

CHAPTER II LITERATURE REVIEW

This chapter contained the theories which support the script. It included the notion of writing, paragraph, hortatory exposition text, teaching writing, KWL Technique, procedure of teaching writing through KWL Technique, and writing evaluation.

2.1 Notion of Writing

When we communicate to other, we use language to be in touch. Communication itself can be both directly and indirectly. Tarigan in Hernawati (2007:7) states that writing is a language skill that is used for indirect communication. Writing, according to Bell in Nunan (2000:36), is an extremely complex cognitive activity in which the writer is required to demonstrate control a number of variables simultaneously. According to Jacob in Reid (1993:236-237), these simultaneous variables cover five components of writing. They are:

1. Content which relates to the substance of writing and how the ideas expressed shows by the information relaying on the subject is discussed by several main points and details to illustrate, define, compare, or contrast factual information supporting the thesis. In the other words, the details should be clearly pertinent to the topic.
2. Well organization which shows the form of the content demonstrates whether the ideas flow and build on one another; all the ideas are directed concisely to

the central focus of the paper; and the overall relationship of ideas within and between paragraphs is clearly indicated. The organization should be a beginning, a middle, and an end to the paper. In this case, the organization used is about hortatory exposition text which contains thesis, argumentation, and recommendation constructed logically and fluently

3. Vocabulary which relates the choice of word/idiom in the context should convey intended information, attitudes, feelings, shades, and differences of meaning which express the logic ideas and sufficiently vary in the arrangement and interrelationship of words. For example, the sentence: “*Internet is very necessity for school because students can give information which complete.*” should be “*Internet is much needed for school because students can get information completely.*” The word “very” is changed by *much* because it is incorrect to use *very* in front of certain verb. Then, *necessity* and *give* is substituted by *needed* and *get* since the usage of *necessity*, its meanings, does not express the logic ideas. Finally, “which complete” is changed by *completely* as it should be an adverb.
4. Language Use should show there are effectiveness and complexity in construction, agreement, tense, number, word order/function, articles, pronoun, and preposition. For example, the sentence: “*Second, internet can help students for search what I need, because internet have networks which can make easy students get what need.*” should be “*Second, internet can help students to search what they need because it has networks which can make them easy to get it.*” It is changed because the construction, pronoun, and agreement are not effective.

5. Mechanics which is demonstrated by how the writer use the graphic conventions of the language such as spelling, punctuation, capitalization, paragraphing, and handwriting. For example, the sentence: “*First, Computer is Very Important for students because Computer is place we give impomasion.” should be “*First, computer is very important for students because it is a media to get information.” The words *Computer*, *Very*, and *Important* are substituted by *computer*, *very*, and *important* because their capitalizations do not used properly.**

In summary, writing is indirect communication and complex language skill which covers five aspects include the substance of the writing (content), parts of writing (organization), a way of describing how a language works to make meaning within a particular culture (language use), manipulation of sentences and paragraphs to give flavour to the writing (vocabulary), and use of graphic convention of the language (mechanics). The entire aspect should be available on the writing so the information can be received by the readers.

According to Nunan (2000:36), there are two different views on the nature of writing have emerged i.e. the process and product approach. The process approach to writing focuses as much on the means whereby the completed text was created as on the end product itself. Besides, those who advocate the product approach to writing focus on the result of the act of the composition. These concern on readable and grammatically correct writing that obeys discourse convention which relates to main points, supporting details, and soon. These two approaches obviously have different perspective in research. The first approach sees the students’ effort to compose their writing. In other word this concerns on the act of

composing evolves through several stages on writing. However, the second one relate to the students' writing which is seen their writing completeness by the components of writing. So, in this research, the researcher tried to see the students' writing by using these two approaches i.e. the process and the product approach.

2.2 Notion of Paragraph

There are many experts who try to explain about what paragraph is. According to Reid (1994:29), a paragraph is a series of sentences about one idea called the topic. It means that one paragraph must have only one idea that expresses in topic sentence and is developed by several sentences. This is also supported by Coffey (1987:2) who points out that a paragraph is a group of sentences that clearly and concisely expresses one basic idea. In addition, Oshima (1991:16) stated that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. From those statements, it can be said that a paragraph is a collection of sentences related each other which focuses on one main idea.

