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

(A Thesis)

By

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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
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ABSTRACT

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

By:

RESTI FEBTRINA

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

By
Resti Febtrina

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The writer was born on February 8th, 1992 in Bandar Lampung. She is the third of four children from Syarif Effendi Yusuf, S.H, and Yulina Effendi, S.Pd.I. She has one brother and two sisters named Rise Lasdasari, S.Kom, Refri Endinatama, S.T, and Ririn Asnetasia, Amd. She started her education at TK Nurul Islam Liwa, West Lampung and graduated in 1998. In the same year she registered to Elementary school, SDN 2 Harapan Jaya, Bandar Lampung. Then she continued her study to MTsN 2 Bandar Lampung and graduated on 2007. She pursued her senior high school at SMAN 5 Bandar Lampung and graduated on 2010. August 2010, she was registered as a student of English Education Study Program, Language and Art Education Department at Teacher Training and Education Faculty. She finished her bachelor degree on August 25th 2014. Then, she registered to English Postgraduate of Lampung University in 2017. She had worked at SMP IT Az Zahra Lampung Selatan for 2 years in 2016 to 2017. Now, she is an English Teacher of SMPN 34 Bandar Lampung.
MOTTO

“Verily only in the remembrance of Allah will your hearts find peace”

(QS. Ar-Ra’d: 28)

“Verily, with every difficulty there is relief”

(QS. Asy-Syarh: 6)
DEDICATION

*Bismillaahirrohammaanirrohiim.* By offering my praise and gratitude to Allah SWT for the blessing given to me to the whole of my life, and to Prophet Muhammad SAW for the lesson and inspiration delivered to me so far, this piece of work is sincerely dedicated to:

My love of my life, my Mom, Yulina, S.Pd.I., and my Dad, Syarif Effendi Yusuf, S.H.

My beloved siblings: Engah, Abang and Adek

My honorable lecturers at English Education Study Program

My great almamater, University of Lampung.

My MPBI 2017 friends.

All my lovely friends
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Bandar Lampung, 11 Juli 2019

The Writer,

Resti Febtrina
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I. INTRODUCTION

This chapter deals with the research background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms which is used in this research.

1.1. Research Background

Writing is a productive skill that should be learned by students. Nunan cited in Al-Hafizh (2014) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In writing process students have to know how to organize the words well into sentences. Jacobs (1981) point out that there are five elements that should be considered in writing namely, content, organization, vocabulary, language use, and mechanics. All the elements are important in determining whether the text is good or not. Beside those elements, writing has some purposes. Cohen cited in Herlina (2013) states that there are five purposes of writing in the classroom; copying a series of sentences; to train the learner in the use and manipulation of linguistic and rhetorical forms; to reinforce some material that has already been learned, the students are asked to write a summary of an article they had read; to improve the learner’s writing fluency; and to create authentic communication.

Nowadays writing is a habit of students’ daily life, because they have to do a Literasi, the program in which students are asked to read a text from some
resources in 10 minutes, then they need to resume what they have read in written form. It seems quite simple to do. However in real condition, it is difficult for some students to write English text, the researcher found this problem after interviewing some junior and senior high school. Their core problem is in organizing the word into the right sentence and paragraph. According to Fitriani (2018), most of students say that it is difficult to express their idea in writing. Because they think writing need work in organizing the composition and the language. Some of them feel confuse in organizing their ideas, events, experiences in written text. Supported by Setya (2012), to write well, students must have good capabilities in writing. Moreover, someone who wants to write the essay or story should know the steps in writing process and aspects of writing. The writer must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs and texts.

Based on the researcher’s pre observation in the school where the research was conducted, students also encounter some problem in writing such as it is difficult for them to write an English story, they also find a lot of difficulties largely due to numerous writing assignments they have to do in a short period of time. They also state that they are not able to make good paragraph in English, because they are not sure how to arrange the sentences in good aspect of English. It supported by Fajriani (2011), the students have problems in writing especially in finding the ideas and organizing the sentence into paragraphs. These problems can be influenced by some factors. It may be caused by students’ lack of vocabulary, students’ motivation in learning, students’ perception about English, and sometimes the technique or method that used in learning process.
Based on those factors, the researcher is interested in using technique or strategy to overcome students’ problem in writing by combining it with making an outline. The researcher expects that making outline as pre writing will be one of solution of these issues. According to Nordquist (2019), an outline is a plan for or a summary of a writing project. By outlining the ideas, students are supposed to have structural plan before writing a text, they will know which idea should come first in the paragraph. An outline can be a powerful tool for writing if it is viewed as a kind of draft, subject to change, and envolving as the actual writing take place (Ebbit et al, 1978). Absolutely, to conduct pre writing using outline effectively, teacher should provide an appropriate strategy. In outlining steps, writers can note their ideas that will be developed in a text, if most of the notes can be shaped into topic sentences for paragraphs in rough draft, it can be relatively sure that the text will be well organized (Goshgarian, 2014).

