

THE EFFECTIVENESS OF THE 3W2H STRATEGY IN WRITING EXPLANATORY TEXTS: EXPERIENCES LEARNED FROM INDONESIAN LEARNERS

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Article Info	Abstract
Article History Received: April 2024 Revised: June 2024 Published: July 2024	<i>Writing explanatory text is a complex skill and requires a deep understanding of the topic, so strategies are needed that can help. This research aims to test the effectiveness of the 3W2H strategy in learning to write explanatory texts in high school. The research design uses quantitative with a quasi-experimental design. The research population was all class XI students at SMAN 1 Mojolaban, totaling 354 students. Samples were taken using cluster random sampling techniques so that 42 students were obtained as the experimental class and 48 students as the control class. Data is collected through performance tests. Research validity uses content validity, namely consulting experts. The collected data was then analyzed using ANOVA and Scheffe's test. The research results showed that the average pre-test and post-test results for writing explanatory text for the experimental group using the 3W2H strategy were 58.48 and 83.14, while for the control group it was 61.92 and 70.3. These results show that the experimental group increased by 42.21%, while the control group increased by 13.53%. Apart from that, the p value is <0.001 or smaller, so it can be concluded that there is a significant difference in the posttest results of the experimental and control groups. Furthermore, the Scheffe test results show a p value <0.01 or smaller than 0.05, so the research shows that the 3W2H strategy is more effective than conventional strategies. These results indicate that the 3W2H strategy can be an alternative in writing explanatory text.</i>
Keywords Writing instructions; Writing strategies; Explanatory texts; Indonesian Language Teaching;	
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INTRODUCTION

Writing is not a skill that simply strings letters and words, but a skill to build a connection between knowledge and understanding. Especially in today's globalization era that requires communication skills, the ability to convey ideas clearly and persuasively through writing is becoming increasingly important. Writing is also a skill that requires an understanding of uppercase, spelling, and punctuation, as well as the form and function of words (Durga & Rao, 2018). Writing is considered a complex ability. Students should write down their ideas and knowledge. This makes the reader understand the message conveyed, the author must be able to convey ideas in the discourse. As a result, writing is a productive ability (Noermanzah et al., 2018). Writing requires a process of inquiry, not just technical ability (Molinari, 2022). Therefore, the purpose of writing is to know what still needs to be known and establish a relationship between the writer and the reader (Starkey, 2022). Compared to other skills, writing requires a longer process. Our understanding is shaped, transformed, and connected through the thought processes, research, and communication that result from writing.

Writing is not just a skill that can be underestimated. This is because writing cannot be mastered from birth. Writing requires extensive knowledge. Moreover, his skills cannot depend

on ability from birth (Rofiqoh et al., 2022). Writing skills involve various aspects, such as motivational, cognitive, and intellectual, all of which form the foundation of each word (Yusuf et al., 2019). Writing is not a skill that is done haphazardly. This is because writing is not a skill that is possessed from birth, it is even a more difficult skill than other skills. Because it is a complex skill, difficulties in writing can be overcome through learning.

Writing is a skill that needs to be repeated, one of which can be done through learning at school. Writing is an ability that requires special skills. A piece of writing must be adapted to the purpose for which it was made. According to Nurhadi (2017), the learning process can help develop these skills. Therefore, with the help of teachers, writing can be taught in schools. This will help students improve their writing skills. Many writing activities have different purposes, depending on the type of text to be created. This is because each type of text has different components so that the resulting writing is more optimal (Clements, 2023). In learning to write, students are strived to be more creative and exploratory in producing a text. This writing activity allows students to improve their academic abilities and expand their knowledge (Burger, 2018).

One of the lessons that emphasizes writing skills, namely Indonesian. Learning objectives Indonesian in writing can be adjusted to learning needs. The material taught includes various fictional and nonfiction texts. One type of nonfiction text taught in class XI is writing explanatory texts. At this stage, students are expected to be able to compile information (knowledge and sequence of events) orally and in writing. Explanatory text is a type of text that contains explanations of natural or social phenomena that occur in a series of interrelated events (Rahman, 2018). Explanatory texts also contain content related to phenomena, whether natural, cultural, or social, as well as "why" and "how" questions to explain the phenomenon. The goal is to explain how phenomena occur, whether natural, social, or knowledge (Priyatani, 2017). Explanatory texts contain the process of "why" and "how" natural, social, cultural, or other events to explain the process of occurrence of phenomena. Causes are always related to an event or process. According to Lestyarini (2019), This is very important to be taught in schools so that students can understand and understand the phenomena that occur in everyday life. Explanatory texts aim to explain how events occur, why they occur, why they are the same or different, and how problems can be solved. Therefore, writing an explanatory text requires a deep understanding of the topic to be discussed.

