \times 1.5 = 6
 \end{array}
 \quad
 \begin{array}{rcl}
 & & = 32 \\
 & & = \frac{32}{40} \times 100 = 80
 \end{array}$$

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of The School	✓
4.	Conditional of Teachers and Official Employers in MA Miftahul Ulum Braja Selebah	✓
5.	Quantity of The Students	✓
6.	Organization Structure of MA Miftahul Ulum Braja Selebah	✓

Note :

- Tick (✓) for each positive availability
-

Collaborator



Deryanna, S.Pd.

NIP. -

Metro, August 2019
The Research



Desnila Sahara
NPM. 1501070239

FIELD NOTE CYCLE I

A. Field note of Pre-test

1. Friday,

- a) Some of the students did not listen my explanation carefully they talked with their classmate, and did not enthusiastic to learn english in the class and they consider that english is difficult.
- b) The students shock when I gave writing test
- c) The students not difficult to write because they dont have memories the vocab.

B. Field note the first cycle


1. Friday,

- a) Some of students enthusiastic listen my explanation but most of them talk with their classmate.
- b) Some of students did not know about what the topic is.
- c) The teacher gave instruction and divided in to some groups.
- d) The students are not understanding of instruction and question.

2. Saturday,

- a) The students listened my explanation carefully but still there are students who are talked with their friends.
- b) The teacher gave the treatment for the students and asks them to make question and continue to compose a narrative text based on the topic they have choosen.
- c) The teacher gave the post test, the test were essay consist of written text.

Mengetahui,
The collabulator



Deriyana, S.Pd

NIP.

Metro, 04-10-2019

The Researcher



Desnila Sahara

NPM.1501070239

FIELD NOTE CYCLE II

C.) Field Note of Second cycle

1. Friday,

- a) Most of students listen my explanation carefully and more enthusiastic
- b) The teacher divides the text and gives them example of journalistic question
- c) the teacher uses the journalistic question strategy because there is still problem in the narrative text.

2. Saturday,

- a) The Students more enthusiastic.
- b) In the end of meeting, the teacher gave the post test where essay consist of written text using the students own words.

Mengetahui,
The collaborator



Deriyana, S. Pd
NIP.

Saturday 5 Oct
Metro, 2019

The Researcher



Desnila Sahara
NPM.1501070239

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA	✓	✓		✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓	✓	4
5	AW		✓	✓	✓	4 3
6	AD		✓	✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓		✓	✓	3
9	CM		✓	✓		2
10	CD	✓	✓	✓	✓	4
11	FM	✓		✓		2
12	GF	✓		✓		2
13	GR	✓	✓	✓	✓	4
14	IZ			✓	✓	2
15	KH		✓	✓	✓	3
16	LF	✓			✓	2
17	ML	✓	✓	✓	✓	4
18	MR			✓	✓	2
19	NK	✓	✓	✓	✓	4
20	NA	✓			✓	2
21	OS	✓	✓		✓	3
22	PW	✓		✓		2

23	TM	✓		✓	✓	3
24	VM		✓	✓	✓	3
25	ZR	✓		✓	✓	3
TOTAL		18	15	19	20	72

NOTE :

1. The students understand to make question based on 5W+1H in narrative text.
2. The students answer based on 5W+1H question.
3. The students able to compose a narrative text based on the question of 5W+1H.
4. The students active in the class.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA		✓	✓	✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓		3
5	AW	✓	✓		✓	3
6	AD	✓		✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓	✓	✓	✓	4
9	CM	✓		✓	✓	3
10	CD	✓	✓		✓	3
11	FM		✓	✓	✓	3
12	GF		✓	✓	✓	3
13	GR	✓	✓	✓		3
14	IZ	✓		✓	✓	3
15	KH	✓		✓	✓	3
16	LF	✓	✓	✓	✓	4
17	ML	✓	✓	✓		3
18	MR		✓	✓	✓	3
19	NK	✓	✓		✓	3
20	NA	✓		✓	✓	3
21	OS	✓	✓		✓	3
22	PW		✓	✓	✓	3

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA		✓	✓	✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓		3
5	AW	✓	✓		✓	3
6	AD	✓		✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓	✓	✓	✓	4
9	CM	✓		✓	✓	3
10	CD	✓	✓		✓	3
11	FM		✓	✓	✓	3
12	GF		✓	✓	✓	3
13	GR	✓	✓	✓		3
14	IZ	✓		✓	✓	3
15	KH	✓		✓	✓	3
16	LF	✓	✓	✓	✓	4
17	ML	✓	✓	✓		3
18	MR		✓	✓	✓	3
19	NK	✓	✓		✓	3
20	NA	✓		✓	✓	3
21	OS	✓	✓		✓	3
22	PW		✓	✓	✓	3

23	TM	✓	✓	✓	✓	4
24	VM	✓	✓	✓	✓	4
25	ZR	✓	✓	✓	✓	4
TOTAL		20	20	21	22	81

NOTE :

1. The students understand to make question based on 5W+1H in narrative text.
2. The students answer based on 5W+1H question.
3. The students able to compose a narrative text based on the question of 5W+1H.
4. The students active in the class.