Teacher needs to find out teaching strategy/ technique/ method that provide students to retrieve their prior knowledge and relate it into their new learning. KWHL is strategy which guides students to relate their prior knowledge to the topic they are learning. Students’ background knowledge will hold the main role in KWL strategy phases because in KWL phases the students are asked to retrieve their schemata before learning. K-W-H-L is an instructional strategy that used to guide students through a text by assessing prior knowledge (Ogle, 1986). Through three phases strategy (“Know”, “Want” “How” “Learnt”), students develop independent skills in comprehending, composing and learning the text. In the K (Know) phase students activate prior knowledge. Then in the W (Want) phase they predict some additional information they are likely need. In H (How) phase, students are asked to find a way in getting new information. In the final phase L (Learnt), students reflect on the new knowledge generated or retrieved as the plan is implemented.
K-W-H-L strategy is usually used in teaching reading, it helps students comprehend reading text using their prior knowledge and thinking phase in Know, Want, How and Learn. But there are some researchers who conducted K-W-H-L strategy in writing with some adjustments in applying it. According to some previous researches (Tranh 2015; Rusmiati 2017; Kartika 2013; Youniss, 2013; Yougen 2016; Wagner 2014; and Herlina et 2013) the use of K-W-H-L strategy in teaching learning process is quite effective in changing students’ attitudes in the class activity and also help them improve their reading and writing skill because having K-W-H-L strategy in learning activity in the class can build up their motivation and interest to be actively involved in learning process.

However from all those studies, only a few of previous studies that focus using K-W-H-L strategy in writing and they have not provided the process of making outline before writing. So, the writer used KWHL strategy in teaching writing by combining it with making outline. Outlining is pre writing activity that will be conducted by the researcher. After the phases of KWHL finished, the researcher conducted three additional phases, namely Outlining, Pairing and Publishing. Writer supposes by providing outline writing, the process of retrieval schemata on the new learning process was effective.

1.2. Research Questions

Based on the background discussed above, the main problems that are going to be discussed in this research are:

1. Is there any significant difference of students’ writing achievement after being taught using original KWHL and the modified one?
2. What aspect of writing affected the most by modifying KWHL strategy?
3. How are the students’ perceptions toward the process of the modified KWHL strategy?

1.3. Objectives of the research

Considering the formulation of the problems, the objectives of this research are:
1. To find out a significant difference of students’ writing achievement after being taught using original KWHL and the modified one.
2. To find out the aspect of writing which is affected the most by modifying KWHL strategy.
3. To find out students’ perceptions toward the process of modified KWHL strategy.

1.4. Uses of the research

The uses of this research are:
1. Theoretically, the result of this research can give contribution to next researchers and also can verify the previous theory.
2. Practically, to inform the readers, English teachers, etc., about modified of K-W-H-L strategy as one of alternative strategies in teaching and learning writing.

1.5. Scope of the research

In line with the research question, this research will focus on the following aspects:
• The research only focuses on one skill aspect that is writing. The researcher chooses descriptive writing as a genre of the text which will be focused, because this text need to be learned by ten grade students based on K-13
The themes that should be written by students are about places to visit in Lampung. Students are also given chance to make outline for their writing.

1.6. Definition of terms

These are the definition of terms which used in this research:

1. **Writing** is defined as the activity or skill of marking coherent words on paper and composing text.

2. **K-W-H-L Strategy** is a strategy that helps teacher in activating students’ prior knowledge of a subject or topic and encourage inquisition, active reading, and research.

3. **Outline** is a plan for or a summary of writing project or speech.

4. **Students’ Perception** is students’ personal interpretation of the information they got, from their own perspective.

Those are the explanation about chapter introduction which consists of research background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms which is used in this research.
II. LITERATURE REVIEW

This chapter elaborates the frame of theories related to the research. A scientific study should be based on some theoretical background and empirical evidences and should contribute practical significant the understanding of the present study is based on the discussion of the following theoretical framework: the concept of writing, aspects of writing, teaching writing, KWHL Strategy, the use of KWHL strategy in teaching writing, procedures of KWHL strategy, advantage and disadvantage using KWHL, previous research, theoretical assumption, and hypothesis.

2.1. The Concept of Writing

Writing as a productive skill is one of the four basic skills of English. According to Zhang and Chen (1989) cited in Shourafa (2012), writing is a comprehensive ability involving grammar, vocabulary, conception, rhetoric, and other parts of the language). Writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. Writing is non directional and results from a single underlying proficiency, the cognitive process of constructing meaning (Eisterhold, 1990). Beside that, Silva (1990) states that writing is seen as a secondary skill and learning to write as an “exercise in habit formation” where “the text becomes a collection of sentence patterns and vocabulary items – a linguistic artifact, a vehicle for language
practice. According to Richards (1990), writing is a means of reinforcing the appropriate grammatical and syntactic forms of spoken language.

Writing is an important skill in learning English as a foreign language. It is not only a means of communication where students can share their views and thoughts; it is actually a pre request to master other language skills. Children want to write, in fact need to write, before they want to read (Elbow cited in Shourafa, 2012). The purpose of teaching writing is to facilitate students' learning, career, and their daily communication. Writing also makes language learning more effective and authentic through creating a variety of activities inside and outside the classroom. Writing is significant language skill that should be developed at an early stage of learning the foreign language. Yet, writing is a skill that should not be learned in an isolated form, it should be taught interactively with other language skills, i.e. listening, speaking, and reading.

Writing has many important aspects, it makes students more relaxed and confident with new language because it allows them to work at their pace. It also allows them to make changes and revision without pressure to perform on the spot that is associated, for instance, with speaking. Writing plays two distinct roles in schools; it is a skill that requires mastering basic sub skills and processes such as; handwriting, spelling, a rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, grammar, and the use of strategies; planning, evaluating, and revising text. All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail. This role can be characterized as “learning to write. Writing plays two distinct roles in school. First, it is a skill that draws on sub skills and processes such as handwriting and spelling; a rich knowledge of vocabulary; mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies
(such as planning, evaluating, and revising text) (Graham and Perin, 2007). For those reasons writing becomes an important skill that should be master by language learners.

