

ANALYSIS OF STUDENTS' ABILITY IN WRITING A NEWS ITEM TEXT AT GRADE XI OF PUBLIC SENIOR HIGH SCHOOL IN PADANG

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1) Degree



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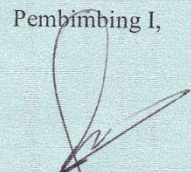
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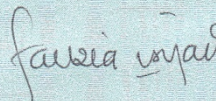
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ABSTRAK

Hendrita, Rini. (2011). Analysis of Students' Ability in Writing A News Item Text at Grade XI of Public Senior High School in Padang

Penelitian ini merupakan penelitian deskriptif yang menganalisis kemampuan siswa SMA kelas XI dalam menulis teks “news item”.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas sebelas SMAN Padang dalam menulis sebuah teks “news item” dan kesulitan-kesulitan yang mereka temui dalam menulis teks “news item” tersebut.

Penelitian ini menggunakan metode deskriptif. Populasi dari penelitian ini adalah siswa kelas sebelas SMA N Padang tahun ajaran 2010/2011. Sample dari penelitian ini adalah siswa kelas XI IPA1 dari SMAN X yang berjumlah 30 orang, siswa kelas XI IPA3 dari SMAN Y yang berjumlah 34 orang, siswa kelas XI IPA2 dari SMAN Z yang berjumlah 36 orang yang dipilih berdasarkan tehnik “cluster sampling”. Instrumen penelitian adalah tes “writing” tentang news item berdasarkan informasi yang diberikan dalam waktu 60 menit, kemudian penulis menganalisa kemampuan siswa dalam menulis teks “news item” berdasarkan “lexico grammatical” dan “generic structure”.

Temuan penelitian menunjukkan secara umum kemampuan siswa dalam menulis sebuah teks “news item” dikategorikan cukup (1.93). Hal ini berarti bahwa mereka masih menemui kesulitan dalam menulis teks “news item”. Kesulitan yang mereka temui adalah di bidang “lexico grammatical” dan “generic structure”. Di bidang lexicogrammatical features, kesulitan utama yang mereka temui yaitu ketidakmampuan dalam menggunakan tenses yang cocok, dan ketidakmampuan menulis kalimat dengan urutan “parts of speech” yang benar. Sedangkan di bidang generic structure, kesulitan utama yang mereka temui yaitu ketidaktahuan siswa tentang pengertian sources pada generic structure dari teks news item itu sendiri.

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Furthermore, she would like to dedicate her sincere gratitude to her advisors Drs. Jufri, M.Pd and Dra. An Fauzia Rozani Syafei, M.A who have generously and patiently spent their time to give continuous guidance and valuable advice in completing this thesis. Her sincere thank also goes to the examiners, Dra. Yenni Rozimela, M.Ed., Ph.D, Sitti Fatimah, S.S., M.Ed, and Rusdi Noor Rosa, S.S., M.Hum. The writer also would like to express her thanks to the chairman and secretary of English Department, Dr. Kusni, M.Pd and Dra. An Fauzia Rozani Syafei, M.A.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Through writing one can express and exchange his or her ideas, thoughts and experiences to others. Through writing one can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader.

Because writing is important it is put in English education curriculum in Indonesia from elementary (SD), junior high schools (SMP), and senior high schools (SMA). The curriculum used in “SMP” and “SMA” today is based on KTSP (Kurikulum Tingkat Satuan Pendidikan). In this curriculum there are some genres that the students should learn such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review.

In senior high school, news item text is one of the genres that have to be learnt not only as a reading text but also in writing it. Eventhough producing the news item text (also another genres), according to KTSP is positioned in epistemic level; people be able to express the knowledge into target language and it is too hard to be achieved by senior high school students since English in Indonesia fuctioned as foreign language, many senior high school teachers today seem to teach the students to write this text. It can be seen from the material of teaching that is used by the teacher in school.

