THREE STAY ONE STRAY STRUCTURE
AS A METHOD FOR TEACHING SPEAKING
AT SENIOR HIGH SCHOOL

(A Case of the Eleventh Grade of SMA Negeri 1 Purbalingga
In the Academic Year of 2010/2011)

a final project

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in English

by

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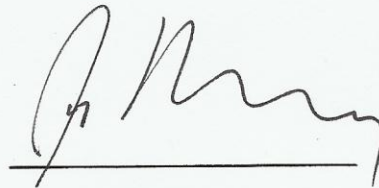
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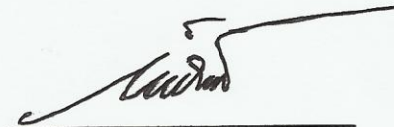   NIP 195312131983031002

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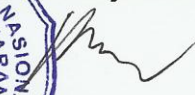   Fatma Hetami, S. S., M. Hum.
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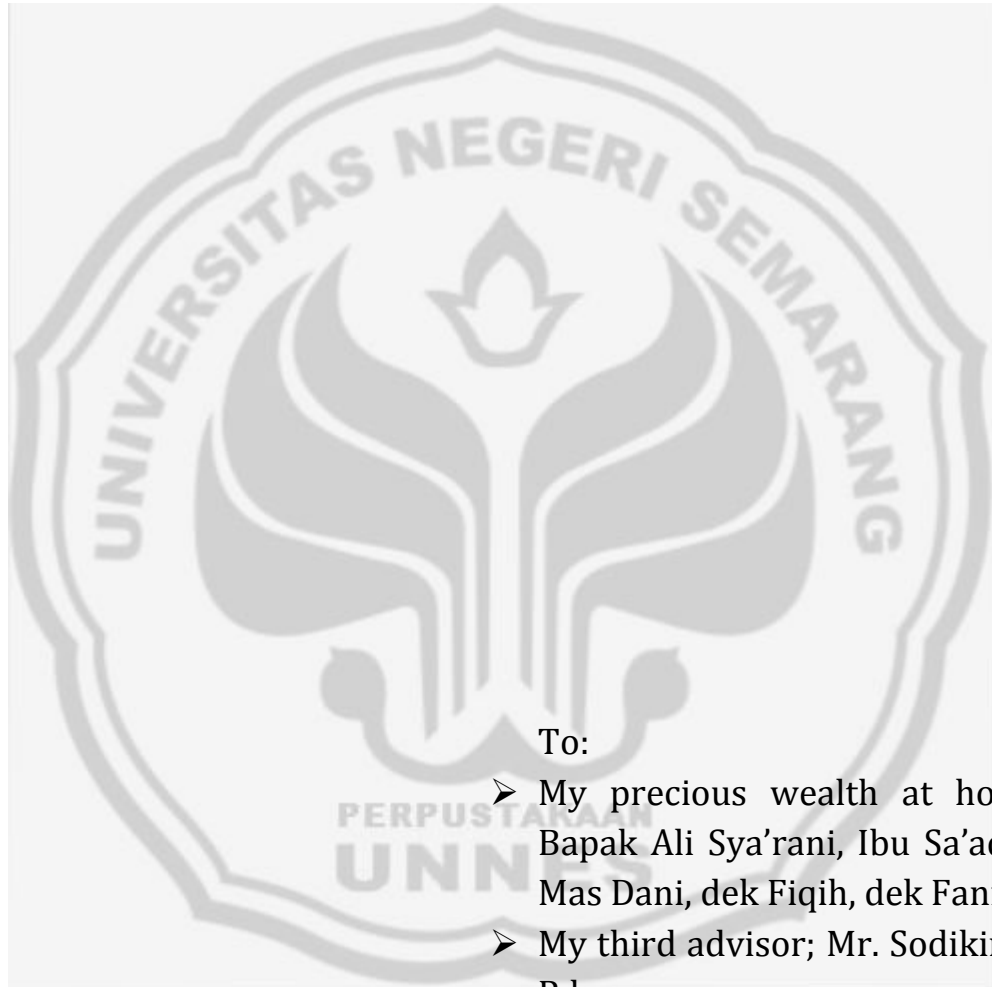
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iii

The process is always more valuable than the result

(Fatma Hetami, S. S., M. Hum.)

