

CHAPTER I INTRODUCTION

In chapter I, introduction, there are six components would be discussed. They are background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

English, as an international language, has been a part in our learning and teaching process. For its importance, it has been taught from elementary school level until university level. Relating to the English subject, there are four major skills must be mastered by students. They are listening, reading, speaking, and writing.

Among the skills, writing skill is considered as the most difficult language skill to be mastered because writing skill requires some elements. This is in line with Heaton's (1991: 135) statement which states that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Thus, besides the effective complex construction, tense, and punctuation, the abilities of choosing the suitable word or idiom choice and usage in the context in which it is used is required in writing ability.

Heaton's statement is supported by the study conducted by Tri Wulan Sari (2010:4). She stated that the students were not able to construct an effective and unified paragraph. Furthermore, Hernawati (2007:2) said that the student found it difficult to start their writing because they were handicapped by inadequate understanding of how to organize their ideas and interests into a written form especially if they were to write free composition task which took longer time.

The other problem on the writing class comes from the teacher. In accordance with the study conducted by Novianti (2010:4) which the problem on writing class which came from the teacher could be caused by (1) the teacher did not use appropriate techniques; (2) the teacher seldom giving modeling before giving the tasks; and (3) the teacher seldom gave group works or gives stimulus. This condition could be also found on study conducted by Tri Wulan Sari (2010:3). She stated that the teacher did not teach writing appropriately because she actually did not teach writing skill, but only reading comprehension. Consequently, the students were not able to construct an effective and unified paragraph.

In the other hand, in the curriculum of senior high school, the second grade students are expected to write paragraph in form of narrative, spoof and hortatory exposition text. Narrative relates to the passage which entertains the reader with a story; spoof relates to the passage which tells an event with a humorous twist; and hortatory exposition relates to the passage which persuades the reader that something should or should not be the case.

Among the texts mentioned, hortatory exposition is considered as more serious one. It includes non fiction writing. It functions to influence the reader that something should or should not be the case. Since it is persuasive text, it needed

arguments to make the readers consider and think the importance of something which then to be more paid attention or done. In short, someone who will write this type of text should have strong arguments on the case discussed.

The difficulty often appears on this type of text was when the students lack of arguments. Relying only on their background knowledge makes their arguments limited. The result is their writings do not well develop. It is obvious that they need reference to make their arguments deeper.

Heaton (1991: 138) suggested the solution for the problems. He said that it is needed to provide the necessary stimulus and information required for writing, a good topic for a composition determines the register and style to be used in the writing task by presenting the students with a specific situation and context in which to write. Therefore, the students need to be given alternative strategy which provides the necessary stimulus and information required so that they could compose their paragraph easily.

KWL Technique can be a solution for this problem. According to Casey (2003: 41), the KWL technique is a method of creating a chart with three categories. The first column is what we already know about a topic, the next column is what we want to know and the last column is what we have learned. The objective is to have the students learn how to organize information and conduct simple research by using this technique. It helps students to make a good built paragraph. It explores the students' ideas but relating ones. The students are encouraged to explore their previous information and relate it with the new one by reading reliable resources.

As we know that Krashen in Escribano (1999: 60) studied the power of reading on language acquisition on the basis that reading became comprehensible input provided that texts were both interesting and understandable so that they captured the learners' attention. His research on reading exposure supported the view that it increased not only reading comprehension and vocabulary acquisition, but it improved grammatical development and writing style. From the evidence, we may conclude that through reading we have the opportunity of being exposed to well-organized and well-written pieces of writing which helped us to improve our language abilities and to build writing schemata.

To use KWL technique, we can follow the procedure. The students are asked to fulfil the columns in a KWL chart. There are three columns in the KWL Chart. The first column is labelled "What I Know", the second is labelled "What I Want to or Need to Learn", and the third one is labelled "What I Learned". The students write down their current information about a topic in the first column. They, then, are asked to write down the possibility they want to or needed to learn/ know more about that topic, and write it down in the second column. After that, they read a text relating to the topic and write the information they get in the third column. The last process is arranging it into a good paragraph.

Writing is a process since this skill is opened with prewriting activities and closed with post writing activities. Students begin working on a topic at the beginning, ponder it while working, and perfect it at the end in a final writing assignment. Therefore, according to Oshima (1991:3), writing is a process. Edelstein and Pival in Novianti (2010: 26) stated that there are three steps of writing. They are prewriting which concerning with the selection the general subject, restricting the

subject, generating the ideas and organizing the ideas; writing which denotes to setting on the paper the ideas in her or his mind into words, sentence, paragraph, and so on; and re-writing which concerned with evaluating her or his writing, dealing mainly with components of writing.