Despite of right or wrong the teacher in teaching, writing news item text needs to follow certain rules. A news writer should know the concept of 5W+1H (Who, what, when, where, why and how) when they want to write a news item text. Moreover, the news writer needs to have sense of journalism. So, the news item text become newsworthy and has value.

Based on the writer's observation and experience when doing teaching practice, it seems that writing was still difficult for the students. One of them was writing a news item text. This difficulty might be caused by two factors, students' factors and teachers' factors. The students' factors involve lack of idea, lack of vocabulary, and lack of grammar. Those aspects above influence the students' motivation to write. As a result, when the teacher asks them to do the exercises or homework, they do not do it seriously.

While teachers' factor involve lack of knowledge on writing, and lack of knowledge on teaching writing. As a result, most of the teachers tend to avoid the activity of writing in the classroom. They just ask the students to write without teaching them the process of writing. The worst thing is the teacher keep asking them to write down the text as their assignment and put it as assesment.

Actually, in teaching writing the teacher should lead the students into the writing process. They are pre writing, writing, revising, editing, and publishing. In pre writing, the teacher will do brainstorming on what to be written. In writing, the students write down their ideas. They do not worry about form or correctness or even the order. In revising, the initial piece of writing is examined and reworked so that the ideas are logical and flow together. In editing, students with

the help of their teachers or classmates proofread their work to make sure that there are not any content errors or grammatical or spelling errors. The last one in publishing, the writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

Unfortunately, this process seems not to be applied. While the explanation on the generic structure and lexico grammatical are also not too complete. This condition makes the students confuse when they are asked to write. Some of the students write news item text as report text. Eventhough they have similarity but they are different.

B. Focus of The Research

Based on those phenomena above, the writer did a research on students' ability in writing news item text. Through this research it was analyzed and explained the difficulties found by students in writing the text. So, it was explained that writing a news item text is not an easy task and should be taught through the five process of writing such as pre writing, writing, revising, editing, and publishing.

C. Limitation of the Problem

This research is limited on the students' ability in writing a news item text at grade eleven of public senior high school in Padang viewed from generic structure and lexico grammatical.

D. Formulation of the Problem

The problem of this research is formulated in the following question:
“How is the ability of the grade XI students in writing a news item text?”

E. Research Question

The research problem above is further elaborated in the following research questions:

1. How is the grade eleven students’ ability in writing a news item text viewed from lexico grammatical and generic structure?
2. What are the difficulties faced by grade eleven students in writing a news item text?

F. Purpose of the Research

The purposes of the research are to know:

1. The students’ ability in writing a news item text viewed from lexico grammatical and generic structure.
2. The difficulty faced by the students in writing a news item text.

G. Significance of the Research

This research finding gives a great significant contribution both practical and theoretical to the teaching writing, especially for the teachers. It gives information whether the teaching writing in senior high school give an effective result to the development of students’ basic skill in writing news. The English teachers get clear information about the students’ quality in writing news item text

especially about lexical grammatical and generic structure of the text. If the students have low quality in writing, the teacher should be more careful on the students' weaknesses in order to help them become good writer. Also, by knowing the problem faced by students in learning writing news item text, the teacher can arrange some strategy to solve this problem.

H. Definition of the Key Term

News item : new information on current event which is transferred by print, broadcast, internet, or word of mouth to a third party or mass audience.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

According to Leo (2007), writing is a process of expressing ideas or thoughts in words. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. There are three basic principles, namely, content, register, and topic which are needed to be considered in piece of academic writing. Referring to the content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases. Barnet and Stubbs (1990), adds that writing is not only a way to express ideas, but also a way to acquire the ideas when it is put on paper. Similarly, Hensley (1987), says that writing is the process of generating ideas in language and composing the ideas into a written structure. Also, Lawrence (1972:13-14) says that writing is an active thinking process that students able to express the ideas, feelings, opinions and intellectual participation is demanded.