FIELD NOTE CYCLE I

A. Field note of Pre-test

1. Friday,

- a) Some of the students did not listen my explanation carefully they talked with their classmate, and did not enthusiastic to learn english in the class and they consider that english is difficult.
- b) The students shock when I gave writing test
- c) The students not difficult to write because they dont have memories the vocab.

B. Field note the first cycle

1. Friday,

- a) Some of students enthusiastic listen my explanation but most of them talk with their classmate.
- b) Some of students did not know about what the topic is.
- c) The teacher gave instruction and divided in to some groups.
- d) The students are not understanding of instruction and question.

2. Saturday,

- a) The students listened my explanation carefully but still there are students who are talked with their friends.
- b) The Teacher gave the treatment for the students and asks them to make question and continue to compose a narrative text based on the topic they have choosen.
- c) The teacher gave the post test, the test were essay consist of written text.

Mengetahui,

The collabulator



Deriyana, S.Pd

NIP.

04-10
Metro,.....2019

The Researcher



Desnila Sahara

NPM.1501070239

FIELD NOTE CYCLE II

C.) Field Note of Second cycle

1. Friday,

- a) Most of students listen my explanation carefully and more enthusiastic
- b) The teacher divided the text and gives them example of journalistic question
- c) the teacher uses the journalistic question strategy because there is still problem in the narrative text.

2. Saturday,

- a) The Students more enthusiastic.
- b) In the end of meeting, the teacher gave the post test were essay consist of written text using the students ~~own~~ words.

Mengetahui,
The collaborator



Deriyana, S.Pd

NIP.

Metro, 05 - 10 2019

The Researcher



Desnila Sahara

NPM.1501070239

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English Subject	✓
2.	Lesson Plan and Learning Material	✓
3.	History of The School	✓
4.	Conditional of Teachers and Official Employers in MA Miftahul Ulum Braja Selebah	✓
5.	Quantity of The Students	✓
6.	Organization Structure of MA Miftahul Ulum Braja Selebah	✓

Note :

- Tick (✓) for each positive availability

Collaborator



Deryanna, S.Pd.

NIP. -

Metro, August 2019
The Research



Desnila Sahara
NPM. 1501070239

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA	✓	✓		✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓	✓	4
5	AW		✓	✓	✓	4 3
6	AD		✓	✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓		✓	✓	3
9	CM		✓	✓		2
10	CD	✓	✓	✓	✓	4
11	FM	✓		✓		2
12	GF	✓		✓		2
13	GR	✓	✓	✓	✓	4
14	IZ			✓	✓	2
15	KH		✓	✓	✓	3
16	LF	✓			✓	2
17	ML	✓	✓	✓	✓	4
18	MR			✓	✓	2
19	NK	✓	✓	✓	✓	4
20	NA	✓			✓	2
21	OS	✓	✓		✓	3
22	PW	✓		✓		2

23	TM	✓		✓	✓	3
24	VM		✓	✓	✓	3
25	ZR	✓		✓	✓	3
TOTAL		18	15	19	20	72

NOTE :

1. The students understand to make question based on 5W+1H in narrative text.
2. The students answer based on 5W+1H question.
3. The students able to compose a narrative text based on the question of 5W+1H.
4. The students active in the class.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2

NO.	NAME	THE STUDENTS' ACTIVITY				TOTAL
		1	2	3	4	
1	AR	✓	✓	✓	✓	4
2	AA		✓	✓	✓	3
3	AD	✓	✓	✓	✓	4
4	AF	✓	✓	✓		3
5	AW	✓	✓		✓	3
6	AD	✓		✓	✓	3
7	BA	✓	✓	✓	✓	4
8	BR	✓	✓	✓	✓	4
9	CM	✓		✓	✓	3
10	CD	✓	✓		✓	3
11	FM		✓	✓	✓	3
12	GF		✓	✓	✓	3
13	GR	✓	✓	✓		3
14	IZ	✓		✓	✓	3
15	KH	✓		✓	✓	3
16	LF	✓	✓	✓	✓	4
17	ML	✓	✓	✓		3
18	MR		✓	✓	✓	3
19	NK	✓	✓		✓	3
20	NA	✓		✓	✓	3
21	OS	✓	✓		✓	3
22	PW		✓	✓	✓	3

23	TM	✓	✓	✓	✓	4
24	VM	✓	✓	✓	✓	4
25	ZR	✓	✓	✓	✓	4
TOTAL		20	20	21	22	81

NOTE :

1. The students understand to make question based on 5W+1H in narrative text.
2. The students answer based on 5W+1H question.
3. The students able to compose a narrative text based on the question of 5W+1H.
4. The students active in the class.

TEST INSTRUMENT IN PRE-TEST

NAME: Toni Nandayana

CLASS: X

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Legend of Surabaya

3. Bawang Putih and Bawang

Merah

2. Jaka Tarub

4. Ande-Ande Lumut

TOPIC :

QUESTION :

1. Who is bawang merah?
2. Why bawang putih have a good character?
3. Where bawang putih wash the clothes?
4. When bawang putih looks chest?
5. What the find in the chest?
6. How can step mother angry?