There are three basic parts of a paragraph. They are topic sentence, developing or supporting sentences, and concluding sentence. They have their own functions and roles. This is to make the paragraph good in order. The first part of paragraph is topic sentence. Oshima (2006:3) says that the topic sentence states the main idea of the paragraph. It is the core of a paragraph. It will lead all the sentences in the paragraph into one discussion.

Reid (1994:36) states that the functions of topic sentence are introducing the

reader to the topic of the paragraph, stating the main idea of the paragraph, focusing the paragraph. As the limitation of the topic to one specific area, it contains words called state controlling ideas. He states that controlling ideas are words or phrases in a topic sentence that need further explanation. Therefore, it needs to be explained, described, and supported in the sentences that follow in the paragraph.

The second part of paragraph is developing sentences. This is also called supporting sentences. As its name, this part of paragraph is to develop, prove, explain or cover completely the idea presented. In line with Oshima (2006:3) says that its ways to develop the topic sentence can be done by giving more information about it.

The last part of paragraph is concluding sentences. It signals the end of the paragraph and leaves the reader with important points to remember (Oshima, 2006:3). In addition, Reid (1994:42) states that the important points in conclusion can be summary of the material in the paragraph, a solution to the problem stated in paragraph, a situation that results or occurs from the statements made in the paragraph, a recommendation concerning material presented in the paragraph, or a conclusion to information given in the paragraph

Here is the example of the paragraph covering those parts of paragraph.

A good driver “drives ahead of himself.” (topic sentence) His eyes rove constantly not only from the road surface to the mirror to the car immediately ahead and from side to side, but also as far ahead as he can readily see. On the highway, this may be a quarter of a mile or a mile; in town it may be three cars lengths, a half a block, or two blocks. But whatever the driving conditions and whatever the range of his vision, he tries always to be aware of the behavior and adjust his own plans safely in advance. Flashing brake lights, for example, on car after car, mean some obstruction for him, whether it is caused by repair work or a

stalled motor. Swerving by many drivers ahead may mean a bad pothole. Overhead signal lights of contrasting colors warn him that he is approaching a left-turn or a right turn lane. A one-way flow or cross traffic indicates a one-way street. (supporting sentences) The absence of all such signs cannot promise clear traffic, and he never assumes that it does; but the driver who drives ahead of himself is rarely surprised by the traffic conditions that confront him. (concluding sentence) (Moore, 1965:101)

2.3 Notion of Hortatory Exposition Text

Hortatory exposition is a text which persuades the reader or listener that something should or should not be the case (Sudarwati, 2007:204). There are two aspects must be noticed in hortatory exposition text: generic structure and language feature of hortatory exposition text.

Generic structure of hortatory exposition text is divided into three parts. The first part is thesis while the second is argument and the last is recommendation. Thesis tells the issue stated under discussion. It functions to introduce the topic of the hortatory exposition text. Argument states the reason why we must be paid attention of it. It functions to describe the thing which will be discussed in detail. The last is recommendation that states how we should or should not react of the issue.

Language feature is other aspect in hortatory exposition text. There are some terms must be paid attention in this text. First, it uses emotive words e.g. alarmed, worried, etc. Second, it uses words that qualify statements e.g. usual, probably, etc. Third, it uses words that links arguments e.g. firstly, however, on the other hand, therefore. Fourth, it uses compound and complex sentences. Fifth, it uses present tense with subjective opinion using pronouns *I* and *we* e.g. I think they

should be stopped for a number of reason. Sixth, it uses modal and adverb e.g. can, may, certainly, get, stop).

Here is the example of hortatory exposition text:

Should Ads be Banned from TV Programs?

I am writing complain about ads on TV. There are so many ads, especially during my favourite programs. I think they should be stopped for a number of reasons.

First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots ads on popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favourite.

For those reasons, i think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favourite shows. I am sick of ads and now mostly watch movie in cinema.

(Sudarwati, 2007:198)

And here is the organization of the hortatory exposition text:

Should Ads be Banned from TV Programs?

Thesis:

I am writing complain about ads on TV. There are so many ads, especially during my favourite programs. I think they should be stopped for a number of reasons.

Arguments

First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots ads on popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favourite.

Recommendation:

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favourite shows. I am sick of ads and now mostly watch movie in cinema.

