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

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Abstract

Penelitian ini bertujuan i) untuk mengetahui perbedaan kemampuan menulis antara siswa yang diajar dengan strategi KWHL original dan strategi KWHL yang telah dimodifikasi, ii) untuk mengetahui aspect menulis yang paling berpengaruh dengan adanya modifikasi strategi KWHL, dan iii) untuk mengetahui persepsi siswa terhadap modifikasi strategi KWHL. Subjek penelitian ini adalah siswa kelas satu SMA Negeri 13 Bandar Lampung. Hasil penelitian menunjukkan bahwa i) ada perbedaan yang signifikan secara statistik dalam kemampuan menulis antara siswa yang diajar dengan strategi KWHL original dan strategi KWHL yang sudah dimodifikasi, ii) organization menjadi aspect menulis yang paling berpengaruh dengan adanya modifikasi dari strategi KWHL, dan iii) siswa memiliki persepsi yang positif terhadap modifikasi strategi KWHL. Ini menunjukkan bahwa mofikasi strategi KWHL lebih efektif untuk meningkatkan kemampuan menulis siswa; siswa dapat mengorganisasikan ide mereka dengan baik setelah diajarkan menggunakan modifikasi strategi KWHL dan mereka memiliki respon yang baik terhadap strategy ini.

This study was aimed i) to find out whether there was a difference of students' writing ability between students taught by using original KWHL strategy and the modified of KWHL strategy, ii) to find out which writing aspect affected the most by modifying KWHL strategy, and iii) to find out the students' perception toward modified KWHL. The subjects of this research were the first grade students of SMAN 13 Bandar Lampung. The result showed that i) there was a statistically significant difference of students' writing ability between students taught by using original KWHL and modified one, ii) the organization became the most affected writing aspect, and iii) students have positive perception toward modified KWHL. It can be said that modified KWHL is more effective to increase the students' writing ability; students can organize their idea well after being taught using modified KWHl, and they have positive respons toward this strategy.

__Keywords:__ Know, Want, How, Learn (KWHL), Outlining, Students' Perceptions, writing ability

INTRODUCTION

Writing is a productive skill that should be learned by students. Nunan cited in Al-Hafizh and Gita (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, Zinkraf, and Wormuth (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; to arrange the ideas into 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 becomes 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 students. 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 confused 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 preliminary observation in the school where the research was conducted, students also encountered some problems in writing such as it is difficult for them to write an English story, they also found a lot of difficulties largely due to numerous writing assignments they had to do in a short period of time. They also stated that they were not able to make good paragraph in English, because they were not sure how to arrange the sentences in good aspect of English. It supported by Fajriani (2011), the students have problems in writing expecially 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 the solution on 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 and Krueger., 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. Nevertheless, 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; Warger 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 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. 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.

METHOD

This research used quantitative approach. The design of this research was static-group comparison design. The independent variables were the strategies i.e.original KWHL strategy and the modified one, and students' writing ability as dependent variable. The population of this research was the first

grade students of SMAN 13 Bandar Lampung. The research took two classes in the school as the sample. They were X MIPA 1 and X MIPA 2. For the data collection instrument, writing test and students' perception questionnaire were administered. The students' scores were analyzed by using t-test of SPSS 17 program. The gained data were analyzed by independent group t-test and Mann Whitney.

RESULTS AND DISCUSSION

Independent group t-test on SPSS version 17 was used to analyze the difference in students' writing ability between students who are taught with the modified KWHL strategy and the original KWHL strategy.

Table 1. Students' Writing Ability

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NGAIN	Equal variances assumed	7.882	69	.000	.20028	.02541	.14959	.25097
	Equal variances not assumed	7.849	62.317	.000	.20028	.02552	.14928	.25129

The mean difference value of students writing is 0.20028. This value showed the difference range of the students' scores average between control and experimental group. As mentioned above, there was significant difference found as far as the control group and experimental group results were concerned. The result of pretest and post test both control and experimental groups showed that modification of KWHL strategy can help students increase their ability in writing a descriptive text. It could be seen that the sig. (2-tailed) value of students' writing score in control and experimental groups which in the amount of 0.00. It means lower that p value 0.05, it can be stated that there was a significant difference of students writing who being taught using original KWHL strategy and the modified one. Hypothesis testing using independent T test in the level of trust 95% or same as the value α = 5%, and also used degree of freedom value. Based on the data above in sig. (2-tailed) value (0,05/2 ; df) was gotten T Table (0,025 ; 69) = 1,997. It is clearly concluded that T value (7,882) was higher than T table (1,997), it means Ha is accepted. The results indicated that there was a significant difference on students' writing between the two groups.

Students' post test score increase significantly both on control group and experimental group. It might happened because modified KWHL strategy provides them to have a good planning before they start writing a text. As Blaskowski (1995) states that by activating students' prior knowledge to develop a foundation, students may be able to improve their knowledge base and make connection to new learning. Indeed, it indicates that modification of KWHL used in writing descriptive test could give the significant increase to students' writing achievement. This finding supports the previous studies (Warger, 2014; Yougen, 2016; Herlina, 2013; Tranh, 2015; Rusmiati, 2017; Kartika, 2013) that the implementation of KWHL strategy can be used in teaching English, especially in writing which successfully engages students in retrieving their schemas in new learning. Contrast with, Youniss (2013) that state, K.W.L strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic. He found that KWHL strategy is affected to use in

teaching reading. The researcher had tried that this strategy is also effective toward writing process. The result of this research also reinforces Herlina (2013) research, who found that KWHL strategy is effective to teach writing. It is proved by the improvement of students' ability in writing. The modification of KWHL strategy also gives positive impact to students' writing achievement. By modifying the steps of KWHL strategy the researcher gave students chance to collect as much as information to be written. Students were more able to arrange their idea into paragraphs. Students were also given chance to elaborate their ideas structurally, started with retrieving their schemas, picking some idea to be written, searching for new information related to the idea, outlining the ideas in each paragraph, discussing with a partner before writing, until publishing their own text.

