

The Use Of Kwl (Know, Want, And Learn) Technique In Teaching Writing Hortatory Exposition Text

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Abstract

Writing is a good way on doing communication. In language learning process, writing is one of the important skill which should be learned by the learners. The using an appropriate technique will be very helpful for the teacher to engage students attention in language learning and also it will improve students knowledge in expressing their idea creatively. KWL (Know, Want, and Learn) is one of the good technique to be applied espeacially in writing Hortatory Exposition Text. The objectives of this research were to find out whether there is an influence of using KWL technique towards students' achievement in writing hortatory exposition and the average score of students' ability in writing hortatory exposition text.

In this research, the researcher used experimental method and the sample of this research are 56 students of 2 classes. The samples were taken by using clustering random sampling technique and in collecting the data, the researcher used writing test for the experimental and control groups. T-test formula is used to analyzed the data. The researcher found that the average score of students in experimental group was 71.35 and the average score of students in control group was 63.86. It means that there were difference average score about 7.49 point between those classes. To sum up, the use of KWL technique in teaching writing of hortatory exposition text provides the positive results to increase students' writing achievement.

Keywords: *Teaching Writing, Hortatory Exposition Text, KWL Technique*

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I. Introduction

Nowadays, teaching English become more challenging than ever. In order to help the learners' masteryof language skills such as listening, speaking, reading and writing. The language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. Writing is the crucial skill which should be understood by the learners. On doing writing, the learners need the creativity to find the interesting topic, then choose the appropriate words related to the topic and arrange them into good paragrapgh. According to Nunan in 2003 states that writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Moreover, since English is as a foreign language for the students in Indonesia, writing is not easy to do. They still get some difficulties to express their idea, because of some problems such as the lack of vocabulary, the less knowledge to arrange the topic and sometimes the teachers role is very important in this case. Fitriani in 2018 in her research found that most of students difficult to express their idea by written form, because the students assumed that in doing writing they need to work in organizing the composition and the language well. Some of them also feel confuse in organizing their ideas, events, experiences in written text. Besides, to lack the difficulties in writing, the students need to know the steps in writing process and also the important aspects of writing. In order to increase the students willingness in learning writing, the teacher needs the technique to build up the students mind.

There are some techniques which can be used, and one of them is KWL (Know, Want, Learn) technique. KWL technique allows the students to share their prior knowledge on the topic given, to arouse the curiosity of the students related to the topic and remember the new things that they have learned. In this technique the students can ask their teacher also their friends to find new information related to the topic. According to Setiyadi in 2018 stated that, KWL technique helps the students think about what they already know about a topic and what they want to learn about a topic. Herlina, Yufrizal and Hasan in 2013 who found that KWL technique can improve students' writing ability. They found that there are improvement on students' score in writing text, among the five elements of writing, they are content, vocabulary, and language use.

In addition, there are some kinds of text which should be learned by the learners such as narrative text, report text, recount text, descriptive text, analytical exposition and hortary exposition, etc. Each text has different social function and generic structure. Hortatoryexposition text is the kind of text which need more

attention of the students. Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way. Hornby (1995) states that persuasive is able to persuade, persuade means to lead somebody to do something through reasoning or argument. It means that, the students should be more understand, not only to arrange every words into good paragaph but also how to persuade the reader to agree with their arguments. In this case, the students need to find the appropriate information which support their argument. The using of KWL technique is suitable to help the students to be more creative in writing text. Thus, the researchers focussed the problems as follow:

1. Is there is any influence of using KWL technique towards students' achievement in writing hortatory exposition?
2. How is the average score of students' ability in writing hortatory exposition text?

II. Literature Review

Writing Skill

Writing is a skill in expressing the ideas, feeling and thought are arranged in the world, sentences and paragraph by using eyes, hand and brain. Nunan (2003) defines that, writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Hence, writing is as a tool for human beings to share the information to others such as by newspaper, magazine, article, etc. In the process of writing, the writer should be able find the appropriate words to the topic and arrange the words become interesting text for the reader. Thus, on doing writing, the writer needs the time to think the interesting topic, to develop the topic and revise the words before publishing or sharing with others. It means that writing refers to a process to deliver the information by appropriate words and it can be received by the reader well.