(Sudarwati, 2007:198)

2.4 Notion of Teaching Writing

In line to teaching writing, Cohen (1990:103) mentions several purposes for writing in the classroom, among others are:

1. To have the learner *imitate* some model of writing by, for example, copying a series of sentences. Particularly at early stages of language learning, this may give learners a sense how to write the language. At more advanced stages, imitation would be intended to help learners become familiar with certain grammatical and stylistic forms.
2. To *train* the learner in the use and manipulation of linguistic and rhetorical forms. A teacher or textbook may have a series of sentences for the learners to complete or generate as a way of practicing writing skills, e.g. the learners may have to transform a series of sentences from present tense to past tense, or from statements into questions.
3. To *reinforce* some material that has already been learned, e.g. the students are asked to write a summary of an article they had read. This task may help the students to solidify their initial learning of the vocabulary.
4. To improve the learner's writing *fluency*. The purpose would be to engage in writing without worrying about accuracy of language form.
5. To create *authentic communication*. Ultimately, the writing is intended to

impart new information to somebody else, with the assumption being that the writer really wants to impart that information and that the reader is genuinely interested in receiving it.

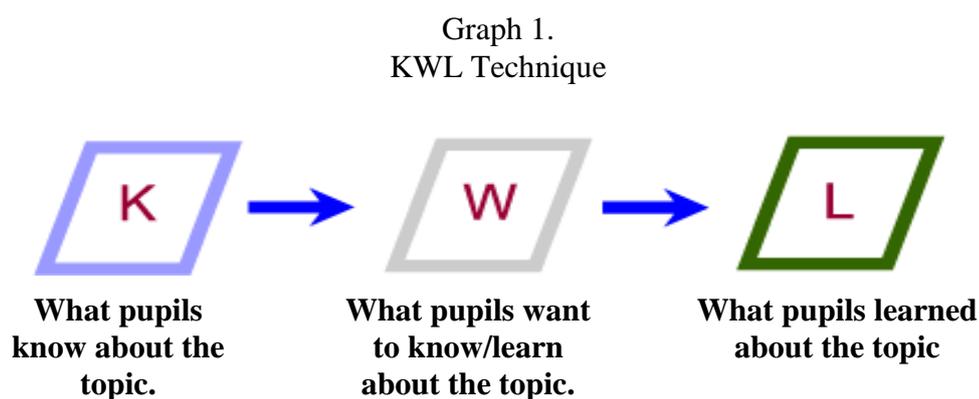
All of these aspects - imitation, training, reinforcement, fluency and communication with the emphasis on improving the whole performance – should be the purposes for writing in the classroom. In the other word, teaching writing means that teaching the students how to write by imitating model of writing available, training them to use and manipulate linguistic and rhetorical forms, and reinforcing materials that have already been learned in order to improve the student's writing fluency and create authentic communication.

2.5 Notion of KWL Technique

KWL is a teaching strategy that helps pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. Bright (2007:48) states that KWL chart can be a great way to begin researching a topic. Researcher Donna Ogle introduced KWL chart as a way to help students organize their thought during content learning, and it is valuable in a variety of subject area. Casey (2003:41) states that 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. Andrews at al says that students write before, during and after reading, and they make connections between their prior knowledge and new content information. So, KWL technique is a teaching strategy that integrates students' prior knowledge and their current information.

KWL represents three principle components:

- K = what is "known" [K] according to prior knowledge
- W = determining what pupils "want" [W] to learn/know
- L = identifying what pupils "learn" [L] after reading a passage



Lipson (2003:10) states that the KWL Chart (what I know; what I want to know; and what I learned) is a well-utilized strategy teachers use to start students thinking about a topic before new learning occur. Bloom in Hurd (2008:109) adds that KWL Technique is a technique that independent writers at all proficiency levels can use. In the 'K' step, independent language learners write down everything that they know already about the topic of their writing and/or the writing style. In the 'W' step, learners write questions based on their background knowledge about what they still need to find out about the topic and/or the genre before they begin writing. This step helps guide their research process by creating clear objectives.

Finally, in the 'L' step, learners note what they learned from their research on the topic and/or style. Here they will answer the questions that they wrote in the 'W'

step and also revise any of their background knowledge that they found to be erroneous or incomplete. Using this technique, independent language learners can activate their background knowledge, elaborate on that knowledge by asking appropriate questions that guide their research, and relate new information discovered in their research to their previous knowledge.

