THE EFFECT OF *KNOW, WANT, LEARN* (KWL) STRATEGY TOWARDS STUDENTS' MOTIVATION AND WRITING ACHIEVEMENT

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Abstract

The aim of study was to find out the effect of KWL strategy towards students' motivation and writing achievement, as well as its correlation between them.This study applied quantitatif method with experimental study type. The technique of collecting the data of the study was using Pre-test and Post-test: the test was return test and oral test. And the data analysis technique used median, mode and mean to find the coralation between students' motivation and writing skills. based on the explanation above, the researcher concluded that know, want to learn there was any effect towards students motivation and writing achievement. Based on the data analysis, the researcher found that the result of test using ANCOVA were accepted because the result of test by used application of SPSS 24 was F-test= 14. 972 higher than F-table = 4. 09 and sig. 0,000 lower than score of alpha 0,05. This meant that the null hypothesis (Ho) which said, "KWL strategy has no positive influenced towards students' motivation and writing achievement." was rejected, while the alternative hypothesis (Ha) which said, "KWL strategy has positive influenced towards student Motivation and Writing Achievement" was accepted.

Keyword: *Know Write Learn, Motivation And Writing*

INTRODUCTION

Among the four skills in language learning such as, listening, speaking, reading and writing. Writing is the most difficult skill to be mastered. According to Sara (2002: 19) writing is an important to view not solely as the product of an individual, but as social and culture act.

Hyland (2003: 4) notes that writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. In writing skill, there are five indicators that must be known by the students. Those were; content, organization, vocabulary, language use and mechanics. Apart from these, there are some other aspect such as motivation which is also important in writing.

Therefore, the students need to be given alternative strategy which provides the necessary stimulus and information required so that they could compose their paragraph easily. This solution seems to be fit by KWL (Know Want to Learn) strategy, KWL Technique provides the solution to the writing problems suggested by Heaton above in 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 especially at SMAN 1 Praya Timur.

By using this method, the researcher hopes that the students could improve their motivation in writing and the students were able to explore their idea in writing as the main purpose of this research was to find out find out the effect, of Know Want to Learn (KWL) towards students' motivation and writing achievement, and its correlation at SMAN 1 Praya Timur.

REVIEW OF LITERATURE

A. Writing

1. Definition of Writing

According to Ken Hyland (2003: 3) writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.

2. Procedure of Teaching Writing

Harmer (2001: 257) stated that in teaching the teacher can focus on product of that writing or on the writing process itself. If the teacher advocated the process approach to writing, there are some stages must be involved to the students: (1) pre-writing phases, (2) editing, (3) redrafting activities may occur at first of final stage and to put them in

the best order. 1) Check language use (grammar, vocabulary and linker). 2) Check function (and lay out). 3) Check spelling. 4) Check writing for unnecessary repetition or words or information. 5) Note down various ideas. 6) Selects the best idea for inclusion. 7) Write a lean copy of the corrected version. 8) Write out the rough the version.

B. Know Want to Learn (KWL)

1. Definition of Know Want to Learn (KWL)

There are some experts explain about the definition of KWL strategy. According to McKenna (2002:90), KWL is a strategy where students set their own purposes for reading nonfiction. Students more active in learning process especially in writing because they determine their own learning goal and write their learning goal on paper.

2. K-W-L Strategy

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading descriptive text and write it on the charts. To facilitate both the group process and to instil in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading and writing process.

3. Procedure of KWL (Know, Want, to Learn) Strategy for Teaching Writing

According to Crawford et al (2005:23) say step of KWL with some modification are: 1) Step 1, Begin by naming the topic, and asking students to think of what they already know about it. 2) Step 2, Create a K-W-L chart on the chalk board or on chart paper. 3) Step 3, Ask students to call out what they know about the topic. Write their ideas in the column marked KNOW. 4) Steps 4, now ask students to think of questions they have about the topic. They may begin by reviewing what they know, and finding areas where their knowledge is incomplete. Write their questions on the chart in the column marked WANT. 5) Step 5, the students should now read the descriptive text. They are reminded to look for answers to their questions, and for any new ideas they did not anticipate. 6) Step 6, the students report the things they learned from the text. First, they report answers they found to their questions, and then they report any other interesting or important ideas they discovered. The teacher records these on the chart in the column labelled LEARNED.

