**CHAPTER I**

**INTRODUCTION**

1. **The Background of the Research**

English is an international language. Almost all countries have adapted English used as a compulsory subject in schools. The national education has decided that English as a foreign language taught in Indonesian school. It learned started from primary school up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches. The students have to master the four basic language skills. They are listening, speaking, reading, and writing. Besides such basic skill, the student have to master some vocabularies as well as possible[[1]](#footnote-1).

Writing is one of a skill in English learning. Writing is an aspect that needs to be taught to the students, because many students lack in writing skill. Writing skill is very important as the student of English department, because there are many advantages from writing. Writing is one of important skills in language learning. With the writing someone can express their ideas, feelings, thoughts, opinions, experiences and wishes in written form and Role of the teacher is needed to help the students to can develop writing the material of their. Limitations of idea, vocabularies, and background knowledge also affect students in this. There are many students cannot continue their writing because they confuse and haven’t idea. Writing is not easy because many factors are important that should need to be considered before we write especially in English writing. However writing also not difficult if we know and understand procedure and rules when writing an article or papers and if we has more idea and motivation to development all of them, then activity of writing become easier.[[2]](#footnote-2)

Character of writing is based on idea of the students here teacher must be active to direct their students to understand and to take improvement in their writing ability. To improve the quality of teaching as a means of developing skill writing, the chosen method is important. To achieve these objectives, then one of the methods / strategies in the teaching of writing especially in descriptive text here is the strategy **KWL (What I Know, What I Want to Learn, What I Learned).** KWL also helps teachers keep students interested as they think about what they want to know and what they have learned. The strategy offers a framework learners can use to monitor their decoding of a text through listing, mapping and summarizing what was learned. Furthermore, these processes contribute greatly to learners‟ writing since writing under these conditions is based on learners‟ experience about the topic and their comprehension of the descriptive text. Thus KWL, especially the developed schemes, also works efficiently in writing descriptive text. The factors that affect the ability to write descriptive text can be identified from two aspects: internal and external factors. Internal factors related to the writer directly, while external factors outside themselves writers. External factors can still be divided into two, namely factor conditions / environments and text factors. Internal factors that affect the ability of writing is the motivation, knowledge / experience, interest, usefulness, health etc.

To external factors related to the environment, such as the atmosphere, light, sound, time, and space. Based on temporary data, the researcher found some problems in learning English in MTs Darul Huda Pusat especially in writing descriptive text. One of all is students lack the ability to develop writing and lack of motivation and support, and there are many errors in the writing and punctuation. They not know purpose of write them. They thought to write a sentence or paragraph, but many students got many problems, namely: they have much vocabulary but they could not pour it into a written text. Students less vocabulary so they can’t write, they do not master in grammar, and many students were not interested in writing. Because writing activity was considered bored, and they seldom practice writing in English. The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing.

In this research the writer will use KWL as a media in teaching writing skill in descriptive text.Moreover, the KWL can motivate and inspired the students to write and to stimulus their ideas. Therefore, the writer will use experiment research method to know the result between class control and class experiment, is there any effect of using KWL in teaching descriptive text writing.

The researcher is interested to conduct the research entitled “Using KWL in teaching of descriptive text writing.

**B. Identification of the Problem**

 Based on the background above, researcher found problems based on temporary data researcher get on the school, the problem is students lack the ability to develop writing, lack of motivation and support, and there are many mistake in the writing of descriptive text, the purpose of writing is not clear and sometimes incompatible predetermined topics teachers. They thought to write a sentence or paragraph, but many students got many problems, namely: they have much vocabulary but they could not pour it into a written text. Students less vocabulary so they can’t write, they do not master in grammar, and many students were not interested in writing. Because writing activity was considered bored, and they seldom practice writing in English.

The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing.

