

**IMPROVING STUDENTS' NARRATIVE WRITING
BY USING WH-QUESTIONS AS A GUIDE**

AN ARTICLE

**BY:
HESTY PUSPITASARI
NIM F12103039**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGES AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
PONTIANAK
2017**

IMPROVING STUDENTS' NARRATIVE WRITING BY USING WH-QUESTIONS AS A GUIDE

Hesty Puspitasari, Iwan Supardi, Urai Salam
English Education Study Program FKIP Untan Pontianak
Email: ann.onimus23@gmail.com

Abstract

The research purpose is to see how far the improvement of students' narrative writing has been made by using WH-Questions as a guide. The research method that used is a classroom action research and the data were collected by direct observation technique in the teaching learning process through field notes as the tools of research. The research was conducted in two cycles. The first cycle was conducted on 28 October 2011 and the second cycle on 3 November 2011. After conducting the research, the writer got the data which show that WH-Questions increased the students' narrative writing in the classroom activity. The finding of this research showed that WH-Questions can help students to improve students' narrative writing, it is looked by the score from 58.13 at first cycle and 78.39 at second cycle.

Keywords: *WH-Questions, narrative writing*

Nowadays, English as an international language becomes a very important thing for people in countries in the world especially in globalization era, where people from one country come into other country easily. In Indonesia, English is one of the foreign languages taught to the students from elementary school to university. Writing is one of the four essential language skills that is considered important for the students to learn the language. As Mc Crimmon (1984) says that "Writing means communicating ideas to other people in written form." Students deal with the language activities in their daily life such as taking notes, writing assessments given by teacher; summarizing text and writing journals. Through writing students can share their ideas, feelings, and experiences to others. Students can also share information they have, and get information they need. These activities encourage the students to develop their understanding in language learning in classroom. Obviously, writing skill is one of language skills that important to be developed by every language learner.

According to Hughey (1983:6) "Writing is an efficient tool to facilitate and reinforce language skill, especially on skills that are employed in the act of writing such as reading, vocabulary, and grammar." Writing may be considered the most difficult of the language skills. Learning writing skill has a lot of to do with the acquisition of the grammatical structures of the language.

Moreover, Hughey (1983:7) says that "Since writing becomes a means of study, discovery, development, and refinement, the ability to write is crucial. Writing skill is complex and requiring not only grammatical and rhetorical device, but also on conceptual and judgment element."

Based on the above definitions, in short it can be stated that writing is an activity to express ideas by means of written language. The idea of writing can be our feelings, opinions, or experiences.

The writer chooses eleventh grade students as the subjects of research. The students had problems in generating their ideas, such as about the place, names and time, lack of vocabulary, and the ability to

arrange the words into sentences with the correct structure. They needed a long time to start their writing, because they were confused about what they have to write.

Based on it, the writer will help the students to improve their writing skill especially to write narrative text. Narration is the form of writing that is used to tell or relate the story of acts or events, some usually tells about person, place, animal, and thing. Wishon and Burks (1980:377) stated that "Narration is the form of writing which is used to relate the story of acts or events."

Furthermore, according to Beach (2003) "Narration is a story about person or group and how that person or group changes over the course of the story." He also stated that narrative text is the collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with a setting, character, and plot.

Derewianka (1995:40) states that "The basic purpose of narrative text to entertain. But narrative may also seek to teach or inform, to embody the writer's reflection or experience, and perhaps most important to nourish and extend the readers imagination."

In this research, the writer will apply WH-Questions as a guided writing to help the student in writing narrative text. Through guided writing the teacher can check the students' narrative writing. Guided writing is an appropriate way provided for the students before they write freely.

Questions words or what it called WH-Questions are the information questions. According to Fuad (2005:8) says that "An information is an interrogative sentence, which needs long and many answers." From the information they get the students can write a narrative text. Moreover, WH-Questions has many functions which are help the students to clarify their ideas, structure they study and learn about things that interest them.

WH-Questions are a proper choice of gaining details. These questions require elaboration from the person being asked, not

only a short answer as yes-no questions required. The answer has to be detailed in a clear or even in a long elaboration. Nation (2008:103) states that guided question is very helpful for developing ideas. The answers of the questions give the main ideas and content of the writing. Questions make the writer are easy to describe and express what he wants to write on the paper.

