

THE USE OF JOURNALISTIC QUESTIONS TO IMPROVE SKILL IN WRITING NARRATIVE PARAGRAPH

Astried Damayanti

Dosen STKIP PGRI Trenggalek

Email: astried.damayanti@yahoo.co.id

Jl. Supriyadi No.22 KP. 66319 Trenggalek

Abstract: This research is conducted to improve the students' skill in writing narrative paragraph by using Journalistic Questions. It is one of brainstorming types that uses six questions as prewriting to generate ideas. The six questions are who, what, where, when, why, and how. The design of the research is action research. It is conducted in two cycles. The subjects of the research are the second semester students of *Pendidikan Bahasa dan Sastra Indonesia* (PBSI) Study Program of STKIP PGRI Trenggalek in 2013/2014 academic year. It consists of 30 students. Journalistic Questions technique is implemented to help the students increase their writing skill. The result of the students' writing shows that Journalistic Questions as prewriting can develop their writing by helping them generate ideas to make a paragraph, assisting them to organize the paragraph, guiding them to communicate the ideas, and increasing their motivation and self-confidence in writing activity. Consequently, they can construct a narrative paragraph well based on the ideas generated from the answers of Journalistic Questions.

Keywords: Journalistic Questions, narrative paragraph, writing skill

Abstrak: Penelitian ini dilakukan untuk meningkatkan kemampuan menulis paragraph dengan menggunakan *Journalistic Questions*. Teknik ini merupakan salah satu bentuk *brainstorming* dengan menggunakan enam pertanyaan untuk memunculkan ide. Enam pertanyaan itu adalah siapa, apa, di mana, kapan, mengapa dan bagaimana. Rancangan penelitian ini adalah penelitian tindakan. Penelitian dilakukan dalam dua siklus. Subjek dari penelitian adalah mahasiswa semester dua Program Studi Pendidikan Bahasa dan Sastra Indonesia STKIP PGRI Trenggalek tahun akademik 2013/2014. Subjek terdiri dari 30 mahasiswa. *Journalistic Questions* diimplementasikan untuk membantu mahasiswa meningkatkan kemampuan menulis. Hasil dari menulis mahasiswa menunjukkan bahwa *Journalistic Questions* sebagai langkah awal dapat meningkatkan kemampuan menulis dengan membantu mengembangkan ide untuk membuat paragraf, membantu mengatur paragraf, membimbing mereka menghubungkan ide dan meningkatkan motivasi dan kepercayaan diri mereka dalam kegiatan menulis. Sebagai hasilnya, mereka dapat membuat paragraf naratif dengan baik berdasarkan ide yang didapat dari jawaban pertanyaan dalam Journalistic Questions.

Kata kunci: Journalistic Questions, paragraf naratif, kemampuan menulis

INTRODUCTION

Writing is one of important skills that should be learnt. Harmer (2007: 112) explains some reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows

them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation. When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as an aide-mémoire or

practice tool to help students practice and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students. Writing for writing on the other hand, is directed at developing the students' skills as writer. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real life' reasons for getting students to write such things as emails, letters and reports.

One material of English Subject that should be learnt by the second semester students of *Pendidikan Bahasa dan Sastra Indonesia* (PBSI) Study Program of STKIP PGRI Trenggalek is creating a narrative paragraph. It means that the students are expected to be able to write a narration suitable with the rules of constructing a good paragraph.

Based on the preliminary conducted by the researcher, the students' writing were not good. The students of class A were taken as the subjects of the research. They did not own enough idea to start their writing. They also did not know how to organize the sentences and construct them well. It is because they did not know the suitable way to construct a good paragraph. The class mean score of the preliminary was 50.67. The class is classified into success if the mean score is 70.

The researcher proposes one technique to help students develop their writing skill. The technique is Journalistic Questions. Journalistic Question is one of brainstorming types as prewriting (Mohammad and Hussein, 2013:193). The

writers use six questions when they are writing assignments. The questions are who, what, where, when, why, and how. The writers use the questions to explore the topic they are writing about for an assignment. Fitzpatrick (2005:10) also explains that focused questions are prewriting techniques that can be applied before writing. In short, Journalistic Questions help students generate and develop their ideas to be a good writing.