Moreover, for some learners, writing is one of the difficult things to do, they still confuse in expressing their ideas, find the appropriate words related to the topic and arrange them into good paragraph. As Richard in 2002 states that, writing is the most difficult skill for foreign language learners to be mastered. Because of writing becomes one of the important skills, so the students are required to understand the aspects of writing, in order to the words usage will appropriate to the context and organized the sentences into good paragraph. According to Jacob et al in 1981 who rated the scoring of writing based on five aspects, they are content, organization, vocabulary, language use and mechanics. These aspects will guide the learners in making understandable writing and also help them to understand how to arrange the sentences into good paragraph.

Hortatory Exposition Text

Hortatory Exposition Text is a kind of text which persuades the reader that something should or should not be the case or be done. According to Sudarwati in 2007 defines that hortatory exposition text is a text which persuades the reader or listener that something should or should not be the case. Besides, Hartono in 2005 defines the main goal of hortatory exposition text is to persuade the reader or listener related to the case given by showing the information logically. Moreover, on doing writing, the writer should be persuasive in giving the information or arguement, that will be said they success on writing.

There are three important points in arranging the hortatory exposition text, the first is thesis, in this first part, the writer begin to write the paragraph. It can be said this first paragraph as the introduction of the issue that will be concerned in an opening statement. Then, the second paragraph is argumentations, this is will be the main purpose of the text because it provides a series of arguments to convince and persuade the readers to believe and follow the writer's argument. And the last paragraph is recommendation, this part is as the strengthens of the writer's point of view by stirring up the readers' feeling and directs them to follow or agree to the waiter's argument or recommendations. To sum up, hortatory exposition text is an interesting text since the students understand to develop their writing skill become logic statements to the readers through presenting rational arguments.

KWL (Know, Want, Learn) Technique

According to Setiyadi, Sukirlan, Mahpul in 2018 stated that, KWL technique helps the students to think about what they have known about the topic and what they want to learn about a topic and also it helps them to better prepare in learning, because they think about the prior knowledge. Hence, this technique stimulate the students knowledge about the topic given and increase their willingness to look for the other things that they do not know yet. Herlina, Yufrizal, Hasan in 2013 who found that, KWL Technique is effective to teach writing hortatory exposition text under which writing elements applied. Fengjuan (2010) in his study concluded that, KWL is an effective instructional strategy in teaching and learning process because this strategy motivates active learning and instructing on the parts of both learners and instructors.

Moreover, KWL technique can be one of effective techniques in teaching writing to students. Using a chart is a point procedure of this technique. The letters KWL are a short for "K" as "what we know", then, "W"

as “what we want to know” and “L” as “what we learned”. It is divided into three columns titled know, want, and learn (Pieter, 2014). Learners begin by brainstorming everything they know about the topic using KWL charts will help to open students background knowledge and it provides an opportunity for students to set their own learning objectives and to collect the information before doing writing. Then, it will help students’ awareness to arrange the sentences become good paragraph, because they already know what should they write in the first until last paragraph.

Procedures of KWL Technique

The procedure of this research was adapted from Goldstein cited in Setiyadi, Sukirlan, Mahpul (2018). The procedures as follow:

1. Before beginning a lesson or unit, the teacher prepares a 3 column chart on large paper or on the board.
2. The teacher introduces the topic to be learned.
3. The teacher then asks students to “brainstorm” (or share ideas) about what they already know about this topic.
4. The teacher writes down what students already know in the first column, labeled “know”.
5. Then, the teacher asks students to discuss what they want to learn about the topic. The teacher writes these ideas in the second column. “Want to Learn”.
6. The teacher then begins to teach the lesson or unit. Ideally, the teacher designs to lessons or unit to fit whit what the students already know and with what they want to learn

METHOD

This research was carried out by applying a quantitative approach with an experimental design. In this research, there are two variables, the first is independent variable was teaching technique (KWL technique) and dependent variable was the students’ achievement in writing Hortatory Exposition Text.

Population and Sample

The population of this research is the eleventh grade of SMA Negeri 5 Bandar Lampung. Each classes consists of 28 students. In this research, the sample was chosen by using cluster random sampling with lottery technique. The researcher got two classes as the sample namely class A and B. First class (A) has been taught by using KWL technique as experimental class and the second class (B) has been taught by using drilling technique as control class.