Chitravelu et al (1996:162) says that "Guided writing activities acts as a bridge between controlled and free writing. There is more learner input in guided writing than controlled writing." In guided writing, the teacher usually guides and controls the students writing by providing sufficient grammatical rules and contextual framework and that will decrease the students' difficulties in writing. It is obviously that guided writing is useful. This learning activity is designed by the teacher to facilitate the students in writing.

From the description above, the data of students' achievement and the difficulty the students found in learning writing, the writer conducts a research concerning the use of WH-Questions as a guide to teach writing narrative text. The research is conducted in order to investigate how well WH-Questions improve the students' narrative writing.

The writer hopes that WH-Questions can improve the students' narrative writing and overcome the problems faced by the teacher and also the students in mastering writing.

METHOD

The form of research used by the researcher is Classroom action research. Classroom action research occurs within a specific classroom situation. Classroom action research is purposed to improve the new skill or new approach in solving the real problems by using direct action.

The reason for choosing this method is because this research will be paying more attention in teaching and learning process. In improving and developing teaching, research onto classroom is needed to know what actually happens in the class, what the

students think, and the response of the teacher.

According to Ferrance (2000:1) “action research is a process in which participants examine their own educational practice systemically and carefully, using the technique of research”. Action research has the potential to generate genuine and sustained improvements in learning process. It also gives teachers new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team member; and to make decision about which new approaches to include in the team’s curriculum, instruction, and assessment plans.

Then, according to Costello (2003:7) basic action research consists of four steps. There are plan, the act, the observe, and the reflect. These work as a cyclical process. The following is the figure of classroom action research process.

This research was conducted in two cycles. In each cycles, there would be step that must be done by the writer. The following is the description of the steps in each cycle.

a. The planning stage

This stage includes identifying and limiting the topic, reviewing related literature, and developing a research plan. The research plan covers the research proposal, lesson plans, teaching materials, field notes (observation records), table of specification and scoring profil.

b. The acting stage

The writer starts doing the research by applying the treatment that has already been prepared in the classroom where the problem found.

c. The observing stage

This stage is done along with the action stage. After doing the teaching, the writer collected and analyzed the data. The writer observed the class

together with the collaborator when doing the research.

d. The reflecting stage

This stage involves sharing and communicating the results, and reflecting on the process. The result of the research will be shared and communicated with peers and the students in order to get feedbacks on what have been done.

The researcher does the real treatment by using the plan and after that observes the process of research and reflects the treatment. To make the research run well, the researcher will be assisted by collaborator to discuss and observe the treatment to get the feedback to reflect to the next cycle. In this research, the researcher will collect the data by observation technique.

The steps in learning activity by using this technique are:

A. Pre Activity

1. Says greeting to the students:
 - Good morning, students! How are you today?
2. Check the students’ presence
3. Teacher reviews the previous material
 - Do you still remember what we studied last week?
 - What was it?
4. Teacher introduces today’s material by asking some questions related to the writing topic.
 - Can you guess what we are going to study today?
 - What do you know about it?

B. Whilst Activity

1. The teacher distributes the narrative text to the students.
2. The teacher review the generic structure and language features of narrative texts.
 - Do you still remember about narrative text?
 - What is narrative text?

- Can you mention the generic structure and language features of narrative text?
3. The teacher asks the students to read the text.

Talaga Warna

A long time ago, there was a kingdom in West Java. The king was wise and kindhearted. No wonder the kingdom was prosperous. Unfortunately, he hadn't got any children yet. The King and queen were so sad. They were lonely. Furthermore, they were worried about who would be their successor.

Waiting to have a child, the king went to the forest and prayed to God. God granted his wish. A few months later, the queen got pregnant. When the baby girl born, people welcomed her happily. They presented so many gifts. Day by day, the princess grew more and more beautiful. The king and queen spoiled her too much. It made the princess have a bad temper.

Before seventeenth birthday, many people gave her beautiful presents. The king took some gold and jewels. He asked a goldsmith to make a beautiful necklace for the princess. On the princess birthday, people gathered in the courtyard. Cheers grew louder and louder when the king, queen and princess appeared.

"My beloved daughter, I give this necklace for you. People in this kingdom love you so much. It is a gift from them," said the king while representing the necklace. The princess accepted and looked at it briefly. "I don't want it. It's ugly!" Then she threw it away.