After getting students' writing score based on writing aspects, both of the scores from first and second raters were computed into SPSS in order to analyze which writing aspects affected the most. After learning using modified KWHL students in experimental class can improve their writing ability significantly compared to students who learned in control class. Writing aspects effected the most is organization.

Table 2. The ranks of writing aspects in experimental and control groups

| | | Ranks | | |
	Kelompok	N	Mean Rank	Sum of Ranks
NGain_cont	Eksperimental	35	46.74	1636.00
	Control	36	25.56	920.00
	Total	71		
NGain_org	Eksperimental	35	53.43	1870.00
	Control	36	19.06	686.00
	Total	71		
NGain_voc	Eksperimental	35	43.30	1515.50
	Control	36	28.90	1040.50
	Total	71		
NGain_lang	Eksperimental	35	37.96	1328.50
	Control	36	34.10	1227.50
	Total	71		
NGain_mech	Eksperimental	33	36.53	1205.50
	Control	36	33.60	1209.50
	Total	69		

Based on the data above, the most affected aspects by modifying KWHL is organization followed by content, vocabulary, language used, and the last mechanic. It can be seen from the mean rank value in experimental group, after being taught using modified KWHL strategy, students' writing ability in organizing ideas were increase the most compare with another aspects.

Table 3. The improvement of writing aspect on control groups

Aspects of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Aspects Improvement (PoS-PrS)	Improvement ((PoS-PrS)/PrS*100%)
Content	20.1	23.3	3.2	0.16
Organization	13.3	14.5	1.2	0.09
Vocabulary	13.9	14.9	1	0.07
Language Use	16.1	17.9	1.8	0.11
Mechanic	4.1	4.2	0.1	0.02

The score of writing aspects in the control group was not significantly improved. The higher percentage score belongs to content, in the amount of 16 %; it indicated that the content was affected the most by applying the original of KWHL. It also followed by language

use which improved 11 %, organization in amount of 9 %, vocabulary 7%, and mechanic both in control and experimental groups became the lowest, it improved 2 % only. The result indicates that students in control group should improve their organization and vocabulary use in their writing.

Table 4. The improvement of writing aspect on experimental groups

| Aspects of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Aspects Improvement (PoS-PrS)	Improvement ((PoS-PrS)/PrS*100%)
Content	20.4	25.4	5	0.25
Organization	13.6	17.8	4.2	0.31
Vocabulary	14	16	2	0.14
Language Use	16.3	18.3	2	0.12
Mechanic	4.1	4.2	0.1	0.02

The table above shows the explanation of improvement score of writing aspects on experimental group. The higher percentage score belongs to organization, in the amount of 31 %; it means that the organization was affected the most by modifying KWHL. It also followed by content which improved 25 %, vocabulary 14 %, language use 12%, and the lowest one mechanic improved 2 %. The result indicates that students in experimental group are able to organize their idea well into a text.

It happened because in the modification the researcher tried to give additional steps in helping students arrange their idea before writing. The organization increased the most in modified KWHL because in the modification the researcher added one step that provided students making an outline. Outlining is the beginning steps in writing in which the student were able to arrange their idea well with a good concept. It might happen because the modification of KWHL strategy in this research is focused on the step of making outline before writing. Outlining helps students making a good plan to their writing. It is supported by the statement of 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 involving as the actual writing take place (Ebbit, 1978).

The researcher distributed the questionnaire to the students in the last meeting after they have been taught writing using modification of KWHL strategy. The result of questionnaire showed that most of students have positive perception toward the implementation of modifying KWHL strategy. It is proved by the percentage of students' answer in questionnaire items; this following graph shows the percentage of questionnaire results.

Graph 1. The percentage of students' perceptions
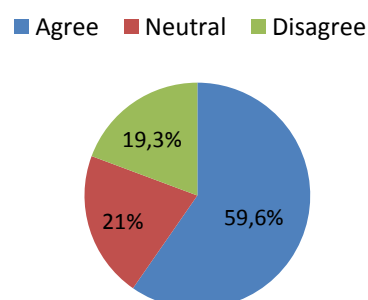
The graph reveals that more than fifthty percent of total students had positive perception toward modified KWHL strategy. They agree with the statement asked in the questionnaire. The graph shows that 59.6 % students agree, 21% was neutral, and 19.3 % disagree. From 21 question items in the questionnaire,

the researcher concluded that students gave their positive respond to the application of modified KWHL strategy in their writing class. Nevertheless, some students disagree with the items in perception questionnaire. This is the table that shows the questionnaire items where most of students chose disagree.

From the data results, it indicates that students have positive perception toward modification of KWHL strategy used in writing. It happens because students felt enjoyable during the class, they could elaborate their idea before writing through stages provided in modified KWHL strategy. It supported by the statement from Yougen et al (2016), students have positive response for combined instructions through KWHL. KWHL strategy its self provides some stages that aims students to relate their prior knowledge into their new learning. So, it will be a useful process to students in retrieving their schemas before learning. Nevertheless, there are some students disagree with the items in perception questionnaire.

CONCLUSIONS

KWHL strategy can be effective 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. Modified KWHL strategy can also be used to minimize the

students' problems in writing especially in term of organization. In the aspects 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 were 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 is indicated that modified KWHL can help students improve their writing skills especially in the aspects of organization. Meanwhile, 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. The researcher suggests futher researchers to 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.

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