The KWL teaching technique is a good technique to help students stimulate their previous knowledge and integrate it with their current information by questioning and accessing information. Lipson (2003:10) states that just as readers use prior knowledge to make meaning of new text, new learning best takes place when students reflect on what they already know about a subject. Melanie Bloom in Hurd (2008:109) says that KWL Technique, which includes elaboration, may be an essential pre-writing strategy as it encourages learners to activate their background knowledge and apply it to the writing task at hand. Although it is originally developed for the reading context, K-W-L charts can be applied to the writing context to help independent language learners activate their background knowledge and help in the planning process. In addition, students connect and integrate ideas as they write. Their background knowledge must be used in learning process especially in writing. So, by using KWL technique, they elaborate their prior and current knowledge so that their writing can be more developed.

2.6 The Procedure of Teaching Writing through KWL Technique

There are some steps in using KWL Technique, they are: (1) the teacher spreads KWL Chart to the students and explain to the students about what they have to do;

(2) the teacher asks the students about what they know about a given topic, invites them to generate ideas relating to the topic and write it down in the K column; (3) the teacher asks the students about what they want to or need to learn/know and write it down in the second column; (4) the teacher gives the students a passage, asks them to read it, and write the information taken from the passage; and (5) the teacher asks the students to compose the information on the column into a text.

To be concrete, here is the example how to apply the procedure of teaching writing through KWL Technique using material taken from the curriculum of second grade of senior high school.

1. The students are received KWL Chart from the teacher and paid attention to the teacher's explanation about what they have to do with the chart.

Here is the example of expression:

T : I have a chart for you. It is called KWL Chart. It is used as a help for you to compose your writing by filling it.

Table 1. KWL Chart

K (What I Know)	W (I Want to Learn/Know)	L (What I learned)

2. The students are asked by the teacher about what they know about a given topic e.g. internet. They share all the ideas they have relating to this topic and write it down in the first column.

Here is the example of expression:

T : *The topic for today is internet. Let's see what you know about internet and write them on the K column. Who will be the first to give the idea?*

S1 : *(raising her hand) Sir, internet is a computer program.*

T : *Well, let's write it at the K column. Is there any other?*

S2 : *It is used to search data, Sir.*

S3 : *We have to pay to access it, Sir.*

T : *Good. Let's write them. You, (asking other student) what do you know about internet?*

S4 : *Ummm... Is it wi-fi, Sir? We use wi-fi. Ummm... Special equipment for access internet.*

T : *Do you mean it uses special equipment to access it for example wi-fi?*

S4 : *Yes, Sir. Thank you.*

T : *Let's list it into K column.*

Here is the chart after generating ideas process.

Table 2. KWL Chart with K fulfilled

K (What I Know)	W (I Want to Learn/Know)	L (What I learned)
Internet is a computer program. It is used to search data. We have to pay to access it. It uses special equipment to access it e.g. wi-fi.		

3. The students are asked by the teacher about what they want to or need to learn/know and write it down in the second column.

Here is the example of expression:

T : *Let's move to the second column. Remember, it should be in form of question. What do you want to know more about internet? For example, its relation to the students.*

S5 : *Ummm... the function for students, Sir.*

T : *Fine. How is it in form of question?*

S6 : *What are its functions for students?*

T : *Right. Let's write on W column.*

S7 : *Why... Why do students need internet?*

T : *Good job. Write them on the second column.*

Here is the chart after investigating process.

Table 3. KWL Chart with K and W fulfilled

K (What I Know)	W (I Want to Learn/Know)	L (What I learned)
Internet is a computer program. It is used to search data. We have to pay to access it. It uses special equipment to access it e.g. wi-fi.	What are its functions for students? Why do students need internet?	

4. The students are given a passage by the teacher, asks them to read it, and write the information taken from the passage.

Here is the example of expression:

T : *I have a passage for you. Your duty is reading it and writing the information you get from the passage on the L column.*

S : Yes, Sir! Thank you.