2.2. Writing Aspects

There are some important writing aspects that needed to be given attention in conducting research about writing skill. According to Jacobs et al (1981) states there are five aspects of writing that should be considered in writing namely content, organization, vocabulary, language use, and mechanics.

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.

4. Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanic refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

2.3. Teaching Writing

Pollard (2008) explains elements to consider in teaching of writing. They are: 1)
language, 2) time for preparing, 3) reason for writing, 4) creating interest in the topic and activating students‘ knowledge, 5) coherence and cohesion, publication, 6) approaches to teaching writing (process writing and the genre approach of writing), 7) shorter writing activities, 8) using computers, and 9) pen pals. In these cases, we have to consider students‘ level of language to decide what kind of written task we will give, so the language work might analysis and practice of genre. Moreover, related to the time, we should give appropriate for students to prepare their ideas in writing whether they could do the task individually, in pairs or in groups and whether they should do other skills work before writing to support their writing. The time can be suited with the purpose of the writing and the topic. And for the topic itself, it is better to choose which can encourage students‘ interest, for example the topic which has close relation to their real life situation, so we can ask and discuss with them to decide the writing topic to compose.

In addition, after getting the topic, we have to make sure that the students could share their ideas smoothly in order that their ideas could be understood also by the target reader, and in this case they have to understand about coherence and cohesion. We can drill our students about them with shorter writing activities first before they have their final product which could be published later. However, it is important to remember that writing is not only product but also process, so the students need to pass the writing process from the planning, drafting, writing, revising or editing until final version, or back to the beginning again. There are 5 writing steps that should do by the writer in writing a text.
1. Prewriting
Prewriting is important as it is the first stage, where writer chooses the topic and narrow down the points as well as he determines the purpose of his writing.

2. Drafting
Drafting is nothing but putting writer’s points and ideas on paper and arrange these points in a readable manner. Writers usually research about their topics at the prewriting stage and then they accumulate the entire information at this stage. First, the writers do a rough draft and then they try to arrange their points in a best possible way and gradually prepare a final draft.

3. Revising
Revising is another imperative stage, where a draft is scrutinized thoroughly and points incorporated in the draft are rearranged. At this stage, new points are added and some points are replaced and removed as per the requirements.

4. Editing
Editing is the stage where writers can modify their lines as well as theme. It is always better to give our writing to someone for editing. Check spelling, grammar, punctuation, sentence structure, document format and other things. Check the entire content as mistakes should not leave behind.

5. Publishing
Publishing is the last stage where writers submit their work to the publisher. Make sure your written document should be completed before giving to the publisher.

Education Helps (2016)
Based on the explanation above, in conclusion, teaching writing can be specified into teaching genre of writing itself, so we first teach students about the process they will face to produce good writing composition which the criteria to be assessed are also explained to the students. Thus, we may look that teaching writing is such a cycling in which we start by preparing students write until they get feedback from their result in order to produce the better one later.

2.4. KWHL Strategy

KWHL (KNOW, WANT to know, HOW to find out, what have been LEARNED), a slight modification of KWL. Blaskowski (1995), a fourth-grade teacher at the Weyerhaeuser School in Weyerhaeuser developed a lesson using KWHL and other graphic organizers to active students’ prior knowledge. This strategy is a development of KWL strategy. Using a chart is a point procedure of this strategy. KWL chart is a graphical organizer designed to help in learning. The letters K-W-L are an acronym for “what we know”, “what we want to know” and “what we learned”. It is divided into three columns titled know, want, and learn (Pieter, 2014). KWL helps students to become better independent readers and encourage students to review their prior knowledge and engage them to obtain the new knowledge (Carr and Ogle cited in Samaikomson, 2012). KWHL charts help students to be active thinkers while they read giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background
knowledge and provide an opportunity for students to set their own learning objectives.

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. The questions will elicit students’ prior knowledge improve their curiosity about a topic, and support research, motivating students to seek answers for their questions in other texts. recently, teacher have added the “H” after the L part or before the L so the students can also consider, HOW will I go about the learning, or HOW will I learn more? If the H is put before the L, the question is HOW I learn.

According to Ogle (1986), the process of KWL in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students’ own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After
completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

2.5. KWHL strategy in Teaching Writing

KWL is an instructional scheme that develops active reading of expository texts by activating learners’ background knowledge. It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 2.1.). Learners then generate a list of questions about what they want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

The purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.
Table 2.1. KWL instructional scheme

<table>
<thead>
<tr>
<th>K (What I Know)</th>
<th>W (What I Want to learn)</th>
<th>L (What I Learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students list everything they think they know about the topic of study.</td>
<td>Students tell what they want to know about the topic.</td>
<td>After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.</td>
</tr>
</tbody>
</table>

The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart. Slightly different from KWL presented by Donna Ogle, in this research, the researcher will implemented the KWHL technique which is developed by Debbie Blaskowski (1995). Therefore, the procedure will also be slightly different from KWL strategy used by Ogle.

