

# Enhancing Students' Ability in Extending Ideas in the Narrative Writing through the 5W1H Concept

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## **Abstract**

This study sought to investigate the result of implementing 5W1H concept in enhancing students' ability in writing composition especially the narrative type at Al-Ijtihad Islamic Boarding School located in Bogor, West Java. The study started with an introductory session regarding the 5W1H concept which is so far only known in the newspaper writing. The data used to analyze the study was the texts of narrative made by students before and after the treatment was given. The result of the study indicates that implementing the journalistic concept helps the students develop significantly their ideas in writing as shown by significant progress made by each student after the treatment. At the end of this study, some conclusions and weaknesses of the study are made for a better strategy in teaching narrative writing for the students.

*Keywords:* 5W1H, Writing, Narrative

## **INTRODUCTION**

Writing is a kind of knowledge transformation (Haneda & Wells, 2000). For most of students, to write in English is one of the difficult things to do. During writing process, they were often stuck by a problem of how to develop their ideas into a more extensive writing.

In Indonesian context, teachers usually present a certain formula for a certain type of writing in teaching writing so that the students are expected to be able to apply such formula when they are asked to write. However, such measure may not always work for the students since their main problem is not what to write but rather than how develop their ideas into a more extensive writing on their papers.

Although a certain formula has been introduced to students to help them develop their ideas, let say in writing a narrative which is the topic will be discussed in this paper, they seem still incapable develop their ideas in writing the narrative into a more extensive writing. The strategy to write narrative that they have been introduced by their

teachers seems to have not much contribution in developing their ideas.

The concern that students have problem in extending or developing their ideas in writing has generated the writer to find other strategy in order to enhance students' ability in writing the narrative without necessarily disregarding what the student have learnt from their teachers.

Based on the writer's experience in an experiment, implementing the 5W1H strategy (which is well-known in the newspaper writing), in addition to what has been learnt by students to write a narrative using the connectors, seemed very effective way to enhance their ability in extending their ideas. What is more is that using the journalistic strategy, students could avoid what is called by writer as a 'vacuum' in making ideas.

By implementing the 5W1H concept, writer found that his question "how effective is the using of the 5W1H concept in enhancing the students' ability in writing narrative" has been answered. This is because the concept could help students extend their ideas, which is actually not just for narrative type but

also applicable to other types of composition or rhetorical modes.

## **THEORETICAL FRAMEWORK**

### **Narrative**

Based on the title of this paper *Enhancing Students' Ability in extending ideas in the Narrative Writing through the 5W1H Concept*, this study focuses its theoretical background on three main topics namely narrative, 5W1H concept, extending ideas.

Narrative is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Generally, there are four characteristics of narrative writing namely background, problem, climax, and resolution. Generally, connectors such first, then, next, later, afterwards, and finally are used frequently in the narrative writing to indicate a chronology.

### **5W1H**

5W1H (who, what, where, when, why, how) is a basic concept in journalism to gather information. It is a strategy is a questioning tactic, comprising. The concept asserts that a report cannot be said comprehensive and complete if one of the questioning tactics above is not included or missing. Implementing the 5W1H concept in writing is intended to help students develop their ideas easily and comprehensively.

To make easier for students, Stein & Glenn (1979) made a model to develop how the 5W1H concept could work which is incorporated with the event map of a story or narrative to write. This event map is also possible to be developed into other forms depending on the number of questions to be answered in writing a story. The following is one of 5W1H thinking strategies by Stein & Glenn:

Table 1.

*5W1H thinking strategies (Adapted from Stein & Glenn, 1979)*

Story Grammar	Definition	5W1H Thinking strategy
Setting	Introduction of main characters, as well as the time and place for the story	Who are involved? Where does it happen? When does it happen?
Initiating event	An action or happening that sets up a problem or dilemma for the story	What has happened? Why does it happen?
Internal response	Reactions to the initiating event	How do you feel about the situation?
Attempts	An action or plan to solve the problem	What action do you take?
Direct consequences	The result of the actions	What are the consequences?
Resolution	Consequence	How do you feel about the consequences?