1. **Limitation of the problem**

Researcher restricts the application of research in teaching of descriptive text writing using strategies KWL to development of the student. In this thesis, the researcher does not tell you about writing in depth but it's just a simple analysis. To clarify the scope of this problem, limitations problems should be stated. Using limitation of problem to avoid misunderstanding in this research is important as basis the further explanation of the problem. This research will be found whether a teacher can make his students‟ achievement increase and their activity better in teaching learning process in the class. Due to the ability of students is different, which can be said that all students get the repairs after writing taught by developing ideas, materials and imagination that have owned them before. The limitation of the problem is only focused on influence of material and used KWL strategies toward student the application of ability in learning writing of descriptive text.

1. **Formulation of the problem**

The formulation of this research is:

1. How is the application of KWL in teaching descriptive text?
2. How is the effectiveness of KWL in teaching students writing in descriptive text?
3. **Objectives of the study**

The objective of the research is;

1. To know true application of KWL strategy in teaching students‟ writing of descriptive text at MTs Darul Huda Pusat
2. To describe true effectiveness of KWL strategy in teaching students writing of descriptive text at MTs Darul Huda Pusat
3. **Significance of the study**

The writer hopes the research using KWL strategy:

1. For students give benefits to them in study writing, this research as presence to increase students interest in learning English language with enjoyable and can be used to broaden and develop.
2. For teacher this research can be given to the teacher as variation in teaching English language.

**G. Previous Study**

The researcher found some previous studies dealing with using KWL in teaching descriptive text writing. Those previous studies have the different are of being researched from what the researcher conduct

1. The first research done by Imam Mahdi “*Improving students reading skills through KWL strategy’’*  Based on the data analysis, the researcher found that KWL strategy can improve student skill in reading the descriptive text. It is proven from the pre-test and post-test mean scores which were given. The improvement of mean score was 44 to 59. Thus, it can be concluded that the use of KWL strategy to the At SMPN 8 Banda Aceh improve their skill in reading the descriptive text. Moreover, the students were also given the questioner to know their difficulties toward KWL strategy. The data also showed that students felt that KWL strategy could help them in reading the descriptive text.[[3]](#footnote-3)
2. The second research done by Masyrifatul Jamilah This research is to know the effectiveness of KWL strategy in reading comprehension, especially on descriptive text material on MTs Islamiyah Ciomas at second grade; and to know students achievement in reading comprehension using KWL chart in second class of MTs Islamiyah Ciomas. The method used in this research is experimental research with quasi-experiment design. The technique used to collect data in this research are pre-test and post-test. The writer involves 60 research samples consisting of 2 classes that are 30 students of class VIII-B as experimental group, 30 students of class VIII-A as control group and all second grade class of MTs Islamiyah Ciomas as population. The result in this research is KWL strategy effective to improve students reading comprehension. Especially in the material of descriptive text. Students in the second grade of MTs Islamiyah reap better score after studying descriptive text with KWL strategy.[[4]](#footnote-4)
3. The third research done by Uum Humairoh, This research investigated “Applying the KWL reading method to increase students’ reading comprehension’’. This research is an experimental research. The researcher was carried out at MTsN Al-khaeriyah kubangsari. The sample was taken using experiment from the second grade MTs Al-khairiyah kubangsari. The sample consists of 39 students spread in one class as experimental group, VIII.A consisting of 39 students. The research result of data analysis, the research finding are: the reading achievement between the students taught using kwl reading method and those thought using direct instructional method in teaching, and there is an result that kwl method is an effective method to improve the reading comprehension of the second grade MTsN Al-Khairiyah kubangsari[[5]](#footnote-5)
4. The fourth research done by Yati Nurhayati-05232986(2010), entitled “The effectiveness of using kwl (know, want to know, learned) strategy on the students reading comprehension” she observed at the first year of senior high school MA tenjolahang jiput Pandeglang. She use an experimental research and she choose a true experiment research. In her research, she wanted to know how is the students reading comprehension abilities and wanted to know the effectiveness of using KWL strategy on students’ reading comprehension abilities at MA Tenjolahang Jiput-Pandeglang in collecting data she gave test (pre and post-test) and interviewed English teacher of MA Tenjolahang Pandeglang. The conclusion of her research is that the KWL (know,want to know,learned) strategy has positive effect on developing students’ reading comprehension abilities.[[6]](#footnote-6)
5. **The Organization of the writing**

The writer divided this paper in five chapter:

Chapter 1, introduction. The writer explains the background of study Identification of the Problem, Limitation of the problem, Formulation of the problem, Objective of the study, Significant of the study, Definition of the key term and the organizing of the writing.