In addition, Nunan (2003), says that writing can be defined by a series of contrasts: (1) It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (2) Its purpose is both to express and

impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. (3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, it is a product (an essay, letter, story, or research report).

Moreover, Weigle (2002), says that writing is both a social and a cultural activity, in that acts of writing cannot be looked at in isolation but must be seen in their social and cultural contexts. Similarly, Grabe (1996), says that writing is a technology insofar it is culturally transmitted set of practices; writing involves many different uses and functions, not all of which are valued academically. Writing should be viewed as a set of practices which are socially contextualized academic writing is simply one valued set of practices appropriate to that context rather than as a single universal set of cognitive skill; academically valued writing requires composing skills which transform information or transform the language itself.

Furthermore, Langan (2001), states that writing is a skill. Like driving, typing, or cooking and as any skill, it can be learned. Writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey. Very often, writers do not discover just what they want to write about until they explore their thought in writing. Similarly, Murcia (2001), says that writing is a skill that enjoys special status- it is via writing that a person can

communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic mail.

Next, Windsor (in Nelson 2000) noted, “any individual writing is called forth and shaped by the needs and aims of the organization, and that to be understood it must draw on the vocabulary, knowledge, and beliefs organizational members share”. Writing is a purposeful and communicative activity that responds to other people and other texts. Therefore, writing task should not simply emphasize formal accuracy and discrete aspect of language, but be situated in meaningful contexts with authentic purposes (Hyland: 2003).

Next, D' Angelo (1984) says that writing is important to help to think critically to perceive relationships, to deepen perception, to solve problems as well as to clarify the thoughts since someone will be free to show their ideas in written forms. And also, Tarigan (in Rozimela 1998) states that writing is one of the language skills which are productive, expressive and it is used not in face to face communication. Writing is an activity that can be seen from two sides. It is called expressive because people used it as a tool to express his ideas.

Raimes (1983) says that writing usually requires some conscious mental efforts because the writer thinks about how to combine and arrange the sentences and reread them. In writing, the most important thing is how the writers combine the sentences into a good paragraph. If the arrangement of the sentences is good, the reader will be easy to understand the ideas in his or her writing. To achieve

that, the writing process involves many parts of the writer's body. Lauer (1981:3) claims that writing process involves the writer's hand, eyes, and brain.

From the definitions above, it is fairly obvious that in writing, the ability of transferring thoughts, ideas and feelings are required by the students in order to be able to select relevant information. Writing is not only a way to express ideas, but also a way to acquire the ideas when it is put on paper. Also, writing usually requires some conscious mental efforts because the writer thinks about how to combine and arrange the sentences and reread them. In addition, writing is a skill that can be learnt by practice. It is learnt through series of steps, and those steps are very often zigzag journey, also it is seldom at one sitting. Moreover, writing can be defined by a series of contrasts: it is both a physical and a mental, its purpose is both to express and impress, it is both a process and a product.

B. Some Related Concept of News Item

1. The Nature of News Item

News item is one of genres that informs any information on current event which is transferred by print, broadcast, internets, or word of mouth to a third party or mass audience. According to “tim penulis” (2006), news item is a kind of text that informs the event which is newsworthy. In addition, Gerot & Wignell (1994) say that news item has social function to inform readers, listeners, or viewers about events of the day, which are considered newsworthy or important. It takes important part in journalistic study and has big roles in media as the

consumption of the public. News comes from many sources based on the fact that happened in the field.

Dana (in Mc Kane, 2006) says that news is anything which interests a large part of the community and which has never been brought to their attention. This stresses the two most obvious points: it is needed to be something that would attract readers' attention, and if they already know it, then it is not news anymore. Additionally, Mc Kane (2006), states that if a story does not fit at least some of the criteria on the list, it probably is not news. He has rearranged the list into three groups: (1) criteria that relate to the occurrence of the event (the where and when for example); (2) Criteria that are about the nature of the event itself, that is what events are considered newsworthy; (3) criteria which might said to be about the treatment of the events.