To:
- ➢ My precious wealth at home; Bapak Ali Sya'rani, Ibu Sa'adah, Mas Dani, dek Fiqih, dek Fani.
- ➢ My third advisor; Mr. Sodikin, S. Pd.
- ➢ My Islamic Boarding House's sisters, and
- ➢ My great family in Guslat Base…

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ABSTRACT

Dewi, Fitria. 2011. *Three Stay One Stray Structure as a Method For Teaching Speaking at Senior High School ((A Case of the Eleventh Grade of SMA Negeri 1 Purbalingga In the Academic Year of 2010/2011)*. Final Project, English Department, Languages and Arts Faculty, Semarang State University. First Advisor: Drs. Suprapto, M. Hum. Second Advisor: Fatma Hetami, S. S., M. Hum.

Key words: Three Stay One Stray, Cooperative Learning, and Teaching Speaking

This final project is about improving students' speaking ability through Three Stay One Stray structure in the case of eleventh grade students of SMA Negeri 1 Purbalingga. The purpose of this study is to know to what extent can Three Stay One Stray method improve students' ability in speaking English.

Three Stay One Stray is a kind of structure in Cooperative Learning. It is a technique for having groups report out results of their discussion. Groups are given a problem to solve and are told to make sure that everyone in the group understands the solution that the group has come up with. Then one member of each group is selected to "stray" by going to the next group. At the new group, the designated student is welcomed as a visitor then briefs the three who have remained on the findings of the student's original group.

The subject of this study was the eleventh grade students of SMA Negeri 1 Purbalingga in the academic year of 2010/2011. Thirty-two students from XI IPS 4 were involved in this study. In order to achieve the objective of the study, the writer designed an action research that consisted of pre-test, treatment, post-test, and also questionnaire. There were eight meetings during the research. Before the research was conducted, a pre-test was given. A post-test and questionnaire were given after the research.

From the analyzis of the pretest-post test's results and the response of questionnaires, the advantages of "Three Stay One Stray" structure can be found. It shows how well the "Three Stay One Stray" structure works for enhancing the students' speaking skill. It is proven by the data shown. The mean of the students' speaking score of the pre-test is 6.61 and 12.20 in the post test. The difference between the mean of those tests' result is significant since the range of the two means is 5.59.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

People are social beings who cannot live alone without the others. They need people's company in their life. Ramelan (1992:7) stated that "In reality people always live together in groups since they need each other's help and company." As human beings, they have many necessities of life that should be fulfilled to sustain their life. Therefore, people need language to communicate with others. That is why, they need a means of communication which is called language. Language helps people to express what they want, their ideas, their feelings, their opinions, etc to others. It is line with Ramelan's statement (1992:8) that states "With language, man can express his idea and wishes to other people such as when he needs their help so that close operation among the members of the group can be carried out." For that reason, we cannot deny that language has important role in our life.

1

As we know, there are many languages in this world. However, there is a language which is considered as an international language, which is English. As an international language, English is spoken by many people all over the world as the first, the second, or the foreign language. Using language, we can communicate with other people in any part of the world. As stated Ramelan (1992:2) that "English, as an international language, is used to communicate, to strengthen and to fasten relationships among all countries in all fields, for example: in tourism, business, science, and technology, etc. English also becomes one of the important requirements that should be fulfilled by the applicants. Applicants who master either passive or active English are more favourable to be hired than those who do not. From those facts, it is obvious that people all over the world need to learn English both spoken and written skill. In order to be able to communicate in both spoken and written form, they should have good four language skills. They are listening, speaking, reading, and writing.

According to Bygate (1987:13), "Among four basic language skills, speaking is considered to be undervalued skills," This statement is not false since everyone can speak. However, speaking English is different from speaking our native language. It is difficult, because speaking English involves three areas of knowledge (Bukart, 1998). They are:

(1) Mechanics (pronunciation, grammar, and vocabulary): Using the right word in the right order with the correct pronunciation.

(2) Function (transaction and interaction): Knowing when clarity of massage is essential (transaction/information exchange) and when precise understanding is not required (interaction/relation/ building).

(3) Social and cultural rules and norm (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

The speaking's areas of knowledge above indicate that speaking English is not easy, that is why it is important to learn it.

According to my observation and interview, the teaching learning English activities at school are nowadays still conventional, monotonous, and boring for children. This is potentially being one of the problems for children to reach the goals of learning.

