The Effectiveness Of Pow+Www W=2 H=2 In Strategy In Narrative Text Writing: A Study In The Level Of Senior High School

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Abstract:
In the process of English learning, writing skill seems to be the least ability possessed by the students as well as in Indonesian context. Prior studies highlighted that one of the factors that caused students' problems in writing is inappropriate teaching approaches used by the teacher. This research study shed light on scrutinizing the effectiveness of POW+WWW W=2 H=2 strategy to be used in teaching writing skill in virtual setting. This quantitative research involved 2 classes of 11th graders as the participants which were classified into experimental and controlled group. The data were collected by using validated pre- and post-tests. The statistical analysis proved that there was a significant difference achieved by the students in the post-test. Independent samples t-test revealed that the values of t-obtained was higher than t-table and the value of p-output (sig two-tailed) was lower than 0.5. These results confirmed that the use of POW+WWW W=2 H=2 strategy was effective in teaching narrative writing skill in online setting.

Keywords: narrative text, writing strategy, POW+WWW W=2 H=2 strategy, writing skill

Introduction
It is unquestionable that in learning a language, including English, the leaners are expecting to be able to use that language, however, it seems that the word 'use' is commonly connotated with speaking. Thus, the teaching of written skill is not becoming the priority of the teachers. As Fodil-Cherif (2021) claimed that even writing is a crucial skill in any language learning, its place is attributed as being neglected. As the result, Al-Roomy (2016) previously argued that "some students learning English as a second or foreign language are better speakers than writers (p. 25)." This due to the instructional process in which spoken skills are given more privilege than the written ones (Javid & Khairi, 2011). The mindset of English learners to be acknowledged as successful in their English learning if they are able to use this language in speaking, has been becoming a stigma. These learners only focus on the improvement of their oral skill and think that this will automatically influences their ability in writing. Therefore, it is found, especially in EFL context in Indonesia, that most of the students have problems once it comes to writing. Some of them are able to say the words or build spoken sentences but unable to write the right spelling of certain words. Most of the students also failed in English proficiency test in terms of writing. Their problems range from the simplest ones such as spelling to the most complex ones such as organizing thoughts, paragraphs' coherence and cohesion, building well-structured of sentences, and so on and so forth. Chicho (2022) opined that both coherence and cohesion play vital roles in writing since they will make the writing thoroughly well-built, hence this will avoid misunderstanding and confusion from the readers.

Additionally, Chicho (2022), in his qualitative study which analyzed research papers discussing EFL writing skills published from 2016 until 2021 explained that these prior studies found several problems countered by EFL learners in writing, they were including coherence and cohesion (Latifah & Triyono, 2020), literally contexts (Sen Bartan, 2017; Abdalrahman, 2021; Hussein, Mina & Ali, 2021), using lexical chain (Mukherjee, Leroy, & Kauchak, 2018), reference (Bahaziq, 2015), substitution (Daud, Daud & Kassim, 2016), conjunction (Kusumawardani, 2018), Foreign Language Anxiety (Dordinejad & Ahmadabad, 2014; Rudiyanto, 2017), writing anxiety (Blasco, 2016; Meena, 2020), and abuses of transition words (Siddiqui, 2020). His analysis concluded

that EFL students' writing skills should be reinforced with practice. Having understood obstacles and barriers the students face to express their ideas and thoughts into written sentences can be taken as good way for teachers to assist these students coping with their writing problems. This conclusion supported what Ngoc Anh (2019) previously found in his study. He found that students' challenges in writing, such as lack of vocabulary, insufficiency of writing skills and limited grammar knowledge should be remediated through several ways and one of them was applying appropriate teaching methods. He reported that 14% of 22 Vietnamese university students as this research participants said that the teaching methods used by their lecturer in writing course were not appropriate enough. In Indonesian context, Toba, Noor, & Sanu (2019) also reported that one of the problems faced the students in terms of writing skill was inadequate teaching process of the lecturers. Another Indonesian study regarding EFL students' writing skill was also conducted by Indrilla & Ciptaningrum (2018) who suggested that in order to achieve the learning objectives, teachers are demanded to use appropriate approach as well as in the learning process of writing.

