

# USING THE WWH (WHAT-WHY-HOW) STRATEGY IN TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT TO SENIOR HIGH SCHOOL STUDENTS

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## Abstrak

Paper ini bertujuan untuk meningkatkan keterampilan siswa kelas XI pada Sekolah Menengah Atas dalam menulis teks yang berbentuk analytical exposition dengan menggunakan strategi *WWH* (*What-Why-How*). Dalam mengimplementasikan strategi *WWH*, guru menggunakan sebuah tabel yang terdiri dari tiga kolom untuk mempermudah siswa dalam mengembangkan teks *analytical exposition*. Penggunaan strategi ini terbagi dalam beberapa tahap. Pertama siswa diminta untuk membuat sebuah tabel yang terdiri dari tiga kolom. Kolom pertama dinamakan *What*, kolom kedua dinamakan *Why* dan kolom terakhir dinamakan *How*. Selanjutnya, guru menjelaskan maksud dan memberikan contoh dari setiap kolom, agar siswa mengerti apa yang akan dikerjakan pada setiap kolom tersebut. Penerapan strategi *WWH* memiliki tiga keunggulan utama. Pertama, strategi *WWH* membantu siswa mengembangkan ide-ide siswa menjadi sebuah teks *analytical exposition*. Kedua, strategi *WWH* juga membantu siswa membuat teks *analytical exposition* tersusun dengan baik. Disamping itu, dengan menggunakan strategi *WWH* dapat membantu guru dalam mempermudah pengajaran menulis teks analytical exposition. Oleh karena itu, strategi *WWH* sangat sesuai diterapkan dalam pengajaran menulis teks analytical exposition di SMA.

Kata Kunci: *Strategi WWH (What-Why-How), teks analytical exposition, kemampuan menulis.*

## A. INTRODUCTION

English is put as a primary subject that is learned by the students in many schools. It is also put as a foreign language for Indonesian language learners. As foreign language learners, facing many differences is something that the students may face later on. In studying this language, the students will get to know about four skills that are integrated in this language. The skills are listening, speaking, reading and writing. All of those skills are important to be learned and bring their own difficulties. Considering the benefits of being able to speak English, teaching English to the kindergarten's students is a kind of way that is purposed to make students get used with English.

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Writing is one of the skills that must be learned successfully by the students. Based on Curriculum 2013, there are two kinds of text that need to be learned by the students. They are monolog text and functional text. Monolog text is a text where the purpose is about presenting the information or entertaining the readers. For example, narrative text, descriptive text, report text and analytical exposition text. The functional text is a text that is usually used for daily information. The functional texts can be announcements, advertisements, greeting cards, and notices. Those functional texts above are used in human daily live.

All of those kinds of text need to be learned by the students. Different genre of texts will take different functions and rules that may give difficulties to the students. For example, the function of narrative text is totally entertaining the readers. In the contrary, the function of descriptive text is to describe something to the reader. The description text can be about things, people or it can be about places. In addition, the rules are also different. As the students are writing a narrative, then they will need to use past tense to show that the story has already done. However, when the students are writing a descriptive text, they will need to use present tense to show that the description is exist right now. Those examples are purposed to show that different kinds of text will have different function and rules.

In studying English, there are some factors that are assumed why many students get failure in English, moreover writing. They are lack of motivation, understanding the English itself, the models of teacher teaching. There are some aspects that can be evaluated in writing. They are grammar, vocabulary, punctuation, and spelling. These aspects have influence to assessment student's writing. However, it is not easy to have a good skill in writing as there are some difficulties to master it.

Among of those reasons, rising students' motivation also belong to the teacher's duty. Making interesting materials, giving appreciation and using variety of strategy in teaching different kinds of texts can help them to master English. By focusing on those points, it is hoped that the student are motivated to learn so that they will understand the lesson as they are supposed to get.

There are several definitions of writing. According to Boardman (2002: 46) says that writing is a continuous process of thinking and organizing, re-thinking, and re-organizing. The meaning is no body can make writing perfect at the first made. When someone tries to write, she needs to think and organize her writing in order to make sure her writing is well organized. As soon as the writer looks back to hers, then there will be some changes that will be done later on. It is always possible for the writer to rethinking and reorganization until the writer feel satisfied enough before hand in to the teachers.

Then, Nunan (2003:88) 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. So writing is not just put words together, but the students need to think how to organize their words into statements or paragraph. Tarigan (1985:5) writing is a productive skill for writing an indirect communication and the nature of the character is very different from that expressed by that speaking directly. Writing is considered a productive skill

because the writers need to create their ideas into written form. It tends to be the most difficult because this is where the writer need to force themselves to create a new writing that is different from others. Therefore, the character of the writer is may be different from that expressed by that speaking directly.

