


## The Effectiveness Of Wwh (What-Why-How) Strategy Towards Students' Creativity In Writing

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Article Info	Abstract
<p><b>Article history:</b> Received 18 Desember 2022 Publish : 19 Januari 2023</p>	<p>This research was aimed to find out how effective the use of WWH strategy on students' writing skills in creativity. The research was quasi experimental. This research was quasi experimental research with pre-test and post-test design. Next to that, the sample was selected by using Random Sampling Technique, in which the samples were selected randomly, therefore class XI 1 as an experimental group consisted of 30 students and class XI 2 as a control group consisted of 30 students, so the number of samples in this research was 60 students. Next to that, the data collected by using writing test in the form of a descriptive text. The techniques of data analysis were used descriptive analysis and inferential analysis by using SPSS 25 for windows. In analyzing data of the research, the researcher used t-test formula. Based on the analysis, there is a significant effect of WWH strategy (<math>M= 84.50, SD= 5.923</math>) higher than Mind Mapping (<math>M= 80.50, SD= 15.500</math>), <math>t(1.320) = 0.58</math>, (sig. 2 tailed) = 0.192. The researcher found the result of statistical data analysis, it showed that the mean score of experimental groups was = 84.50 and the result of control group was 80.50 and t-test (1.320) was higher than t-table (0.58), it means that <math>1.320 &gt; 0.58</math> and degree of freedom (df) was 19 with significant level was 0.192. Thus, the alternative hypothesis (<math>H_a</math>) was accepted and null hypothesis (<math>H_0</math>) was rejected. Based on the result of data analysis, it can be concluded that there is a significant effect of WWH (What-Why-How) strategy toward students' creativity in writing at SMAN 1 Seteluk.</p> <p><i>This is an open access article under the <a href="#">Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional</a></i></p>
<p><b>Keywords:</b> Writing, Creativity</p>	
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### 1. INTRODUCTION

Writing is one of important skill in English subject beside the other skills. To improve the students' writing skill, we have to know what strategy is the most suitable for the students. Writing is the most difficult language skill. It is also considered as the most complicated language skill to be learned, compared to other language skills. According to Siahaan (2008: 215), there are four basic skills that must be mastered. They are listening, speaking, reading, and writing. Writing holds an important role in studying foreign languages. Especially in studying English writing is an activity where the researcher must have the ability to compose meaningful information, so the readers would be easily understand.

In writing process we always involve thinking skill and creative skill. The students appeared to have many problems when write in English. According to Tribble (1996: 3) for the moment we can accept that writing is a language skill which is difficult to acquire. Furthermore, one in which relatively few people are required to be expert. Based on Bachani, in his book "Teaching writing", stated learning to write in English is more challenging than learning to speak fluently because the context is created through the words alone and without the direct interaction between the writer and the reader.

Moreover, according to Yakoop (2015) in his research he found that students are in shortage of vocabulary because their ways of learning is not really effective. Secondly, student meet lot of difficulties when facing with grammar structures because they spend a little time on practicing as well as approaching necessary materials for grammar skill. Thirdly, students are not interested in writing's topics. Fourthly, students do not have many chances for being

corrected. All this factors indirectly affect students' creativity in their writing, the students hard to express their ideas in writing.

Based on researcher experiences when teaching practice did in SMAN 1 Seteluk, the factors in writing founds by Yakoop (2015) also happened at eleventh grade students in that school. The students have no opportunities in using their ideas in describing English words into a sentence. This phenomenon might cause by the strategy used by the teacher. The students only followed the example given by the teacher when they practiced their writing skill; this strategy could limit the creativity of the students. In this era the teacher actually easier to find an effective strategy in teaching writing, there are a lot of expert posted the teaching theory and also strategy on internet, one of them is WWH (What-Why-How).

According to Peha (2003, p.33) when you have got an important opinion to express, the best way to express it is with the what-why-how strategy. This advantage is appropriate with the students' need in SMAN 1 Seteluk who were lack of creativity in writing. Bush and Bantly (2010, p. 13) also state that, WWH is a powerful tool to helping students explain their thinking and support logical arguments. The strategy involved writing from a view point and guides the students to consider what the topic for their writing was, who they were as writer, who read their writing, and in what forms their writing would be before they write.

Based on the background explained previously, the researcher did a research entitled: The Effectiveness of WWH (What-Why-How) Strategy towards Students' Creativity in Writing Skill at Sman 1 Sateluk. Then the statement of problem that can be identified in this research was: "Is there any effectiveness of WWH towards students' creativity in writing skill at SMAN 1 Sateluk?"