The 5W1H thinking strategy enables the students to break down their planning process into smaller,

manageable tasks to minimize cognitive overload of the students at the same time, help them to set writing goals so that

they can follow a goal-directed process to write rather than to practice knowledge telling strategy (Bereiter & Scardamalia, 1985).

In addition, the 5W1H thinking strategy is designed to assist students to focus on their planning process by drafting out the outline of their narrative writing.

It is incorporated in the event map to assist the students to generate content and to also visualize the interrelationships of the ideas or writing goals when plotting.

### **Extending Ideas**

Extending ideas means here is to develop ideas. For many students, the toughest part of any writing task is getting started. There are some activities that can help students develop their ideas in writing. They are *Comparing and Contrasting, Establishing an Order, Defining by Key Features, Defining by Familiar Examples, Using Cause and Effect, Illustrating with a Story, and Classifying*.

Good writing criteria according to Harcourt Educational Measurement should meet the shown below in the table:

Table 2.  
*Good writing criteria of Harcourt Educational Measurement*

Items	Criteria
Ideas and Development	Extensive development of several ideas (or one important main idea) with extension and elaboration on all or most of the points
Organization, Unity, and Coherence	Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing
Word Choice	Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience
Sentences and Paragraphs	Excellent control and formation of sentences. Variety of sentence structure, type, and length contribute to fluency and interest
Grammar and Usage	Error free or very few errors in approximate proportion to the length of the paper
Writing Mechanics	Error free or very few errors in approximate proportion to the length of the paper

## **RESEARCH METHODOLOGY**

### **Methodology**

All students of a senior high located in Bogor participated in this study. They numbered thirty five students. The writer did not use control class which means that the experiment he used was quasi-experiment. Pretest and posttest group design was the design he used which means that the writer made an experiment in order to see the result of the treatment he gave.

### **Data collection**

The data were collected in a writing course in which students were assigned to write two narratives. The first assignment was intended to measure their ability in writing narrative before the treatment was given, and the second one was to measure whether the treatment worked effectively.

### **Data analysis**

The data for analysis consisted of thirty five texts of narratives made by students. In analyzing the text, the writer's focus was just on the number of

sentences made by each students which met with the good writing criteria. In order to identify that the experiment has worked effectively, the writer compared number of sentences made by the student before and after the treatment.

## FINDINGS AND DISCUSSIONS

### Results

To answer the question whether using of the 5W1H concept in enhancing the students' ability in writing narrative was effective or not, number of sentences made by each student was counted. This is because that the indicator used in this study to indicate the effectiveness of the

treatment given is based on number of sentences in each narrative made by each student, which met with the good writing criteria. Before writer gave and introduced his treatment, cumulatively, number of sentences made by students was 800 sentences. If such total is divided by total of students, the result is 22.8. This means that each student made 22.8 sentences only in their respective narrative.

In the following table are shown the results of pretest (before the treatment) for more details:

Table 3.  
*Number of sentences made during pretest*

Respondents	Number of sentences
1	22
2	27
3	31
4	25
5	15
6	17
7	30
8	32
9	17
10	22
11	21
12	15
13	21
14	21
15	15
16	15
17	32
18	23
19	40
20	19
21	21
22	26
23	23
24	25
25	25
26	21
27	22
28	23
29	19
30	17
31	18
32	19
33	20
34	29
35	32

The writer then compared the numbers in the table above with the ones shown in the following table, which is the result made by students after they had been introduced to 5W1H concept. It is clear that they have changed significantly. For example, respondent 1 in the table above

made 22 sentences, but look at the table 2, the respondent made 30 sentences which means there is a progress of 36.3 percent in the number of sentences made. Likewise made by other respondents as it can be seen in the following table:

