**ENHANCING STUDENTS’ WRITING SKILL THROUGH CITIZEN**

**JOURNALISM TECHNIQUE**

**By**

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**ABSTRACT**

Some students think that it is difficult to write, especially to start writing English sentences. That is why students must have a basic thing before going to write. The basic thing is students should have an interest. The interesting of student in writing many defined by method or technic which is needed by teacher. This research aimed to (1) To find out whether or not the use of Citizen Journalism Technique can enhance the descriptive writing skill of the second year students of SMA Islam Athirah Kajolaliddo in 2014-2015 academic year. (2) To examine the students’ interest to the use Citizen Journalism Technique in learning writing.

This research employed descriptive qualitative method. It aims to provide an implementation of a strategy to teach writing which can hopefully be an inspiration for teachers to apply this activity in writing class or as homework. This research had two variables, namely independent and dependent variables. The instruments that the researcher used were Classroom observation checklist and field notes.

The research result indicated that : (1) The use of citizen journalism technique improves the students’ ability in learning English writing, and (2) The use of citizen journalism technique is interesting to the students, so they are motivated to write a paragraph. This led to the conclusion that the citizen journalism keep the students’ interest to study English. Particularly, it clould stimulate and encourage the students to develop their ideas and imaginations to write descriptive paragraphs in English. The researcher gives some suggestions: (1) Since using citizen journalism technique was improved students writing skill, therefore the researcher recommends the teacher could be adapted in teaching learning process in the classroom with interesting technique, and (2) Teacher of English should give enough opportunity, motivations, and alternative ways in teaching English writing the students to improve their writing skill by practicing their ability through citizen journalism technique because it is easy to be presented and it is also interested the students in learning.

Kata Kunci : Writing and Citizen Journalism

**INTRODUCTION**

1. **Background**

In Indonesia, English is learnt as a foreign language (EFL) where it exists in the curriculum of schools from Elementary to Senior High School. The teaching of English aims at the mastery of four skills namely: listening, speaking, reading and writing. These four skills cannot be separated from one to another because they are in a unity.

Basically, among the four English language skills which are taught in senior high school, writing is considered as the most challenging skill to master. To produce a good written text, a writer should master how to generate and develop ideas into a coherent unity. Writing also requires learners to produce some texts referring to genre based rules. Furthermore, mechanical rules of grammar are also some factors which writers should master in order to produce a good writing. (SKL mata pelajaran Bahasa Inggris SMA/MA).

Nevertheless, mastering writing requires more extra work than any other skills. Compared to reading skill, writing requires more preparation and prior knowledge before producing written English. Writing skill requires learners’ knowledge of grammar, vocabulary, spelling and mechanics.

Writing is one of the language skills that plays an important role in human communication with other people in society and express our opinion in writing form (Smith, 1980:126). The important of it seems always increasing the rough which people can put their ideas, notion, and knowledge. The teaching of writing requires the students to write accurately. In order to have a good command in English does not only mean to be fluent speaker of the language, as many people have in mind but in writing as well. A lot of varieties of occupations required skilled with English both in speaking and writing.

Writing is the representation of language in a textual medium through the use of set of signs or symbols (known as a writing system). Writing is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio. Writing is hard work, writing is only easy for those who have not learnt to write.

In English writing many techniques can be applied, that the teacher vary in the techniques, they applied in teaching writing and students differ in the learning (West 1975;4). The interesting of student in writing many defined by method or technic which is needed by teacher. The more interesting and currency of the technic so it make student more like to learn it.

Pepih (2012) states that the method of journalism citizen is one of the technic in writing news that develop just now. This method serve the way to society to give the information that got and showed by their self. This method expansion collerateral with the development of technology that more rapid nowadays.the citizen easily can exchange news through smartphone,without focus with computer anymore.sending message does not limit on email but akready grow up as media social that can publish the news.

Anxiety to convey the information through journalism citizen can be caused by mass media, the citizen participation through journalism citizen give them easy and swiftness to get the information.

From the reason above, the writer sure Citizen Journalism technique can give students motivation in their ability. In this case, news as instrument media for teaching and learning process of writing, and give motivation and interest to the students and also can be easy to understand about writing, especially in writing news for students. Writing Citizen Journalism as a new experience for students, so the teacher must explain how to write news. The teacher must be through journalistic world.