Here is the passage:

Internet

*The **Internet** is a global system of interconnected computer networks that use the standard Internet protocol suite (often called TCP/IP, although not all protocols use TCP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email.*

There are some advantages of internet for students. First, students are accustomed with computer and information technology. Students not only stutter on technology if they do not master the internet but also they will be left behind toward future which is full competition. Besides that, most college gives the online lecture. Second, learning material delivered by teacher in the class sometimes does not complete. It can be caused by the time limitation. The students can enrich and broaden the material by using internet. Learning is not only done to get the score but also to reach the success on the future. Then, internet broadens insight. Much information, locally and globally, which can be gotten via internet more broaden students' insight. Finally, it can be a communication instrument. Communication service as e-mail and social networking facilitates student to communicate to other students on different school, city, or country

Here is the chart filled after the students read the passage

Table 4. KWL Chart fulfilled

K (What I Know)	W (I Want to or Need to Learn/Know)	L (What I learned)
Internet is a computer program. It is used to search data. We have to pay to access it.	What are its functions for students? Why do students need internet?	Students are accustomed with computer and information technology. The students can find

It uses special equipment to access it e.g. wi-fi.		<p>other resources of learning material.</p> <p>Internet can enrich students' knowledge.</p> <p>It can be a communication instrument for students from different schools.</p>
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5. The students compose a hortatory exposition paragraph by teacher's command based on the information on the column.

Here is the example of expression:

T : If your chart has been completed, you can compose your own paragraph by the information on the K and L column.

Here is the example of paragraph composed

Internet is Needed at School

Internet is a computer program used to search data. It is important for students to access internet because they can get additional learning material. Unfortunately, students have to pay some money to access it. It can be free if the school owns their internet access. I think internet on school is needed for some reasons. First, students are accustomed with computer and information technology. Nowadays in full competition world, people are required to master computer and information technology. Someone who does not master computer and information technology will be left behind. Second, the students can find other resources of learning material. Sometimes, the explanation of book and teacher is limited. So, the students need more information on their learning. They can enrich their knowledge by learning materials available on internet. Third, internet can be a communication instrument for students from different school. They can be friend or discuss and share the learning material or information relating to their school. For those reasons, I think that it is good if internet is available on school. They students will get some benefits that can improve their learning achievement. The school will be proud of their well-learned students.

2.7 Notion of Writing Evaluation

Jacob in Hikmawati (2010:75) gives composition profile criteria to score the writing test on five components of writing. The components include content, organization, vocabulary, language use, and mechanic. These aspects are concerned with description and criteria.

Firstly, component of writing which suggested by Jacob is content. Here is the description and criteria proposed by him to evaluate students' writing.

Table 5. Description and criteria of content component.

Description	Criteria
Knowledgeable	Is there understanding of the subject? Are facts or other pertinent information used? Is there recognition of several aspects of the subject? Are the interrelationships of this shown?
Substantive	Are several main point discussed? Is there sufficient details? Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis?
Through development of process	Is the thesis expanded enough to convey a sense of completeness? Is there specific method of development, (such as comparison/contrast, illustration, definition, example, description, fact or personal experience)? Is there an awareness of different points of view
Relevant to Assigned Topic	Is all information clearly pertinent to the topic? Is extraneous material excluded?

Then, the writer would describe Jacob's criteria on content above as follow. The descriptions on the content are knowledgeable, substantive, through development of process, and relevant to assigned topic. The criteria of each description can be as follow. Knowledgeable is denoted by the understanding of the subject; facts or other pertinent information used; recognition of several aspects of the subject; and interrelationships of this shown. Substantive is indicated by several main point

discussed; sufficient details; and originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis. Through development of process appears if the thesis expanded enough to convey a sense of completeness; specific method of development, (such as comparison/contrast, illustration, definition, example, description, fact or personal experience); and an awareness of different points of view. Relevant to assigned topic are indicated by all information clearly pertinent to the topic; extraneous material excluded.

Secondly, the writer would provide the description and criteria of organization which suggested by Jacob here.

Table 6. Description and criteria of organization component.