An old method or old paradigm in teaching process and lack of teacher's sensitivity on the student's condition are the main problems that we are facing right now in education field, especially in Indonesia. As an example, pen and paper-based activities are still considered as the appropriate techniques in teaching English while language is to be used in both written and oral communication. In fact, that teacher's successful orientation is still how to deliver all materials from the occupied literature (Suyatno, 2004:2).

The phenomenon above is contrary to the spirit of the new curriculum (KTSP) which suggests that teacher should be able to improve their teaching

strategies for the sake of the students' competence development (KTSP 2006). Besides, the demands of curriculum, the teacher strategies, and the student learning styles should be in line. Here, it means that teacher find it harder to comprehend all of three important parts and learning process.

One of the attempts in language teaching development and its application in education is to enhance the learning strategies to help students find it easy to remember, imitate, experience, and enjoy what they learn at school (Suparwoto, 2006:135). In order for the students to be engaged teachers should make the lesson easy to understand. So, teachers must be having a learning strategy to make lesson easy to understand.

In speaking class, teachers sometimes do on Whole-Class Question-Answer or Group Work. But, only some of students who are stimulated to be active in the class. Student who knows that there are other students who are more fluent than he is and student who is also a bit shy, will do not want to risk the embarrassment of speaking out before the whole class. He also will not say a word or participate himself during group discussion. That is why, I believe that by using *Three Stay One Stray* structure, all students will be stimulated to be active in speaking class.

1.2 Reasons for Choosing the Topic

The reasons why the writer chooses this topic "Three Stay One Stray Structure as a Method for Teaching Speaking at Senior High School (A Case of the

Eleventh Grade of SMA Negeri 1 Purbalingga In the Academic Year of 2010/2011)"
are as follows:

(1) Speaking is an important skill, especially English Speaking which is needed to communicate with people all over the world.

(2) The writer wants to socialize the Three Stay One Stray structure.

(3) The writer also tries to help the students in learning speaking well.

1.3 Statement of the Problem

The statement of the problem in this study is "In what ways can Three Stay One Stray method improve the speaking skill of the Eleventh Grade Students of SMA Negeri 1 Purbalingga in the academic year 2010/2011".

1.4 Objective of the Study

The objective of the study is to analyze the improvement of the student's speaking skill by using an implementation of *"Three Stay One Stray"* structure in the Eleventh Grade Students of SMA Negeri 1 Purbalingga in the academic year of 2010/2011.

1.5 Significance of the Study

The result of this study is expected to be able to:

(1) Help the students of SMA Negeri 1 Purbalingga to improve their speaking ability.

(2) Stimulate the English teachers of Senior High School to be more creative using various methods for teaching speaking.

1.6 Outline of the Report

This study is divided into five chapters: the first chapter is introduction, consisting of the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, and the outline of the report. The second chapter discusses review of the related literature and theoretical framework. Thus, the third one is about methods of investigation. This chapter contains research design, research variables, population and sample, instrument of the research, procedure of collecting the data, and technique in analyzing data. The results and the discussion will be presented in chapter four which contains answers of the statement of the problems. The last chapter is chapter five, eventually the writer presents the conclusion and some suggestions related to the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about general concept of speaking, elements of speaking, some principles in teaching speaking English, teaching speaking to Senior High School, characteristics of Senior High School students, Kagan structures for English language learners, general concept of Three Stay One Stray structure, Hortatory Exposition text, teaching spoken Hortatory Exposition text in Senior High School, and action research.

2.1 General Concept of Speaking

Speaking is viewed as a primary skill since people are starting the ideas in their native language through spoken language. After people are being able to speak in their native language, they begin to develop the reading and writing skill. According to Bailey and Savage as quoted by Murcia (2001:103) speaking in second or foreign language has often been viewed as the most demanding of the four skills.

The definition of speaking is explained in many ways. According to Florez as cited by Bailey (2005:02), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Meanwhile

Bailey (2005:2) said that speaking is such fundamental human behaviors that do not stop to analyze it unless there is something noticeable about it. Otherwise Bygate (1987: vii) explained that speaking is a skill which is derives attention every bit as much as literary skill in both first and second language.

On the other hand, based on Longman Dictionary of Contemporary English, Advanced Learner's Dictionary, (2009), speaking is the ability to talk to someone about something to speak, use our voice to produce words in a particular language, to express our ideas or opinions, feelings, thoughts, and beliefs of a person or group of people. In addition, Farlex (2009) said that speaking is the utterance of intelligible speech that delivers to the public directly and speaking is expressive. And last but not least, in Harmer's opinion (2001:269), speaking is the ability presupposes not only of languages features, but also the ability to process information and language "on the spot".