Explanatory text includes the structure of general statements, the order of explanation, and interpretation. A general statement is a section that provides brief information about the topic of discussion. A set of explanations is a collection of sequences of events or explanations of those events. After that, the interpretation results in a brief conclusion about the events that occurred (Mahsun, 2014). Technical words or language affect the grammar of explanatory texts. It deals with specific natural or social events that are written about. In addition, sequence markers, cause-and-effect markers, and comparison markers or opposition relationships are necessary because the sequence of sentences presented contains a notification of why or how events may occur (Ramadhanti & Yanda, 2022).

Actually, there are still problems in learning to write explanatory texts, such as students who are not interested in writing. In addition, students have a low level of literacy and do not understand the lessons learned (Parancika & Suyata, 2020) PISA 2018 results show that only 25% of students in Indonesia are proficient in reading. Lack of literacy must be the cause of this lack of ability. In addition, students fail to organize and use vocabulary correctly, as well as fail to decipher essays. This shows that students cannot write explanatory texts well (Wati & Nas, 2022) The right strategy can help the problem of learning to write, especially writing explanatory texts. However, in schools, conventional learning methods are still used to teach explanatory texts. In reality, students only listen to the teacher, which means their knowledge is limited. This causes the writing learning process to be less effective (Indrilla & Ciptaningrum,

2018) In addition, lack of interest in writing causes students' writing ability to be low (Marriage and Peace, 2020).

Most studies state that the ability to express text better can be improved. such as the study conducted by Farida (2019), which examines how effective brain writing strategies are for teaching students to write explanatory texts. As a result, the work outcomes of students using brain writing strategies compared to untreated classes did not change. Then Siregar et al. (2021) conduct additional research looking at how thinking skills learning strategies (SPPKB) affect students' ability to write explanatory texts. The results showed that the control class scored higher than the experimental class and that information retrieval learning strategies were not effective in improving students' ability to write explanatory texts. Next Damanik research (2022) See how information retrieval learning strategies affect students' ability to write texts.

Research has shown that alternative strategies are needed. This research will look at how effective the 3W2H strategy is. This strategy is great for starting a new unit or chapter. This allows students to see problems in a broader context and create systematic plans for them. Deciding what to learn and how information can be obtained is the main goal. This strategy encourages students to take responsibility for their own lessons. This is because they ask questions. The strategy starts by applying it to all students in the class and then asking questions about the topic. Students begin to work in smaller groups gradually. Finally, students create their own questions.

There has been some research on 3W2H strategies. Ilmiyah Research (2022) found that this strategy to improve students' ability to write persuasive texts. The results showed that this strategy can improve students' understanding of writing learning and can also improve their writing outcomes. Next Santi & Marheni (2021) conduct research on how 3W2H strategies affect the ability to write news texts. The results showed that this strategy greatly influences writing learning, as it can help students connect words from complex to simple. Thus, this strategy can improve students' writing skills (Pitono et al., 2023).

Based on this presentation, this study will pilot the 3W2H strategy in learning to write explanatory texts for grade XI students at SMAN 1 Mojolaban. The reason for choosing the location is because the school is located in the middle of the city so that school facilities support the implementation of the 3W2H strategy. In addition, learning to write explanatory texts at the school is not optimal. Therefore, this study aims to test whether the 3W2H strategy is more effective than conventional learning in writing explanatory texts in grade XI students of SMAN 1 Mojolaban? Conventional learning uses a method that is often used in learning to write explanatory texts at the school, namely using the lecture method.

RESEARCH METHOD

This study examines the effectiveness of the 3W2H strategy compared to the lecture method in writing explanatory texts in grade XI students. Therefore, the study used an experimental research design to test its effectiveness. Experimental research is research to examine the impact of a treatment (or intervention) on outcomes, controlling for all other factors that might influence those outcomes. This study used a quasi-experimental design. The study was conducted by giving equal assignments to experimental and control groups. Both groups were given the same pretests and postes (Creswell, 2014). The experimental group was treated with the 3W2H strategy, while the control group used the lecture method. The quasi-research design was carried out by giving pretests before treatment and giving postes after treatment in experimental and control groups. Design selection is done because researchers are not able to control all variables that affect the experimental process. Therefore, the results of the study are only to generalize the group that is used as a research sample.