Based on the all reason above, the researcher will conduct a research under the title *“Enhancing Student’ Writing Skill through Citizen Journalism Technique”.*

1. **Problem Statement**

Based on the background above, the researcher formulates the following research questions as follow:

1. Can the use of *Citizen Journalism Technique* enhance the descriptive writing skill of the second year students of SMA Islam Athirah Kajolaliddo in 2014-2015 academic year?
2. What is the students’ interest in the use of the *Citizen Journalism Technique* in learning writing?
3. **Objective of the Research**

Relating to the problem statements above, the researcher formulates the objectives of the research as follows:

1. To find out whether or not the use of *Citizen Journalism Technique* can enhance the descriptive writing skill of the second year students of SMA Islam Athirah Kajolaliddo in 2014-2015 academic year.
2. To examine the students’ interest to the use *Citizen Journalism Technique* in learning writing.
3. **Significance of the Research**

The study is expected to give contributions to English subject teachers and students. For teachers, hopefully it will provide information about the influence of citizen journalism technique in writing activity on students’ writing interest. Moreover, this study provides an implementation of a strategy to teach writing which is hopefully can be an inspiration for teachers to apply this activity in writing class or as homework. Meanwhile, for the students, from the motivational benefits of this activity, it is suggested that citizen journalism technique writing can be a media for them to share ideas, express feelings, record learning experiences, practice and improve their writing.

Furthermore, this study will serve as a theoretical model for future studies of the same nature if ever the existing problem has penetrated in this case will exist in the future. Future researchers will benefit from this study, and it will provide them the facts needed to compare their study during their respective time and usability.

1. **Scope of the Research**

To avoid the broadening of the research, it is very important to make limited some issues in line with the research, that are : By discipline, this research dealt with the English writing skill and under apply linguistics.

By content, this research coveres to the use of *Citizen Journalism Technique* to enhance writing skill and the use of questionnaires to get clear description of students interst in learning writing. The scope of the research restrict to the teaching of writing skill to the second year students of SMA Islam Athirah Kajolaliddo in 2014-2015 academic year. The quality of the students writing skill is focused on descriptive in term of the components of writing such as an content, organization, language use, vocabulary, mechanism and elements of jurnalistic.

By activity, the writer teach the students about how to write a descriptive paragraph by using *Citizen Journalism Technique* and the also the activity aim at motivating the students in joining writing class.

**REVIEW OF RELATED LITERATURE**

1. **Some Pertinent Ideas**
2. **Writing**
3. **Definition of Writing**

Writing refers to various activities having to do with written or graphic. It may range from simply copying written text form up to the writing of essays. Trimmer and Summes (1983:10) define that writing is one way to convey something about ourselves or to communicate ideas to people beyond our immediate vicinity, to learn something you do not know. Byrne (1990) states that writing is clearly much more that the productions of graphic symbols just have been arranged according certain conventional, to form words, and words have to arrange to form sentences.

1. **Definition of News**

Charnley (1965) defines news as a timely report of fact or opinion that holds interest or importance or both for a considerable number of people. While, Hepwood in Dja’far (1983;5) articulates that news is the first reports of events which is important and interesting the public attention.

1. **Definition Citizen Journalism**

[Courtney C. Radsch](http://en.wikipedia.org/wiki/Courtney_C._Radsch) (2013) defines citizen journalism as an alternative and activist form of newsgathering and reporting that functions outside mainstream media institutions, often as a repose to shortcoming in the professional journalistic field, that uses similar journalistic practices but driven by different objectives and ideals and relies on alternative sources of legitimacy than traditional or mainstream journalism. [Jay Rosen](http://en.wikipedia.org/wiki/Jay_Rosen) (2012) proposes a simpler definition: "When the people formerly known as the audience employed the press tools that they have in their possession to inform one another.

The term of Citizen Journalism comes out from the local citizen who has same activity as Journalist in general. Those are collecting, processing and spreading out news and information. Emphasizing that journalism is done by citizen not only for the importance of local community but also for the benefit of other citizens (Ibid, 29-30). The topics talked are about issues which affect directly into daily life or it is just information.