Based on the terms of speaking above, it can be concluded that speaking is one of the skills that used to deliver our ideas, opinions, thoughts, and fellings to the public in a particular language.

2.2 Elements of Speaking

According to Harmer (2001: 269), there are several elements of speaking as follows:

(1) Language features. It covers

a) Connected speech, e.g. (I would have gone), the fluent connected speech is (I'd've gone);

b) Expressive devices: changing the pitch and stress of particular parts of utterances vary volume and speed;

c) Lexis and grammar: spontaneous speech, e.g. (expressing surprise, shock, or approval);

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. These are called language features.

(2) Mental or social processing. Success in speaking is also dependent upon the rapid processing skills that talking necessitates. It covers:

a) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended;

b) Interacting with others: most speaking involves interaction with one or more participant;

c) Information processing: quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

It can be concluded that success in speaking can be reached by mastering language features and having the ability to process information and language.

2.3 Principles in Teaching Speaking English

In fact, teaching speaking can be an interesting activity for students. However, sometimes it can be a boring activity if the teacher does not know how to create a good interaction with the students in teaching-learning process in order to make an interesting speaking class. To teach English as foreign language effectively, teacher should know the principles for teaching speaking suggested by Bailey (2005: 54-55). There are four principles to teach speaking English as foreign language effectively:

(1) Be aware of the differences between second language and foreign language contexts. In foreign language context, the target language is not spoken in the daily life and the students' opportunities to use the target language in outside the classroom are very limited.

(2) Give learners practice with fluency and accuracy in speaking by realizing that mistakes in learning a new language is natural.

(3) Provide opportunities for learners to talk by using group work or pair work and limiting teacher talk.

(4) Plan speaking task that involves negotiation for meaning by clarifying and confirming the learners' understanding with the teacher meaning.

From the four principles above, it is concluded that the teacher should be able to build a good interaction between teacher and students in teaching speaking English as a foreign language.

2.4 Characteristics of Senior High School Students

Every stage of human development has particular characteristics and so do Senior High School students. They embody experience the phase which is in accordance with their development. Here are some statements about some characteristics of Senior High School students.

Kohnstamm in *http:en.wikipedia.org/wiki/humandevelopment* mentions four stages of human development. They are vital age (0.0 – 2.0 years old), esthetical age (2.0 – 7.0 years old), intellectual age (7.0 – 13.0 years old), and social age (13.0 – 20.0).

As cited in Wikipedia.org that human development is divided into:

(1) Child

    a) Neonate (newborn) (10-30 days)

    b) Infant (baby) (1 month – 1 year)

    c) Toddler (1 – 4)

    d) Primary school age (also called prepubescent) (4 – 10)

(2) Adolescence and puberty (teenage) (13 – 19)

(3) Young adult (19 – 25)

a) Adult (exact minimum age may vary)

a) Early adulthood (20 – 39)

b) Middle age (40 – 59)

c) Advance adult or Senior citizen or old age (60 +)

(4) Death (occurs at various ages, depending on person)

a) Decomposition (breakdown of the physical body after death).

According to those stages, it can be seen that Senior High School students can be categorized into social age or teenager (13 – 20 years old based on Kohnstamm) or adolescence (13 – 20 based on Wikipedia.org). Adolescence (Latin *adolescentra,* from *adolescere,* to grow up) is the period of phychiological, social and physical transition between childhood and adulthood (gender specific, manhood or womanhood).

Most people regard adolescence as conflict. During this period, there is a need for students (adolescents) to find out who they really are, and what they are going to be. In this period, teenagers face physical and emotional changes from kids to be adults. These changes can depress them. So, the teachers should create the conditions which enable the learners or students to acquire knowledge, skills, and attitude included in language acquisition.

Moreover, Senior High School students or teenagers are categorized into adolescent's learners. In this period, teenagers like to spend their time for hanging around with friends, peers, and have often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescent's learners according to Harmer (2001: 38 – 39) are:

(1) They seem to be less lively and humorous than adults.

(2) Identify has to be forced among classmates and friends, peers approval may be considerably more important for the students than the attention of the teacher.

(3) They would be much happier if the problem did not exist.

(4) They may be disruptive in class.

(5) They have great capacity to learn, great potential for creativity, and a passionate commitment to things that interest them.