Everybody was speechless. Nobody could say anything. They didn't believe that the princess would do such a cruel thing to hurt everybody's feeling. The queen and the people were sad. They began crying.

Then there was a miracle. The earth was crying, too. Suddenly, a spring emerged from the ground. The water drowned the entire kingdom.

People called the lake "Talaga Warna". On a bright day, it is full of colors. The colors come from the shadows of forests, plants, flowers, and sky around the lake. However, some people said that the shadows are from the pieces of princess' necklace which are scattered at the bottom of the lake.

(Source: Buku Ajar, Acuan Pengayaan Bahasa Inggris Kelas XI Semester 1)

4. The teacher ask the students to answer the question

Handout 1

A. Answer the questions based on the text!

1. What did the king do while waiting to have a child?
2. How did the king and queen treat their daughter?
3. What was the result of their excessive treatment?
4. Why were the queen and the people sad and even crying?
5. What did the people say about the shadows?

Key Answer:

- A. 1. The king went to the forest and prayed to God.
2. They spoiled her too much.
3. The princess has a bad temper.
4. Because the princess done such a cruel thing to hurt everybody's feeling.
5. The shadows are from the pieces of princess' necklace which are scattered at the bottom of the lake.

C. Post Activity

Handout 2

1. Write another narrative text (folktale) by using your own words. Include the generic structure and language features in your writing. Use the WH-Questions as a guide to help you develop ideas for your writing.
 - a. What is the title?
 - b. Orientation:
 - Who/What?

- Where?
- When?
- Complication:
 - What happened?
 - Why it happened?
 - What happened then?
 - How it happened?

- Resolution:
 - What is the end of the story?
 - How is the ending?

2. Teacher reflects on today's material by asking students' difficulty during teaching learning process.
 - Do you have any problem while writing?
3. Both teacher and students conclude today's material.

FINDING AND DISCUSSION

Finding

This research was conducted in two cycles. During applying the technique, the researcher and the collaborator cooperated to observe what happened in classroom by using field notes and observation checklist table. After the students have completed the worksheet, the researcher computed the students' writing task based on the scoring table and classified the mean score into the qualification.

After that, both the researcher and the collaborator reflected on the teaching-learning process and prepare the lesson plan for the next cycle. All those steps were done to obtain the research findings.

The researcher use the formula of mean score to compute the class performance. All individual scores will be summed and divided by the number of students in the class.

$$\bar{X} = \frac{\sum Xi}{N}$$

Mean score (1)

Where:

- \bar{X} = the mean score of the entire participants (students)
- $\sum Xi$ = the sum of the individual students' score
- N = the sample size (the number of participants)

(Adapted from Jackson, 2009:110)

In this part, the researcher elaborated the stages of the implementation of classroom action research in the teaching-learning process in classroom:

1. First Cycle
 - a. Planning Stage

The researcher prepared the lesson plan, teaching materials, field notes and table of specification and scoring profile.

During teaching the eleventh grade students of SMA Panca Bhakti Pontianak, the researcher investigated some problems that happened in writing class. The students had problems in generating their ideas, such as about the place, names and time; lack of vocabulary and the ability of arrange the words into sentences with the correct structure. They needed a long time to start their writing, because they were confused about what they have to write.

Based on it, the researcher wants to help students to improve their writing skill especially to write narrative text.

- b. Acting Stage

The researcher and the collaborator came to the class and greet the students. The collaborator introduced the researcher to students. In this time, the researcher acts as a teacher. The researcher checks the students' presence and review the previous material. The researcher reviewed the generic structure and language features of narrative texts. After that, the researcher explained about the definition and function of WH-Questions. Some students listened carefully to the explanation, but the other talked to each other.

The researcher gives the students a sample of narrative text. The researcher gives the students questions that based on the text. Then, both the researcher and the students discussed the answers together. Some students were asked to read aloud the answers they have made. After that, the students were asked to write a narrative text. They might use the WH-Questions as a guide in case they found it hard to explain the chronological of story.

While working on this writing task, students sometimes show their interest during the writing process by asking certain questions and the researcher tried her best to help her students' problem. When they have finished, they submitted their work to the researcher.