Chapter II, Theoretical Review, definition of writing, the definition guided writing, explanation of KWL, the definition of procedure of writing, and the way how teaching in writing of descriptive text.

Chapter III, methodology of research, it contain research method, the population and sample, place and time, the research instrument, the technique data collection, the technique data analysis and the research schedule.

Chapter IV, descriptions of data, data analysis, hypohtesis testing,and interpretation of data

Chapter V, conclusions and suggestions

**CHAPTER II**

**THE REVIEW OF RELATED THEORIES**

1. **Writing**
2. **Definition of writing**

Writing an activity to communication our ideas to our reader, to realize that the most important too that can help us. Our sentences will be correction the information that we think our reader need to understand our ideas.in writing we have to make more definitive what we are trying to express[[7]](#footnote-7). In this way the reader would be able to graph the essence of that we are trying to say.

Writing is one of English skills that we must to be able and understand. With writing make us are able to deliver our minds to everybody. In Alice Oshima and Ana Hogue’s book state that “Writing is a progressive activity. This means that when you first write something down. You have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.[[8]](#footnote-8)

Based on definition above writing also productive activity. Therefore, writing is never a one-step action; it is a process that has several steps. Writing is not only to make sentence in paragraph but also to express the ideas. David Nunan “says writing extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously”.

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Writing is one of the principal modes of communication in any health organization. It is used to convey information both within the health team, and from the team to clients, other professionals and organizations, hence the vast array of documents generated on a daily basis by health workers.[[9]](#footnote-9) The ability to write effectively is becoming increasingly important in our global community, and instruction writing is thus assuming in increasing role in both second. And foreign language education.

Writing has also becomes more important as tenets of communicative language teaching – that is, teaching language as a system of communication rather than as an object of study – have taken hold in both school – and foreign – language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary, is being supplanted by the notion that writing in second language is a worth while enterprise in and it is self.

Writing is an important from of communication in day to day life[[10]](#footnote-10).it mean that, through writing learners can communication via write convey specific purpose. The purpose writing is to give some information.

Writing is frequently useful as preparation for some other this mean that when we first write something down, we have already been thinking about what are going to say and we are going to say it. Then after you: have finished writing, we read over what we have written and make change and correction.

Writing is flexible course that allows students to work either with a teacher or by themselves. To practice those areas which are most important for their studies.[[11]](#footnote-11) Some of the claims of discovery by writers are far more dramatic than others, and the most dramatic claims seem to be found amongst literary writers. Perhaps the most extreme is that of discovering what the *writing* it is elf intends to say (Donald Murray 1980, cited by Faigley *et al.* 1985). For Paul Valéry the ‘inner labor’ of the poet ‘consists less of seeking words for his ideas than of seeking ideas for his words and paramount rhythms’ (Valéry 1953, p. 118).

Lewis Carroll wrote of his ideas for *Alice* that: ‘Whenever it comes, *it comes of* *itself*. I cannot set invention going like a clock, by any voluntary winding-up; nor do I believe that any *original* writing (and what other writing is worth preserving?) was ever so produced’ (Harding 1942, p. 96). The modern novelist Russell Hoban echoes this dismissal of writing as mechanical unwinding: ‘I’m not in the business of making clockwork novels which go from A to B when you wind them up. I’m at the service of the material that enters me. It takes me where it wants to go, and I might not know why I’m going there’ (Haffenden 1985, p. 132). Evidently there is amongst some literary writers a sense of *being used* by language.[[12]](#footnote-12)

Literary writing are primarily distinguishable from other pieces of writing by creative writer or artistic intent. Literary writing also use in any health organization for convey information. When we want to say something or thinking about something firstly we must write down it for make change and correction.