Based on the explanation above, the writer concludes that adolescents are the period of change, new experiences learning, instability, and the most trying time in life. Schools and teachers should provide adolescents with opportunities to explore an experiment in a stable and supportive atmosphere. Teacher's job is to facilitate intellectual activity by helping them to be aware of constructing ideas and concepts which can resolve themselves.

2.5 Kagan Structures for English Language Learners

One of the plenary speakers at Peace as a Global Language II was the American educational psychologist Dr. Spencer Kagan, famous for the so-called structural approach to cooperative learning. It is explained on Kagan Online Magazine (2002) that Dr. Spencer Kagan has developed roughly 200 classroom

"structures", which may be thought of as steps to classroom activities. Kagan Structures are radically transforming classrooms across the United States and in many parts of the world. These easy-to-learn, easy-to-use instructional strategies are ideal for promoting second language learning. In classrooms in which the Kagan Stuctures are used regularly, students for whom English is a second language learn both English and academic content far more quickly and far more thoroughly than when traditional instructional strategies are used. The Kagan Structures also promote language and content learning far more than does group work.

There are over 200 Kagan Structures with different functions. Some are designed to produce master high consensus content, others to produce thinking skills, and yet others foster communication skills. A few favorite Kagan Structures are described in the table below:

Kagan Structure	Description
Timed Pair Share	One student talks for specified time and the other listens. Then they switch roles.
Team Interview	Each student on a team in turn is interviewed by his/her teammates.
Numbered Heads Together	After the teacher asks a question, students write their own answer, discuss it in their groups, signal that are ready, and the teacher calls a number. Students with that number respond using a range of simultaneous response modes.
Boss/Secretary	One student ("Boss") dictates to another ("Secretary") who records the answer. The boss receives praise and then students switch roles.

Mix-N-Match	Students circulate in the room with cards, quizzing each other and then finding their match. For example, the person who has the picture of a shoe searches for one who has the word "shoe".
Three Stay One Stray	One member of each group is selected to "stray" by going to the next group. At the new group, the designated student is welcomed as a visitor then briefs the three who have remained on the findings of the student's original group.
Quick write	Students write for a short, specific amount of time, perhaps several minutes, about a designated topic related to...

Table 2.1 Sample Kagan Structures

Source: Dr. Spencer Kagan and Julie High (2002)

All of the Kagan Structures are very carefully designed. They are carefully structured to implement four basic principles of cooperative learning. They are PIES:

P = Positive Interdependence
I = Individual Accountability
E = Equal Participation
S = Simultaneous Interaction

Figure 2.1 Principles of Cooperative Learning

Source: Dr. Spencer Kagan and Julie High (2002)

(1) Positive Interdependence

Positive interdependence means a "win-win" condition in which the success of one student is linked to the success of others in the class in a positive way. To

determine if we have satisfied the principle of positive interdependence we ask, *"Is a gain for one associated with for others, and is help necessary?"* Positive Interdependence places students on the same side so again for one is associated with a gain for another and students cannot succeed alone. In this kind of relationship, students care about each other and help each other so that all learn.

(2) Individual Accountability

Individual accountability means a procedure to check that each participant individually contributes a fair share to a group effort. It also means there is a way to evaluate the quality of the effort/result of each member. The principle of individual accountability is satisfied if we can answer the question, *"Is individual public performance required?"* To satisfy the principle of individual accountability, students must perform on their own in front of at least one other.

(3) Equal Participation

Equal participation means that all students receive the same chances and incentives to be involved in class. Kagan's approach uses careful task design (e.g. the task has equal size and equal status roles for all participants in the activity, or if roles are not equal status, such as leader and checker, roles are randomly assigned and would be rotated over the course of the term), rewards, and accountability procedures to encourage equal participation. The critical question to ask here is *"How equal is the participation?"*

(4) Simultaneous Interaction

Simultaneous interaction means that all students are actively engaged at the same time during the class. An example would be 20 pairs of students in a 40-person class all talking/listening simultaneously, as opposed to one student out of 40 answering a teacher's question, while all the others are or are not listening or participating. The critical question to ask regarding simultaneous interaction is *"What percent of the students are overt at any one moment?"*

2.6 General Concept of Three Stay One Stray Structure

Three Stay One Stray is a kind of structure in Cooperative Learning. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

(http://edtech.kennesaw.edu/intech/cooperative learning.htm).