The lesson that is developed by Blaskowski (1995) is designed to guide students in using their prior knowledge of the topic will be discussed (cited in Pieter, 2014). By activating their prior knowledge to develop a foundation, students may be to improve their knowledge base and make connections. Additionally, students may be able to practice working in cooperative groups and share information. The column used by her is as follows:
Table 2.2. KWHL instructional scheme

<table>
<thead>
<tr>
<th>K (Know)</th>
<th>W(Want to know)</th>
<th>H (How to find out)</th>
<th>L (Learn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students know?</td>
<td>What they want to find out.</td>
<td>How they plan to find new information.</td>
<td>What they have learned.</td>
</tr>
<tr>
<td>Students will list everything they think they know about the topic of study.</td>
<td>Students tell what they want to know about the topic.</td>
<td>Students are allowed to search any kind of information by reading book, newspaper, magazine, internet etc.</td>
<td>After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.</td>
</tr>
</tbody>
</table>

Cited in Afrilianti (2012) these are the steps used by Blawskowski:

1. Introducing the KWHL strategy by having KWHL chart taped to white board, explain how and why we use it (graphic organizer in the form of column), and model.

2. Then, the teacher gives the students one or two more examples for each section of the KWHL and adds them to the chart (guided practice). If students are having difficulty at this point, go back and model the use of the strategy again.

3. When students appear to understand the use of strategy, the teacher asks the students get into groups of three. The teacher may organize the groups by having the students in many interesting ways, such as by picking a card or sticker of picture related to the topic. The students with the same picture on their card or sticker are in the same group. Also, on the back of each sticker, write one of the following jobs:
- **leader**= This person gathers materials and keeps the group on task. The leader also makes sure everyone agrees.

- **reporter**= This person reports to the class what the group has decided for each part of the KWHL.

- **recorder**= This person records what the group decides for each part of the KWHL organizer. Explain the role of each job. All students are to participate in the sharing of ideas for the KWHL chart.

4. **Review rules in working with their group (how to work together, cooperative group voices).**

5. **Come back together as a whole group.** Have the reporters from each group share their KWHL charts. Add information to the large chart at the front of the classroom.

**Closure:**

Take a look at the KWHL chart. Review what the students already know and want to know. Explain that in the next meeting we will start learning something about the topic that has been discussed and hopefully start to fill in the “what I learned about the topic” section of the chart.

In this research the writer tried to exchange the order of “H” and “L” phase in KWHL strategy and add O phase (making an Outline) in order to adjust the process of writing after KWHL strategy. Here are the activities of KWHL+O strategy:

1. **K (What I Know)**

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them
to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want to Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include: what the student want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. H (How find new information)

Allow the students to do a literasi (reading activity in several minute). The teacher asks students to find new information related to the descriptive story by reading another story. They can read story book from library, internet, or their own book story. This phase aims to build up their imagination to write the descriptive text W phase.

4. L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned after doing “How” steps.

5. O (Make an Outline)

In this phase students are asked to make an outline based on their imagination to make their own story related to the information they have already had from the previous phases.
6. Pairing
Students will work in pair to discuss about their writing. In this step students should revise and edit their text before publishing it.

7. Publishing
Students make descriptive text related to the ideas they written in the outline.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWHL strategy helps students do this; it provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students’ learning needs at any level and in any content area.

2.6. Procedures of KWHL strategy
Herlina (2013) found that K-W-L strategy can be used in teaching writing. She found KWL Technique is effective to teach writing hortatory exposition text under which writing elements applied. Based on the KWHL procedures presented by Debbie Blaskowski, the researcher presented her own procedure in this research. The procedures areas follow:

1. First of all, after teacher opens the lesson, and tells about the topic that they will learn today. Then, the teacher also tells the students that they will try to implement an interesting strategy in writing. Then the teacher distributes the KWHL column to the students. The teacher tells about the topic about descriptive story.

2. In “K” (what the students have known). Teacher asks some students to mention orally what they have known about the topic in the “K” column.

3. In “W” (What they Want to know). Every student is asked to make a question about what they want to know more about the topic. Then the
students should write their questions in “W” column. Make sure that every student writes their own questions, although they work in the group.

4. In “H” (How find new information). The teacher asks the students to find the other information about the story. The teacher allows the students to find out their way in collecting new information about the topic that they have not known before. The students can find it from read a story in library.

5. In “L” (What they have learned). Teacher asks them to make a conclusion of what they have learned by mentioning the specific information they got from the previous step.

6. In “O” (Make an Outline)
   In this phase students are asked to make an outline based on their imagination to make their own story related to the information they have already had from the previous phases.

7. Pairing
   Students will work in pair to discuss about their writing. In this step students should revise and edit their text before publishing it.

8. Publishing
   Students make descriptive text related to the ideas they written in the outline.

Seeing the procedures of the technique mentioned above, the researcher supposes that this strategy will have a positive role in students’ writing process and makes the students have motivation in writing. By implementing this technique, the students will learn from many sources not only from teacher explanation but also from searching new information by themselves. Moreover they are motivated to read out of the school hours to get more knowledge and information to fulfill their curiosity, this activity has been applied in K-13 curriculum which called “Literasi”.

2.7. Advantages and disadvantages using KWHL

Beside assumptions and procedures above, the technique has also these following advantages and disadvantages:

The Advantages:

1. It provides teacher with an inventory of students’ background knowledge about a topic and reminds students what they already know.
2. Class prior knowledge is “booled” as students who know less about a topic are included in interactive conversations with students who bring more knowledge to the reading.
3. Students are guided into meaningful organization of new information in order to synthesize their understandings.
4. Students’ misconceptions about the topic are revealed and addressed during instruction.