There are many approaches that can be applied by EFL teachers in teaching writing skill and one of them is POW + WWW, W = 2, H = 2. This strategy stands for 'Pick my idea' (P), Organize my note (O), Write and say more (W), Who is the main character? (W), When does the story take place? (W), Where does the story take place? What does the main character do or want to do; what do other characters do? (W), What happens then, what happens with other characters? (W), How do the characters feel? (H), How does the story end? (H). This strategy is appropriate to be applied in teaching and learning narrative text. Bence (2017) said that in TEFL, narratives provide numerous opportunities that fit any age groups of learners. Through narrative texts the learners will have vivid imagination and enthusiasm. Narratives also provide a useful technique to make the learners think, make conclusions and build opinions. According to Head & Leblanc (2014), the strategy of 'ask, reflect, text' (ART) comprised in a six-step strategy existed in POW + WWW, W = 2, H = 2. created students' motivation to write, stimulated them to elaborate the story content more, enhanced their knowledge about the process of writing and promoted their skills as writers. Through the steps, the students will be encouraged to develop their writing skills practice by generating text, improving planning, organizing ideas into sentences and composing those skills along the process.

There was a plethora of prior studies conducted in regards with using POW + WWW, W = 2, H = 2 to improve students' narrative text writing skills, however among those numerous researches, the one which discussed the implementation of this strategy in online setting of EFL teaching and learning still remains silent. As it has been experiencing by all educational practice all over the world after the spreading of covid 19 since March 2020, traditional classroom has been switching to the virtual one. Teaching writing skills, thus, has been facing another various challenge. Investigating how effective POW + WWW, W = 2, H = 2 strategy to be applied to improve students' writing skills is worth to do to contribute to TEFL in general and to writing skill teaching and learning, in specific. There were three research questions guided the author in his research: 1) What did the students' narrative writing achievement after the treatment? 2) To what extent did the two groups of the students perform differently? 3) How did the implementation of POW + WWW, W = 2, H = 2 affect students' narrative writing skill achievement?

Research Methods
This quantitative research work applied quasi experimental design. There were two classes of 11th graders involved as the research subjects in which one class was treated as experimental group and the other one as controlled group. Validated post-tests were used as tools in collecting the data supported by the interview the writer did to the experimental students. The experiment was conducted in even semester of 2021/2022 academic year at one of public senior high schools in Pangkal Pinang, Bangka Belitung Province, Indonesia.

The research was held virtually by using Google Meet and Google Classroom for one semester. Pre-test, treatment and post-test were all administered in online setting. There were three topics the author gave to the students to write their narrative writing, i.e., "Indonesian myth, legend, and fable". Before the treatment, two groups of the students were assigned to write one narrative under each of the topic among those three as their post-test. In the treatment, the

author taught experimental group writing narrative text by using POW + WWW, W = 2, H = 2 strategy, while the other group by using conventional method. In implementing POW + WWW, W = 2, H = 2 strategy, the author lectured the students first on how to organize their thoughts through the steps properly. The author provided many short videos about this strategy taken from YouTube to attract the students' focus. It was fun and joyful since they just watched and after that the author opened question and answer session. Besides, the author also shared slides as the summary of what had been discussed in the videos. Since POW + WWW, W = 2, H = 2 strategy consists of several steps, the author gave the students assignment after they learned each of the step. By doing so, the students were stimulated by regular practice from the fist until the final step. After 16 weeks, the post-test was given to those two groups. The data was analyzed statistically by using t-test by referring to paragraph scoring rubric of Boardman University of Arkansas, USA.

Findings and Discussion
From the data analysis, the findings to answer the research questions aforementioned above are described as follows:

The students' narrative writing achievement after the experiment
Among the three topics the students assigned, the computation of students' experimental group in the post-test showed that the total score gained for legend was 1344 with the average score of 67.2, the obtained score for fable writing was 1232 with the average score of 61.6, and the achieved total score for myth was 1287 with the average score of 64.3. It can be seen that the highest score gained by the students among those three topics was on writing legend. From the interview, the students said that fable was more familiar and easier for them to narrate compared to legend and myth. One of female students said: *"I am accustomed with legend since my mother always told me stories when I was kid such as Malin Kundang and others."* In line with this, one of male students said: *"My Dad liked to tell me legend stories, he said it's good for me to know those stories to understand the moral message, and some of them have been staying in my memory until now."* In terms of the strategy applied by the writer, the students said that they were becoming more understand on how to narrate the stories in a good structure since they were guided by the steps of POW + WWW, W = 2, H = 2. One of female students described: *"Well, before this course, I was very confused on how to compose a story into paragraphs, and after I followed what the teacher explained step by step into practice, I think I will be able to write better."* Another male student admitted: *"I didn't like writing I guess until I joined this course and I found that writing should be practiced step by step and each step of the strategy helped me a lot in narrating my stories."*