Description	Criteria
Fluent expression	Do the ideas flow, building on one another? Are there introductory and concluding paragraphs? Are there effective transition element-words, phrase or sentences- which link and move ideas both within and between paragraphs? Is enough written adequately develop the subject?
Ideas clearly stated/supported	Is there a clearly stated controlling idea or central focus (a thesis) to the paper? Do the topic sentences in each paragraph support, limit, and direct the thesis?
Succinct	Are all the ideas directed concisely to the central focus of the paper, without digression?
Well-organized	Is the overall relationship of ideas within and between paragraphs clearly indicated? Is there a beginning, a middle, and an end to the paper?
Logical sequencing	Are the points logically developed, using a particular sequence such as time order, space order, or importance? Is this development indicated by appropriate transitional markers?
Cohesive	Does each paragraph reflect a single purpose? Do the paragraphs form a unified paper?

The description and criteria above can be described as follow. the descriptions on the organization includes fluent expression, ideas clearly stated/supported,

succinct, well-organized, logical sequencing, and cohesive. The criteria of each description can be as follow. Fluent expression is signified by the ideas flow, building on one another; there is introductory and concluding paragraphs; there are effective transition element-words, phrase or sentences- which link and move ideas both within and between paragraphs; written is enough adequately developed the subject. Ideas clearly stated/supported are denoted by there is a clearly stated controlling idea or central focus (a thesis) to the paper; and the topic sentences in each paragraph support, limit, and direct the thesis. Succinct is indicated by all the ideas are directed concisely to the central focus of the paper, without digression. Well-organized seems on the overall relationship of ideas within and between paragraphs is clearly indicated; and there is a beginning, a middle, and an end to the paper. Cohesive appears if each paragraph reflects a single purpose; and the paragraphs form a unified paper.

Thirdly, Jacob advocates the description and criteria to evaluate vocabulary on writing as available in the following table.

Table 7. Description and criteria of vocabulary component.

Description	Criteria
Sophisticated range	Is there facility with word and idiom to: convey intended information, attitudes, and feelings? Distinguish subtleties among ideas and intentions? Convey shades and differences of meaning? Expresses the logic of ideas? Is the arrangement and interrelationship of words sufficiently varied?
Effective word/idiom choice and usage	In the context in which it is used, is the choice of vocabulary accurate? Idiomatic? Effective? Concise? Are strong, active verbs and verbal used where possible? Are phrasal and prepositional idioms correct? Do they convey the intended meaning? Does word placement give the intended message? Emphasis? Is there an understanding of synonyms? Antonyms?

	<p>Homonyms? Are denotative and connotative meaning distinguished? Is there effective repetition of keywords and phrases? Do transition elements mark shift in thought? Pace? Emphasis? Tone?</p>
Word form mastery	<p>Are prefixes, suffixes, roots, and compounds used accurately and effectively? Are words correctly distinguished as to their function (adjective, adverb, noun, and verb)?</p>
Appropriate register	<p>Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the methods of development? Is the vocabulary familiar to the audience? Does the vocabulary make the intended impression?</p>

The descriptions on the vocabulary above are sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register. The criteria of each description can be as follow. Sophisticated range is denoted by there is facility with word and idiom to: convey intended information, attitudes, and feelings, distinguish subtleties among ideas and intentions, convey shades and differences of meaning, expresses the logic of ideas; and the arrangement and interrelationship of words are sufficiently varied. Effective word/idiom choice and usage are indicated by the choice of vocabulary in the context in which it is used is accurate, idiomatic, effective, and concise; strong, active verbs and verbal are used where possible; phrasal and prepositional idioms are correct and convey the intended meaning; word placement gives the intended message and emphasis of the content; there is an understanding of synonyms, antonyms, or homonyms; denotative and connotative meaning are distinguished; there is effective repetition of keywords and phrases; and transition elements mark shift in thought, pace, emphasis, or tone. Then, word form mastery seems on prefixes, suffixes, roots, and compounds are used accurately and effectively; and words correctly are

distinguished as to their function (adjective, adverb, noun, and verb). Appropriate register is cleared by the vocabulary is appropriate to the topic, to the audience, to the tone of the paper, and to the methods of development; the vocabulary is familiar to the audience; and the vocabulary makes the intended impression.

Fourthly, it is language use. Jacob gives the description and criteria to evaluate the writing based on the component of writing i.e. language use as follow.

Table 8. Description and criteria of language use component.