Another definition of writing is also proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and writing. This preparation can make it possible for words that have been used receptively to come into productive use. Harmer (2004: 3) says that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. It is meant that writing is an important form of communication that is also used by the students. As they are students, they are facing and will face many kinds of tasks in order to complete their education successfully. Many examinations are taken in written form. Many tests are also done by writing. Furthermore, being able to write is not only useful for the students, it is also important for an ordinary citizen to be able to have a good writing. For an ordinary citizen, writing can be a way for looking a job. If they are not invited for an interview, then their acceptance of job will depend on the impression of the letters that they made.

Based on the problems, teachers have to find good solution and make the students interested in writing class. One of the strategies that can help students in writing an analytical exposition is by using the WWH (What-Why-How) Strategy. This strategy can help student to done their writing an analytical exposition by having a strong arguments that make sense. based on the explanation above, the writer is interested in discussing about using the WWH (What-Why-How) strategy in teaching writing an analytical exposition text to senior high school students.

## **B. DISCUSSION**

Before using the WWH (What-Why-How) strategy in teaching writing an analytical exposition text to senior high school students, the teacher has to come with good preparation. Good preparation here is preparing everything that she may need while teaching in the classroom. Preparation is very important for the teacher. It is important because it guides the teacher to gain the good result of the learning process. There are some several things that should be prepared by the teachers before coming to the classroom, such as: the lesson plan, materials, and media.

Here is a procedure of using the WWH (What-Why-How) strategy in teaching writing an analytical exposition text to senior high school students. The first step is about What (What do you think?) column. The second step is about Why column and the last step that is used by the teacher is about How column.

The first step that the teacher does in using this strategy is explaining about the strategy. In using this strategy, the students are asked to draw a table with three columns. This strategy consists of three columns. The first column is called as what. What is same as main idea or thesis statement that will lead the students to come to the next columns. In the implementation of this strategy, what

column is filled by the teacher. The second column is called as why. This is where the students need to say something about the statement that has been given to them. The third column is called ad how. This is where the students have to find the evidence to make the writer's arguments become strong. After explaining the columns to the students, then the teacher will presents the lesson through the video. After watching the video, the teacher will write something in the what column. The teacher writes "as a pet, dog is better than others."

This step is where the students will work and fill the why column. This step is where the students have to get an opinion regarding to the statement given. As what they have seen the video, they need to fill the second column why they think it is so. If the students got an opinion about something, then they also should have got a reason for it. If somehow they do not found the reason of their opinions, maybe it is not really what they think. So here why column is about finding the reason why the statement is written in what column. The why column that is filled by students can be seen as follow:

For What column, the teacher writes: As a pet, dog is better than others.

For the Why column, several students may write:

Student A: We can train them to do many things.

Student B: Dog is impossible to train.

Student C: Dog can do many useful things than others do.

Student D: Dog brings much benefit than others.

The reasons above can be answers from the students. Every student will have different word in showing their own reason. It is okay as long as their reason is suit to the statement given.

After students filling and found the reason for the why column, then they will come to the third step. This step is about how the students give the evidence through the reason that have been written in why column. It is a must to have strong and evidence in doing writing analytical exposition text. People may not understand our opinion at all, especially if it is quite different from their own. However, knowing reasons and finding evidence might help a little. The example is shown as follow:

For the how column, the students may write:

Student A: My dog can sit and fetch a ball or a stick.

Student B: I trained my dog to catch a Frisbee in the air when I throw it. He did it very well. I just trained him for twice.

Student C: My dog always helps me bringing the letter to me.



Student D: My dog can protect my house from the rubber.

Here is the full version by using the table WWH (What-Why-How) strategy.

What (What do you think?)	Why (Why do you think it?)	How (How do you know?)
As a pet, dog is better than others. (given by the teacher)	We can train them to do many things.	My dog can sit and fetch a ball or a stick.
	Dog is possible to train	I trained my dog to catch a Frisbee in the air when I throw it, and he did it well. I just trained him for twice.
	Dog can do many useful things than others do.	My dog always helps me bring the letter to me.
	Dog brings much benefit than others	Except being a pet, he also can protect my house from the rubber.

### C. CONCLUSIONS AND SUGGESTIONS

Some new strategy always needed in teaching, moreover writing. It is suggested for every teacher to be aware of the upcoming strategies. Strategies help teacher and students in mastering the lesson so that it is important to apply some new strategies. One of the many strategies that can be used by the teacher is the using the WWH (What-Why-How) strategy which helps students in leaning an analytical exposition text.

This strategy is really useful for students because students are guided to come to the points so that their analytical exposition has a strong and sense arguments. This strategy is appropriate for teaching writing analytical exposition text especially in developing and organizing the ideas. Once the students get an opinion of something, then the best way to convince others is by showing why and how it is so.

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