(Buehl cited in Afrilianti, 2012)

The Disadvantages:

1. KWL strategy does not encourage asking questions while reading and the fact that some of background information may not be correct.
2. It also does not help with growing vocabulary, because if students do not know what a word is, they may just skip it and go on.
3. Teacher may feel that if students don’t have prior knowledge on a topic, the chart will not be a successful tool.

2.8. Previous Research

There are some researches that had been conducted the use of KWHL strategy in teaching reading and writing. In 2014, Warger had conducted a research in integrating KWHL Prompts into science journal writing; he found that how well students performed on KWHL entries could potentially serve as a tool for
formative assessment and a predictor of student success on summative assessments. In same study of KWL in writing Yougen (2016) have a research in combining KWHL and Meta-cognitive writing strategy, he found that there were significant differences of students’ writing skill among the male and female students. Students also have positive response for the combined instruction through KWHL. In other hand, the research from Mahmud (2015) found that there is no significant difference on gender after being taught using KWL strategy. From the previous research above we can conclude that KWHL strategy can be one of effective strategy in teaching writing to students. The other research came from Herlina (2013), she states that KWHL Technique is effective to teach writing hortatory exposition text, students are more understand about how to write the text well by learning using KWHL.

KWHL strategy is not only used in writing, this strategy is commonly used in teaching reading. Youniss (2013) states K.W.L strategy is effective on developing reading comprehension skills in English. In the same hand, KWL strategy also can improve students’ reading comprehension because students are leaded to gain the information of reading text easily, it cause the improvement of students ability in reading after being taught using KWHL strategy (Kartika, 2013). In different aspect, Tranh (2015) had conducted a research on KWL strategy; he found that KWL strategy helps teachers to activate learners’ prior knowledge concerning to the topic discussed. According to Rusmiati (2017), KWHL strategy makes students got involved actively in class to comprehend the text and wrote idea. From some of researches above the researcher has found the gap that need to be developed, the researcher found that students’ writing ability in aspect of organization are need to be improved. Hopefully by combine KWHL and step of outlining, the researcher will help the student solve the problem.
2.9. Theoretical Assumption

From the literature review above, the researcher assumes that writing as a productive skill is one of the four basic skills of the English language. In writing skill there are some important aspects which should noticed, namely content, organization, vocabulary, language use, and mechanics. Beside those five aspects students’ prior knowledge are also important to help him build up their idea in writing. KWHL strategy is one of strategy in teaching writing which link students’ schemata to the ideas in their writing process. This strategy is an appropriate strategy in serving systematic activities for active thinking during learning process. The strategy can lead the students to read more in fulfilling their curiosity about the topic before they start writing. Therefore, that strategy is supposed to be an appropriate strategy in developing students’ idea in writing descriptive text.

The modification steps in this strategy made in very different way compare with the original one. According to Graham and Perin (2007) there are eleven elements of effective adolescent writing instruction. This report identifies 11 elements of current writing instruction found to be effective for helping adolescent students learn to write well and to use writing as a tool for learning.

1. Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions.
2. Summarization, which involves explicitly and systematically teaching students how to summarize texts.
3. Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
4. Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete.

5. Word Processing, which uses computers and word processors as instructional supports for writing assignments.

6. Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences.

7. Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition.

8. Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

9. Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

10. Writing Next: Effective strategies to improve writing of adolescents in middle and high schools.

11. Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing.

12. Writing for Content Learning, which uses writing as a tool for learning content material.

Based on the theory above, the researcher put 6 elements of effective adolescent writing instruction in the process of modification version of KWHL strategy. Modified KWHL included writing strategy, collaborative writing, sentence combining, prewriting, inquiry activities and writing next. Those 6 elements were combined in to some steps in KWHL process. Hence, the researcher believes that the modified KWHL strategy can be different with the original one. Meanwhile,
the original of KWHL strategy only provided collaborative writing and inquiry activities as the elements of effective adolescent writing instruction.

2.10. **Hypothesis**

In order to investigate the research questions, the following hypothesis is developed:

1. There is a significant difference on students’ writing achievement after being taught using original KWHL and the modified one.

Those are the explanation about chapter literature review which consists of the concept of writing, aspects of writing, teaching writing, KWHL Strategy, the use of KWHL strategy in teaching writing, procedures of KWHL strategy, advantages and disadvantages using KWHL, previous research, theoretical assumption, and hypothesis.
III. RESEARCH METHOD

This chapter deals with five subchapters consisted of research setting, research population and sample, data variables, research design, research instruments, data collecting techniques and after that the data analysis along with hypothesis testing are explained.

3.1. Research Setting

This research was administrated at the first grade of SMA Negeri 13 Bandar Lampung. The researcher did the research in three meetings.

3.2. Population and Sample

The populations of this research are the first grade students of SMAN 13 Bandar Lampung, there are 10 classes and each consists of 36 students. The researcher chose two classes as a sample of this research by using purposive sampling. The total of research sample is 72 students which come from two classes. X MIPA 2 class was a control group and X MIPA 2 class as an experimental group, each class consists of 36 students.

3.3. Data Variables

This research consisted of three variables, the following variables are:

1. KWHL strategy as independent variable, because KWHL strategy can influence the dependent variable to determine the use of strategy on the object which is observed.
2. The students’ writing ability as dependent variable. The students’ writing ability can be measured to determine whether there is an effect of the independent variable to the students’ writing ability or not.