1. **Writing process**

One way to conceptualize writing process generically is to think of sequence of activities like planning, gathering information, drafting, revising, editing (or proofreading).

Beside it, Kristine brown and susan Hood describe the three main stage of the writing process, there are:

1. Prewriting is to generate ideas, listing, brain- storming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all always to generate ideas.
2. Drafting is the most important thing because drafting is to get words onto paper. it’s not the time to worry about spelling grammar punctuation or the best wording.
3. Revising is the most important stage in writing process. It involves checking that your content and purpose are clear and for your reader, in the particular writing situation[[13]](#footnote-13)

From explanation above that the writing process, divided three type there are prewriting, drafting and revising. Prewriting is preparing to write, drafting is get words onto paper and revising is for checking that your content and purpose of writing. Those process are most successfully learned with a combination carefully.

According to Jack Richards Wily, there are four term process writing. It is no more than a writing process approach to teaching writing. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.

Process writing in the classroom is highly structured as it necessitates or the orderly teaching of process skills, and thus it may not. At least initially, give way to a activities experiences for students my be described as follows.

1. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

1. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing- that is, drafting – may proceed quickly. At the drafting stage, the writers are focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writers ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

1. Revising

When students revise, they review their text on the basis of the feedback given the responding stages. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer’s intent is made clearer to the reader

1. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.[[14]](#footnote-14)

It means those process as classrooms activity incorporates the four basic writing stages planning, drafting (writing), revising (redrafting) and editing- and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. The process in writing has particular affordances as a means of representation and as language or mode of communication.

1. **Type of Writing**

Naturally’ the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing: first is Practical or Factual writing: This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell, or persuade the audience. Second, Creative of Imaginary Writing: This type of writing usually exist in literature including aboriginal dreaming stories, movie scripts, limerick, fairy tales, plays, novels, song lyrics, mime and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic, dramatic. The example of imaginary writing is novel, romance, fantasy, science fiction adventure, etc.[[15]](#footnote-15)

It can be concluded the type of writing system in the native language very important to make easy students in learning of English writing. There are two types of writing first is factual and second is creative of imaginary writing. Factual is giving information about something to the audience and creative of imaginary is this type for writing our imagination.

1. **Teaching Writing**

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially teaching English as a Foreign Language (TEFL). In this case, the teachers have to know how to teach writing. Harmer states that there are several reason why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:[[16]](#footnote-16)

1. Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

1. Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the on going learning experience.

1. Learning style

Writing is appropriate for some learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable.

1. Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

However, Harmer also states that there are several strategies for teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft

, reflect and revise. (3) The way to respond to the students’ writing.

Based on the explanation above, teaching writing is challenging. When teaching writing, the teachers must be sure to select the resources, support materials and strategies that not only aid them in teaching how to write, but it will also be the most effective in helping their students learn to write

1. **Assessing of Writing**

Assessing writing needed in given score for student writing. It help teacher to know students ability and also as gift for their effort.