First, criteria relating to the occurrence of an event are frequency and threshold. The term of frequency also called as timescale. It means that for it to be newsworthy, the event must have happened very recently. It must have happened since the publication we are working for last went to press. The term threshold means the scale of the event. The bigger the earthquake, the more cabinet members are sacked, the bigger the tax change, the bigger the story.

Second, criteria relating to the nature of an event consist of: (1) Unexpectedness. The more unlikely an event is, the more it will be news. (2) Elite person. We would now call them celebrities. (3) Elite nations. More news stories will be written about political developments in elite nations. (4) Negativity. Bad news makes more interesting stories than good news because bad news fits more

of the rest of the criteria above, such as unexpectedness. So, the bad news point derives from the fact that bad news is generally unexpected, and affects people's live. (5) Continuity. Once a story has been covered, it is likely to be covered some more. (6) Unambiguity. This means that to get on the news list, the story needs to be easily understood. (7) Meaningfulness. This is generally interpreted as meaning that people like to read about people like themselves. (8) Consonance. This means that a story needs to fit with what the readers expect.

Third, criteria relating to the treatment of news consist of: (1) Composition. (2) Personalization. This means seeing stories in term of people. (3) Exclusivity. Of course, the story will fit several of the other criteria, but its exclusivity will be a major factor in the kind of display it gets, and whether other stories are left out of the paper. (4) Conflict. This is intrinsic to some of the other criteria. It is easy to see in such areas as international relations and politic.

Harris et al (1981) state that as a source of information news should have six criteria. The first one is conflict. News should consist of the problem or conflict that assumed important to consume by the people. Such as, demonstration, war, murder. The second is progress. Everything in progress needs to be reported, so that the people know the development of changing in human culture. The third is proximity. Information, which has a short distance, needs to be reported. The closer information to the people, the more interesting to be consumed by the people. The fourth is actual. News should be actual, the unique information is important to be reported to the people such as unusual events that

happened in social life. Fifth is human interest. The information should be able to touch the emotion of people such as make the people laugh, annoyed, and sad.

Before a writer can sit down and write a news story, the writer must first be able to differentiate between the different types of news, because on a daily basis people are inundated with news from the morning newspaper, the TV, the internet, and the radio, some of what is being written and broadcast is newsworthy, some is not.

It is important to know the different types of news before sitting down to write a news article. Knowing which types of news article fall into the different categories help writers determine which types of news they enjoy writing, are the best at writing, and the type of media outlets which may be interested in their news story.

As the product of journalism, there are many kinds of news. Basuki (1983) divides news based on four cases: (1) the characteristic of the events, (2) the problems, (3) scope of news, and (4) characteristic of news.

Based on characteristic of the events, news could be divided into four kinds: (1) predictable news. It reports a predictable event. (2) Unpredictable news. It reports an unpredictable event. (3) Planned news. It reports the plan event. (4) The combination of predictable and unpredictable news.

News could be divided based on the problem that happened in social life such as social aspects, economy, politic, law, education, and culture news. All of these cases happen in the phenomena of social life.

Based on scope of news, news could be divided into four categories: (1) Local news. It reports the local event in a certain area, the effect of the events influence the area itself. (2) Regional news. It reports the regional event. (3) National news. The events happened in the scope of country. (4) International news. The events happened in the large scope, the news influences many countries.

The last, based on the characteristic of news, news informs the important event. It consists of: information, education, entertainment, trend and have influence to the reader or audience. By having news, the reader can get much information about the events that happened in the society.

Syamsul (2007) adds that there are several kinds of news in journalistic: straight news, depth news, investigation, interpretative news, and opinion news.

