

CHAPTER II

LITERATURE REVIEW

A. Writing Skill

As humans, we are social beings who need to communicate and this communication has experienced some improvements in language, so we are required to continue to advance in the development of community communication. To learn communication, we need to learn to improve 4 basic skills. English basic skill are basic skills that must be used and develop in communication.

These 4 basic skills are important in mastering English, because these 4 basic skills are important inactivities that we often use every day and every time. We communicate every day using these 4 basic skill, so these 4 skills must be improved that we can communicate better according to the times.

These 4 basic skills are speaking, writing, listening and reading. Each of these basics has its own meaning and use. Writing is a fun activity that can provide students with certain benefits. While writing has its challenges, it is nevertheless an important, integral, and pleasurable part of learning a foreign language (virdyana, 2016). Writing is an activity that writes alphabetically into a sentence and becomes a piece of writing that can be read by the reader. From writing, we can save some documentation and not worry about losing or forgetting the document. Writing can also help someone communicate through writing, such as letters, magazines, books and others. In understanding writing skills, reading skills are also needed which are useful for conveying information from a words.

B. Report text

Report text is one of the genres of text. The text is developing or enrich their imagination about the particular subject described, they learn to be a reporter continuing with the writing process, and they learn to create the report text in an organized and correct manner. Students also learn how to write report texts and how to visualize or illustrate. (Ari Prasetyaningrum, 2022). Students illustrate what they hear, see or feel around them or are depicted in their imaginations. For example, students illustrate objects in their class. Students observe carefully about the objects they observe, then students explain the objects they understand and develop them into writing report text. The researcher started his research by teaching and explaining the report text material in the first meeting, then at the second meeting, students were given a test on how well they understood the report text and students explained the report text they wrote. At the last meeting, students evaluated the two previous meetings about what material they did not understand.

C. KWL Method

The KWL Learning technique emphasizes analytical reading in order to encourage learners to develop critical thinking abilities such as knowing what to think and how to think. Students will be taught how to think, plan, establish a goal, assess their thinking abilities, and manage their own data system for future research (Rungrawee Siribunnam, 2009).

KWL is divided into four stages, there are:

1. The first of the KWL is the K phase (What you Know), which is used to

prepare for reading. The teacher may ask students to review their own knowledge and then have them brainstorm what they know. After brainstorming, the students record their thoughts in a mind map or web diagram that includes a key idea or a minor one.

2. After the teacher's inspiration during the K phase, the W phase (What you want to know) is used to define reading goals. The teacher will guide students in setting their own goals by stimulating them with questions.
3. L phase (What you have learn), students are instructed to respond to the questions by writing in an empty piece of paper. Students can also include any knowledge they learned from their reading. Students must update their diagram in the K phase between the conclusion and presentation phases. To make the diagram complete, they can add more information or remove something important.

A significant activity, such as a debate on the ramifications of the topic that students have learned, can also be included by the teacher. (Rungrawee Siribunnam, 2009).

The purpose of the KWL technique is to help students think about new information received. This method can also grow and strengthen students' ability to develop various questions on various topics. Another goal of the KWL (Know-What-Learn) strategy when teaching is to be able to attract students so that they are motivated to read and learn because it is easy, cheap, and not difficult to use, not abstract, and able to arouse students' interest in writing.

This is table of KWL Method:

K (Know)	W (What)	L (Learn)
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What you know	What you want to know	What you have learn

D. Previous Study

In this study, there are two previous study related to the writer's research. Firstly, the title is Improving The Students' Speaking Skill Through Know-Want-Learn (Kwl) Strategy (A Classroom Action Research At The Eight Grade Of Mts. Muhammadiyah Pammase) by Besse Masnawati (2015). The researcher using CAR (Classroom Action Research). The participant of the research is 20 student of the eight grade students' of Mts Muhammadiyah Pamase in 2014/2015. The aim of the research is Improving the Students' Speaking Skill Through Know-Want-Learn (Kwl) Strategy. The research runs in two cycle to get increasing results.

The next research is Improving The Students' Reading Comprehension Through Know-Want-Learn Technique At The Eleventh Grade Of SMA Negeri 1 Sanden In The Academic Year Of 2012/2013 by Eko Yuniarti. The researcher using CAR (Classroom Action Research). The aim of the study is to show how students' reading comprehension is improving with KWL (Know-What-Learn) method. The participant is the students of XI IPS 3 class of SMA

Negeri 1 Sanden. The XI IPS 3 class consisted of 32 students. The research runs in two cycle to get increasing results.