In language classroom, especially in writing class, we know something called brainstorming. Richards in Cullen (1998) said that brainstorming is activity such as free-association and word-mapping are often included as part of the pre-writing or warm-up phase. It provides a link between new and existing knowledge. The result is, as stated by Rubin and Thompson in Cullen (1998), the learners will be better oriented to the topic and better motivated to fill the gaps in their knowledge.

In the other hand, in KWL chart there is K column standing for Know (What I Know). The function is to list the information had by the students about a topic. It explores the students' ideas but relating ones. It is like brainstorming. It is continued by filling the W column. In this part, students write down the questions come in their minds relating to the deeper discussion of the topic they want to know or learn. After they list the questions, they are given a text relating to the topic discussed. It makes students more enthusiastic and would make their writing more develop. The students were encouraged to explore their previous information and relate it with the new one by reading reliable resources. The last filling is L column. This column contains the information gotten from the text read.

In short, this strategy provides the solution to the writing problem suggested by Heaton above. He stated that students must be given necessary stimulus and information required in a specific situation and context to write. KWL Technique

provided them by its steps in writing. It sets in a specific situation and context to write by providing a topic and KWL chart. Then, it provides necessary stimulus and information required by inviting students to fill the chart and providing a text as additional information related to the topic.

In accordance with the explanations above, the writer was appealed to take a research entitled: **“Teaching writing through KWL (Know, Want, and Learn) Technique at the second year of MAN 1 Bandar Lampung”**

1.2 Formulation of the Problems

In reference to the background of the research, the problems are formulated as follows:

1. Does KWL Technique improve students writing hortatory exposition text in class XI IPS 4 of MAN 1 Bandar Lampung?
2. Which writing elements – content, organization, vocabulary, language use, and mechanics – KWL Technique give better impact?
3. Which topic – computer, internet, and facebook – has the highest achievement in students’ writing hortatory exposition text applying KWL Technique?

1.3 Objectives of the Research

In line with the research questions above, the objective of the research are:

1. To find out whether KWL Technique improves students writing hortatory exposition text in class XI IPS 4 of MAN 1 Bandar Lampung.

2. To find out which writing element – content, organization, vocabulary, language use, and mechanics –KWL Technique gives better impact.
3. To find out which topic – computer, internet, and facebook – has the best development in students’ writing hortatory exposition text applying KWL Technique.

1.4 Uses of the Research

Hopefully, this research can be useful both theoretically and practically. They are:

1.4.1 Theoretically

The result of this research may contribute useful information for the future research of writing. The writer believes that next will be further research in writing using KWL Technique by other. Hopefully, the result of this research will be one of references for the next researcher to accomplish his study.

1.4.2 Practically

1.4.2.1 The Teacher

There are many techniques in teaching writing can be applied by the teacher in the class. One of them is KWL Technique. Hopefully, the result of this research can be a view for the teacher to use KWL Technique in teaching paragraph writing.

1.4.2.2 The Students

The treatments given to the students can help them to write paragraph, especially hortatory exposition paragraph.

1.5 Scope of the Research

This research was done at second year of MAN 1 Bandar Lampung. Actually, there were ten classes of second year. However, the researcher took only one class for the sample by using simple probability sampling.

This research used one-group time series design in one class. It was begun by conducting series of teaching and test by using lesson plans which did not use the technique. These took three meetings. Then, it was continued by applying series of treatments and tests. The treatments were done by teaching writing through KWL Technique as prewriting activity. Then, it was followed by the test. This repeated until three times. These treatments used three different topics i.e. computer, internet and facebook. So, there were six tests in this research. These tests were done to know the influence of teaching and treatments on students' writing ability. The data of this research was gotten from the result of the tests.

1.6 Definition of Terms

Some terms are defined here in order to make the same perception connecting to their application in this script and to avoid misunderstanding about the terms.

1. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control a number of variables simultaneously (Bell and Burnaby in Nunan, 2000: 36). The variables is content – the substance of writing and how the ideas express; organization which shows the form of the content; vocabulary – the choice of word/idiom in the context; language use – effectiveness and complexity in construction, agreement, tense, number, word

order/function, articles, pronoun, and preposition; and mechanic – the use of the graphic conventions of the language.

2. Paragraph is a series of sentences about one idea called the topic (Reid, 1994: 29). It is divided into three parts. They are (1) topic sentence – which states the main idea of the paragraph, (2) developing or supporting sentences – which develop, prove, explain or cover completely the idea presented, (3) concluding sentences – signal the end of the paragraph and leave the reader with important points to remember.
3. KWL Technique is a technique that independent writers at all proficiency levels can use (Bloom in Hurd, 2008: 109). The categories of KWL chart are K stand for Know denoting what the students know about the topic; W stand for Want denoting what the students want to know more about the topic; and L stands for Learn denoting what the students learn about the topic after reading.