The research is conducted to answer the following question: "How can Journalistic Questions improve the students' skill in writing narrative paragraph?" The research is purposed to improve skill in writing narrative paragraph on the second semester students of PBSI Study Program of STKIP PGRI Trenggalek using Journalistic Questions. The action hypothesis of the research is if Journalistic Questions is applied, it can improve the students' skill in writing narrative paragraph. By the result of the research, it is expected to help students get a different way to improve their writing skill especially in narrative paragraph, add the teachers' knowledge to help, guide, and assist their students to advance writing skill in narrative paragraph and used to be information for future researchers to conduct the research with the same technique.

According to Wilson and Glazier (2003:212), think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses, and sentences. Then sentences connect to form paragraphs and essays. Each level has its own set of "blueprint". To communicate clearly in writing, words must be chosen and spelled correctly. Essays explore a valuable topic in several coherent

paragraphs, usually including an introduction, a body, and a conclusion.

Writing is almost never done without a reason. The reason may come from an experience, such as receiving an unfair parking ticket, or from a requirement in class. And when the students are asked to write, they often receive guidance in the form of an assignment: tell a story to prove a point, paint a picture with their own words, summarize an article, compare two subjects, share what they know about something, explain why they agree with or disagree with a statement or an idea.

Brown (2007:399-402) classifies the type of classroom writing performance into five major categories. The first category is imitative, or writing down. At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve teach and test higher – order processing as well. The second category is intensive, or controlled. Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense, in such a case, students may need to alter other time references in the paragraph. The third category is self-writing. A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as audience. The most

salient instance of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall. Other note taking may be done in the margins of books and an odd scrap of paper. Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to, while ostensibly written for oneself, has two audiences. The fourth category is display writing. It was noted earlier that writing within the school curricular context is a way of life. For all language students, short-answer exercises, essay examination, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing technique. The last category is real writing. While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lies some combination of display and real writing.

Brown (2004:218) stated that writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally. Business transactions, records, legal documents, political and military agreements – all were written by specialists whose vocation it was to render language into the written word. Today, the ability to write has become an

indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life is simply taken for granted in literate cultures.

One of the basic competence suitable with syllabus of PBSI Study Program in English subject is that the students are able to write a narrative paragraph. Boardman and Frydenberg (2008:3) explain that the paragraph is the basic unit of academic writing in English. Students who want to study in a college or university need to learn how to write a paragraph because all other types of academic writing, such as essays, reports, compositions, and research paper, based on the paragraph. Meanwhile, Wilson and Glazier (2003:220) define that narrative writing tells the reader a story. An effective narrative allows readers to experience an event with the writer. The purpose of narration is to take readers with the writer through an experience. Oshima and Hogue (2007:24) add that narration is story writing. When someone writes a narrative paragraph, he or she writes about events in the order that they happen.

Oshima and Hogue (2007:196) classifies scoring rubric of paragraphs into five categories. They are format, punctuation and mechanics, content, organization, grammar and sentence structure. The detail explanation is presented as follows: 1) format covers : there is a title, the title is centered, the first line is indented, there are margins on both sides, there are margins on both sides; 2) punctuation and mechanics cover: there is a period after every sentence, capital letters are used correctly, the spelling is correct, commas are used correctly; 3) content covers : the paragraph fits the assignment,

the paragraph is interesting to read, the paragraph shows that the writer used care and thought; 4) organization covers: the paragraph begins with a topic sentence that has both a topic and a controlling idea, the paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example, the paragraph ends with an appropriate concluding sentence and 5) grammar and sentence cover about the use of grammar and sentence.

Blanchard and Root (2004:11) state that there are three steps of the writing process. They are prewriting, writing, and revising and editing. Prewriting is a way to warm up brain before writing. Whether the writers enjoy writing or not, they will find it easier to write if they do some prewriting exercises to get started. Oshima and Hogue (2007:16) state that prewriting is a way to get idea. To write, students need to generate, organize, and communicate ideas (Q.E.D Foundation, 2014). Often students do not plan before writing. These students would prefer to "jump in" and just start writing. For some students, it is important that they go slowly and take time to think about what they want to say before writing. In general, students should be taught that writing is not an emergency event and that the processes of planning, thinking, and organizing are just as important as the final product.

Fitzpatrick (2005:9) also defines that prewriting is gathering ideas (brainstorming) and discovering what about the topic is really important to the writer. In short, prewriting is the first stage of the writing process and the point at which the writers discover and explore their initial ideas about a subject (NCWC Faculty, 2009). Prewriting helps the writers get ideas on paper, though not usually in an

organized form, and brainstorm thoughts that might eventually make their way into writing.