Straight news is direct news. It is factual and written shortly and acceptable. Most of the first page in newspapers consists of direct news. In addition, Hartoyo (2000) states that straight news could be divided into two forms: hard news and soft news. Hard news is the main news that consists of special event. While soft news has functions as supporting news. Similarly, Choo (2008) says that there are two main types of news: (1) hard news – this includes news stories of significant events of the day such as crime, accidents, natural disasters, and politics, regional or international events etc. It is most commonly found on the front page of newspaper. (2) Soft news – this includes stories which are not time-sensitive but may be of special interest to certain individuals or groups such as profiles of people or organizations and in-depth reports of events.

The second one is depth news. Depth news informs the specific things of the events. It is studied all of the causes of the events deeply. The third is investigation news. It is developed based on the research from many sources. The fourth is interpretative news: it is developed from the opinion of its researcher or experts. The last is opinion news. News based on the opinion of someone likely expert, minister, author, and scholar.

Hutchison (1996) divides news into four types. They are local news, technical news, special-interest news, and billboard news. Local news consists of the news about accidents, fires, and crimes. The second one is technical news, it consist of the news about science and technology, business and labor. The third one is special- interest news, it consist of religion, agriculture, and sports. The last one is billboard news, it consist of engagements and weddings, obituaries, and weather.

As stated in Kurikulum KTSP (2006), Departement Pendidikan states that standard competencies that should be achieved by grade eleven students is students are able to express the meaning in short functional writing text and simple essay in form of news item in daily life context. While competency base is students are able to express the meaning and rhetoric step in simple essay accurately, fluent, acceptable in daily context in form of news item text.

Thus, from the explanation above, it can be summarized that the news item is a unique and more complicated text than the other texts. It is concrete because it reports the factual events and attracts the readers' attention to read it. Therefore, it needs fact that should fulfill the certain criteria based on the kinds of news itself.

However, the grade eleven students are not demanded to follow as complex as criteria of writing news in journalistic. They only have to write news simply and shortly in daily life context.

2. The Component of News Item

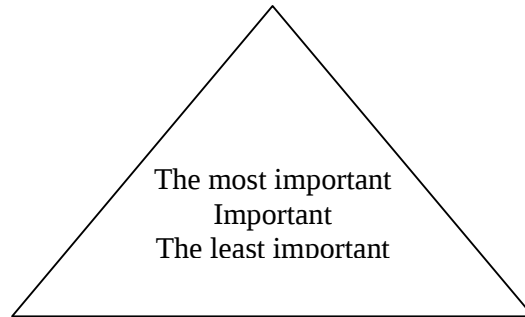
A news item text is ordered systematically. According to “tim penulis” (2006), generic structure of news item text are (1) newsworthy even: core event, (2) background event: elaboration of event, (3) source: comments and opinions of witnesses or expert of the event. Similarly, Gerot & Wignell (1994) say that there are three generic structures of news item; (1) Newsworthy event(s): recounts the event in summary form, (2) background events: eaborate what happened, to whom, in what circumstances, (3) sources: comments by participants in, witnesses to and authorities expert on the event.

Moreover, Basuki (1983) states that part of news are (1) Headline. It is also could be called title. Title gives description of the content of news and helps the reader to know about what the text tell about. (2) Dateline. It is consists of date and place of the events. It has purpose to inform the reader about place of the events and the initial of media. (3) News lead. Lead is usually written in the first paragraph of the news. It is an important part of the news that gives description all of the news briefly. (4) Body. Consist of the story of the event which is reported briefly, clearly, and completely.

In order to make good news item text, it is important to know the structure of news item itself. Writing news item text is not always fun and sometimes it is

downright tedious (Thompson 2007). The rules of journalism are complex, leaving novice writers confused about how to move forward.

The structure of news is identified by the format of the news that be written. The structure of news that often used is inverted pyramid (Thompson 2007).



Picture 1: Inverted pyramid

The inverted pyramid is a journalism tactic that describes how news information should be served to the reader. When writing a news item, the news writer should know that the reader are usually want to get the gist of “what happened” but may not have time to read the entire news. That is why inverted pyramid is used. It means that readers will continue to pyramid style; it is widely accepted way to write news articles and can actually improve writing ability.