The research was conducted at SMAN 1 Mojolaban which is located at Jalan Batara Surya No. 10 Mojolaban, Kebak, Wirun, Sukoharjo, Sukoharjo Regency, Central Java 57131. The

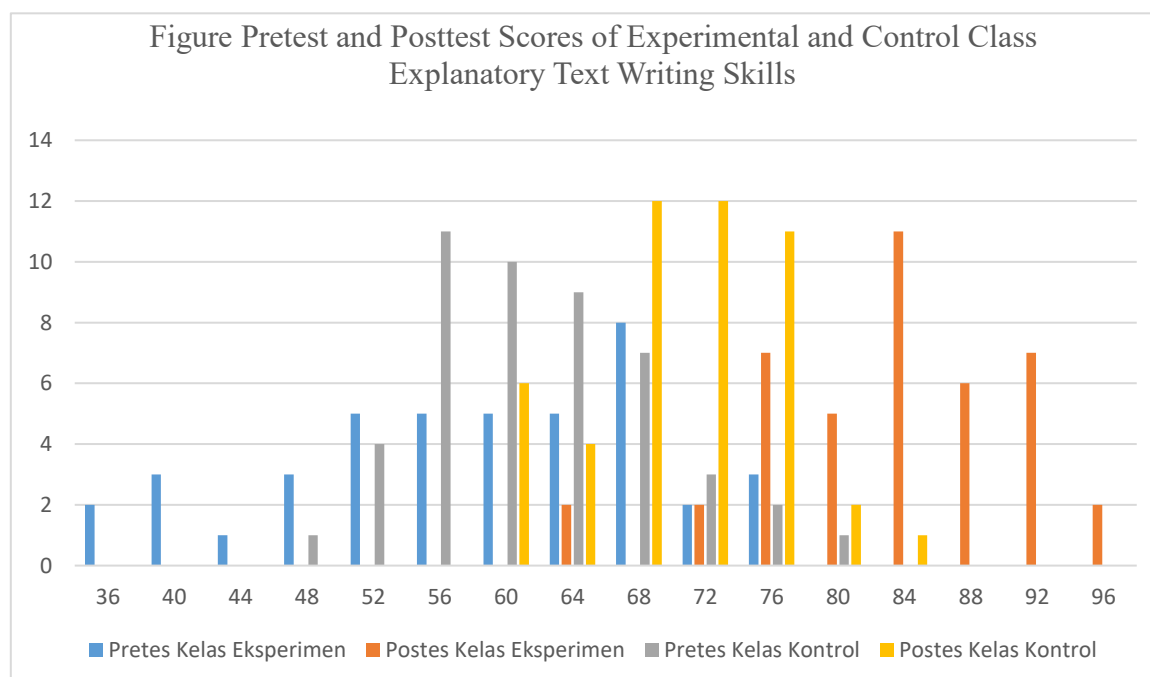
study was conducted from January 8 to January 31, 2024. The population in this study was the entire class XI of SMAN 1 Mojolaban which amounted to 354 students. Samples are taken using the technique *cluster random sampling*. Donald and (2010), revealing the cluster sampling technique is carried out by involving individual groups with characteristics that are in accordance with the research variables. The selection of this type of sample is useful to avoid subjectivity of the study. Therefore, research samples were obtained, namely class XI IPS 1 and XI IPS 3 with 21 students each obtained as an experimental class, and class XI MIPA 4 as many as 27 students and XI MIPA 5 as many as 21 students as a control class.

Data collection techniques using pretest performance tests and postes write explanatory texts in experimental and control classes. Questions and rubrics used in research are first consulted with experts. The goal is to find out whether the instrument has reflected the desired content. Furthermore, the collected data was analyzed using Anava techniques and scheffe tests with the help of IBM SPSS version 27 program. Analysis of variance was used to test the effectiveness of the 3W2H strategy in writing explanatory text compared to the lecture method. If the sig (2-tailed) value $\geq 5\%$ (0.05), it means that there is no significant difference between the experimental group and the control group. If the sig (2-tailed) value $\leq 5\%$ (0.05), it means that there is a significant difference between the experimental group and the control group. The *scheffe* test is used to determine the difference and effectiveness between the 3W2H strategy and the lecture method. The significance level used is 0.05 or 5%.

RESEARCH FINDINGS AND DISCUSSION

Findings

Pretest data is taken from the initial tests of each class, namely the experimental and control classes. The goal is to find out the initial skills of writing explanatory texts for each class before being given treatment. Furthermore, treatment was given to each experimental class and control class as many as 6 meetings. The details are 1 meeting for pretes, 4 meetings for treatment, and 1 meeting for postes. The experimental class was treated with the 3W2H strategy, while the control class was treated with the lecture method. After being given treatment in the experimental and control classes, postes were then carried out in both classes using the same questions in the pretest class. The following is a table and diagram of obtaining pretest scores and postes of experimental and control class students.