**METHOD OF THE RESEARCH**

1. **Design of the Research**

The writer applied quasi experimental research with two groups of pretest-posttest design. The first group is experimental group which was given treatment using *Citizen Journalism Technique*, while the second group was the control group which was given treatment using conventional technique. Before the treatment, both groups were given pretest to know their preliminary writing ability, especially writing news. In the last meeting the students of the two groups are given posttest to know their writing skill after the treatment.

The formula of the design is as follows

*EG O1*  *X1 O1*

*CG O2 X2 O2*

Figure 3.1 Design of the Research (Gay *et al*. 2006: 255)

32

Legend :

EG = Experimental Group

CG = Control Group

*O1* = Pretest

*O2* = Posttest

*X1*  = Treatment experimental group by using *Citizen Journalism Technique*

*X2* = Treatment for control group by using conventional technique

1. **Variables of the Research**

This research had two variables, namely independent and dependent variables. The independent variable is the use of *Citizen Journalism Technique*. The dependent variables are the students writing skill and students’ interest in *Citizen Journalism Technique*.

1. **Operational Definition of Variables**

The key words used in the variables of this research are defined as follows:

1. *Citizen Journalism Technique* is a technique used to enhance students writing skill with four steps; explaining, practicing, mentoring, and evaluating to produce critical ideas elaborated in written form.
2. Writing Skill is the students’ ability to write a text based on the topic given, in terms of the five components of good writing namely content, organization, vocabulary, grammar and mechanics.
3. Interest is the students’ response toward the use of *Citizen Journalism Technique.*
4. **Population and Sample**
5. **Population**

The population of the research was the second year students of SMA Islam Athirah Kajolaliddo of academic year 2014-2015 that consisted of seven classes. Each class consisted of 30 students. The number of population was 210 students.

1. **Sample**

Because the population was absolutely big in number, then not all of them were taking as the subjects of this research. So, this research applied cluster random sampling based on the reason that cluster random sampling was believed to be representative of given population and all the member of the selected group had similar characteristic and capability in writing. This total number of sample were 60 students since two of classes is taking randomly for experimental and control groups. The writer took class XIa as the experimental class and Class XIc as the control class.

1. **Instrument of the Research**

In this research, the writer employed two kinds of instruments; they were writing test and questionnaire.

1. **Writing Test**

In answering the research problems, the writer used writing test. The form of the test was descriptive writing about the topic given in the pretest and posttest. The aspects of writing assessment for the test are: content, organization, vocabulary, structure and mechanics. The writer gave a topic to students. The data collected from the writing test were used to measure the students’ writing skill for both the experimental and the control group before. The result of students’ writing was then rated twice, once by the writer and the other by intra rater.

1. **Questionnaire**

The questionnaire was the students’ response toward the implementation of *Citizen Journalism Technique* for the experimental group during the writing activity in the treatment. It was distributed after the treatment to support the data that was taken from the writing test. It consists of 20 questions, 10 items for positive statements, and 10 items for negative statements which used Likert Scale consist of five options: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The data were collected through the questionnaire and will be used to measure the level of the students’ interest in *Citizen Journalism Technique*.

1. **Procedure of Collecting Data**

The procedure of collecting data for both the experimental and the control group are as follows:

1. **Pretest**

Both the experimental group and the control group were given pretest, namely writing news based on the weekend moment. It takes for 90 minutes. The students’ writing were assessed in terms of the five components of writing, namely: content, organization, vocabulary, structure and mechanics. The result of the students pretest indicates their knowledge background about writing skill. The results of students’ writing were checked by the writer.

1. **Treatment**

The writer conducting the treatment in 4 meetings and each meeting run for about 90 minutes. The treatment was given to both experimental and control groups but, in experimental group, the writer using *Citizen Journalism Technique* in teaching writing in order to know the students’ achievement and interest in English writing. Meanwhile in control group, the writer used only the conventional technique in teaching English writing.