The researcher ended the class by concluding the material and asking the students' difficulty during today's teaching learning process. This would help the researcher to decide what action will be treated in the next cycle.

c. Observing Stage

In this stage, the researcher and the collaborator observed the result of acting stages. They observed the whole process of the first cycle. At the first cycle, the researcher and the collaborator found that the students were passive; they paid attention during the researcher explain about the lesson but they still keep silent when the researcher asked question about the lesson. The researcher didn't know whether the students already understand or not. The researcher and the collaborator checked the students' answer and gave score. However, the result was still not satisfying. The following was the score of the individual student in the first cycle, the

students' name were written in the students' code.

$$\begin{aligned}\bar{X} &= \frac{\sum Xi}{N} \\ &= \frac{2500}{43} \\ &= 58.13\end{aligned}$$

d. Reflecting Stage

Based on the discussion between the researcher and the collaborator, it could be concluded that the first cycle was not satisfying and it still needed to apply the technique to reach the goal. It meant that second cycle was waiting for being conducted. Based on the observing stage, the improvements were as follows:

1. The researcher had to explain more about "WH-Questions" technique and asked students to practice it.
2. The researcher had to motivated students to become more active.

2. Second cycle

a. Planning Stage

In the second cycle, there would be two meeting (4x40 minutes). The first was the time for students doing the writing task and the last was the time to edit and revise for the final draft. Thus, the researcher prepared everything including lesson plan and teaching materials. The researcher did not make any significant changes toward those things. The selected theme (folktale) and a review of generic structure and language features were similar with the previous one.

Furthermore, the researcher planned to improve her performance during the teaching learning process. These deal with how the researcher began the class, how she encouraged students to actively participate in pre-activity and how she encouraged the

students to edit and revise their writings for the final draft.

b. Acting Stage

The researcher began the class by greetings and see surrounding to make sure the students were ready with things they needed. Then, the researcher checks the students' presence. Students were able to respond to the researcher's greeting and prepared things they needed to study. The researcher reviewed the previous materials about the generic structure, language features of narrative texts and the definition and function of WH-Questions. The researcher writes down the explanation to the board. Everybody listened carefully while taking note.

The researcher gives the students a sample of narrative text. The researcher asks the students to make questions that based on the text. Then, the researcher asks the students to write it down to the board. After that, both the researcher and the students discussed the answer together. Some students were asked to read aloud the answer they have made. After that, the students were asked to write a narrative text. They might use the WH-Questions as guide in case they found it hard to explain the chronological of story.

While working on this writing task, students sometimes showed their interest during the writing process by asking certain questions and the researcher tried her best to help her students' problem. The researcher keep monitoring the students one by one to make sure everyone was working. When they have finished, they submitted their work to the researcher.

The researcher ended the class by concluding the materials and asking the students' difficulty during today's teaching learning process.

The students looked free to share their feelings and their problems during the writing process. This would help the researcher to improve her teaching performance for the next meeting.

After the students' writing task had been collected, the researcher help the students with the editing and revising. She made correction on the grammar, generic structure, vocabulary, and mechanics (capital letters, comma, punctuation mark, and spelling). Then, in the next meeting, the researcher gave the writing task back to the students. They started working on re-writing the writing task based on the researcher input to edit and revise their writing for the final draft. This helps them to learn many things from mistakes they made and to be more responsible with their own writing progress.

c. Observing Stage

In this stage, the researcher and the collaborator observed the result of acting stages. They observed the whole process of the second cycle. At the second cycle, the students seemed more active by asking certain questions and them paid attention during the researcher explain about the lesson. The researcher and the collaborator checked the students' answer and gave score. However, the result was satisfying. The following was the score of the individual student in the second cycle, the students' name were written in the students' code.

$$\begin{aligned}\bar{X} &= \frac{\sum Xi}{N} \\ &= \frac{3371}{43} \\ &= 78,39\end{aligned}$$

There were some improvements in this cycle regarding to students'

score. Some problems that appeared in the first cycle could be minimized in the second cycle. The mean score was categorized into B (average to good). Based on the school's indicator of success, this result was satisfying.

d. Reflecting Stage

Based on the discussion between the researcher and the collaborator, it could be concluded that the second cycle was satisfying. The result of the students' score and mean score fulfilled the indicators of success; the field notes and the result of their writing task substantially yield the same results – students' narrative writing skills improvement.