The data showed that there was an average increase of 42.17% in the experimental class and 13.53% in the control class. The pretest results of the experimental class showed an average of 58.48, while the control class was 61.92. The average postes of the experimental group was 83.14, while the control group was 70.3. This shows that, both the experimental and control groups have significantly improved. The experimental class pretest results showed the lowest score of 36, while postes were 48. Furthermore, the highest score of experimental class pretests was 76, while postes were 96. While the control class pretest results showed the lowest value of 48, while postes were 60. Then the highest score of pretes is 80, while postes are 84.

The results of the ANAVA test and scheffe test showed a significance value of $p < 0.01$ or less than 0.05. This shows that there are significant differences in the scores of experimental classes using the 3W2H strategy and control groups using the lecture method. Furthermore, the results of the scheffe test showed a significance value of $p < 0.01$ or less than 0.05. In addition, the average result of writing experimental text in the experimental class is higher than that of the control class. This shows that the 3W2H strategy is more effective than the lecture method in writing explanatory texts.

Discussion

Based on the results of the study, it is known that the 3W2H strategy is more effective than the lecture method in writing explanatory texts. This is because the experimental group that uses the 3W2H strategy finds more ideas through exchanging opinions and groups. While the lecture method only focuses on the teacher so that their ideas only come from the teacher's direction so that students are less optimal in developing ideas. While students who do not understand the teacher's explanation tend to be more difficult to find ideas to develop into an explanatory text framework. Tiwery (2019), revealed that the lecture method tends to be difficult for students who have low listening skills. This causes students to tend to be more difficult to do learning, especially writing which requires many ideas. Moreover Gulo (2008), revealing that the medium used in the lecture method is only language, both verbal and nonverbal. Therefore, good communication determines the material or message conveyed can be well received by students. Conventional learning with the lecture method is a strategy that is only centered on individual students. The implementation of this learning is carried out in the classroom. Teachers only direct communication to students. That is, the teacher conveys the material directly to students so that language becomes the most important medium in this strategy. Hafeez (2021), revealing that the use of the lecture method must be adapted to existing technology so that the material can be conveyed properly. It is also important to integrate the lecture method with others so that students' critical thinking skills and creativity can improve. This is reinforced by the findings Slave (2016), that the teacher as a facilitator in the application of the lecture method determines the critical thinking ability of students. Next Abdulbaki et al. (2018), revealing that students with active participation can gain more knowledge, and vice versa.

While the use of the 3W2H strategy makes it easier for students to find more ideas that will be developed into explanatory texts through question and answer exchanges between groups. Pitono et al. (2023), found that the 3W2H strategy makes it easier for students to find the words they have in mind. In addition, research by Yunita et al. (2021), found that through the media provided by teachers can be a guide for students to be more organized in their minds. The 3W2H strategy is a strategy that allows students to see a wider range of topics and develop them into systematic texts. This strategy can be applied to all students by forming small groups to formulate questions independently (Wiesendanger, 2001). Meanwhile, in the application of the lecture method, students only receive, record, and memorize material from the teacher (Susila & Arief, 2021).

The 3W2H strategy on its implementation includes several steps. In the first stage of W1 (What is your question?), students are asked to make questions from examples of explanatory texts described. In the second stage of W2 (What do you know?), students exchange opinions from several questions that have been made. W3 (Where did you get the information?) Students determine how to answer pre-made questions. Students are encouraged to search and observe the phenomena that will be outlined in explanatory texts, both from printed sources, interviews, and the internet. In the fourth stage of H1 (How was your idea recorded?), students are encouraged to outline an essay of the observed phenomenon to serve as an explanatory text. In the fifth stage of H2 (How did you share your findings?), students are asked to develop an essay framework into a complete explanatory text and representatives present the results of their writing. In the control group carried out with a lecture strategy. The steps for implementing the lecture strategy include the preparation and implementation stages. The preparation stage, including: (1) formulation of learning objectives, (2) determination of material, (3) preparation of tools. Furthermore, the implementation stage includes: (1) conveying learning objectives, (2) providing perceptions, (3) delivering material, and (4) evaluation. While in the implementation of the lecture method, it includes the learning preparation stage, delivery of learning objectives, provision of perceptions, oral delivery of material, and evaluation.