The Instrument

The instrument of this research is writing test. The students are asked to write their opinion in 3 paragraphs and minimal words about 150 words. This instrument is used to measure students’ writing achievement between the students were taught by using KWL technique and drilling technique. Then, the writing test was given after the treatment. Each classes has same kind of writing test and the scoring rubric based on Jacob et al theory. Moreover, to know the validity of the test, the researcher used content validity which is the material of the text based on the students’ curriculum in the school and construct validity which is the writing test based on the theory of writing. Then, the readability of writing test is used to know whether the instruction of the text is understandable or not for the students.

III. Findings And Discussion

Normality Test in Experimental Class

The score of Students in Experimental Class

No	Students' Code	Score	No	Students' Code	Score
1	MPS	87	15	WAS	72
2	NH	86	16	AY	71
3	AH	85	17	DDH	68
4	EMR	83	18	ODP	65
5	RDS	83	19	RR	63
6	RRJ	81	20	MRR	62
7	SAM	81	21	S	61
8	KA	80	22	OP	60
9	MLS	78	23	DSJ	58
10	AMS	78	24	WIS	56
11	FP	76	25	DA	55
12	LS	76	26	M	54
13	LS	76	27	Y	52
14	MZ	74	28	AM	50

The data above showed that the highest score was 87 and the lowest score was 50 from (n) =28 students. Span (R) = 87 - 50

= 37

Total number of interval class (K) = 5.78 = 6

Length of Interval class (P) = 6

The result above is included into table of distribution frequency as follows:

Score	f_1	x_1	x_1^2	f_1x_1	$f_1x_1^2$
50-55	3	52.5	2756.25	157.5	8268.75
56-61	4	58.5	3422.25	234	13689
62-67	4	64.5	4160.25	258	16641
68-73	3	70.5	4970.25	211.5	14910.75
74-79	6	76.5	5852.25	459	35113.5
80-85	5	82.5	6806.25	412.5	34031.25
86-91	3	88.5	7832.25	265.5	23496.75
TOTAL	28	493.5	357999.75	1998	146151

The average score and standard deviation was analyzed by using the following formula:

a. Average Score

$$\bar{x}_1 = \frac{\sum f_1x_1}{\sum f_1}$$

$$\bar{x}_1 = \frac{1998}{28}$$

$$\bar{x}_1 = 71.35$$

b. Standard Deviation

$$S_1^2 = \frac{n(\sum f_1x_1^2) - (\sum f_1x_1)^2}{n1(n1-1)}$$

$$S_1^2 = \frac{28(146151) - (1998)^2}{28(28-1)} = 11.51$$

Then, the researcher determined the expected frequency and observed frequency. The result can be seen in the table below.

X	z	Z_i	L_i	E_i	O_i
49.5	-1.89	0.4706	0.0544	1.52	3
55.5	-1.38	0.4162	0.1111	3.11	4
61.5	-0.86	0.3051	0.1758	4.92	4
67.5	-0.33	0.1293	0.0540	1.51	3
73.5	0.19	0.0753	0.1859	5.21	6
79.5	0.71	0.2612	0.1295	3.63	5
85.5	1.23	0.3907	0.0692	1.94	3
91.5	1.75	0.4599			

$$X^2_{ratio} = \sum_{i=0}^k \frac{(O_i - E_i)^2}{E_i}$$

$$X^2_{ratio} = \frac{(3-1.52)^2}{1.52} + \frac{(4-3.11)^2}{3.11} + \frac{(4-4.92)^2}{4.92} + \frac{(3-1.51)^2}{1.51} + \frac{(6-5.21)^2}{5.21} + \frac{(5-3.63)^2}{3.63} + \frac{(3-1.94)^2}{1.94}$$

$$X^2_{ratio} = 4.55$$

For the significant level 5% ($\alpha = 0.05$)

$$X^2_{table} = X2 (1-0.05)(k-3)$$

$$X^2_{table} = X2 (0.95)(3)$$

$$X^2_{table} = 7.81$$

After analyzing the data, the researcher found that the data have normal distribution because $X^2_{ratio} < X^2_{table} = 4.55 < 7.81$ (X^2_{ratio} was lower than X^2_{table}). X^2_{table} at significant level of 0.05 is 7.81 and X^2_{ratio} was 4.55. So that, the H_0 hypothesis was accepted. It means that the samples come from the population that has normal distribution.

