

TEACHING WRITING EXPLANATION TEXT THROUGH COMBINING
BRAINSTORMING AND KNOW-WANT-LEARN (KWL) CHART STRATEGIES
TO THE ELEVENTH GRADE OF VOCATIONAL INDO HEALTH SCHOOL
PALEMBANG

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ABSTRACT

The objective of this study was to find out whether or not there is any significant difference on Students' Achievement in Writing Explanation Text to the Eleventh Grade of Vocational Indo Health School Palembang who are taught through Combining Brainstorming and Know-Want-Learn (KWL) Chart strategies and those who are not. This study used quasi-experimental method with non-equivalen control group design. The population of this study was all of the eleventh grade of Vocational Indo Health School Palembang. The sample was 20 students , 10 students in experimental group from XI Nurshing class and 10 students in control group from XI Medical Laboratory class. In the collecting data, a written test of explanation text was used, and to answer the problem of this thesis the data were analyzed by using Independent sample test in SPSS 23 Computer program. The result of this study showed that in the experimental group, mean was 70.90. Meanwhile, in the control group, and the mean was 66.70. On the other hand, the result of t-obtained was 2.412. Meanwhile, its critical value at 0.05 significant level for two tailed with 18(df) was 2.100. Since the t-obtained was higher than t-table, Ho was rejected and Ha was accepted. As a final result, the combination Brainstorming and Know-Want Learn (KWL) Chart Strategies made a significant difference on students' achievement in writing explanation text to the eleventh grade of Vocational Indo Health School Palembang who were taught through combining brainstorming and know-want-learn (kwl) chart strategies and those who were not.

Keywords: *Teaching, Writing, Explanation Text, Combination of Brainstorming and Know-Want-Learn(KWL) Chart strategies.*

INTRODUCTION

Writing is a process of expressing ideas or thoughts in words (Leo, et.al, 2007, p.1). In expressing ideas or thoughts in words on writing process for some students are not easy especially on writing in English. For most of students who do not have share common language, writing in English might be one of a big problem because there are many

aspects should be realized by the students such as contents, organization, language use, vocabulary, and mechanic. In addition, coherence, cohesion, topic sentence, supporting sentence and concluding sentence as the important components in writing.

The main point should be understood by the students in

writing is how the writer conveys their ideas or messages to the reader correctly and clearly. The difficulty not only in generating and organizing ideas but also in translating the ideas into readable text (Richard & Renandya, 2002, p.313). It means, all the difficulties based on the aspects and components of writing mastery.

In learning English writing, teacher taught the students in writing which was aimed to evaluate how far the students know how to arrange the words become a good sentences. Ardiansyah et al (2020) after the students knew how to make good sentences, Jaya (2017) the teacher taught them how to make a good paragraph afterward make a good text. However, Jaya (2017) in the writing process some students faced some problems in starting writing what the teacher instructed. In case, they felt lack of mastering the aspects of writing (contents, organization, language use, vocabulary, and mechanic) and component of writing (coherence, cohesion, topic sentence, supporting sentence and concluding sentence). Because of those problem, some students feel difficult how to start the writing and caused the students' writing has a low quality. Beside that, sometimes some students need framework to make them easily to make a good writing.

A good writing could be produced by the students if they understand how to do first such as think about the content they wanted to choose, how to determine the main topic and prepare the supporting sentence for supporting the main topic to

make the students writing develop. Beside that, if the students already known how to construct the sentence they can use writing skill to support their next carrier. For example: they could make a good curriculum vitae and application letter that useful for them in the future and so on.

Futhermore, there are some reasons the writer decided that the vocational Indo Health School Palembang chosen as the object of study. Based on the writer experienced as long as five months taught the students when they are in tenth grade, some students have problems in writing English such as they lacked of vocabularies, they did not master in using tenses, they confused to arrange the sentences, thought about the content and organization in writing.

Based on the problems above, the appropriate method and strategy was needed to solve the students' problems. The writer used the combination of Brainstorming and Know-Want-Learn (K-W-L) Chart strategies. Brainstorming is a strategy used to generate a number ideas to help solve a particular problem (Naser and Al-Mutairi, 2015, p. 136). Brainstorming was needed to develop students critical thinking. In this term, brainstorming strategy focused on increasing students prior knowledge about something they have learnt by using listing per each point of what they gained on the past. Meanwhile, Know-Want-Learn (K-W-L) Chart strategy is a three part strategy introduced by Donna Ogle (1986) to activate students knowledge and encourage active thinking to develop and strenghten writing (Clark, 2007, p.65). It means, Know-Want-Learn (K-W-L) Chart

strategy as the framework to guide the students in writing process to make a good writing. The combination of Brainstorming and Know-Want-Learn (K-W-L) Chart strategies are expected to help the students' problem.