Journalistic Question is one of brainstorming types as prewriting (Mohammad and Hussein, 2013:193). The writers use six questions when they are writing assignments. The questions are Who, What, Where, When, Why, and How. The writers use the questions to explore the topic they are writing about for an assignment. Fitzpatrick (2005:10) also explains that focused questions are prewriting techniques that can be applied before writing. The University of Kansas (2011) explains the six questions in detail as follows: 1) Who means Who are the participants? Who is affected? Who are the primary actors? Who are the secondary?; 2) What explains What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?; 3) Where means Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?; 4) When means When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?; 5) Why explains Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?; 6) How indicates How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

Mohammad and Hussein (2013:193-194) describe the importance of

the Journalistic Questions as follows: first, journalistic questions approach a topic in a more structured method than others since the ultimate task is to explain thoroughly a thing, or issue, or person, or event, or problem. This technique allows students to make sure they have provided all of the important and specific details of a situation; second, Journalistic questions help the students find answers that currently may not be on hand about the student's subject; third, generating and then answering these questions will ensure that the student's final paper anticipates questions that the teacher is likely to have about the subject; and fourth, it will also help the students to focus their research and save time in the library and on the Web. In conclusion, the journalists' questions are powerful ways to develop a great deal of information about a topic very quickly.

RESEARCH METHOD

The design of the research is action research. According to Mill in Creswell (2008:597), action research designs are systematic procedures done by the teachers (or other individuals in a educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. Harmer (2007:414) also defines action research as a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or, alternatively, because they wish to evaluate the success and/or

appropriation of certain activities and procedures. Teachers sometimes embark on action research because there is a problem that is worrying them and they want to try to decide what to do about it. In all these cases they gather data to enable them to make decisions about what they or their students do in class. In short, action research provides an opportunity for educators to reflect on their own practices.

The cycle is started when we identify an issue we wish to investigate. We may want to know more about our learners and what they find motivating and challenging. We might want to learn more about ourselves as teachers – how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We might want to gauge the interest generated by certain topics or judge the effectiveness of certain activity types. We might want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary. We might want to find out why something isn't working.

Whichever of these issues we choose, we will want to formulate questions we want answered so that we can decide how we are going to gather data. Having collected the data we analyze the result, and it is on the basis of these results that we decide what to do next. We may then subject this new decision to the same examination that the original issue generated. Alternatively, having resolved one issue, we may focus on a different problem and start the process afresh for that issue.

The research stage consists of four steps (Creswell, 2008:597). They are planning, acting, observing and

reflecting. Planning steps consist of the strategy, designing lesson plan and setting up the criteria of success. The study is classified into success if the subjects' final writings are in a "good" level with score 70-85. It means that if the mean score of students' writing assignment reaches 70, the research is successful.

Acting is conducted in two meetings. The researcher is helped by her collaborator during the implementation. In the first meeting, the researcher explains about the paragraph, including topic sentences, supporting sentences, and concluding sentence. She continues by giving explanation about narrative paragraph. She provides a sample of narrative paragraph about "My Unforgettable Experience" and asks the students to find the topic sentence, supporting sentences and the concluding sentence. Next she adds with the mechanics on writing, such as spelling, punctuation, capitalization. She delivers some exercise related with the materials to the students. She also gives exercise about past simple used in narrative paragraph. In second meeting, the researcher explains about Journalistic Question as prewriting to generate idea before constructing a paragraph. The six questions (Who, What, Where, When, Why, and How) are used to get idea. It is used to explore the topic that is decided before. Having explained about Journalistic Questions, the researcher assigns the students to create a narrative paragraph about their unforgettable experience. They have to start by answering the six questions in Journalistic Questions to generate the idea. After that, they are assigned to make a rough draft based on the idea gained from the answer of the six questions. It also focuses on the three parts of the paragraph: topic

sentence, supporting details and concluding sentence. After making a rough draft, the researcher asks the students to revise and edit their paragraph. She instructs them to check about the topic sentence, supporting details and concluding sentence. She also asks them to check their spelling, punctuation, and capitalization. After they finish revising and editing, the works are submitted to be the final result of their writing.