The effectiveness of using the 3W2H strategy in writing explanatory texts can be known after the experimental group received treatment through the 3W2H strategy, while the control group received learning through conventional strategies (lectures). This can be seen from the increase in pretest and postes scores between experimental group 1 and the control group. Experimental group 1 increased by 47.17% while the control class by 13.53%. Thus, the 3W2H strategy is more effective than conventional strategies. This is also supported by the results of the scheffe test hypothesis test experimental group 1 and control showed a mean difference of 12.810 with $p < 0.01$. The results showed that the final writing skills of the explanatory text of the group of students who were treated with the 3W2H strategy were more effective than the group of students who were given conventional learning (lectures).

Apart from the implementation of the 3W2H strategy steps, there are several things that affect the results of the effectiveness of the 3W2H strategy, such as: learning motivation and interest in writing. Learning motivation is an encouragement that makes students interested in following learning well. Learning motivation can be influenced by several factors. There are several factors that affect student learning motivation. One of the factors that influence student learning motivation is educators. This is because educators play an important role in learning to motivate students to be interested in learning to be more meaningful (Pangesti et al., 2020). Educators are facilitators who should play an important role in learning. Therefore, student learning motivation can be raised through educators.

Learning motivation is influenced by intrinsic and extrinsic factors. Intrinsic factors, including needs, expectations, and ideals. Factors of need and expectation include perseverance and tenacity in doing the tasks given by educators. Goals also affect students' learning motivation. This must be balanced with the ability of students to learn the material. While extrinsic factors include rewards and environmental conditions. Environmental factors are influenced by the environment in which students study or environmental conditions in which students study. This can be influenced by the classroom environment and the learning environment or school (Rubiana & Dadi, 2020). Learning motivation is characterized by changes in energy in each individual characterized by the emergence of feelings, as well as the existence of goals to be achieved. Motivation can change a person's energy so that it can affect psychology, feelings, emotions, and goals (Salim et al., 2020). High learning motivation can affect student achievement. The motivation of each child in participating in learning is certainly different. This can affect learning outcomes or material that students can capture, especially in student writing.

Student learning motivation, includes several components, such as competence, control, interest, and relatedness. Competence relates to a student's confidence to complete a task. Control relates to the student's self-control to perform a given task. Interest relates to the student's interest in completing a given task and relatedness relates to the student's interest to complete the task can bring them rewards, such as grades (Filgona et al., 2020). Learning motivation is also influenced by the methods and media used by teachers in teaching. Teachers can use technology that can support learning. This will make students more productive and provide more benefits to students (Lin et al., 2017). The use of technology that supports learning can increase student learning motivation. Apart from students, learning motivation can also be from teachers as educators. Technology used by teachers makes learning more interesting so that it can increase student learning motivation. In addition, the use of technology makes learning not boring. This can have a positive influence so that student learning motivation can increase (Puspitarini & Hanif, 2019). The experimental group given the 3W2H strategy tended to be more excited because in the steps, they discussed and exchanged more opinions. While in the control group using the lecture method, students only stick to the teacher's explanation. However, it was found that students in the control group were also eager to participate in learning. This is evident from the results of writing explanatory texts the control group also increased.

In addition to learning motivation, interest in writing also plays an important role in writing success. Interest is a person's desire to complete an activity. Interest can be moved from within a person to be able to solve it well. In addition, interest can foster talent in a person (Septiaji & Risma, 2023). Writing is a skill that requires a creative thinking process. Therefore, interest plays an important role in stimulating students in stringing sentences so that they can better explore language (Hikmatin, 2018). Interest is a factor that can affect student motivation in writing. A good interest in writing will improve writing skills. This is influenced by vocabulary mastery (Adityaningrum et al., 2022). Interest in writing is influenced by intrinsic and extrinsic factors. Intrinsic factors, in the form of thoughts and beliefs, interests and desires, and the purpose of writing. External factors, in the form of needs and expectations, preferences, and role models (Demirel, 2021). In addition to learning motivation and interest in writing, the class chosen to conduct trials is also a determinant of the success of the strategies applied. Ajmal (2021), revealed that classes with good enough abilities will form active learning, as well as good pioneering skills which will certainly help in learning to write in class.

CONCLUSION

This study used a pseudo-experimental design so that the value obtained by the experimental and control groups was not solely from the strategy given. The 3W2H strategy does involve more of a process of discussion and exchange of ideas. This certainly can help students find more ideas and can provide input to each other on the explanatory text that has been made. While control classes that use the lecture method tend to only listen to the teacher's explanation so that their ideas are more limited. Especially students who lack interest in learning, they cannot capture learning to the maximum. The effectiveness of the 3W2H strategy in the experimental class compared to the lecture method in the control class is also influenced by several factors, namely learning motivation, interest in writing, and selection of experimental classes. Therefore, the effectiveness of the 3W2H strategy is only to generalize the sample group.

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