Bawang Putih and Bawang Merah

Once upon a time, (live) two siblings bawang putih and bawang merah. Bawang putih (have) good character while bawang merah have a bad character. They (have) a step mother. The mother very bad character same with her daughter.

One day bawang merah told with bawang putih to wash her clothes in the river. When (go) to the river, she (look) a small chest. Then she opened. Suddenly in the chest (is) golden. She (bring) to home.

Bawang merah knew it to narrow she (go) to river, she (looked) the chest again. She (open) the chest. The chest (is) snake. This mother bawang merah angry to bawang putih who have lived with her. Bawang merah back to home. He told to her mother that she (look) snakes. She (cut) and (fish)

(yes)

$$C = 2 \times 3 = 6$$

$$O = 2 \times 2 = 4$$

$$E = 2 \times 2 = 4$$

$$V = 2 \times 1.5 = 3$$

$$M = 2 \times 1.5 = 3$$

$$= \frac{20}{40} \times 100$$

$$= 50$$

$$= 50$$

$$= 50$$

20

TEST INSTRUMENT IN POST-TEST I

NAME: Khaifa

CLASS: X

Direction:

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. The Story of Toba Lake
2. The Lion and The Mouse

3. Timun Emas
- ④ Snow White

TOPIC :

QUESTION :

1. Who is Snow White?
2. Why Snow White run away?
3. Where did Snow White run away?
4. When Snow White felt hungry?
5. What is the plan of her uncle?

G. How Snow White met the seven dwarfs.

SNOW WHITE

One Upon a time there lived a little, named Snow White she live with her uncle because her parents are died.

One day she heard her uncle and her aunty talking about learning Snow White in the castle because they want to go America they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunty to do that so she decided to run away. She run to the forrest. She run away to the wood. In the wood she felt hungry and tired then she saw the cottage. She knocked but no one answered. Meanwhile seven dwarfs were coming home from work. But inside there are girl who sleep in the cottage. One of the dwarfs "If you wish you may live here with us" dwarfs said. Snow White told the whole story about her then Snow White happily ever after.

$$\begin{array}{rcl}
 C & : & 3 \times 3 = 9 \\
 O & : & 3 \times 2 = 6 \\
 G & : & 4 \times 2 = 8 \\
 V & : & 2 \times 1.5 = 3 \\
 M & : & 1 \times 1 = 1
 \end{array}
 \quad
 \begin{array}{rcl}
 & & = 32 \\
 & & = 32 \\
 & & = 32 \\
 & & = 32 \\
 & & = 32
 \end{array}
 \quad
 \begin{array}{rcl}
 & & \times 100 = 80
 \end{array}$$

TEST INSTRUMENT IN POST-TEST II

NAME: Khalifa
CLASS: X

Direction:

A. Choose one of the topics below and write a narrative text based on the topic you have chosen!

1. Beauty and The Beast
2. Sangkuriang
3. Malin Kundang
4. Cinderella

TOPIC :

QUESTION :

1. Who is malin kundang?
2. Where did malin kundang get punishment?
3. Why malin kundang have pretty wife?
4. When did malin kundang met his wife?
5. What happened to his mother?

6. How his mother felt?

Malin Kundang

One Upon a time, lived a child and her mother in the village. His mother was a salted fish seller, they have simple family. His dad was not know where. Since child hood malin kundang was an orphan. Malin kundang was a childhood who was devoted to parents.

One day malin kundang worked. He went by ship he left for a long time. One time malin kundang back to home with his pretty wife. Malin kundang became a rich man.

Malin kundang back to home with the luxury ship, but when malin kundang arrive he did not call his mother. Moreover, his mother gave welcomed with her son. Malin kundang pushes away his mother even his mother hugging malin kundang.

Malin kundang mother was dissapointed her son was very arrogant person. Malin kundang mother pray to the god to get punishment. Suddenly the sky black and malin kundang was struck by lightning of the storm.

$$\begin{array}{rcl}
 C & = & 3 \times 3 = 9 \\
 O & = & 4 \times 2 = 8 \\
 G & = & 4 \times 2 = 8 \\
 V & = & 3 \times 1,5 = 4,5 \\
 M & = & 4 \times 1,5 = 6 \\
 \hline
 & & 35,5 = 40 \\
 & & \quad \quad \quad 89
 \end{array}$$

CURRICULUM VITAE



The writer's name is Desnila Sahara. She was born on December 18, 1996 in Way Jepara. She is the last child of Mr. Tukiman and Mrs. Naimah. She graduated from SDS Sugar Group School, Central Lampung in academic year 2009.

She continued her study at SMP Sugar Group School, Central Lampung on 2012. She graduated her study at SMAN 1 Way Jepara, East Lampung on 2015. Finally, she registered as a S1 students of English Education Department of State Institute for Islamic Studies of Metro on 2015.