This is specific criteria of assessing writing according to Wigle 2002

**Table 2.1**

**Assessing of writing**

|  |  |  |
| --- | --- | --- |
| Score | Level | Criteria |
| Content | 30-27  26-22  21-17  16-13 | Excellent to very good; knowledge substantive through development of thesis, relevant to assign topic.  Good to average; some knowledge the subject, adequate range, limited development to thesis, mostly relevant.to topic, but luck detail.  Fair to poor limited knowledge of subject, little substance, inadequate development topic.  Very poor, does not show the knowledge of subject, non-substantive, no pertinent, or not enough to evaluate. |
| Organization | 20-18  17-14  13-10  9-5 | Excellent to very good; fluent expression, ideas, clearly, stated/supported, succinct, well-organize, Logical sequencing, cohesive.  Good average; somewhat, choppy, loosely, organize but main idea stand  Out, limited support, logical but incomplete sequencing.  Fair to poor; non-fluent, ideas confused or disconnected, lack logical sequencing and development.  Very poor; does not communicate, no organization, or not enough to evaluate. |
| Vocabulary | 20-18  17-14  13-10  9-7 | Excellent to very good; sophisticated range, effective word / idiom choice and usage, word from mastery,  Appropriate register.  Good to average; adequate range, occasional error of word, or idiom form, choice, usage but meaning not obscured.  Fair to poor; limited range, frequent errors of word/ idioms form, usage meaning confused or obscured.  Very poor; essentially translation, little knowledge of English vocabulary, idiom word form, or not enough to evaluate. |
| Language use | 25-22  21-18  17-11  10-5 | Excellent to very good; effective, complex, construction, few errors of agreement, tense, number , word order/ function , article pronoun, preposition.  Good to average, effective bit simple construction, minor agreement, tense, number, word order / function, article, pronounce, preposition but meaning  Seldom obscured.  Fair to poor; major problems in simple/ complex construction, tense, number, word order/ function, article, pronouns preposition and/ or fragment, run-ons, deletions, meaning confused or obscured.  Very poor; virtually no mastery of sentences construction rules, dominate by errors, does not communicate, or not enough to evaluate. |
| Mechanic | 5  4  3  2 | Excellent to very poor; demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.  Good to average; occasional of spelling, punctuation, capitalization, paragraphing but meaning non-obscured  Fair to poor; frequent error of spelling, punctuation, capitalization,  Paragraphing, poor hand writing, meaning confused or not obscured.  Very poor; no mastery of conventions, dominated by errors of spelling, punctuation capitalization, paragraphing, hand writing illegible, or not enough to evaluate. |

From the explanation above, the writer concludes that in assessing writing there are some criteria that is will help the teacher to make assessment to the students in learning process and the teacher to make assessment to the students.[[17]](#footnote-17) In learning process and the as the assessment as a result of students in task in learning process, use task in learning process. Like the elements of assessment above. Hopefully, the students will make good recount text in learning material.

1. **KWL**
2. **Definition of KWL**

Basically this theory is used for reading learning. But it also can be used for some language learning subjects, including writing subject. The theory of KWL teaching strategy is used to combine the knowledge that students have acquired and the information that students want to learn.

KWL is a simple yet and power full teaching strategy. That is helpful in almost all classroom, in any subject area. The theoretical basis of this part of KWL strategy is based on the schema theory. As a student access their schema about given topic, they combine new information with previously learned information.

The K-W-L for 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 (see sample) that each child uses during the thinking learning process.

For the first two steps of the process the teacher and students engage in oral discussion followed by students personal responses on their worksheets, in the third step students can either fill out the What I learned section as they read or do so immediately following the completion of the article the discussion follow the individual responses.

In long articles the teacher may reflect with students section by section, reviewing what students section by section. Reviewing what has been learned and directing question for further learning.

* Step K-What I know. This opening step has how levels of accessing prior knowledge.

The first is a straightforward brainstorming of what the group knows about the topic for learning. During this step the teacher’s role is to record whatever the students volunteer 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 learning.

For example, when the class will learn about sea turtles, use the words sea turtles as the stimulus, not “what do you know about animals that live in the sea?” or “have you ever been to the ocean?” A general discussion of enjoy able experience on the beach may never the pertinent schemata. The brainstorming that precedes teaching needs to have as its goal the activation of whatever knowledge or structures the learns have that will help them interpret what they learn..

If there appears to be little knowledge of sea turtles in your students experience, then ask the next more general question, “what do you know about turtles?” At this level no group will lack knowledge. As students volunteer information, you can help them begin to question if the knowledge or information shared is true of all turtles or only specific kinds.[[18]](#footnote-18)

All of us carry around some vague and defined schemata; opportunities to talk about what we think we know, to put our bits of memory into order can really help us discover what we don’t know.