C. Motivation

1. Definition of Motivation

According to Cox and Klinger (2004: 4) Motivation is defined to influence: it is initiation, persistence, vigour,

direction. To be motivated means to be moved to do something.

2. Indicators of Motivation

According to Driscoll (1994:115) motivational design views motivation as a sequence: **A) Attention:** Gaining and maintaining attention follows many of the same principles as discussed in providing a stimulating learning environment and coursing curiosity. **B) Relevance**: Helping students find relevance while learning can be a daunting task for some subjects. **C) Confidence**: Confidence and self-afficacy are closely aligned. **D) Satisfaction**: Satisfaction can be enhancing in a learner by celebrating success. We fail to realize the impact of this on learners.

RESEARCH METHOD

A. Research Design

The study used quasi experimental with nonequivalent control group design. the researcher used experimental in analysis of covariance or ANCOVA while, according to (Miliken: 1943) analysis of covariance is to adjust the analysis for variables that could not be controlled by the experimenter. The design of this research used experimental group (used Know Want to Learn (KWL)) and control group (Point Illustration and Explanation (PIE)).

B. Population of The Study

The population of this research was the entire second grade in SMAN 1 Praya Timur. It consisted of two classes (XI IBB 1, XI IBB 2), where XI IBB 1 consisted of21 students, XI IBB 2 consisted of 21, with total number 42 students.

C. Research Instruments

1. Writing Test

In this study, the researcher gave writing test for the students before and after giving treatment. The test in the form at Paragraph Construction Tasks consisted of 5 items that it covered with indicator of writing consisted of; content, organization, vocabulary, syntax and usedmechanic.

2. Questionnaire

The researcher gave questionnaire dealing with Motivation was to know the responds of motivation in learning Writing. The researcher used close questionaire the Likert scale. For the questionnaire the researcher used Likert scale of motivation with forms 4-3-2-1 and the answer gave by the researcher. The total number of questionnaire that researcher gave consisted of 20 items covered with indicator of motivation.

D. Techniques of Data Collection

1. Pre-test

Pre-test was the first step in collecting the data. The researcher came to the class by giving the students a set of

tests for the control and experimental group before giving treatment to know the student's ability in writing. The test applied were same with the treatment, both groups were given the same test.

2. Post-test

The post-test was the last step of collecting data. This step able to conducted after giving the treatment to the both groups. The kinds of test which given to both of the groups were same. This test applied to find out the result of the student writing after treating them by using different treatment.

3. Questionnaire

Questionnaire after the treatment was a widely used and useful instrument for collecting survey information providing structure often numerical data, being able to be administered without the presence of the researcher and often being comparatively straight forward to analyse.

E. Techniques of the Data Analysis

1. Descriptive Statistics

a. Mean

$$\overline{X} = \frac{\sum X1}{N}$$

Where:

$\overline{X}_1$: Mean score

xi: Score of Pre-Test

N: Total Number of the sample

b. Mode

$$M_O = L + i\left(\frac{f1}{f1+f2}\right)$$

c. Median

$$Mo = L + i\left(\frac{\frac{n}{2}cfb}{f\,w}\right)$$

2. Standard Deviation

Standard deviation is defined as the square-root of the average of squares of deviations, when such deviations for the values of individual items in a series are obtained from the arithmetic average. To find out the value of standard deviation the researcher used the formula below:

$$SD_D = \sqrt{\frac{\sum D2}{N} - \underline{(\sum D)\,2}}$$

$$N$$

3. Inferential Statistics

A. Analysis of Covariant (ANCOVA)

According to Miliken (2002: 10) stated that analysis of covariance is a statistical procedure that enables one to incorporate information about concomitant variables into the analysis of a response variable. Sometimes this is done in an attempt to reduce experimental error. Other times it is done to better understand the phenomenon being studied.

ANCOVA is a general linier model which blends ANOVA and regression, ANCOVA evaluates whether the means of dependent variable were equal across levels of a categorical independent variable often called treatment, while statistically controlling for the effects of other continuous variables that are not of primary interest, known as covariates or nuisance variables.

a. Finding out the score of α

In this study used the value 0,05 whit the criterion the test was rejected if the score Ho sig < 0,05.

b. Testing of ANCOVA

The test of statistics used SPSS 24 statistics to get the result of the data.