Based on the explanation above, the writer interested to conduct the study with title **"Teaching Writing Explanation Text Through Combining Brainstorming and Know-Want-Learn (KWL) Chart Strategies to The Eleventh Grade of Vocational Indo Health School Palembang"**.

LITERATURE REVIEW

Concept of Teaching

Teaching is the process of delivering the knowledge to others. There are many definitions of teaching according to experts. Teaching is the term used more in formal educational setting, namely in elementary school, secondary schools, colleges, and graduate school (Gage, 2009, p.3). Meanwhile, Sequiera (2017, p.4) stated that teaching is a set of events, outside the learners which are designed to support internal process of learning. In addition, Brown (2007, p.7-8) stated that teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore, Brown stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (2007, p.19).

From the explanations above, the writer concluded that teaching is an activity to transfer the knowledge to others. This activity used more in formal educational

setting which are designed to support internal process of learning as showing or helping someone to learn how to do something, guiding and facilitating students in learning process, enabling the learner to learn, and setting the conditions for learning.

Concept of Writing

Writing is the important aspect in learning the foreign language (Harmer, 2004, p.86). Meanwhile, according to Bryne (1998, p.1) stated that writing is the act of forming the graphic symbol, making mark on flat surface of some kind. Therefore, writing can see students how the way increase their skill within imagination and change intelligence so that they usual to do writing activities. In addition, Mutmainah stated that writing is an activity to share or explore the writer's idea and thought that have in their brain and they can describe it in written form (2016, p.7). Beside that, Richard and Renandya (2002, p. 316) stated that writing process conducts on three ways first is planning, in this stage encourages students to write, second is drafting, in this stage focuses on the fluency of writing and is not pre occupied with gramatical accuracy, and the third is revising, in this stage encourage students to revise.

From the statements above, the writer concluded that writing is the important aspect in learning the foreign language which can see how the way students increase their skill within imagination and change intelligence so that they usual to do writing activities an activity to share or explore the writer's idea and thought that have in their brain and they can describe it in written form, beside that there are three stages in

writing process they are planning, drafting, and revising. Those stages are important for implementing on writing process in the classroom.

Concept of Explanation Text

According to Barwick (1998, p. 62), explanation text is a text which tells how and why something in the world happens. In addition, he stated that there are two types of explanation text. The first type explains an occurrence or how something works (Mechanical), The second type explains why things happen (natural phenomenon).

Futhermore, to make an explanation text, Barwick (1998, P.62-63), explains the generic structure of Explanation Text they are as follow:

1. Title
Title aims to lead the reader/writer and answer the questions by explanation
2. General Statement
introducing or identifying the phenomenon.
General statements meanintroduce or identify the scientific or technical phenomenon.
3. Series of sequanced statements
Series of sequanced statements explain why or how something happens.
4. Concluding statement
Concluding statement aims to tie up the whole of statement.

Moreover, similar with Barwick, Wood & Stubbs (2000, p. 80-84) stated that explanation text exist to help people understand how or why something happens. Then, explanation text divided into two kinds they are causal and sequential

explanation. Causal explanation explains the natural happening, events or phenomena in our world. Meanwhile, sequential explanation explains the order which things occur in a process or the order in which events happen (chronological order).

In addition, Based on the book "*1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris untuk SMA/MA/MAK*"(2013, p.40), in using Explanation text, there is one of important thing should be relized by the students that is language features. Here, the language features are as follows:

1. General and Abstract noun, for example: Earthquake, chopping, speech, and so on.
2. Action verbs
3. Simple present tense
4. Passive voice

Briefly, explanation text is a text which is tells how and why something works and happens. Explanation text divided into two kinds they are causal and sequential explanation. The generic structure are title, general statement for introducing or identifying the phenomenon, series of sequanced statements, and concluding statement. Then, general and abstract noun, action verbs, simple present tense, and passive voice are involve in language features of this text.

Concept of Brainstorming Strategy

There are many definitions of brainstorming strategy. Brainstorming is a wide-ranging, far-reaching activity, seeking to generates ideas (Rawilinson, 2017, p.35). Meanwhie, according to Bright

(2007, p. 48), brainstorming is the one of the best strategy in writing process, this strategy also involving drawing circles and filling in describing ideas or making lists with interconnecting lines. In addition, brainstorming is a useful initial classroom strategy for quickly, facilitating creative thinking and group participation (Jensen and Elisabeth, 2013, p. 45).

