

CHAPTER I

INTRODUCTION

A. Background of the Study

The weightiness of English as worldwide language is because it helps in various fields such as the interaction between cultures, trade, education, and others. Writing is considered one of four English capabilities (reading, listening, speaking and writing) that need to be mastered. According to Jeremy writing is aggregate of process or product.¹ This process is about raising ideas and working them through in a sophisticated way until the reader can understand them.

According to Richard and Renandya, writing is one of the troublesome ability for students to dominate. It is on the grounds that writing need hard reasoning to deliver the thought, word, sentence and passage. It is not simple expertise for some understudies since there are a component that to think about.² On the other hand, there are some texts that students must master. There are procedural texts, descriptive texts, explanatory texts, and narrative texts.. Descriptive

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Pearson Longman:2001), 325.

² Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching (An Anthology of Current Practice)*, (Cambridge: Cambridge University Press, 2002), 303.

text is one of the text that has to be taught in second grade students at SMPN 1 Pakuhaji. Descriptive text is a text that depicts a specific individual, spot, creature, or thing. Descriptive text consists of introduction and description.

The researcher found many problems when conducted classroom observation at SMPN 1 Pakuhaji. The researcher interviewed the teacher about the problems in teaching English writing at second grade in SMPN 1 Pakuhaji. She said that the first, the students are not sufficient in dominating vocabulary and sentence structure. second, the teacher still utilized the old strategy in instructing writing. third, students are as yet befuddled in communicating their idea to make a sentence. Fourth, students are still difficult to understand about generic structure in descriptive text.

To deal with students' problems in writing, there is a need for strategies in learning. Oktavianti et al., state that strategies are used to make problems easier to understand and solve. The students will benefit from the implementation of the strategy that the improvement is quite significant.³ Based on the problems above, the writer decided to using KWL (Know-Want-Learn) as a strategy. KWL is

³ Dhani Oktavianti, Paidi Gusmuliana and Eka Apriani "The Students' Strategies in Developing Their Ideas in Writing Essay", *Journal of Development and Innovation in Language and Literature Education*, Vol. 1, No. 4, (Mei, 2021), 397.

popularized by Ogle in 1986 in the book *Reading Comprehension: Strategies for Independent Learners Second Edition*⁴. This strategy helps students develop ways to be actively involved, they must think of their ideas based on prior knowledge.

In general, the KWL strategy was made for reading skills, but this strategy likewise can apply to writing abilities.⁵ In the studying process by using KWL, students are encouraged to further design what they have learned by constructing a semantic map or table of key information. It means the KWL strategy facilitates the students in their writing process by using those procedures and its aims to make the students focus and think creatively to connect their ideas while writing.

From the problems above, the researcher assumed that writing is an essential element in seeing how students improve their idea and intelligence capabilities in order that writing activities end up an interest to share or explore the writer's ideas and mind that have been of their brains and they could describe them in written form similarly, there are three ranges inside the writing technique, particularly

⁴ Camille Blachowicz and Donna Ogle, *Reading Comprehension: Strategies for Independent Learners. Second Edition*, (London: The Guilford Press 2008), 113.

⁵ Sarah Kartchner Clark, *Writing Strategies for Science* (Huntington Beach: Shell Education 2014), 66

making plans, drafting, and revising. These stages are critical to be applied in the writing method in class.

B. Identification of Problem

From the background above, it can be concluded that the identification of the problem is as follows:

1. The students have difficulty of writing because lacking vocabulary did not master using grammar
2. The students are burdened approximately arranging the sentences, and considering the content material and corporation in writing. besides that, every so often some students need a framework to make them less difficult to make a good writing
3. The students have problem to understand about descriptive text and generic structure of descriptive text

C. The Limitation of Study

As defined in the background of the research, the problem of take a look at could be limited. The limitation of this research is attention to knowing the students writing ability descriptive text based on the aspect of content, organization, language use, vocabulary and mechanics at 2nd grade of SMPN 1 Pakuhaji, Tangerang.

D. Formulation of Problem

Considering the research background above, the writer is interested in researching the benefits of the KWL in teaching writing descriptive text. The researcher formulated the following research questions:

1. How is student ability in writing descriptive text at second grade of SMPN 1 Pakuhaji before and after using KWL strategies?
2. How is the effectiveness of using a KWL strategies in teaching writing descriptive text at second grade of SMPN 1 Pakuhaji?

E. Objective of the Study

Based on research question above, the purpose of this research is:

1. To know students ability in writing descriptive text skill at SMPN 1 Pakuhaji before and after using KWL strategies.
2. To know the effectiveness of using KWL strategies in teaching writing descriptive text at second grade of SMPN 1 Pakuhaji.