1. **Posttest**

The posttest was given to both experimental and control group after the treatment. The students asked to write news text based on the yesterday moment. It took for 90 minutes. The students’ writing was assessed in terms of the five components of writing, namely: content, organization, vocabulary, structure and mechanics.

1. **Questionnaire**

The questionnaire was distributed to the students of experimental after the posttest. It aimed at knowing the students’ interest in learning writing through *Citizen Journalism Technique*.

**FINDINGS AND DISCUSSIONS**

The discussion section deals with the findings that derived from descriptive statistic and inferential statistics; some theories; and the interpretation of test result both of the groups. After doing that, the researcher generally presented the description of the data that were gained from the questionnaire based on students’ interest toward English writing skill.

The writer used ordinal measurement scale to identify, compare, and arrange the data well. After analyzing the data, the researcher found that the results of analysis data from pretest to posttest of experimental group are significantly different. The result of descriptive statistic analysis showed that the mean score of pretest of experimental class are quite significantly different. It showed that the mean score of pretest was 66.9; the median was 66.5; the mode was 68; the standard deviation score was 7.001 and the variance of pretest was 49.016. Whereas, the result of the mean score of posttest of experimental class was 88.9; the median was 91; the mode was 91a; the standard deviation score was 5.815 and the variance of pretest was 33.817.

In addition, the results of analysis data from pretest to posttest of control class was 53; the median was 53; the mode was 61; standard deviation was 7.204 and the variance was 51.895. Whereas, the result of the mean score of posttest of control class was 75.6; the median was 77; the mode was 77; standard deviation was 7.691; the variance was 59.145. It was an indication that the use of conventional method gave a changing score of students’ writing skill from *poor* score classification to *average* score classification.

It was an indication that the use of citizen journalism technique improved the students’ writing skill from *average* score classification to very *good* score classification.

Related on the theories after looking those scores, Asfah Rahman’s (2007:2) statement said that descriptive statistics are a way of summarizing data-letting one number stand for a group of number, can also use tables and graphs to summarize data. Thus, descriptive statistics serves as a toll to describe or summarize or reduce to a manageable from the properties of an otherwise mass of data. And ten, inferential statistics or research statistics are a measure of the confidence that we can have in our descriptive statistics, the statistics that we use to test hypothesis. The purpose of inferential statistics is to predict or estimate characteristics of a population from knowledge of the characteristics of only sample of the population.

Next, the researcher found that the result of pretest and posttest score of components writing in in experimental class. First, the result of pretest score of components of writing start from the low component to highest component namely Mechanics (88); Organization (427); Language use (431); Vocabulary (448); and Content (612). The last was accumulation of components writing score (2006). The second, after giving the citizen journalism technique, the researcher found that there were significantly different score of components of writing start from the low component to highest component namely Mechanics (138); Organization (527); Vocabulary (539); Language use (673); and Content (790). The last was accumulation of components writing score in experimental group (2667). The score of components of writing showed that the students’ highest score of components of writing is Content. The result showed that was in pretest score components of writing (612) and the result showed that was in posttest score of components of writing (790). Then, the score of components of writing showed that the students’ low score of components of writing is Mechanics. The result showed that was in pretest score of components of writing (88) and the result showed that was in posttest score of components of writing (138). In this connection, the researcher did not find the same score of the components of writing in pretest and posttest of experimental group. (Appendix 7: The Components of Writing Score in Pretest and Posttest of Experimental Class).

In addition, the researcher found that the result of pretest and posttest score of components writing control group. First, the result of pretest score of components of writing start from the low component to highest component namely Mechanics (81); Vocabulary (282); Organization (313); Language use (354) and Content (559). The last was accumulation of components writing score (1589). The second, after giving the conventional method, the researcher found that there were adequately different score of components of writing start from the low components to highest component namely Mechanics (108); Vocabulary (465); Organization (475); Language use (527; and Content (693). The last was accumulation of components writing score in control group (2268). The score of components of writing showed that the students’ highest score of components of writing is Content. The result showed that was in pretest score of components of writing (559) and the result showed that was in posttest score of components of writing (693). Then, the score of components of writing showed that the students’ low score of components of writing is Mechanics. The result showed that was in pretest score of components of writing (81) and the result showed that was in posttest score of components of writing (108). (Appendix 8: The Components of Writing Score in Pretest and Posttest of Control Class).