Futhermore, in setting Brainstorming process, should be followed the procedures. The basic procedure of brainstorming according to Osborn cite in Wilson (2013, p.2) involve:

1. Select the participants in a group of class
2. Pose a clear problem, question, or topic to the group.
3. Ask the group to generate solution or ideas with no criticism or attempts to limit the type of and number of ideas.
4. Winnow all of the ideas into ones that are judged as most applicable to a problem.

In fact, when we were applied a strategy toward the subject, it have strenghts and weakneses inside. Here, presents the strenghts of using brainstorming strategy then followed by the weakneses. The strenghts are, the brainstorming strategy provides ideas that may not surface any other way, provides many ideas quickly, requires few materials resources, it's democratic way of generating ideas. Meanwhile, the weakneses of this strategy are have a long time to match ideas that come up, need more time to do, can be chaohatic and intimidating to the quiet or shy person, and can reduce individual recognition for good ideas (Wilson, 2013, p.2-6). Based on the

explanation some statements from the experts above the writer concluded that Brainstorming is the one of best strategy in writing process by seeking to generate the ideas and facilitating creative thinking of the students in learning process in the classroom, beside that there are some strenghts and weaknesses when conduct this strategy in the clasroom.

Concept of Know-Want-Learn (K-W-L) Chart Strategy

In writing process, there are many strategies used by the teacher to help the students have a good handwriting. One of the best strategy is using Know-Want-Learn (K-W-L) Chart Strategy. Know-Want-Learn (K-W-L) Chart Strategy is popularized by Ogle (1986). In the book of *Reading Comprehension: Strategies for Independent Learners Second Edition*, stated that to help the students develop ways to engage actively, they should be think about the content. This strategy have been developed independently, but they work well when used in consort. It means, this strategy can use for individual or in group. Actually, this strategy made for reading skill, but this strategy also can apply on writing skill. It supported by Ogle statement (1987, p.117), in the learning process by using Know-Want-Learn (K-W-L) Chart, students are asked to do more re-organizing of what they have learnt by making a semantic map or graphic organizer of the key information.

Morover, Clark (2014, p.65) defined that the KWL Chart is a three-part strategy to activate student knowledge and encourage active thinking in science and to develop and strengthen writing. A

KWL Chart divided into three columns, this will present below:

1. **K** for (What I know)
2. **W** for (What I want to know)
3. **L** for (What I Learned)

Beside that, Clark also give the same statement with Ogle that this strategy can apply in writing skill too, it supported by Clark statement, this interactive study approach also shows how reading, writing, study, and observation futher develop their knowledge of particular subject.

In addition, KWL Chart is used prior knowledge to a science lesson to engage students in writing about what they already know about the topic. In writing process, Clark (2014, p.65) informs some stages when implements this strategy. The stages of writing process are as follow:

1. Distribute the KWL chart activity sheet.
2. Determine the topic.
3. Ask the students to list in the K column all the information that they know (it is may not be correct) about the topic before read, research, and observe.
4. Encourage the students to think of interesting pertient question.
5. Ask the students to review their charts.
6. Guide the students by having them look at the K column to see the information they listed as prior knowledge was correct.
7. Guide the sudents to look at the W column to see all the questions, if the students may need to find an alternate source to answer the

question, write in the L column for what they learnt.

Briefly, Know-Want-Learn (K-W-L) Chart Strategy is popularized by Ogle (1986). It aimed to help the students develop ways to engage actively, they should be think about the content. This strategy can use for individual or in group, in fact, this strategy made for reading skill, but this strategy also can apply on writing skill.

Procedure of Brainstorming and Know-Want-Learn (KWL) Chart strategies

The basic procedure of brainstorming according to Osborn cite in Wilson (2013, p.2) involved:

1. Selecting the participants in a group of class
2. Posing a clear problem, question, or topic to the group.
3. Asking the group to generate solution or ideas with no criticism or attempts to limit the type of and number of ideas.
4. Winnowing all of the ideas into ones that are judged as most applicable to a problem.

The procedures of KWL Chart strategy according to Clark (2014, p.65) are as follow:

1. Distributing the KWL chart activity sheet.
2. Determining the topic.
3. Asking the students to list in the K column all the information that they know (and it is may not be correct) about the topic before read, research, and observe.

4. Encouraging the students to think of interesting pertinent question.
5. Asking the students to review their charts.
6. Guiding the students by having them look at the K column to see the information they listed as prior knowledge was correct.
7. Guiding the students to look at the W column to see all the questions, if the students may need to find an alternate source to answer the question, write in the L column for what they learn.