Table 4.  
*Number of sentences made after the treatment*

Respondents	Number of sentences	Progress
1	30	36.3%
2	35	29.6%
3	39	25.8%
4	35	40%
5	20	33.3%
6	23	35.2%
7	35	16.6%
8	40	25%
9	20	17.6%
10	25	13.6%
11	27	28.6%
12	20	33.3%
13	30	42.8%
14	27	28.5%
15	22	46.6%
16	20	33.3%
17	47	46.8%
18	26	13.6%
19	50	25%
20	22	15.8%
21	30	42.8%
22	35	34.6%
23	30	30.4%
24	36	44%
25	35	40%
26	27	28.6%
27	35	59%
28	33	43.4%
29	25	31.5%
30	25	47%
31	24	33.3%
32	25	31.6%
33	29	45%
34	36	24.1%
35	40	25%

Cumulatively, looking at the second table, number of sentences made by students reaches 1058 sentences. If such total is divided by number of students, the result is 30.2. This means that each student made 30.2 sentences in

their respective narrative. Looking at the students' progress percentage in making the sentences, it is clear that they made a cumulative progress of 32.25 percent.

Based on the quantitative results in the second table, it clearly indicates

that the students made a significant progress in making and extending their ideas using the 5W1H concept as indicated by increasing number of sentences in the narratives they made during the posttest.

### **Discussions**

Based on the result of post-test of the students, in this context is number of sentences made by student, the using of 5W1H strategy in developing their ideas in writing a narrative proved effective and successful. The results show that 5W1H strategy had a substantial effect to increase number of sentences in their narrative writing compared before they had been introduced with the journalistic strategy. Though they have learnt

One important thing that made it more effective was the role of the “event map” shown to students during their process of writing. Such event map was able to help students develop their ideas since they were free to refer to the event map during their writing process. This is in line with Stein, N. & Glenn, C. (1979) where the students felt assisted to generate ideas when plotting which automatically enabled them to write their ideas thorough more sentences in their narrative writing.

Although such map was shown to the students while they were writing, the students were first encouraged to design their own event maps before they started writing. Some of the students seemed capable of making their own event maps but some still referred to the map shown by the writer.

Such map was also very effective to save time. Based on writer’s observation, the students seemed not so worried about the limited time given to finish their narrative writings. They considered that the event map shown to them as a kind of clue for what to write.

Compared to their “conventional way”, the students seemed capable of finding ideas for each *definition*

presented in the event map (5W1H Thinking strategy) as if they did not need long time to think in order to find ideas for their writings.

But through conventional way, most of the students seemed to spend more time to think which is considered too time-consuming. Such way surely will not be effective in case they were instructed to write with limited time such as in the classroom.

By implementing the journalistic concept, students also found it helpful and effective means to find and organize various concepts as well as to process and digest information which in turn will lead to the familiarity to think actively. This fact is in accordance with Hairston in Nursisto (2000) stating that 5W1H, the important technical factor in journalism, is an effective way to get, process, and digest information as well as very helpful to train oneself to think actively.

### **CONCLUSION**

Given the real facts of the result of the study obtained during his experiment, the writer comes to a conclusion that implementing the 5W1H concept proved to be able to enhance students’ ability in extending their ideas in writing. This is useful for inexperienced writers such as students to be more conscious about their thinking process during writing by implementing the journalistic concept.

It is important for teachers that they should encourage their students to design their 5W1H thinking strategy incorporated in an event map in order to make them easier to develop their ideas. However, the teacher should be able first design effective map event for students who have difficulties in writing.

For weaker students, modeling in planning process should be slowly faded out so that they are also able to attain better ability in planning their writing.

This study is expected could provide insight for teachers in helping

students overcome some problems of writing. The study also hopes to contribute

Finally, *tidak ada gading yang tak retak*, this study is not without any weakness. There is one important thing that needs to be rectified for further study. This study is just focused on number of sentences which is not the main goal in writing a narrative. However, quoted Alwasilah in his book "*Pokoknya Nulis*", inexperienced writers like students should first be made familiar with writing whatever it is, meaningful or not.

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