Thompson (2007) adds, essentially, the inverted pyramid style means that you give the most important or interesting details first, and then continues dribble less important information throughout the body of the story. Ideally, the most important information states in the first paragraph and the least important information for the last paragraph. This allows the readers to digest the information in the order of most importance and to move on the next reading.

Inverted pyramid has the big role to appeal to the readers. Not only to help news writer to be a professional journalist, but the readers will also get the information they need right off the bat. News is often skimmed, and if the readers cannot find the information they want immediately, they will likely reach for a different source of information.

Writing news item is not as difficult as many people believe. If the news writers allow themselves to learn and practice, they can become good at writing news item. There are six questions used by journalist when interview someone or make a report of an event that are who, what, where, why, and how. In reality, it is the foundation of a good news items. News text should answer all of these basic and simple questions (Pettry, 2007). In addition, Guildford (1996) says that WH question can be valuable aids to invention strategy in all types of writing. Journalist questions help the writer generate useful information and organize ideas for almost any kinds of writing tasks.

Questioning can be an effective strategy because by asking ourselves questions about a topic, we can accumulate the information and often generate more questions that can open our mine about the new ideas of the topic (Gould: 1989). In other words, WH question is a productive question to have more information or data for the writing. Journalists' questions are more structured method of ordering ideas and the reader can see relationship between the ideas.

To conclude, by asking WH question we may find an interesting essay topic since these questions require complex statement, and from the answer we

will discover, as we formulate and answer the question, many opinions that we never think before.

According to Ewton (2007) 5W+1H are the essential building of news. They are news requirements that will forge a news story that is informative, well written and even potentially important. It has characteristic as below:

1. What

The question can open an interesting avenue of exploration. It has also a quite open-ended question. A whole essay might explore what happened, some events or incident of the writer talk about. What is going on? What happened? Answer to these simple questions should be driven by key moments in the story and the forces that have created the issue or alternately, fixed the problem. This factor is the basic premise that supports why the story is news worthy.

2. Who

Several questions should be asked in order to highlight any people who may be involved in the story. Find the major players, knowledgeable sources, stakeholders, etc. secondary people would include those who support or oppose an issue or who may be indirectly affected by the problem or event.

3. When

Attached to the events of what? It is important to include a timeline of events. At what point does the story begin and where does it end? For future articles on the issues, an accurate timeline can be useful tool. The question of when locates even in time, and it can be subdivided in to subtopic as well to help the writer uncover possibilities of exploration.

4. Where

It helps the writer know not only where things are happening but what the place like and why it's important. By using where, it permits the reader to discover the sight, sounds, and the whole physical environment. This includes more than just the address or cross streets. Consider what the location looks like, sound like, and smell likes as well as any surrounding locations that might impact the story. A great news writer would be able to make the reader "see" the location with minimal words.

5. Why

This factor is not always the easiest to uncover depending on the circumstances. Look deeper than a simple. "Why did this thing happen?" look towards the people involved are behaving a certain way. Are there circumstances beyond the immediate story that contribute to the question of why. It is more than the other question, because it produces the greatest responses. Why asks for reason, conclusion and thought and asks the writer to analyze and explain the topic of the writer. Furthermore, this question helps the writer in getting more understanding of their topic.

6. How

Once the initial story has broken, readers will want to gain insight into how the event happened, how the story was revealed and how the end has played out. The question of how shows the method, procedure and process, it depends on the reader's need and interest as well as the writer purpose in writing.

In order to collect all of the questions above, it needs the ability of news writer in producing good news. She or he should pay attention to: the news form, the accuracy. It is needed to make the information accurate and grammatical order; clear, news must have good diction, using effective sentences, not monotonous in order to make information more communicative and easy to understand (Banforth, 2007).