RESEARCH METHOD

In this study, the researcher determined the independent variable for this study is *Brainstorming and KWL Chart Strategies*, and the dependent variable for this study is students' writing achievement in writing explanation text. Beside that, the researcher selected two classes in this study. One class as an experimental group and another one as the control group. Experimental group given the treatment and control group taught by using conventional method. Quasi-experimental design method chosen as the appropriate method for this study. Quasi-experimental design known as the non-equivalent control group design and similar with pre-test and post-test design but on the non-equivalent control group design, the experimental group and control group are not selected randomly (Sugiyono, 2015, p. 116). In this study, the experimental group as the group A and the control group as the group B are selected by the writer based on certain consideration. Both of group got a pre and post test, then only the

experimental group received the treatment.

Purposive sampling used as a technique for taking the sample. XI *Nursing* class chosen as the experimental group (A) and XI *Medical laboratory* class as the control group (B). The total number of the students is 20 students. The test given twice during the study. Furthermore, for the conventional (control group) test spreaded twice which is conducted on pre and post of the study without give the treatment meanwhile, for the experimental group test spreaded twice in pre and post but, in the middle of pre and post the writer gave the treatment for the group. In the treatment of learning process, the writer used combination of Brainstorming and KWL Chart strategies to train the students for making writing text especially the explanation text by using the previous procedures explained. As a result, post-test given to measure on student's ability in writing Explanation text through combining Brainstorming and KWL Chart strategies to the eleventh grade students of Vocational Indo Health School Palembang. The result of those test compared each other.

In the technique for collecting data, the validity of the test material checked through the content validity (Content-related evidence of validity) by checking the material of the test on the Curriculum 2013 for Vocational High School. Meanwhile the researcher used Interater reliability to test the reliability of the study. Hatch and Lazarson (1991, p.533) stated that, interater reliability is the test of reliability where two or more judges are asked to rate the composition in writing. The purpose

of using two raters for this test is to avoid the subjectively in giving the students' score. In this study, the first rater is the English teacher of Vocational Indo Health School Palembang and the second rater is the researcher.

In the process of analyzing data on this study, the researcher used independent sample t-test and IBM SPSS statistic 23 program used for the calculation. In the independent test, the test aimed to find out whether or not significant different scores obtained by the students who are taught by using combining brainstorming and know-want-learn (kwl) chart strategies and who are not for students of Vocational Indo Health School Palembang.

The result of the tests that used SPSS 23 computer program was found that the use of Brainstorming and Know-Want-Learn (KWL) Chart strategies could help the students' problem in writing better than using conventional method. Based on the result of the tests, the students who were taught through Brainstorming and Know-Want-Learn (KWL) Chart strategies got higher scores than those who were not. In the experimental group, the highest posttest score was 81 and lowest posttest score was 65, and the mean was 70.90. Meanwhile, in the control group, the highest score was 73 and the lowest score was 61, and the mean was 66.70. On the other hand, the result of t-obtained was 2.412. Meanwhile, its critical value at 0.05 significant level for two tailed with 18(df) was 2.100. Since the t-obtained was higher than t-table, H_0 was rejected and H_a was accepted.

Based on the treatment process, the students in the experimental

group could improve their ability in writing through the strategies. They could solve their problem such as increased their vocabularies, used some tenses, they could more comprehension in arranging the sentences, thought about the content and regard to how to organize various sentences into a good paragraphs by paying attention in grammar, punctuation, conjunction and so on.

On the other hand, the result test in the control group was not better than the experimental group. Based on the result, there is no improvement in students' writing they still lost of understanding how to write the paragraph and make a good text. They did not write the text based on the generic structure that already taught by their teacher.

As a final result, the strategy of combination Brainstorming and Know-Want Learn (KWL) Strategies made a significant difference on students' achievement in writing explanation text to the eleventh grade of vocational indo health school Palembang who were taught through combining brainstorming and know-want-learn (kwl) chart strategies and who were not.

CONCLUSION

Based on the result of the research, the result of pretest and posttest in both of experimental and control groups showed that there was significant difference on pretest and posttest scores between two groups. The students who are taught through combining brainstorming and know-want-learn (kwl) chart strategies got better scores than those who were not. It could be proved from the fact that the students' posttest mean score in the

experimental group was higher than the students' posttest mean score in the control group. It was indicated that teaching writing explanation text through combining brainstorming and know-want-learn (kwl) chart strategies could improved the students' ability in writing.

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