The researcher needs some instruments to collect the data. They are observation checklist, the students' final work and questionnaire. During the implementation of the technique, the collaborator observes by using observation checklist that is prepared before about researcher's performance. The researcher delivers the questionnaire to the students after the activity. Liker Scale is used to construct the questionnaire. A Likert scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree (Ary, 2002:224). The various agree-disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item. This total score represents the individual's attitude toward the topic. In the research, the questionnaire is given to know the students' responses toward the implementation of Journalistic Questions.

In reflecting stage, the researcher makes reflection about the result of the action. The further step to be continued or stopped is decided. After having the result from observation checklist and the students' writing assignment, the researcher uses it to make final conclusion.

Then she interprets and compares it with the previous research finding, some theories about the technique and the criteria of success. The result is used to decide whether the research is continued to the next cycle or stopped.

FINDINGS AND DISCUSSION

The findings showed that the students could improve their writing by applying Journalistic Questions. In cycle 1, the students' writing mean score was 64.33. It was categorized into "fair" level. The cycle was not successful although the mean score was better than preliminary result. In this cycle, some problems arose when the students implemented the Journalistic Questions. The first problem was related with the content. The students did not use care and thought in making it. It shows that the students did not know well how to put their ideas based on the answers of the questions to be a good paragraph. The second problem was about organization. Although they got more ideas from the answer of six questions provided, they did not know how to organize them in paragraph. Some students did not start their paragraph with topic sentence and close it with concluding sentence. The last problem was related with the grammar and sentence structure used by the students. The result of the students' writing shows that they did not understand well about the using of past tense in narrative paragraph about unforgettable experience. Besides, they could not arrange the words into good sentences. It means that they did not how to revise and edit their writing to be a good paragraph.

Based on the problems found, the researcher considered that the implementation of the technique in cycle 1 should be revised. She had to continue the

research with several changes. First, she asked the students to make an outline based on the answers of Journalistic Questions as a rough draft before writing the paragraph. Outline is another part of writing (Hogue, 2008:51). They could use their previous answers as basic to make it. The researcher guided them to create it. The outline should consist of a topic sentence, supporting sentences and a concluding sentence. Second, the researcher provided editing sheet to help the students revise and edit their writing. She delivered self-editing and peer-editing sheet to guide them. She assigned the students to check their writing by using self-editing in all aspects (format, content and organization, punctuation, capitalization, and spelling, grammar and sentence structure, personal grammar trouble spots). Then she paired and asked them to check their friend's writing using the editing sheet. By peer-editing, the students got feedback from their friends' suggestions for improvement. Cycle 2 was conducted in two meetings.

The result of students' work in cycle 2 showed that the students developed their writing. The mean score of their work was 70.96. It indicated that the mean score had achieved the criteria of success because it was classified into "good" level. The success was caused by several changes in cycle 2. First, the use of outline as rough draft before writing helped the students make plan about their narrative paragraph. The outline consisted of topic sentences, some supporting points and concluding sentence. By having outline, the students could easily write their narrative paragraph with three parts of paragraph. They just put the topic sentence and concluding sentence in their paragraph and developed supporting points into

sentences. In conclusion, the outline assisted them to create the paragraph.

The second change was the use of editing sheet after writing the paragraph. The self-editing and peer-editing sheet guided them to edit and revise their paragraph. They used the sheets to check their paragraph. With some revisions and suggestions from their partner, they edited and revised their paragraph to be better paragraph.

The following table shows the mean score of students' writing on preliminary, cycle 1 and cycle 2.

Table 1.
The mean score of students' writing on preliminary, cycle 1 and cycle 2

Preliminary	Cycle 1	Cycle 2
50.67	64.33	70.96

From the table, it can be seen that the mean score of students' writing improved after implementing the technique. On preliminary, the mean score was 50.67. On cycle 1, the mean score was 64.33 and on cycle 2 it was 70.96. So, it can be concluded that the students can develop their writing after applying Journalistic Questions.

Observation checklist showed that the researcher did all activities that had been prepared. Based on the result of the questionnaire, it can be concluded that Journalistic Questions could help the students generate and develop ideas, assist them to organize their writing, and guide them to communicate the idea. Consequently, by implementing the technique, the students could construct the paragraph easily.

CONCLUSION AND SUGGESTIONS

From the findings of the study, it can be concluded that Journalistic Question help students increase their skill in writing a narrative paragraph. From the answer of the questions, some ideas were provided as guidance to construct the paragraph. Journalistic questions can develop the students' writing skill by 1) helping them generate ideas to make a paragraph; 2), assisting them to organize the paragraph; 3) guiding them to communicate the idea, and 5) increasing their motivation and self-confidence in writing activity.