Normality Test in Control Class

The score of Students in Control Class

No	Students' Code	Score	No	Students' Code	Score
1	DD	85	15	YMI	63
2	AB	81	16	AW	62
3	IEB	80	17	MHI	60
4	SKY	78	18	LSB	58
5	MI	76	19	RAR	57
6	ES	75	20	RRP	56

7	EP	72	21	LF	55
8	DS	72	22	ACD	55
9	SAL	71	23	DVE	53
10	NPDIS	70	24	MW	52
11	OR	68	25	VA	50
12	TMR	68	26	AM	48
13	DC	65	27	RMN	47
14	OCF	64	28	AN	47

The data above showed that the highest score was 85 and the lowest score was 47 from (n) =28 students.

$$\text{Span (R)} = 85 - 47 = 38$$

$$\text{Total number of interval class (K)} = 5.78 = 6$$

$$\text{Length of Interval class (P)} = 6.33 = 6$$

The result above is included into table of distribution frequency as follows:

Score	f_2	X_2	x_1^2	f_1x_2	$f_1x_1^2$
47-52	5	49.5	2450.25	247.5	12251.25
53-58	6	55.5	3080.25	333	18481.50
59-64	4	61.5	3782.25	246	15129
65-70	4	67.5	4556.25	270	18225
71-76	5	73.5	5402.25	367.5	27011.25
77-82	3	79.5	6320.25	238.5	18960.75
83-88	1	85.5	7310.25	85.5	7310.25
TOTAL	28	472.5	32901.75	1788	117369

The average score and standard deviation was analyzed by using the following formula:

a. Average Score

$$\bar{x}_2 = \frac{\sum f_2 x_2}{\sum f_2}$$

$$\bar{x}_2 = \frac{1788}{28}$$

$$\bar{x}_2 = 63.86$$

b. Standard Deviation

$$S_1^2 = \frac{n(\sum f_1 x_1^2) - (\sum f_1 x_1)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{28(117369) - (1788)^2}{28(28 - 1)} = 10.87$$

Then, the researcher determined the expected frequency and observed frequency. The result can be seen in the table below.

X	Z	Z _i	L _i	E _i	O _i
46.5	-1.60	0.4452	0.0944	2.64	5
52.5	-1.04	0.3508	0.1629	4.56	6
58.5	-0.49	0.879	0.1640	4.59	4
64.5	-0.06	0.0239	0.2052	5.75	4
70.5	0.61	0.2291	0.1479	4.14	5
76.5	1.16	0.3770	0.0794	2.22	3
82.5	1.71	0.4564	0.032	0.90	1
88.5	2.27	0.4884			

$$X^2 \text{ ratio} = \sum_{i=0}^k \frac{(O_i - E_i)^2}{E_i}$$

$$X^2 \text{ ratio} = \frac{(5-2.64)^2}{2.64} + \frac{(6-4.56)^2}{4.56} + \frac{(4-4.59)^2}{4.59} + \frac{(4-5.75)^2}{5.75} + \frac{(5-4.14)^2}{4.14} + \frac{(3-2.22)^2}{2.22} + \frac{(1-0.90)^2}{0.90}$$

$$X^2 \text{ ratio} = 3.63$$

For the significant level 5% ($\alpha = 0.05$)

$$X^2_{\text{table}} = X^2 (1-0.05)(k-3)$$

$$X^2_{\text{table}} = X^2 (0.95)(3)$$

$$X^2_{\text{table}} = 7.81$$

After analyzing the data, the researcher found that the data have normal distribution because $X^2_{\text{ratio}} < X^2_{\text{table}} = 3.63 < 7.81$ (X^2_{ratio} was lower than X^2_{table}). X^2_{table} at significant level of 0.05 is 7.81 and X^2_{ratio} was 3.63. So that,

the Ho hypothesis was accepted. It means that the samples come from the population that has normal distribution.