To account the value of ANCOVA by using this formula:

ANCOVA

Where :

SScov : Sum of sequare cavariate

SS'$_B$: Sum of sequare between

SS'$_W$: Sum of sequare Within

SS'$_T$: Sum of sequare total

MScov: Mean sequare covariate

MS'$_B$: Mean sequare between

MS'$_W$: Mean sequare within

B. Testing Correlation

a. Steps of test correlations

   i. Determine the Hypothesis

     Hypothesis that researcher used

  ii. H_0: There is no correlation between students' motivation and writing achievement at SMA NEGERI 1 Praya Timur.

H$_i$: There is correlation between students' motivation and writing achievement at SMA NEGERI 1 Praya Timur.

iii. Statistics hypothesis

H$_o$: $\rho = 0$

H$_i$: $\rho \neq 0$

iv. Test of Statistics in correlations

The test of statistics that researcher used correlation product moment person and used applications SPSS 24.

FINDING AND DISCUSSION

A. Research Finding

1. The Score of Writing Skill

After conducting the whole process of the research, then the researcher found some findings. The finding is presented as follow:

Table of Computing Students' Score of Writing from Experimental Group (X)

Where:

Xa : Pre-test score of experimental groups

Xb : Post-test score of experimental groups

D : Deviation score of the mean of experimental group

D^2 : Square of deviation score of experimental group

Table of Computing Students' Score of Control Group (Y)

No	NAMA	PRE TEST (Y_1)	POST TEST (Y_2)	D=(Y_2-Y_1)	D=(Y_2-Y_1)^2
1	AP	40	76	36	1.296
2	AB	48	76	28	784
3	AR	48	76	28	784
4	AH	48	78	30	900
5	DW	48	80	32	1.024
6	DS	48	80	32	1.024
7	HF	40	76	36	1.296
8	HA	40	76	36	1.296
9	HAI	48	76	28	784
10	IM	50	80	30	900
11	JN	55	70	15	225
12	LA	48	65	17	289
13	RH	43	76	33	1.089
14	RQ	47	85	38	1.444
15	RA	48	70	22	484
16	SJ	48	76	28	784
17	SD	48	76	28	784
18	WS	50	78	28	784
19	YC	50	76	26	676
20	YM	40	76	36	1.296
21	ZI	60	85	25	625
Total		**995**	**1.607**	**612**	**17.468**

Where:

Ya   : Pre-test score of control group

Yb   : Post-test score of control group

D   : Deviation score of the mean of control group

D^2 : Square of deviation score of control group

Frequency Distribution of Experimental Group for Post-Test

Based on the table above the classification for the score of post-test score with the percentage of the score, there were10 students got score 76-80 with47, 61%%, there were4 students got score 81-85 with percentage 19,04%, there were 7 students got 85-89 with percentage 33, 33%, So the total of the student were21students and the total of percentage was 100%.

Based on the table above the classification for the score of post-test score with the percentage of the score, there was1 students got score 60-69 with4, 76%%, there were15 students got score 70-79 with percentage 71, 42%%, there were 5 students got 80-89 with percentage 23, 80%, So the total of the student were21students and the total of percentage was 100%.

According to the data explanation above, the researcher conclude that the students of experimental class was better than the students of control class. Since, the data percentage of experimental class was higher than the control class, in which the percentage of scores that students got in experimental class there was students got score up to 87while there was no students got scores up to 87 score in control class. So, it was indicated that know, want to learn strategy has significant influenced toward students speaking skill.

2. The Score of Motivation (Questionnaire)

Starting from tabulating the post-test experiment and post-testcontrol score of motivation, the data would be analysed by using the guidance score and then processed by measurement. The process of analysing data continued to calculate the mean and deviation of group.