Three Stay One Stray is a technique for having groups report out results of their discussion when there is no time to hear from each group. Groups are given a problem to solve and are told to make sure that everyone in the group understands the solution that the group has come up with. Then one member of each group is selected to "stray" by going to the next group. At the new group, the designated student is welcomed as a visitor then briefs the three who have remained on the findings of the student's original group. Each group, in other words, learns the findings of another group and has its findings reported to another group. It is

important that student who will be reporting is not told beforehand until the last minute, so that each student must be ready to represent the groups. Millis describes the benefits of this process this way:

Three-Stay One-Stray offers a low-threat forum where students can exchange ideas and build social skills such as asking or probing questions. It also offers students the opportunity to learn by teaching. Placing the report-out responsibility on the students reinforces the valuable conception that knowledge resides within the learning community, not just with the "authority-figure" instructor. Perhaps its greatest value lies in its efficiency. Instead of, for example, ten sequenced five-minute reports to the entire class (fifty minutes, plus transition time), individual students are simultaneously giving five-minute reports throughout the room.

2.7 Procedures of Holding Three Stay One Stray in Speaking Class

According to Kagan cited in Rogov (2005), steps or procedures of holding "Three Stay One Stray" in speaking class are as the following:

(1) Students work in group of four (one group consists of four students);

(2) After the groups get their discussion result, one of group members will be selected to leave his group and go to other groups on a certain time to report out the result of his group.

(3) After reporting out the result of his group to all of the groups, he returns to his own group.

(4) In own group, all students discuss other groups' results and compare them with their own groups results.

(5) Teacher and students discuss the students' work together.

Meanwhile, Hock (2006) explained the steps or procedures of holding "Three Stay One Stray" in speaking class as follows:

(1) All group members do the task together.

(2) Three of group members remain in their original group while one group member goes to other groups to observe the activity which has been done by them and tell them about his group discussion result.

(3) The original groups compare their discussion result with other groups' result.

Here is the scheme of model discussion in "Three Stay One Stray":

GROUP 1

GROUP 2

GROUP 3

GROUP 4

= The Guest   = The Host
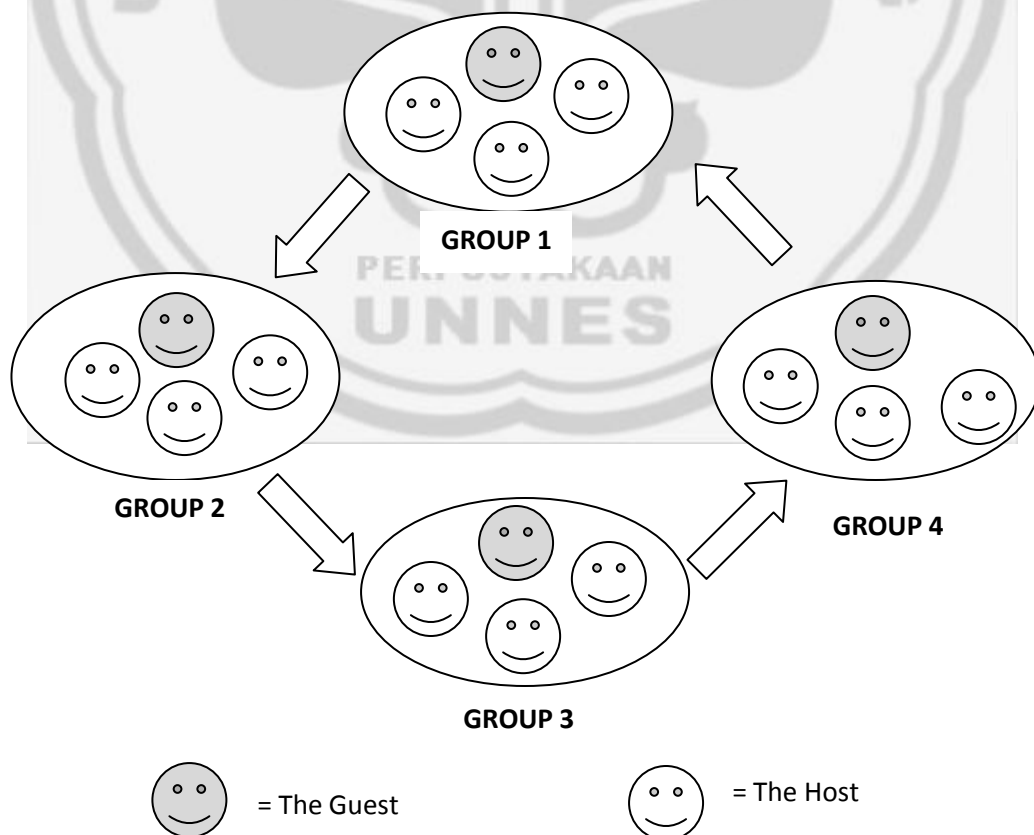
Figure 2.2 Scheme of Model Discussion in Three Stay One Stray