Homogeneity Test of Variance

After knowing the data has normal distribution, the researcher did the examiner homogeneity variance from both samples. The highest variant was the score of standard deviation from experimental class ($S_1^2 = 132.57$) with $n = 28$. Then, the lowest variant was the score of standard deviation from control class ($S_2^2 = 118.24$) with $n = 28$. Moreover, the result showed that F_{table} at significant level of 0.05 is 1.88 and F_{ratio} is 1.12. It means that the variance of the data in experimental and control class are homogeneous.

Hypothesis Test

In this research, the researcher used t-test formula:

$$T_{test} = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

From the calculation above, it obtained:

$$S_1^2 = 132.57$$

$$S_2^2 = 118.87$$

Then, the data was included, as follow:

$$\begin{aligned} S^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\ &= \frac{(28 - 1)132.57 + (29 - 1)118.87}{28 + 28 - 2} \\ &= \frac{6788.88}{54} \end{aligned}$$

$$S^2 = \sqrt{125.72}$$

$$S^2 = 11.21$$

Then, the result was included into t-test formula, as follow:

$$\begin{aligned} T_{test} &= \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{71.35 - 63.86}{11.21 \sqrt{\frac{1}{28} + \frac{1}{28}}} \end{aligned}$$

$$t\text{-test} = 2.39$$

The testing criterion:

H_0 is accepted for 5% if $t_{ratio} > t_{table} (1 - 1/2\alpha)(dk)$

$$t_{table} = (1 - 1/2 \alpha)(dk)$$

With $dk = 54$

$$\begin{aligned} t_{table} &= t(1/2 \ 0.05)(54) \\ &= 2.02 \end{aligned}$$

Based on the data analysis, it obtained $t_{ratio} = 2.39$ and $t_{table} = 2.02$. H_0 is accepted because t_{ratio} is higher than t_{table} , it means that there is any influence of students writing achievement by using KWL technique with significant level 5%. From the result showed that, the students who taught through KWL technique got higher score than those who taught through drilling technique. Moreover, for the hypothesis testing the test of hypothesis showed the influence of using KWL technique towards students' achievement in writing hortatory exposition text. Based on the analysis, it was found that $t_{ratio} = 2.39$ and t_{table} for $\alpha \ 0.05 = 2.02$. So, H_0 is accepted. It means that teaching writing hortatory exposition text has given the influence to students' writing achievement.

Moreover, according to the students' problem in writing such as arranging the words into good paragraph, the researcher tried to apply KWL technique as a brainstorming for the students to collect the information related to the topic. Moreover, the score of experimental class who were being taught by using KWL technique was higher than the students who were being taught by using drilling technique. It can be seen from the average score of experimental class was 71.35 and the average score of control class was 63.86. By using KWL technique, the students are easier to improve their knowledge before arranging the sentences into good paragraph because in this activity, the students were allowed to look the information from the teacher or their classmate.

This finding is supported by Herlina, YufriZal, Hasan in 2013 who found that there is improvement score of students writing test through applying KWL technique. Then, the other important thing to increase students' writing achievement is the role of teacher will be very influenced factor for the students to improve their writing skill. In other hand, the teacher is as the stick holder to control students activity while teaching and

learning process. The teacher needs to build up the atmosphere which make the students are more comfortable to express their knowledge and using the KWL technique is a good way to apply.

IV. Conclusion

After analyzing the data, it could be concluded that the students' writing achievement in experimental group was better than control group. On the other hand, there is an influence of KWL technique towards students' achievement in writing Hortatory Exposition Text. Moreover, the average score of students' writing achievement who taught by using KWL technique was higher than those who learned through drilling technique. It can be seen from the average score of experimental class was 71.35 and the average score of control class was 63.86. it means that there is different average score about 7.49 point. Then, the students in experimental group were more motivated to increase their knowledge in writing Hortatory Exposition Text and the students were more creative in express their idea through KWL technique. From the result, the researcher believe that, the students knowledge are able to improve by using the appropriate technique which is used by the teacher, and KWL technique is suggested to be chosen as a technique to solve students' learning problems which are related to improving the students' writing achievement.

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