ABSTRACT

MODIFIED KNOW, WANT, HOW, LEARN (KWHL) STRATEGY IN TEACHING DESCRIPTIVE WRITING TO JUNIOR HIGH SCHOOL STUDENTS

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Writing is a productive skill that should be learned by students. However in real condition, students have some difficulties in English writing. One of them is they could not express their idea into written form coherently because they were confused how to link sentences and did not know how to employ variety of transitional signals. This reveals that the students writing ability is low in term of organization. Due to the problem, this study aimed to find out whether modified KWHL strategy in teaching writing descriptive text affect students’ writing or not, the writing aspects which affected the most by modifying KWHL strategy, and students’ perception toward the modified of KWHL strategy. This is a quantitative study. Static group comparison design was used in this study. This study involved 71 senior high school students in two groups: control and experimental. To collect the data the researcher administered two kinds of instruments. They were writing tests and questionnaires. Then, the data were analyzed by computing the result into SPSS 17 (Independent Sample T test and Mann Whitney).

The results reveal that (1) there is a significant difference of students’ writing after being taught using original KWHL strategy and the modified one, it is proved by sig. (2-tailed) value of students’ writing score to control and experimental groups is in the amount of 0.00 ($\alpha \leq 0.05$). The finding reveals that Students’ writing score in the experimental group increased significantly compared to the score of students in the control group. (2) In the result for the second research question, the organization became the most affected aspect. Organization improved 34.37 %, it probably happens because in the modification of KWHL the teacher gave an additional stage which focused on preparing students to organize their ideas well before writing. (3) The last research question, the researcher found that students have positive perception toward modified KWHL strategy in which students could be more active in the class and they had a chance to discuss with their partner. It can be concluded that KWHL strategy can be affective in teaching writing, modified KWHL strategy can be used to minimize the students’ problems in writing especially in term of organization, and students in experimental group have positive perception about learning through KWHL strategy.