* 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, question emerge. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. [[19]](#footnote-19)
* Step L- What I learned. After completing the article, direct the students to write down what they learned. Have them check their questions to determine if the article dealt with their concerns. if not, suggest further learning to fulfill their desires to know. In this way, you are setting the clear priority of their personal desire to learn over simply taking in what the author has chosen to include.[[20]](#footnote-20)

K-W-L (know, want to know, learned) chart encourage students to use prior knowledge and personal curiosity while researching a subject or a topic.[[21]](#footnote-21)

K-W-L chart help students to be active thinkers while they learn, giving them specific things to look for having them reflect on what they learned when they are finished learning. When students set their our purpose for learning, they are more motivated and active 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 exiting schema. KWL charts help active background knowledge and provide an opportunity for students to set their own learning objectives. Jones stated KWL is a column chart that helps students, during and after components of learning a text.[[22]](#footnote-22)

KWL is an instructional scheme that develops active teaching of expository texts by activating learners” background knowledge.[[23]](#footnote-23) 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 schema. 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 learning, learners answer these questions. What they have learned is recorded in the L column.

Purpose of the KWL strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and 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. Here are the KWL instrument schema according to C, Ros and S, Vaughan 2002

**Table 2.2**

**KWL Instructional Schema**

|  |  |  |
| --- | --- | --- |
| K  (What I Know) | W  (What I Want to learn) | L  (What I Learned) |
| Students list everything they thing they know about the study | Students write what they want to know about the topic | After students have finished learning 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. |

**Table 2.3**

**An example of a K-W-L chart used for learning about volcanoes**

|  |  |  |
| --- | --- | --- |
| K  What do I know?   1. Lava comes out volcanoes. 2. There are volcanoes in Hawaii. 3. Volcanoes erupt. 4. The lava from volcanoes is hot. 5. Volcanoes can be dangerous. | W  What do I want to know?   1. What is lava? 2. Where does lava come from? 3. Where are most of the volcanoes in the world? 4. Why do volcanoes erupt? 5. Etc. | L  What have I learned   1. Lava is melted rock. 2. When have is still under ground, it is called magma. 3. Etc. |

KWL consists of three basic stages.[[24]](#footnote-24) They are K stages, and L stages. In the K stages: What I know, students access their background knowledge to the next by listing what they already know about a specific topic. Then in the W stages: What I Want to know, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stages: What I learn. From the definition, KWL technique can be concluded as a technique which has well-organized steps to be followed by the students, the technique combines the use of writing strategies in the effort to improve writing comprehension.

KWL technique provides the solution to the writing problems suggested by heaton above it, 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 (Melanie bloom in hurd,2008:109), 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 question 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 objective, finally, in the L step, learners note what they learned from their research on the topic and/or style. In conclusion, KWL technique provided the students the solutions by its steps in writing.

1. **Descriptive Text**
2. **Definition of Descriptive Text**

Descriptive text is one of genres or text type that must learned by students especially in junior High School at second grade. A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Each text type has a common way of using language.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form.

Descriptive text is a text that describes the features of someone, something, or a certain place.[[25]](#footnote-25) On the other book state that “Description enable the categorization or classification of an almost infinite range of experience, observation and interaction into a system that order them immediate and future reference, and allow us to know the either objectively or subjectively, depending on the learning are or intent of the writer. Describing is also a central feature of narrative text providing the means for developing characterization, sense of place and key theme. Students describe when they are talking or writing about a picture, writing about a character or place or reporting on an animal.”[[26]](#footnote-26)

It can be concluded that descriptive text is a text which says what a person or a things like. Its purpose is to describe and reveal particular person, place or thing. Description also for clarification about experience, observation and interaction. There are two main categories of the text literary and factual.

1. **The Generic Structure of Descriptive Text**

The students should master the generic structure of descriptive text before they write a descriptive text. Genre is a tool for understanding and teaching the kinds of writing required of non-native English speaker in academic and professional context. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure.

The generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
3. Parts/things (physical appearance)
4. Qualities (degree of beauty, excellence, or worth/value)
5. Other characteristics (prominent aspects that are unique).[[27]](#footnote-27)

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.[[28]](#footnote-28)

From explanation above is before students write down the descriptive text they must know the generic structure of descriptive text. There two kinds the generic structure of descriptive text first is identification and second is description. Identification in this part introduces to subject of the description, description in this part gives details of the characteristic features of the subject.