## 2. RESEARCH METHOD

The research was quantitative research. According to Leedy & Ormrod (2001), Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims.

Moreover, this research was quasi experimental research with pre-test and post-test design. According to Nunan (1992 in Imran, 2015: 4), quasi experimental design is a research design which is consisted of experimental and control group. Based on the explanation previously, the researcher divided the sample into two groups, namely the experimental group and the control group, where the experimental group taught by using WWH strategy while the control group taught by using the strategy used by the English teacher at SMAN 1 Seteluk, namely the Mind Mapping strategy.

The term population is used in statistics to refer to all possible objects of a particular type (Miller :1984: 45). In this case, the populations of this study were all eleventh-grade students of SMAN 1 Seteluk which amounted to 3 classes, with 90 students. Based on the total of population, the researcher selected 2 classes as samples from this study, the sample was selected by using Random Sampling Technique, in which the samples were selected randomly, therefore class XI 1 as an experimental group consisted of 30 students and class XI 2 as a control group consisted of 30 students, so the number of samples in this research was 60 students.

To achieve the objectives of this research, the researcher used research instruments that used as a tool to collect the data. The research instrument of this research was writing test in the form of a descriptive text, and then the results of the test were analyzed by using the creativity indicators from Munandar (2009). The sample in this study were asked to describe their body and character in written form and the samples were the opportunity to write for 60 minutes both in pre-test and post-test and post-test. To facilitate researcher in assessing creativity of the students in writing descriptive texts, researchers used the rubric for the assessment of creativity tests adapted from Munandar.

In this case to collect the data, the researcher used writing test as instrument which consisted of pre-test and post-test. The data of this research was score of the students' writing test before and after treatments; Pre-test was given before treatment to determine the extent of

students' competence in writing descriptive texts. By giving a pre-test, we know the problems faced by students' creativity in writing. The test is in the form of directions for students to describe themselves in a paragraph; Post-test was given after the treatment to find out which aspects of writing improve better after they were taught using the WWH strategy. The test was in the form of an order for students to write creatively, related to the curriculum used at school and according to the level. The results of the post-test were compared with the pre-test to determine whether the WWH strategy would improve students' ability in writing descriptive texts or not.

After the researcher collected the pre-test data that was given before the treatment and the post-test data that was given after the treatment, the next process then the researcher calculated the data by using the SPSS 25 application for Windows which was adjusted to the hypothesis test in order to know the effectiveness of the WWH strategy on students' creativity in writing.

### 3. RESEARCH FINDING AND DISCUSSION

#### 3.1 The result of pre-test and post-test for Experimental Group

After giving the instrument and treatment, it was found that 30 students in the experimental group actively participated in the learning process, so it was found that from the results of the instrument given, all students got a score according to their writing skill. Where the highest score was 90 and the lowest score was 40. Based on the value obtained, students are better able to answer the test given in the post-test then pre-test.

After the researcher collected the data obtained from the pre-test and post-test results, then the researcher calculated the average value so that it could be compared and known the difference between before and after given the treatment by using WWH strategy. After that the researcher calculated the standard deviation so that the data can be processed in the t-test calculation. Based on the results of data calculations, it can be concluded that the average value in the post-test results was higher than the value obtained in the pre-test. . The average value and standard deviation can be seen in the table below.

**Table 1. Students' Creativity (Ex group)  
What-Why-How**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	40	75	1670	55.67	8.782
Posttest	30	70	90	2375	79.17	5.736
Valid N (listwise)	30					

#### 3.2 The result of pre-test and post-test for Control Group

In the control group where the researcher used mind mapping, it was found that 30 students were active in participating the learning process, so that it was found that from the results of the instruments given, all students scored above the minimum standard with the lowest value 40. Based on the value obtained, the students' less able to answer the test given in the post-test.

After the researcher collected the data in the control group obtained, from the results of the pre-test and post-test, the researcher then calculated the average of students' scores so that they could be compared and known the difference between before and after being given treatment using a mind mapping strategy. After that, the researcher calculated the standard deviation. Based on the results of data calculations, it can be concluded that the average score of students on the pre-test was 53.17 and at the post-test was 53.17. From these results we can see that the average of students was higher at the pre-test than the post-test. The average value and standard deviation can be seen in the table below.