Table of Computing Students' Score Experiment (X) and Control (Y)

No	NAMA	POSTTEST (X_2) EXPERIMENT	NAMA	POSTTEST (Y_2) CONTROL
1	AD	93	AP	62
2	BEN	80	AB	90
3	BTS	83	AR	61
4	BS	80	AH	80
5	DH	85	DW	80
6	EP	80	DS	51
7	FH	79	HF	76
8	HA	76	HA	75
9	JN	79	HAI	76
10	LAB	76	IM	80
11	LAA	77	JN	73
12	LRA	85	LA	77
13	LQ	77	RH	78
14	MIH	80	RQ	85
15	MIS	80	RA	74
16	NA	80	SJ	76
17	NH	89	SD	76
18	PN	80	WS	78
19	PSP	85	YC	76
20	RL	92	YM	68
21	RJ	90	ZI	81

In this table showed about the maximal of score in motivation took from the questionnaire for class experiment

after the researcher gave the treatment or the strategy about students team learning was 93 and the students got score of control after the researcher applying the treatment the maximum score the students got 90. The average score of post-test questionnaire for class experiment was 82,19 and post-test questionnaire for control was 74.90.

3. Inferential Statistics (Test of ANCOVA)

a. Result of Hypothesis Testing

Hypothesis

Ho: There is no effect of Know, Want to Learn towards Students' Motivation and Writing Achievement

Ha: There is effect of Know, Want to Learn towards Students' Motivation and Writing Achievement

The table above was showed the results of analysis of covariate sigLower than α (0.05). So the decision taken was to accept Ha, there was effect of Know, Want to Learn towards students' motivation.

The value of F- test = 14. 972 higher than F-table = 4. 09 and the value of sig. (0.000) from the analysis that compared the two groups was <0.05, it can concluded that KWL had effect on writing ability which was proved significant. Therefore, the researcher confident to confirm that KWL was a better strategy than PIE. Students taught using KWL has highest mean score in their post-test in writing.

b. Correlation between Students' Motivation and Writing Achievement

Computing the result of the data in this study, it was found that know, want to learn has any effect towards students' motivation and writing. It showed that the result of test using ANCOVA were accepted because the result of test by used application of SPSS 24 was F-test= 14. 972 higher than F-table = 4. 09 and sig. 0.000 lower than score of alpha 0,05. This meant that the null hypothesis (Ho) which said, "KWL strategy has no positive influenced towards students' motivation and writing achievement." was rejected, while the alternative hypothesis (Ha) which said, "KWL strategy has positive influenced towards students' motivation and writing achievement" was accepted, because the sig 0.000 lower than score alpa 0.05 mean that KWL strategy has positif influence students' motivation and writing achievement at SMA NEGERI 1 Praya Timur and the significant of correlation between students' motivation and writing achievement were significant because r-test = 0, 404 higher than r-table 0. 368 and sig. 0.008 lower than 0.05 mean that there were significant correlation between students' motivation and writing achievement at SMA NEGERI 1 Praya Timur.

The data showed that the used of know, want to learn in motivation and writing not only giving the effect of the

students' writing activities but also their comprehension. Based on the lesson plan, students learn not only learn for understanding but also involving other activities such us: reading, add vocabulary to the teacher and other students. In this matter, students gain understanding of motivation and writing, through supported activities that strength then their ability to acquire knowledge. Then, students also explore their motivation process for guessing or evaluating information through analysing words or sentence and discussing activities.

Based on the teaching and learning activities that has done by the researcher, it could be stated that students enjoy used of know, want to learn allow students work and think with their mind and independently which made the students open minded to figure out what were in their mind and express it to the paper.

Based on the result above, the researcher concluded that know, want to learn has any effect towards students' motivation and writing. Therefore, alternative hypothesis was accepted and null hypothesis was rejected.

CONCLUSION AND SUGGESTION

A. Conclusion

Finally, based on the explanation above, the researcher concluded that know, want to learn there was any effect towards students motivation and writing achievement. Based

on the data analysis above, the researcher concluded that the result of test using ANCOVA were accepted because the result of test by used application of SPSS 24 was F-test= 14. 972 higher than F-table = 4. 09 and sig. 0,000 lower than score of alpha 0,05. This meant that the null hypothesis (Ho) which said, "KWL strategy has no positive influenced towards students' motivation and writing achievement." was rejected, while the alternative hypothesis (Ha) which said, "KWL strategy has positive influenced towards student Motivation and Writing Achievement" was accepted.

B. Suggestion

It is suggested for the teachers and students that they should make the students more creative and more active in learning English and the teacher can create a fun condition in the class room by using an appropriate strategy. One of appropriate teaching writing strategy able to use is Know, Want to Learn (KWL).

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