1. **The Purpose of Descriptive text**

Every text type has a purpose why it is written, include descriptive text. In generally, the purpose of descriptive text is to describe about anything that we want describe, such as describe a person, things or certain place.

The purpose of descriptive text is on table below:[[29]](#footnote-29)

**Table 2.4**

**Purpose for Description**

|  |  |
| --- | --- |
| **Purpose** | **Description** |
| To entertain | An amusing description of a  teenager’s bedroom |
| To express feelings | A description of your favorite  outdoor retreat so your reader  understand why you enjoy it so  much |
| To relate experience | A description of your childhood  home to convey a sense of the  poverty you grew up in |
| To inform (for a reader unfamiliar  with the subject) | A description of a newborn calf for  a reader who has never seen one |
| To inform (to create a fresh  appreciation for the familiar) | A description of an apple to help the  reader rediscover the joys of this  simple fruit |
| To persuade (to convince the  reader that some music videos  degrade woman | A description of a degrading music  Video |

**Table 2.5**

**The example of Descriptive Text**

|  |
| --- |
| My mother  My mother is a beautiful person. She is not tall but not short, and her eyes color are like honey and her color skin color light brown. And she has beautiful smile. Her weight like 120 lbs.  She is a very like person. She is very lovely, friendly, patient, and she loves to help people. I love mom, because she is a good example to me. She loves being in the church, and she loves sing and dance too.  She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn’t like messes.  She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or went I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love. |

It can be concluded the purpose of descriptive text is to describes a characteristic about anything such as describe a person, animal, place or thing in detail. This purpose is also clear, namely to explain, disclose a specific individual. It has identification and description to mention the context specifically.

1. **Conceptual Framework**

The students’ motivation and ability in writing a descriptive text is low. There are some problems which are found by the researcher in MTs Daarul Huda Pusat. One of the problem is the teacher never use the interesting teaching and learning process. The teacher also does not give the clear explanations about the contents of descriptive text. As the result, students have low motivation in writing class. Then, they cannot construct the well text related to the coherence and unity. Besides that, they cannot develop ideas in writing.

As stated above, KWL has the primary roles in teaching and learning process of writing. It is because that KWL has a potential as teaching aid to develop students writing skills in terms of descriptive text. It can stimulus the students in developing idea when create a story.

Based on the facts above, this research applied the principle in teaching learning KWL in writing descriptive text. It has some advantages in the teaching and learning writing. Using KWL can stimulate students in developing ideas in a chronological order when the teacher asks them to write a descriptive text.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **Method of Research**

In doing this study, the writer need a technique which called methodology of the study. The method used is experimental method. The writer uses the experimental research to know the real data that get form the respondent. Experiment are carried out in or relationship between two variable.

In this research the writer use experimental, experimental researches are particularly concerned with the issue of external validity, and the formal experiment is specifically design to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population[[30]](#footnote-30). It means that, experimental can specifically design to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population and can help writer in researcher.

Experiment divided three type and each type has the characteristics there are :

1. Pre-experiment
2. Quasi-experiment
3. True experiment[[31]](#footnote-31) .

From explanation above; that experiment, divided three type there are: pre experiment, quasi experiment, and true experiment. And in this research the writer use quasi experiment for research in classroom, where David Nunan said “quasi experiment is has both pre and post Test and experiment and control groups, but no random assignment of subject.[[32]](#footnote-32)

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From explanation above, the writer took this method because in this method the research gave certain treatment to the experimental class to find: using KWL in teaching writing of recount text.

1. **The Population and Sample**
2. **Population**

The population is taken of whole subject or person in study to get required data. According to David Nunan, “Population is all cases, situation or individuals who share one more characteristic.”[[33]](#footnote-33) The population of this research is the students of the second grade of MTs Darul Huda Pusat that consist of 78 students divided into three classes. Number of VIII A is 25 students, number of VIII B is 25 students, and number of VIII C is 28, students.