Description	Criteria
Effective complex construction	Are sentences well-formed and complete, with appropriate complements? Are single-words modifiers appropriate to the function? Properly formed, placed, and sequences? Are phrases and clauses appropriate to the function? Complete? Properly placed? Are introductory <i>it</i> and <i>they</i> used correctly to begin sentences and clauses? Are main and subordinate ideas carefully distinguished? Are ordinate and subordinate elements linked to other elements with appropriate conjunction, adverbials, relative pronouns, or punctuation? Are sentence types and length varied? Are elements parallel? Are techniques of substitutes, repetition, and deletion used effectively?
Agreement	Is there basic agreement between sentence elements: auxiliary verb? Subject verb? Pronoun-antecedent? Adjective noun? Noun quantifiers?
Tense	Are verb, tense correct, properly, sequenced? Do modal convey intended meaning? Time?
Number	Do nouns, pronouns and verbs convey intended quantity?
Word order/function	Is normal word order followed except for special emphasis? Is each word, phrase, and clause sited to its intended function?
Articles	Are <i>a</i> , <i>an</i> and <i>the</i> used correctly?
Pronouns	Do pronouns reflect appropriate person? Gender? Number? Function? Referent?
Preposition	Are prepositions chosen carefully to introduce modifying elements? Is the intended meaning conveyed?

The descriptions on the language use above are effective complex construction, agreement, tense, number, word order/function, articles, pronoun, and preposition.

The criteria of each description can be as follow. Effective complex construction is denoted by sentences are well-formed and complete, with appropriate complements; single-words modifiers are appropriate to the function, properly formed, placed, and sequences; phrases and clauses are appropriate to the function, complete, and properly placed; introductory *it* and *they* are used correctly to begin sentences and clauses; main and subordinate ideas are carefully distinguished; ordinate and subordinate elements are linked to other elements with appropriate conjunction, adverbials, relative pronouns, or punctuation; sentence types and length are varied; elements are parallel; and techniques of substitutes, repetition, deletion are used effectively. Agreement seems on there is basic agreement between sentence elements: auxiliary verb, subject verb, pronoun-antecedent, adjective noun, and noun quantifiers. Tense seem is indicated by verb tense is correct, properly, and sequenced; and modal convey intended meaning and time. Number is denoted by nouns, pronouns and verbs convey intended quantity. Word order/function is cleared by normal word order is followed except for special emphasis; and each word, phrase, and clause is sited to its intended function. Articles seem on the appropriate using of *a*, *an* and *the*. Pronouns are signified by pronouns reflect appropriate person, gender, number, function, or referent. Preposition means prepositions are chosen carefully to introduce modifying elements; and the intended meaning is conveyed.

Finally, Jacob advocates some descriptions and criteria to evaluate the last component of writing, mechanic, as follows.

Table 9. Description and criteria of mechanics component.

Description	Criteria
Spelling	Are words spelled correctly?
Punctuation	Are periods, commas, semicolons, dashed, question marks used correctly? Are words divided correctly at the end of the lines?
Capitalization	Are capital letter used where necessary and appropriate?
Paragraphing	Are paragraph intended to indicate when one sequence of thought ends and another begins?
Handwriting	Is handwriting easy to read, without impeding communication?

The descriptions on the mechanics are spelling, punctuation, capitalization, paragraphing, and handwriting. The criteria of each description can be as follow. Spelling is denoted words are spelled correctly. Punctuation are signified by periods, commas, semicolons, dashed, question marks are used correctly; and words are divided correctly at the end of the lines.

Capitalization seems on capital letter is used where necessary and appropriate. Paragraphing means paragraph is intended to indicate when one sequence of thought ends and another begins. Handwriting is scored whether handwriting is easy to read, without impeding communication.

It is now clear that writing is a complex skill. Besides the components, it includes various criteria to evaluate it. Each component has its own description to score the writing test. They are *content* – focusing on knowledgeable, substantive, through development of process, and relevant to assigned topic; *organization* – focusing on fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive; *vocabulary* – focusing on sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register; *language use* - effective complex construction, agreement, tense, number,

word order/function, articles, pronouns, and preposition; *mechanics* – focusing on spelling, punctuation, capitalization, paragraphing, and handwriting.

2.8 Hypothesis

In reference to the theoretical assumption above, the hypothesis can accordingly be formulated as: KWL Technique improves students writing hortatory exposition text in class XI IPS 4 of MAN 1 Bandar Lampung.