3.4. Research Design

This research is quantitative study, the research focused on two classes, one as control class and the other as experimental class, then those classes had been given pre-test in the first meeting; the pre test was writing test, students should write descriptive text. After doing pre test students in control class was taught descriptive text using KWHL strategy, in the other hand, students in experimental class was taught descriptive text using the modified of KWHL strategy. In the last meeting researcher gave post test for the students in both control and experiment groups, they had to write their own story based of the information that they had already owned in KWHL process. Based on the procedure above, the researcher used the static-group comparison design (Setiyadi, 2006). This is the formula of static-group comparison design:

\[ G_1T_1X_1T_2 \]
\[ G_2T_1X_2T_2 \]

- \( G_1 \) = Experimental Group.
- \( G_2 \) = Control Group.
- \( T_1 \) = The first time taking a writing test before the students given a treatment. (Pretest)
- \( X_1 \) = The treatment, teaching writing through modified of KWHL strategy.
- \( X_2 \) = The treatment, teaching writing through original KWHL strategy.
- \( T_2 \) = The last time taking a writing test after student being taught with KWHL strategy. (Posttest)
Students in experimental group learned a descriptive text using the modified KWHL strategy (in experimental class) and the original KWHL strategy for the students in control class. The treatments were given three times for each class. Having finished the KWHL phases, the students did a post test.

3.5. Research Instruments

In order to answer the research questions the researcher used two kinds of instrument. The instruments of this research were writing test and questionnaire. The first and the second research questions were answered by writing test. Questionnaire was used to answer the third research question.

3.5.1. Writing test

One of instrument that used in this research is writing test. These tests were conducted twice, before giving the treatment (pre-test) to students and in the end of learning (post test).

- **Pre-test**

A pre-test was developed in order to know the problem in detail and to examine students’ ability in writing before the treatment is given. Pre-test was in the form writing test, the students were allowed to choose one topic then they were asked to write descriptive text dealing to the topic chosen. The aim of conducting the pre-test was to find out the initial problems faced by the students in writing ability.

- **Post-test**

The test was used to measure the students, improvement after treatment was given. Post-test was used to examine the effectiveness of the action. The test was constructed in the form of writing test too; the students should write the
descriptive text they had already written in KWHL phases. Students should use their own creativity to arrange the outline in order to help them describe the topic well.

3.5.2. Questionnaire

Questionnaire was the second instrument that was used in this research and helped researcher find out students’ respond toward modification of KWHL strategy in writing. Questionnaire was the table checklist that describes students’ respond toward KWHL strategy in writing. This questionnaire was a kind of Linkert Scale questionnaire which followed by close-ended questions. The researcher adapted the questionnaire from Students’ Perception of Teaching Questionnaire (ACER, 2017).

3.6. Data Collecting Technique

By using that instrument above the researcher collected the data in order to answer all research questions. That data collecting technique helped researcher to get data accurately. These are the procedures of data collecting technique which were used in this research:

3.6.1. Writing Test

The instrument of this research was writing test. The researcher used pre-test and post-test. To determine the quality of the instruments, the researcher did try out first to the instrument. The writing test in this research had been tested before and after the students taught by using modified KWHL strategy. The students were asked to do two test of writing, the first before learning using modified KWHL strategy and the second test was done after the students have been taught using modified KWHL strategy. The procedural of the two tests was generally same, the
students were given a writing test sheet, and they should write their complete name on top-right of the paper. Students should write descriptive text according to the topic chosen.

1. **Validity of writing test**

According to Setiyadi (2006), there are some various kinds of validity; some of them are content validity, construct validity, and concurrent validity. Form those kinds of validity, the research used content validity and construct validity. Content validity is the extent to which a concept, conclusion or measurement is well-founded and corresponded accurately to the real world. Construct validity is used to ensure that the measure is actually measure what it is intended to measure, and no other variable.

- **Content Validity**

To get the content validity of this test, the materials should be found based on the standard competence in syllabus for the first grade of senior high level. The material is about descriptive text. The objective of teaching is the students are able to find out the main idea, identify the specific details or in formation, reveal the meaning of the words and determine the reference of words stated in the text, write a descriptive text.

- **Construct Validity**

Construct validity is concerned with whether the text is actually in line with the theory. It means that the test items should really measure the students’ ability in writing based on theories. Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the research objectives (Hatch and Farhady cited in Lusi, 2017).
2. **Reliability of writing test**

Reliability indicates the consistency of a measuring instrument for the same phenomenon. In order to check the reliability of this research instrument will use inter-rater reliability. The researcher asked her English teacher to check the form of writing test. From the raters’ score the researcher will find whether the test is reliable or not.

In achieving the reliability of the pretest and post test of writing ability, inter-rater was used in this study. The data were computed into excel, here the standard of reliability for writing test:

The criteria of reliability:
- 0.0 to 0.19 = very low reliability
- 0.20 to 0.39 = low reliability
- 0.40 to 0.59 = medium reliability
- 0.60 to 0.79 = high reliability
- 0.80 to 1.00 = very high reliability

After calculating the reliability of writing test, it was found that the test is reliable.

