

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

PAPER

**Submitted as Partial Fulfillment of the Requirements
for Strata One (S1) Degree**



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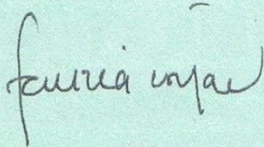
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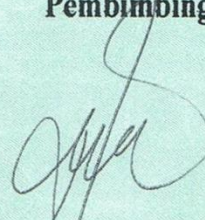
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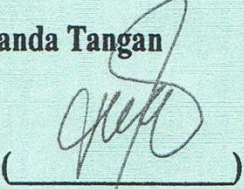
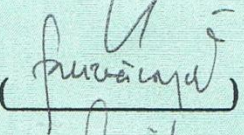
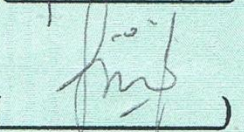
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ABSTRAK

Rumanda, Rani. 2014. "Using the WWH (What-Why-How) Strategy in Teaching Writing an Analytical Exposition Text to Senior High School Students." Paper. English Department, Faculty of Languages and Arts, State University of Padang.

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.*

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CHAPTER I

INTRODUCTION

1.1 Background of the Problems

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.

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. The first is the lack of students' motivation. Motivation is the most important factor for everyone to do all things in this life. Especially for students, motivation is all what they need the most. Many students are just lack of motivation to learn moreover in writing. The reason may from the lack of vocabulary. Furthermore, they are too lazy to get known the word means. Many students do not feel any curiosity to find out what the word means. As the impact of the lack of motivation, they will not understand English as they are supposed to get.

The second factor is in understanding the English itself. Many rules that the students need to know. The example can be the use of verb in English must be used correctly, and must be put appropriately to its utility into three forms of

English. Moreover, there are tenses that also must be used correctly based on the situation. Different situation will take different tense of the way it is written. When something has happened, the students will use past tense as a way to show that it is already done. While when it has not happened yet, then the students will write their writing by using future tense. Those complex rules are also a reason why English difficult moreover writing.

The third is the models of teacher teaching. In many schools, many teachers always focus on how to make students able to read rather than think about how to make the students able to do writing. In fact, teachers are always teaching students to read by repeating the teachers' saying. While in writing the teachers just ask students to write down the students' idea into written form and sometimes just asking students to answer the questions in students' task books.

In writing class, teachers always focus on teaching grammar and structure rather than help them to develop the students' writing. Richards (100-117) states that the nature and significance of writing has often been underestimated in language teaching, and in foreign Language teaching writing has often been synonymous with teaching grammar and sentence structure. In addition, the lack of strategies may also as a factor in teaching the lesson to the students.

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.

One of the strategies in teaching kinds of text is the using of WWH strategy. This strategy will help the students to learn writing an analytical exposition text. Analytical exposition text is only been learned by senior high school students. This unfamiliar text may bring difficulties to them. Different from other kinds of text, the students may get used to learn when they were in junior high school. Many kinds of text are purposed to entertain or to give information to the readers. However, this text is not meant to entertain anyone meanwhile it is meant to persuade the reader to come along with the writer's perception. So here, the writer is trying to help the teachers to teach writing analytical exposition text to senior high school students by using an appropriate strategy.

Analytical exposition is a kind of persuasive writing that is intended to persuade the reader. In persuasive writing, the main purpose is to influence the way a reader thinks, feels or acts (Camp: 2007). Doing an analytical exposition means trying to convince of something to the reader. It can influence their thinks, feels and acts to be as what the writer wants. When the reader can change their minds to be what writer wants, then the goal of analytical exposition has been reached by the writer.

In fact of teaching writing in the classroom, many students find difficulty to find a good reason as their arguments. Especially for analytical exposition text, it is a must to put strong arguments in every single reason. Good arguments must

make senses. Good arguments must have an evidence and proof and trying to limit the writer's opinions. Opinion is good actually, but it is not so good to put this as arguments because opinion is just what someone thinks about something and different people will take a different perceptions. That is why it is much better to put evidence and proof in persuasive writing rather than giving writer's opinion. So people will easy to believe the writer's belief.

Doing writing clearly is a must for every student moreover in analytical exposition text. It is too bad when we are trying to explain something important and people do not understand it. It even becomes worse when the writer cannot be there to clear up of information that has been made by the writer in his writing.

Based on the explanation above, the writer wants to suggest the teachers to use the WWH (What-Why-How) strategy in solving the problems that found in teaching writing analytical exposition text. The WWH (What-Why-How) strategy can be one of many alternatives that can be used by the teacher in teaching writing analytical exposition text to senior high school students. By using this strategy, the students can come and make their writing analytical exposition with strong arguments and clearer ideas. As the result, the students can make the strong arguments and make the readers easy to believe the writers' belief.

1.2 Limitation of the Problems

Based on the problems that have been said above, the problem of this paper is limited to the use of WWH (What-Why-How) strategy in order to assist

students in managing and constructing ideas in writing an analytical exposition to Senior High School students.

1.3 Formulation of the Problems

In relation to the background and identification the writer formulates the research as follow How is the procedure of using the WWH (What-Why-How) strategy in teaching analytical exposition text to Senior High School students.

1.4 The Purpose of the Research

The purpose of this paper is to describe how WWH (What-Why-How) strategy can be used to teach the Senior High School students in writing an analytical exposition text.