Journalistic question was implemented in several steps. Firstly, the students had to answer the six questions provided about their unforgettable moment. They used the answers as guidance to write their paragraph. Before writing, they made outline as rough draft before writing. They wrote a topic sentence, some supporting points and a concluding sentence. From the outline made, they had to construct a narrative paragraph by using the topic sentence, supporting points and the concluding sentence.

The next step was self-editing and peer-editing. The researcher delivered self-editing and peer-editing sheet. The self-editing sheet consisted of some questions related with format, content and organization, punctuation, capitalization, and spelling, grammar and sentence structure, personal grammar trouble spots. While peer-editing sheet was related with some questions about the comment of paragraph, three parts of paragraph, more information and the opinion of the paragraph.

In short, the students can create a narrative paragraph more easily by using Journalistic Questions as prewriting.

Answers of the questions guided and assisted them to construct the paragraph well.

A previous study about Journalistic Questions had been conducted by Mohammad and Hussein (2013). They conducted a research entitle "Enhancing Students' Motivation to Write Essay through Brainstorming: A Comparative Study". The study was started with a background of different approaches to the writing process and writing product. It also provided an overview if the main brainstorming types: free and guided focusing on the journalistic guided brainstorming. An experiment involving 12 students from the post Foundation Program at Qatar University was conducted to compare between free brainstorming and guided brainstorming.

Although the experiment was conducted on a relatively small group of participation, the analysis revealed very important and interesting trends among students' reflections on the use of brainstorming as a motivating step in the writing process. The following conclusions can be drawn from this experiment: 1) teachers' observations indicated that both types of group brainstorming, Guided Journalistic and Free, constituted a motivating and engaging phase in the writing process; 2) in this small –scale study participants' reports indicated a preference of the Guided Journalistic Brainstorming as it helped them focus better on the various aspects of the topic and produce richer and more penetrating ideas; 3) the nature of the topic could affect which type of brainstorming is more motivating than the other. For example in this study participants preferred the Guided Journalistic for the Fast Food and Makeup topics, whereas the participants who

worked on the topic of Teachers preferred the Free Brainstorming.

Some suggestions are provided for the students, teachers and future researchers. It is suggested for the students to use different way in learning writing, and Journalistic Questions technique is one of appropriate ways to develop their skill. The teachers are recommended to use Journalistic Questions to motivate and assist their students increase their writing skill. The researcher also suggests the future researchers use the result of the research as information and reference to conduct the same research.

REFERENCES

- Ary, Donald et al. 2002. *Introduction to Research in Education Sixth Edition*. Stamford: Thomas Learning, Inc.
- Blanchard, Karen & Root, Christine. 2004. *Ready to Write More*. New York: Pearson Education, Inc.
- Boardman, Cynthia A. and Frydenberg, Jia. 2008. *Writing to Communicate 2*. New York: Pearson Education, Inc.
- Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.
- _____. 2007. *Teaching by Principles An Interactive Approach to Language Pedagogy*. New York: Pearson Education, Inc.
- Cresswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc.
- Fitzpatrick, Mary. 2005. *Engaging Writing Paragraphs and Essays*. New York: Pearson Education, Inc.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Pearson Education Limited.
- _____. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited
- Hogue, Ann. 2008. *First Steps in Academic Writing*. New York: Pearson Education, Inc.
- Mohammad, Mohammad Fawzi and Hussein, Ali Ahmed. 2013. *Enhancing Students' Motivation to Write Essays through Brainstorming: A Comparative Study*. International Journal of Humanities and Social Science. Vol 3 No. 9, May 2013. 191-196.
- NCWC Faculty. 2009. *Prewriting Strategies*, (online), (http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm, accessed on June 15, 2014).
- Oshima, Alice and Hogue, Ann. 2007. *Introduction to Academic Writing*. New York: Pearson Education, Inc.
- Q.E.D Foundation. 2014. *Generating and Organizing Ideas*, (online), (<http://www.allkindsofminds.org/getting-thoughts-on-paper-generating-and-organizing-ideas>, accessed on June 15, 2014).
- The University of Kansas. 2011. *Prewriting Strategies*, (online), (<http://writing.ku.edu/prewriting-strategies>, accessed on June 12, 2014).
- Wilson, Paige and Glazier, Teresa Ferster. 2003. *Writing Essentials*. Massachusetts: Thomson Corporation.