Taha (1998) states that there are ten guidelines in writing news; they are (1) news writer should use the right guidelines of language consequently, (2) limit the use of acronym, (3) should not leave out affixes in his/her sentences, (4) use short and complete sentences, (5) limit the use of stereo-type, (6) isolate the superfluous words and plural form that is not necessary, (7) should not mix between active and passive sentences, (8) avoid the use of technical terms and unusual words. If it is necessary, give the definition, (9) use grammatical sentences in his/her news story, (10) remember that journalistic language is communicative and specific.

According to “tim penulis” (2006), there are three grammatical features of news item text; (1) headline, (2) action verb, (3) saying verb. In addition, Gerot & Wignell (1994) state that there are four significant lexicogrammatical features of news item; (1) short, telegraphic information about story captured in headline, (2) use of material processes to retell the event, use of projecting verbal processes in sources stage, and focus on circumstances (e.g. mostly within qualifiers).

An example of news item text:

Town ‘contaminated’

Newsworthy event

Moscow-A Russian journalist *has uncovered* evidence of another soviet nuclear catastrophe, which *killed* 10 ten sailors and *contaminated* an entire town.

Background event

Yelene vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotoovo-22 near vladivostock.

The accident, which *occured* 13 months before the chernobyl disaster, *spread* radioactive fall-out over the base and nearby town, but was covered up by officials of the then Soviet Union. Residents were told the explotion in the reactor of the victor-class submarine during a refit had been a ‘thermal’ and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tonnes of contaminated material were sworn to secrecy.

Sources

A boards of investigators **was** later **to describe** it as the worst accident in the history of the Soviet Navy.

Note:

bold: projecting verbal processes

Italic: material processes

Underline: circumstances

It can be conclude that grade eleven students are not required to follow all of the writing news guidelines as complex as journalistic guidelines.

C. Teaching Writing News Item at SMA

Writing news item text is taught at SMA grade ten semester two. As stated in educational curriculum, the standard competence that should be achieved by the students is the ability to express the meaning in short functional written text and simple essay in form of news item text in daily life context. It means that the students are required to produce the short and simple written text in daily life context. So, the text is about three or four paragraphs only.

Since the news item is a unique text; different from the other texts, teachers should be wise in choosing material, media, and technique of teaching. Those aspects will determine the success of teaching and learning process. Kellie (2010) says that there are many techniques that can be used by teachers in writing news class. One of them is by providing enough newspaper for students to work in pairs. So, students can learn by looking at model in real newspaper. In addition, Lindsay (2010) says that using newspaper in the classroom, not only provide the students with authentic material but also authentic task. Related to the media, Andy (2002) says that video is one of good teaching aid that should be used by teacher in the classroom. In teaching writing news videos can be used to show the events to the students. By providing video, Students can see the real events. So, they can produce the text easily. The teachers can also bring their students to show

the real event to some place. So, the students think that learning news item is an enjoyable subject. They not only study in the classroom but also outside.

D. Some Related Studies of the Research

Numerous studies exist to support this research as comprehension measure. First, Rahma (2008), *The Quality of Generic Structure of News Story Text Written by Year Eleven of Senior High School Students at SMA N 4 Padang*. This research has purpose to describe the quality of the students in writing news story focused on generic structure, they are: newsworthy event, the background of the event, and the sources. The population of this research was all of the year eleven students of SMA N 4 Padang and the sample of this research was 41 students XI IPA3. The researcher gave written test to the students by giving opportunities for them to choose one of four events that had done in try out class. In the test, the students were asked to write news story text based on the events that they have chosen. From the result of the research, the researcher found that the quality of generic structure of the students were average. It shows that the students still have problem in writing news story text.