<table>
<thead>
<tr>
<th></th>
<th>Reliability</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>0.97</td>
<td>Very high reliability</td>
</tr>
<tr>
<td>Posttest</td>
<td>0.97</td>
<td>Very high reliability</td>
</tr>
</tbody>
</table>

3.6.2. **Questionnaire**

After having a post test, students were asked to fill questionnaire dealing to students’ respond toward modification of KWHL strategy used in writing activity. The questionnaire was a kind of Linkert scale questionnaire consists of 21 questions followed by 5 optional answers. The researcher observed students’
respond toward modified KWHL strategy that influence students’ ability in writing a descriptive text consisted of their original ideas.

1. Validity of Questionnaire

Validity of questionnaire used constructs validity. It is concerned with whether the questionnaire is actually in line with the theory. It means that the test items should really test the students or the test items should really measure the students’ motivation in writing. Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady cited in Lusi, 2017).

2. Reliability of Questionnaire

The researcher used Cronbach Alpha because the questionnaire was likert scale questionnaire. According to Setiyadi (2006), he said that if the test is arranged by Likert scale; it is better use Alpha minimum 0.70.

Table 3.1 The criteria of Alpha Cronbach

<table>
<thead>
<tr>
<th>Crobach’s Alpha</th>
<th>Internal Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>α ≥ 0.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>0.9 &gt; α ≥ 0.8</td>
<td>Good</td>
</tr>
<tr>
<td>0.8 &gt; α ≥ 0.7</td>
<td>Acceptable</td>
</tr>
<tr>
<td>0.7 &gt; α ≥ 0.6</td>
<td>Questionable</td>
</tr>
<tr>
<td>0.6 &gt; α ≥ 0.5</td>
<td>Poor</td>
</tr>
<tr>
<td>0.5 &gt; α</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
The questionnaire consisted of 21 items. Here is the following table of the questionnaire reliability.

**Reliability Statistics**

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.976</td>
<td>21</td>
</tr>
</tbody>
</table>

After tabulating the score of questionnaire, the researcher found that the reliability of the questionnaire was 0.976. It meant that the questionnaire had very high reliability (excellent).

### 3.7 Research Procedures

In order to collect the data, the researcher did some procedures using modified phases of KWHL Strategy. In this research, the researcher tried to modify KWHL by giving three additional phases after the original phases end. Here are the different steps from the original one to the modified one:

Table 3.2. The Diversification steps among KWL, KWHL and modified KWHL.

<table>
<thead>
<tr>
<th>PROCEDURES</th>
<th>WRITING PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KWL</strong></td>
<td>PREWRITING</td>
</tr>
<tr>
<td>1. KNOW: what students <em>know</em>.</td>
<td></td>
</tr>
<tr>
<td>2. WANT: what they <em>want</em> to find out.</td>
<td></td>
</tr>
<tr>
<td>3. LEARN: what they have <em>learned</em>.</td>
<td></td>
</tr>
<tr>
<td><strong>KWHL</strong></td>
<td>PREWRITING</td>
</tr>
<tr>
<td>1. KNOW: what students <em>know</em>.</td>
<td></td>
</tr>
<tr>
<td>2. WANT: what they <em>want</em> to find out.</td>
<td></td>
</tr>
<tr>
<td>3. HOW: <em>how they</em> plan to find new information.</td>
<td></td>
</tr>
<tr>
<td>4. LEARN: what they have <em>learned</em>.</td>
<td></td>
</tr>
<tr>
<td>MODIFIED KWHL</td>
<td>PREAMBLE</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>KNOW: what students <em>know</em>.</td>
<td>PREWRITING</td>
</tr>
<tr>
<td>WANT: what they <em>want</em> to find out.</td>
<td></td>
</tr>
<tr>
<td>HOW: <em>how they</em> plan to find new information.</td>
<td></td>
</tr>
<tr>
<td>LEARN: what they have <em>learned</em>.</td>
<td></td>
</tr>
</tbody>
</table>

**OUTLINING**: based on the information they have learned, students have to describe the topic in form of written text. Outlining phases will help student to arrange the topic that will be written as a story.

**PAIRING**: students will work in pair to discuss together about their writing. They will give comments, advises, and suggestions to their friend’s writing.

**PUBLISHING**: in this step students are asked to create a written story. They should transfer the idea in the outline into there paragraphs.

The researcher modified KWHL strategy which would reflect all the writing steps. From the table above, then the researcher arranged the whole research procedures as follow:

1. Determining the research instruments
   The researcher determined the appropriate instruments that will help in order to answer research questions. The researcher chose writing test as the instruments to get the data of students’ writing ability, and questionnaire for finding out students’ perception toward modified KWHL strategy in writing.

2. Conducting the pretest
The researcher conducted the pre test in the first meeting before students were given a treatment using KWHL strategy.

3. Conducting the treatment
   After giving the pre-test, the treatment conducted three times in control and also experimental group. It takes 90 minutes for each meeting of the treatments. The researcher taught writing a descriptive text by applying modified KWHL strategy in experimental group and original KWHL in control group.

4. Administering the post-test
   After the treatments were given, the post-test was administered to find out whether there is a significant difference of students’ writing in pretest and posttest score between pre-test and post-test or not.

5. Administering the questionnaire
   After finishing the post test, the students’ were asked to fill the questionnaire in order to find out students’ perception in writing after being taught using modified KWHL strategy. The researcher only distributed the questionnaire in experimental group.

6. Analyzing the data
   After conducting the pre-test and post-test, the data of students’ answer were analyzed by using SPSS 17.0. It is used in order to know whether KWHL strategy able or not to increase students’ writing ability.