1. **Sample**

Sample is a part or representative of population. In this research, the writer has taken only 50 of students at second grade. The writer has taken two classes as sample for the research. The first is VIII B class as experiment class which consists of 25 students and they have taught writing skill using KWL descriptive text. The second is VIII A class as control class which consists of 25 students and they have taught writing skill without using KWL descriptive text.

1. **Place and Time Research**

This research will be conducted at MTs Darul Huda Pusat which was located on Mandalawangi Pandeglang. The writer chooses this place, because the writer want to try technique teacher’s using KWL in teaching writing in this school. The writer hopes with use this technique can be develop their English achievement especially in writing ability.

1. **The Technique of Data Collecting**

The writer used test as a instrument of this study, then the test will be used to collect the data from the object of the research.

According to Arikunto. Test is a series of exercise or tools that used for measuring the competence, intelligence, and skill which possessed by and individual or group.[[34]](#footnote-34)

1. Observation

Before doing research, firstly, the writer observed location of the school. Observation is data collecting technique through observing this systematically toward phenomena that to be research. In this case the writer observed and monitored the condition of the class while teaching the students.

1. Test

Test is the sequence of question or task that used to measure students skill, intelligence knowledge, their ability or talent that have by individual or group.[[35]](#footnote-35) According to Sudaryono, “Test is instrument or procedure in order measuring a structure and measuring.

1. Pre-test

Pre-test was used to collect the data about students; writing using KWL strategy in Descriptive text before getting treatment for experimental as and before getting no treatment for control class. The test was writing test, by using essay test to write descriptive text. It was administered to the second grade students at MTs Darul Huda Pusat.

1. Post-test

Post-test was used to collect the data about students’ writing using KWL strategy in Descriptive text after getting treatment for experimental class and after getting no treatment for control class. The test was writing test, by using essay test to write descriptive text. It was administered to the second grade students at MTS Darul Huda Pusat. The writer took the total score from the result of the writing test. The classification of the students’ score is shown bellow.

1. **Hypothesis**

The experiment Hypothesis formulated to explain relationship two more variables as well to compare a variable. According to C.R. Kothari’s book, hypothesis is a formal question that he intends to resolve. Thus a hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts. Quite often a research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable.[[36]](#footnote-36) While Arikunto state that Hypothesis is a temporary answer according to the problem of research, till it is evidenced by some of data collection.[[37]](#footnote-37)

In this research, the writer searches Using KWL in teaching of descriptive Text writing and has two hypotheses to submit, those are: based n the theory and the objective of the study, the hypotheses of the study are proposed in terms of null hypotheses (Ho) and alternative hypotheses (Ha). They are follows:

1. (Ho): there is no significant Using KWL in teaching of descriptive text writing.
2. (Ha): there is significant Using KWL in teaching of descriptive text writing.
3. **The Technique of Data Analyzing**

In this research, the technique of data analysis uses T-test. According to Anas Sudijono, T-test is used for testing the null hypothesis of the mean differences of two samples.[[38]](#footnote-38) It means T-test is used to know how significant the differences between two samples. The writer uses this test to measure the final test between experiment class and control class.

The procedures for statistic analyze that are[[39]](#footnote-39):

1. Determining mean of variable with formula:

=

1. Determining mean of variable with formula:

=

1. Determining deviation score variable X with formula:
2. Determining deviation score variable Y with formula:

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test with significance degree 5% and 1%. The formula is as follows:

Notes:

M1 = Mean score of post-test of experimental class

M2 = Mean score of post-test of control class

= Sum of square deviation score in experiment class

= Sum of square deviation score in control class

N1 = Number of students of experimental class

N2 = Number of students of control class

d*f* = Degree of Freedom *(*d*f* : N1 + N2 – 2)

Finally, when the writer knew the result, the writer concluded that if to < ttable Ho is accepted. It means that there is no Using KWL in teaching of descriptive text writing of the second grade students at MTs Darul Huda Pusat . If to > ttable, Ha is accepted. It means that there is a significan Using KWL in teaching of descriptive text writing of the second grade students at MTs Darul Huda Pusat.

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