Another research was conducted by Amelia (2009), *The Study of the Students' Ability in Writing News Lead at Second Grade Students of SMU N 7 Padang*. This research has purpose to describe the ability of the students in writing news lead at second grade students of SMU N 7 Padang. The research used descriptive method to analyze the data based on the fact in the field. This research

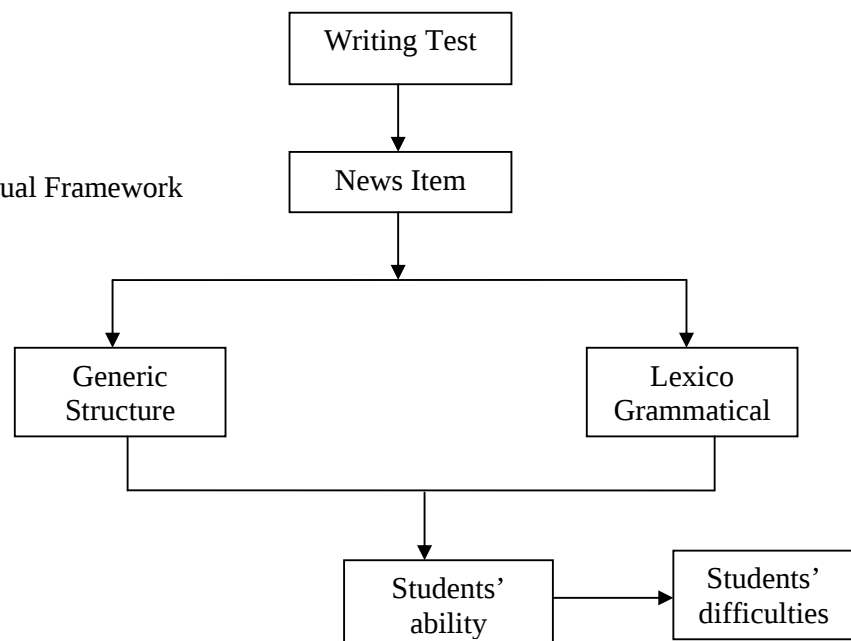
was focused on one component of news; lead. The researcher found that the quality of the students in writing news lead was enough.

In this research, the researcher analyzed the students ability in writing news item text viewed from generic structure and lexico grammatical. The population of this research was bigger than previous research. The researcher chose three public senior high school in Padang with different level.

E. Conceptual Framework

In this research, the researcher tried to see the ability of the students in writing news by grade eleven students. In order to see it, the researcher collected the data from the writing test. The students were asked to write news item text that consists of all the component of news item based on the event given. Then, the researcher analyzed the ability of the students in writing news. After getting the students' score in writing news item text, the researcher analyzed their difficulties in writing the text.

Picture 2: Conceptual Framework



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

As mentioned in chapter I, the purpose of this research were to describe the ability of the grade eleven students of Public Senior High School in Padang in writing news item text and to find out their difficulty mostly in writing news item text. After several processes of data analysis, it was found that the ability of the grade eleven students of public senior high school X, Y, and Z Padang in writing news item text were 2.39 (good), 1.69 (fair), and 1.7 (fair). And it was found that the ability of the grade eleven students of Public Senior High School in Padang in writing a news item text was fair. And most of them still have difficulty in writing news item text viewed from lexico grammatical and generic structure. Viewed from lexico grammatical, they still have difficulty in using appropriate tenses and grammatical sentences. While viewed from generic structure of the text, most of them did not know about the sources actually.

B. Suggestions

Based on the research findings in previous chapter, the researcher would like to propose some suggesstions especially for the English teachers who teach the first year students. The teachers need to give explanation and lead the students to comprehend about the important aspect that should appear in news item text in order to help them recognizing and understanding of news item text.

Since there were almost all of the students who have problem in using appropriate tenses and grammatical sentences, it is suggested for the teachers to give more practice to the students in writing news item text in order to help them make grammatical sentences.

In addition, it is suggested for the teachers to teach the writing skill based on the process of writing itself that consist of five processes; pre writing, writing, revising, editing, and publishing. So, the teachers not only collect the product or score of the students but also lead the students become good writers. So that the students have background knowledge about the lesson that they have learnt.

Finally, the researcher suggests that there will be the next researcher who conduct the study on overcoming students' problem in writing a news item text.

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