F. Significant of the Research

The results of this study are expected to contribute to teachers, students, and other researchers. The importance of the study is:

1. For authors (researchers)

By using the KWL chart in teaching writing. The writer gets a solution to evaluate. This research will also find out the advantages of using KWL chart strategies as a technique in teaching writing skills.

2. For teachers

Teachers can evaluate the advantages of using KWL strategies as a technique in teaching writing skills. This research is expected to provide a variety of techniques for teaching English.

3. For students

This research is predicted to motivate mastering English writing abilities the use of KWL strategy so that students can improve and increase writing capabilities in writing descriptive text.

G. Hypothesis Determination

1. The Null Hypothesis (H_0)

Students learning English utilizing (KWL) tactics and students learning English using conventional strategies do not significantly differ in their ability to write descriptive text.

2. The Alternative Hypothesis (H_a)

The capacity of students learning English utilizing (KWL) strategies and students learning English using conventional strategies to write descriptive text differs significantly.

H. Previous Study

There are several previous studies related to the topic of using the KWL strategy. The first done by Zubaidah, Dewi Nopita and Rona Elfiza (2021), entitled *The Effect Of Kwl Strategy On Student's Writing Skill At Sman 5 Tanjungpinang*. They used experimental method. In collecting data, they gave a test as instrument (pre and post test). The study started out with a pre-test, which turned into accompanied by using an explanation of a way to hire the KWL strategy in the method of having students write personal letters because the treatment. The examine's end also covered a post-test. The end result showed that KWL the approach is an effective strategy

used to enhance students' writing abilities. The study started out with a pre-test, which turned into accompanied by using an explanation of a way to hire the KWL strategy in the method of having students write personal letters because the treatment. The treatment also covered a post-test. The end result showed that KWL the approach is an effective strategy used to enhance students' writing abilities.

The second study, entitled *The Effectiveness of Know-Want-Learned (Kwl) Strategy In Improving Reading Comprehension Of The Eight Grade Students Of Smp Negeri 14 Palu*, was conducted by Moh Syafi'i, Nurdin, and Fitriingsih (2020). This study used the Know-Want-Learned approach to help students' reading comprehension (KWL). This study used information from SMP Negeri 14 Palu eighth graders who were split into two groups: a controlling group and an experimental group. The methods used to acquire the data for this quantitative study included interviewing, pre- and post-test, observation, and treatment. The data analysis employed descriptive statistical analysis. The findings indicated that implementing the Know-Want-Learned (KWL) technique had a positive effect on students' reading comprehension.

The third carried out through Robiatul Auladiyah, Martiya Nurni Khairita and Dodi Widia Nanda (2022), entitled. The Effect of Know What Learn (KWL) Strategy to Improve Students ' Reading Comprehension in Descriptive Text at Tenth Grade SMA Negeri 8 Tebo. This research aims to find out the impact of KWL approach to enhance college students' studying comprehension. This study used quantitative. studying take a look at changed into used because the instrument to taken the information. This study used lessons which is experimental class and control class. T-test became used to answer this research query and performed in each the experimental class and control class. The end result of T-test showed that the importance paired samples T-test at is $0.000 < 0.05$, which imply H_0 is rejected and H_a is standard for that reason. It is miles concluded that there may be a sizable impact of the use of KWL approach to improve college students' studying comprehension.

Based on the previous study, the researcher distinguished the similarities and differences between this study and those earlier investigations. This study followed the same methodology as that study (KWL). In the meantime, this studies differences from the previous study are:

1. The first previous study focused on research on personal letter writing in high school, while this research focused on helping students generate ideas before they began writing descriptive.
2. The second previous study focused on improve students reading comprehension while this research focused on improve student in writing descriptive.
3. The third previous study focused on improve students reading comprehension on descriptive text in senior high school while this research focused on improve student on writing descriptive in junior high school.

Based on the results of studies, it can be seen that all researchers demonstrated that the KWL strategy is suitable for use by teachers. Researcher are trying to find ways to help students expand on their previous knowledge and develop their ideas in writing.

I. The Organization of the Writing

This paper is split into five chapters, each chapter has a main sub-chapter that describe the chapter. Chapter I contains an introduction, which concerns the background of the research, problem formulation, research objectives, the importance of research, research limitations, previous

research, and composition of writing. Chapter II contains the theoretical foundations. This chapter consists of several expert theorists who have conducted research on this subject. Chapter III Methodology is research and includes types of research methods, study location and time, participants and samples, and data collection and data analysis techniques. Chapter IV is the results and discussion. This chapter describes the data description and the results of the data analysis. Chapter V Closing, this chapter consists of conclusions and suggestions.