Having the findings of the research in the previous parts, the researcher may point out that before the treatment (in pretest), most of the students got poor classification in developing the ideas in writing a paragraph. The difficulties that the students faced especially in term of developing and organizing the idea, content concerns with the subject or theme of the essay, organization focuses on coherence between one idea to another idea of the essay, language use focuses on structures of the sentences, vocabulary concerns with the words choice and range, and mechanics concerns with punctuation, spelling, and capitalization.

Furthermore, from the researcher observation during the treatments that was conducted for four meetings in different topics of writing that provided with the citizen journalism. The students could improve their ability in developing ideas in paragraph through citizen journalism technique. The citizen journalism technique was very helpful to stimulated and motivated the students in developing their ideas. However, the topic selected was challenging and interested for the students and they felt the topics become easier to develop their ideas in paragraph by using citizen journalism technique

The procedure of the treatment has an important role for the students’ achievement in improving their ability in writing skills. It’s proved by the improvement of students writing skills after giving the treatment by using citizen journalism technique for four times. The writing materials in citizen journalism technique enables students to see the relationship between ideas and also to develop and relate their ideas as their mind makes associations. It was different than when students tested in the pretest before giving the treatment. In the pretest they were still difficult to organize and develop their ideas because of unstructured and unsystematic ideas. To solve the problem above, citizen journalism technique as unique material offers attractive and stimulating framework for writing practice.

Since the students taught by citizen journalism technique, their ability in English writing skills, was rising significantly. It is proved by students’ improvement from poor to good. This can be proved by the students mean score of pretest is 68.3 and mean score of posttest is 88.9. Shortly, learning writing through citizen journalism technique is better to be applied because it can improve the students’ achievement significantly greater than the conventional technique.

The result of questionnaire that was given after the posttest shows that the students strongly interested in the use of citizen journalism technique in developing ideas and could use to improve the students writing skills. It showed that the mean score of students’ interest was 88.23. It is relevant to Penny Ur (1996: 281) statement that there are many ways to arouse students’ interest by considering clear goals, varied topics, visuals, challenging, entertainment, and personalization. By using questionnaire to measure the students’ interest, it showed that visual method or picture method could significantly improve the students’ achievement and students’ interest in writing.

The questionnaire was given after the posttest to experimental class to know the students’ interest in using citizen journalism technique to writing English. Based on the analysis of questionnaire the writer concludes that the students were strongly interest towards the use of citizen journalism technique. It means that there is a good applicable strategy in teaching English writing.

**CONCLUSIONS AND SUGGESTIONS**

1. **Conclusions**

Based on the findings and discussions in the previous chapter, the researcher concludes that:

* + - 1. The use of citizen journalism technique improves the students’ ability in learning English writing.
      2. The use of citizen journalism technique is interesting to the students, so they are motivated to write a paragraph. This led to the conclusion that the citizen journalism keep the students’ interest to study English. Particularly, it clould stimulate and encourage the students to develop their ideas and imaginations to write descriptive paragraphs in English.

1. **Suggestions**

Based on the conclusions above, the researcher put forwards some suggestions as follows:

Since using citizen journalism technique was improved students writing skill, therefore the researcher recommends the teacher could be adapted in teaching learning process in the classroom with interesting technique.

Teacher of English should give enough opportunity, motivations, and alternative ways in teaching English writing the students to improve their writing skill by practicing their ability through citizen journalism technique because it is easy to be presented and it is also interested the students in learning.

The writer explained that teacher can use citizen journalism technique in teaching writing. The reasons for the use of story pictures technique are: (1) students enjoy in learning English by using citizen journalism technique in the classroom, (2) citizen journalism technique can challenge the students to imagine more about words that she/he will write in the paragraph, (3) the students are enthusiastic and more active in writing through citizen journalism technique, (4) the students are not bored in writing through citizen journalism technique.

From the finding and explanation above, the researcher can say that the use of citizen journalism technique is applicable for teaching English writing. It indicated that there is improvement the students’ writing skill in writing particularly the five components and particularly their interesting to use story pictures in writing.