   **3.8. Data Analysis**

   After collecting the data, the researcher analyzed the result of this research by these following procedures:
1. **Writing test**

The students’ writing test is divided into pretest and posttest. In procedure of checking the students’ writing, the researcher read the descriptive text of students one by one helped by the second rater. The researcher erased the name of students from the paper, and asked for a help to co-observer to give number in the students’ paper relate to the name of students. The researcher tried to be objective in checking and analyzing students’ writing.

The researcher used theory of writing aspects from Jacobs et al (1981) to help the researcher in checking students’ writing result. According to Jacobs et al (1981) there are five aspects of writing should be considered in writing namely content, organization, vocabulary, language use, and mechanics.

1. **Content** refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.

2. **Organization** refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. **Grammar** refers to the use of the correct grammatical forms and syntactical pattern. It is identified form the construction of well-formed sentence.

4. **Vocabulary** refers to the selection or words that are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. **Mechanic** refers to use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.
After having the students’ writing scores the researcher inputed the data to SPSS version 17.0. This tool helped the researcher calculated the finding from students’ score in writing a descriptive text.

2. Questionnaire
The form of data from questionnaire was computed into excel. It is analyzed by researcher systematically using SPSS 17.0. The researcher classified the respond of the students toward modified KWHL strategy based on the theory of students’ perception.

3.9. Hypotheses Testing
To examine the first hypothesis, social sciences (SPSS) windows version 17.0 is used. The hypothesis was analyzed at significance level of 0.05 in which the hypotheses is approved if sig < α. It means that probability of error in hypothesis is only about 5 %. The hypothesis is drawn as follow:

\[ H_0 : \text{there is no significant difference on students’ writing achievement after being taught using original KWHL and the modified one.} \]

\[ H_1 : \text{there is a significant difference on students' writing achievement after being taught using original KWHL and the modified one.} \]

The criterion for accepting the hypotheses is as follow:

- \( H_0 \) is accepted if the sig. value is lower than alpha.
- \( H_0 \) is accepted if the t-value is higher than T-table.

Those are the explanation about this chapter which consists of research design, data source, research instruments, data collecting techniques and after that the data analysis along with hypothesis testing are explained. After doing all of these processes, the results were explained in chapter four.
V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions of the results of the data analysis and suggestions.

5.1. Conclusions

Based on the results of the data analysis and the discussion, the writer draws the following conclusions:

1. KWHL strategy can be affective to use in teaching writing. Students ability in writing after being taught using modified KWHL is quite good, it might be caused by the processes which provided in modified KWHL strategy that gave students chance to arrange their idea before writing, collect some information related to the topic, discuss with a partner in order to make their writing better. There was significant difference on students writing in both control and experimental groups. The students’ post test improved significantly in experimental group compare to the control group. Students in experimental group were able to organize their idea into good paragraph better than in control group, because in modifying KWHL the students were given extra time to prepare their draft before writing their final text. In the other hand, students in control group had problem in elaborating their idea into a written form, because their preparation is limited.

2. Modified KWHL strategy can be used to minimize the students’ problems in writing especially in term of organization. In the aspect of content and language use, students were able to elaborate their idea in written form related to the topic given, and by making an outline before writing the
students can monitor their error in grammatical aspects they have created through reviewing their outline before they start to write. Mechanic and vocabulary are two aspects that is seemingly unaffected by modified KWHL. Students’ ability in organizing idea into good paragraphs also improved. Organization places as the highest improvement of all the aspects measured in this study. An outline provides the students a frame of idea that guides the students to write. It indicated that modified KWHL can help students improve their skill in writing especially in the aspects of organization.

3. Students in experimental group have positive perception about learning how to write using modified KWHL strategy. It might be caused by the ambience in the class, by conducting modified KWHL the students felt enjoyable and interested to follow the learning processes. The students were given chance to have some discussions in order to develop their idea, they also had well preparation by listing idea in KWHL chart and making an outline as pre writing activities.

5.2. Suggestions
Considering the conclusions of the research above, the writer would like to propose some suggestions as follow:

1. Suggestions to teachers

   - English teachers are recommended to apply modified KWHL strategy in teaching writing at the first grade of students in order to lead students develop their idea in written form. The students are also required to be active and HOT (High Order Thinking) in the learning process. In applying the strategy the teachers should act as a facilitator and put the students as the center of the whole process in the class, so students will enjoy and be active in learning process. The students also can increase
their abilities to communicate and interact with their friends in getting as much as information in group work. In addition, it suggested to conducting peer-correction in 2 cycles in order to make the result more effective. The teachers are suggested to provide the media which relate to the topic such as, text book, laptop, magazine, newspaper, and other sources, in order to help students finding out new information easily.

2. Suggestions to further researchers

- The researchers may conduct research about using modification KWHL strategy in another English skills such as speaking, maybe be this strategy can be modified properly to use in teaching speaking. Moreover, in grouping students in order that they can work together with their partner through KWHL, other aspects can be considered such as students’ learning styles and multiple intelligences. In addition, it is suggested to conduct the research to the some samples come from different schools in order to have different result of the use of modified KWHL strategy. Further researchers should carry out study by adding other instrument such as interview to strengthen the result of questionnaire related to students’ perception toward the implementation of modified KWHL strategy.

Those are some conclusions in agreement with the formulations of the problem in this research, and there are also some suggestions related to the use of KWHL strategy for many elements such as for students, teachers or lecturers, and further researchers.
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