Discussion

This classroom action research was conducted in two cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The data was collected in the form of students' writing task and field notes.

The researcher was helped by a collaborator, to observe the students' strategic behavior during teaching learning process. This covered the certain aspects of how the students responded to the researcher's greeting, how they got involved in brainstorming activity, how they worked with the writing tasks and so forth. These were recorded in the form of field notes.

On the first cycle, the researcher and the collaborator found that the students were passive; they paid attention during the researcher explain about the lesson but they still keep silent when the researcher asked question about the lesson. The researcher didn't know whether the students already understand or not. The researcher and the collaborator worked together to compute the students' individual score and the mean score.

The sum of students' individual score was divided by the number of the students to obtain the mean score. It was 58,13 and this

was qualified as poor to average. From the reflecting stage the researcher and the collaborator decide that they need to give more information and reinforcement for the students in the meeting.

After comparing the result of the acting stage with the indicators of success, it was clear that the result had not fulfilled both aspects of the indicators. Then, the researcher and the collaborator decided to continue the action to the next cycle.

On the second cycle, the researcher found that the students were not passive anymore; the students asking certain questions and show their interest during the writing process. The whole process of second cycle showed the students' improvement in writing narrative text.

The research findings showed that the mean score in the first cycle was 58.13 (poor to average) and this kept going up to the level of 78.39 (average to good).

In conclusion, the research finding of the classroom action research was satisfying. The mean score was 78.39 which was qualified as average to good. Students were able to respond to the researcher's greeting, get involved in brainstorming activity, to listen carefully to the researcher's explanation, to feel free to asking questions to the teacher and peers while working on their writing, and to share their feelings and difficulties during teaching learning process for the researcher's performance in the future. Most importantly, the students are able to develop the ideas for their writing into orientation, complication and resolution of narrative writing skills by using WH-Questions as a guide. Thus, the action hypothesis was accepted.

CONCLUSION AND SUGGESTION

Conclusion

Based on the explanation stated in the previous chapter, the writer would like to present some points to conclude about Improving Students' Narrative Writing By Using WH-Questions As A Guide on the eleventh grade students SMA Panca Bhakti in academic year 2011/2012.

The conclusions of this research are: students' narrative writing skills were improved by using WH-Questions as a guide. Students' mean score was increased from 58.13 (poor to average) in the first cycle to 78.39 (average to good) in the second cycles. This classroom action research was conducted in two cycles with four stages—planning, acting, observing, and reflecting.

Suggestion

Based on the conclusion stated before, the writer give suggestions that: WH-Questions are good to be used by teacher when teaching writing because it stimulates students to write a paragraph by answering questions. WH-Questions could be a great technique to apply by the English teachers as it is very useful and helpful to improve students' writing skill, especially narrative writing. Further more, teacher should be a problem solver and good monitoring for the students. Teacher should give the students chance to share their feelings and/or difficulties about classroom activities as inputs for teacher to do better in the future.

BIBLIOGRAPHY

Beach, P. *Narrative as Story Telling [online]*. Available:

<<http://www.poynter.org/column.asp?id=52&aid=49550>> [Accessed: 21 June, 2009]

Chittravolu, S.S. et al. 1996. *ELT Methodology Principles and Practice*. Malaysia: Fajar Bakti SDN. BHD.

Costello, P. J. M. 2003. *Action Research*. London: Continuum.

Derwianka, B. (1995) *Exploring How Texts Works*. Sydney: Australia Print Group.

Ferrance, E. 2000. *Action Research*. Northeast and Islands Regional Educational Laboratory at Brown University: Rhode Island.

Fuad, M. 2005. *Essentials of English Grammar, a Practical Guide: The Third Edition*. Jakarta: BPFE.

Hughey, J. B. et al. (1983) *Teaching ESL Composition Principle and Technique*. Cambridge: Newbury House Publishing.

Jackson, S. L. 2009. *Research Methods and Statistics: A Critical Thinking Approach*. Belmont: Cengage Learning.

Mc Crimmon. 1984. *Writing with a Purpose*. Boston: Houghton Mifflin Company.

Wishon, G. E. et al. (1980) *Let's Write English Revise Edition*. New York: Litton Educational Publishing International.