**Table 2. Students' Creativity (control group) Mind Mapping**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	45	60	1595	53.17	4.639
Posttest	30	40	80	1595	53.17	10.212
Valid N (listwise)	30					

**3.3 The result of Students' Creativity**

Based on the result of table 4.2 and 4.4, it explained that there is a significant effect seen from mean score of post-tests of experimental group ( $M= 79.17, SD=5.736$ ) with post-test for control group ( $M= 53.17, SD= 10.212$ ). The detail comparison data can be seen in the table below.

**Table 3. Students' Creativity (WWH – Mind Mapping) Group Statistics**

	WWH – Mind Mapping	N	Mean	Std. Deviation	Std. Error Mean
Students' Creativity	WWH	30	79.17	5.736	1.047
	Mind Mapping	30	53.17	10.212	1.864

After calculating the mean score and standard deviation, the researcher finally comes to the calculation of t-test, in which the results of data analysis can be used to answer the research questions and hypotheses testing. The researcher found the result of statistical data analysis, it showed that the mean score of experimental groups was = 79.17 and the result of control group was 53.17 and t-test (12.159) was higher than t-table (0.58), it means that  $12.159 > 0.58$  and degree of freedom (df) was 58 with significant level was .061. Thus, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. Based on the result of data analysis, it can be concluded that there is a significant effect of WWH (What-Why-How) strategy toward students' creativity in writing at SMAN 1 Seteluk in academic year 2021/2022.

The researcher conducted observations in class XI IIS 1 which was used as an experimental group and XI IIS 2 which was used as a control group. In the observation process, the researcher only re-examined the number of samples in all class.

The researcher conducted a pre-test to measure the students' ability in writing descriptive texts, in which the researcher assessed their level of creativity in writing. In the pre-test process, the students answered the test supervised directly by the researcher. In this process the researcher found that both the students in experimental group and in control group seemed confused in writing descriptive texts. Some students were seen scratching their heads, some were trying to ask their friends and even opening a dictionary in the process. But in this process the researcher tried to be professional so the researcher knew their prior knowledge and creativity before giving the treatments.

The researcher gave treatments to the experimental group by using WWH Strategy which was carried out on Thursday and Friday in a week while in the control group the researcher gave treatment by using Mind Mapping, which was done on Wednesday and Saturday in a week. The researcher carried out the treatments in each group was in six meetings.

In the last stage of the research process, the researcher conducted a post-test in which the researcher focused on students' creativity in writing descriptive texts after giving the treatment by using WWH and Mind Mapping strategies. The process of giving the post-test was carried out on Tuesday, May 17<sup>th</sup>, 2022. On Wednesday, May 18<sup>th</sup>, 2022 the researcher re-examined the data that had been collected before analyzing the data used to achieve the

research objective. It was different with the pre-test process, both students in the experimental group and the control group were seen to be more active in writing descriptive texts, all students seemed to focus on their worksheets, they seemed more ready to write descriptive texts than during the pre-test. However, students' worksheets in the control group still looked the same as their worksheets at the pre-test, it can be concluded that the students in the control group were less creative in writing descriptive text than the students in experimental group. This is also proven by the average score they got was not higher than the students in the experimental group. T-test calculation also indicated that there was a significant effect of WWH strategy toward student creativity in writing at SMAN 1 Seteluk.

Based on the result explained in research finding, the researcher argued that the positive effect of the WWH strategy was caused by the teaching steps in the WWH strategy which in "what" step was able to stimulate students' curiosity in writing descriptive texts. This students' curiosity can help the students to increase their creativity in writing descriptive texts, as explained by Jones & Flint (2013: 134) that curiosity is a catalyst or a powerful stimulant for human creativity, discovery, and learning.

Regarding Writing, the first thing should be noted was the definition of writing itself. Writing is a skill that stimulates students' minds to think actively because they have to be hard thinkers to connect facts and ideas. B. Axelrod and Charles R. Chopper (1986:02) stated that writing makes writers become active learners because they have to record, clarify, and organize their thoughts and experiences. In addition, the target of teaching English at junior high school curriculum of K – 13 was to make the students were able to understanding the meaning of the text.

Based on finding and supported by statistical analysis for the research about students' writing, it was proven that data showed the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected.

#### 4. CONCLUSION

Based on the data analysis and the discussion in previous chapter, the researcher finally comes to the conclusion. What-Why-How (WWH) technique was appropriate in improve students' vocabulary. Teaching steps in the WWH strategy which in "what" step was able to stimulate students' curiosity in writing descriptive texts, more active in the class and It was also helped the students' change their thinking systematically from generalities to specifics. These were the results of hypothesis testing and data analysis it can be summed up; WWH has better effect than Mind Mapping towards students' writing; the students having high creativity has better students' writing than students having low creativity

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