Meanwhile, the achievements gained by controlled group students after the treatment were: total score obtained for legend was 1154 with the average score of 52.4, total score achieved for fable was 1346 with the average score of 61.2, total score gained for myth was 1149 with the average score of 52.2. Interestingly, it was revealed that controlled group students performed the highest in writing fable. From the interview, the students said that they were getting familiar with fable than legend and myth. One of female students said that: *"I know some stories related to fable and I did not need to think that hard in writing my story."* One male student said that: *"My Dad told me stories more about fable, I just wrote it down."* In terms of traditional strategy applied by the writer as the teacher, the students said that they still found difficult to narrate stories into writing. One female student said: *"I did not focus on the stages on writing, instead, I just wrote what story that I have known."* One of male students said: *"I do not know whether or not my writing was good, I did not know how to compose a good writing, I just focused on telling the story and it was difficult."*

The extent in which the two groups of the students performed differently
It can be seen clearly from the first finding above that the two groups reached different achievement in their writing after the treatment. In terms of legend and myth, experimental group students outperformed controlled group and in fable, controlled group students hit higher achievement compared to experimental group. Therefore, at this stage, the writer concluded that students in controlled group felt more confident in narrating their fable story because they were familiar with some stories of fable. From the interview, it was assumed by the writer that this achievement was not because the students knew the knowledge of how to write narrative

text properly.

Statistically, the two group of students' writing achievement, can be seen in the following table 1:

Table 1. Experimental and Controlled Groups' Writing Achievement Group Statistics

post	exp post cont	N	Mean	Std. Deviation	Std. Error Mean
post exp post controlled	1,00	20	64,3840	3,23755	,72394
	2,00	22	55,2927	5,56623	1,18672

From the table above, mean score gained by experimental group (64.38) was higher than that in controlled group (55.29), standard deviation of experimental group was 3.237 while in controlled group was 5.566, and standard error gained by experimental group students was 0.723 while by controlled group students was 1.186. It is very clear that in the average, experimental group students gained higher achievement than controlled group ones, and the mistakes made by experimental groups students (seen from standard error) confirmed that the students in this group made lower mistakes than controlled group students.

Students' narrative writing skill achievement after being taught by POW + WWW, W = 2, H = 2 strategy and by traditional strategy

In order to determine different achievement of writing task from the two groups, a statistical analysis of independent sample t-test was applied. Table 2 below presents the results of the calculation:

Table 2. Group of Students' Differences in Writing Tasks Achievement Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
post exp post cont	Equal variances assumed	6.766	.013	6.384	40	.000	9.91	1,.24	6.213	11.969
	Equal variances not assumed			6.540	34.289	.000	9.091	1.390	6.267	11.915

Independent samples t-test above proved significant differences gained by the students in their writing achievements. The differences of mean gained by experimental group and controlled group was 9.091, with error of mean was 1.390, and t-obtained was 6.384 with the significance level of 0.05 (5%) for two tailed and degree of freedom 40. Since the p-output was 0.00 lower than probability of 0.05 and t-obtained of 6.384 was higher than critical value of t-table 2.02, it could be concluded that there was a significant difference between experimental group and controlled group students. Therefore, these findings indicated that students who were taught by using POW+WWW W=2 H=2 performed higher in their narrative text writing than those who were treated conventionally. In other words, it is said that POW+WWW W=2H=2 gave significant impact to students' writing achievement.

Conclusion

In learning a language, writing is one of the skills considered difficult by EFL students due to various reasons as well as in Indonesian educational context. One of the factors contributing to these students' barriers is teaching approach applied by the teachers. Thus, teachers are required to be able to apply effective and appropriate teaching strategy especially in online setting in which the leaners need to be motivated more to follow the lessons. One of the strategies can be applied especially in narrative text writing is POW+WWW W=2 H=2 strategy. The findings of this study revealed that this strategy was effective to be applied in teaching narrative text in which the statistical analysis shown that students of experimental group outperformed those in controlled group after being taught by using POW+WWW W=2 H=2

strategy. This strategy helped the students in understanding each step of their writing process from the first until the end. By practicing the steps one by one regularly, the students made significant improvement in their narrative writing. Thus, this research concluded that in online learning, the strategy of POW+WWW W=2 H=2 was effective to be used to improve students' narrative text writing.

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