The explanations of model discussion in Three Stay One Stray above are presented more clearly as the following:

(1) Students work in group of four to discuss a certain topic.

(2) After getting the discussion result, one of group members will be selected to be 'the guest'. Another three members will be 'the host' of their group.

(3) The guest will give information about his group discussion result to other group.

(4) The hosts stay in their group and receive the discussion result from other group guest that is visiting them.

(5) After giving information to one group, the guest moves to other groups and does the same activity.

(6) After visiting all of the groups, the guest returns to his own group.

(7) Each of the hosts has duty to tell the information they have gotten to their friend who has been the guest.

(8) Teacher summarizes the conclusion from all of the group discussion results.

2.8 Hortatory Exposition Text

2.8.1 Definition of Hortatory Exposition Text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory Exposition goes by

several different names, including argument and persuasion, in various sources. The writer prefers Martin's (1985) original term. Hortatory Exposition differs from Analytical Exposition in that the latter argues that X is the case. Hortatory Exposition argues that X ought or ought not to be or should or should not be the case. The latter types of Expositions exhort someone to take or to desist in some action.

2.8.2 Social Function of Hortatory Exposition Text

The social function or the purpose of Hortatory Exposition text is to persuade the readers or listeners that something should or should not be the case.

2.8.3 Generic Structure of Hortatory Exposition Text

The generic structure of Hortatory Exposition is as the following:

(1) Thesis: announcement of issues of concern;

(2) Arguments: reasons for concern, leading to recommendation;

(3) Recommendation: statement of what ought or ought not to happen.

2.8.4 Grammatical Features of Hortatory Exposition Text

The grammatical features of Hortatory Exposition are as the following:

(1) Use of simple present tense;

(2) Use of mental processes to state what the writer thinks or feels about issue;

For example: think, guess, feel, etc.

(3) Use of material processes to state what happens;

For example: bring, use, etc.

(4) Use of material processes to state what it should or should not be.

For example: is, am, and are.

2.9 Teaching Spoken Hortatory Exposition Text in Senior High School

The English materials for Senior High School are being modified in line with the current curriculum. Based on the School-Based Curriculum (KTSP) 2006, English subject for Senior High School is expected to reach the functional level. This perspective emphasizes that students in the functional level should be literate in interpersonal communication. It means that students should be able to participate and communicate in society and in everyday activities by using English.

English teaching materials taught text type is genre. Hortatory Exposition text is one of the text types which must be taught to the students in Senior High School. The standard competence and the basic competence in teaching speaking for Senior High School students based on KTSP 2006 for the Eleventh grade are as the following:

Standard Competence:

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Basic Competence:

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

Based on the standard above, it can be concluded that the aim of the teaching speaking English for Senior High School is to help the students to express their mind in English in their daily activities. Besides that, by learning English, the students is expected to be active in globalization era which uses English as a means of communication to communicate and obtain information from other people from any countries.

2.10   Action Research

2.10.1 Definition of Action Research

According to Wallace (1998:4), action research is a process, which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to make some decisions about what her/his future practice should be. While Harmer (2003: 344) states that action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they want to wish to evaluate the success of certain activities and procedures.

Based on the discussion above, it can be concluded that action research is a research which is done systematically by a teacher in his/her own classroom through his/her self-reflection to solve the problem which faced by his/her students. In line with that, by doing action research, it hopes that teachers can improve their teaching ways to bring a good benefit for students.

2.10.2 Steps of Action Research

There are so many experts explained about the steps of action research. However, in this study, I quote the steps of action research based on Kemmis. Classroom action research is conducted cyclic. According to Kemmis (1990) cited in Mills (2000), a cycle consists of four steps. They are planning, action, observation, and reflection. The steps can be seen in the figure below:

Figure 2. 3 Steps of Action Research

Source: Mills (2000:97)
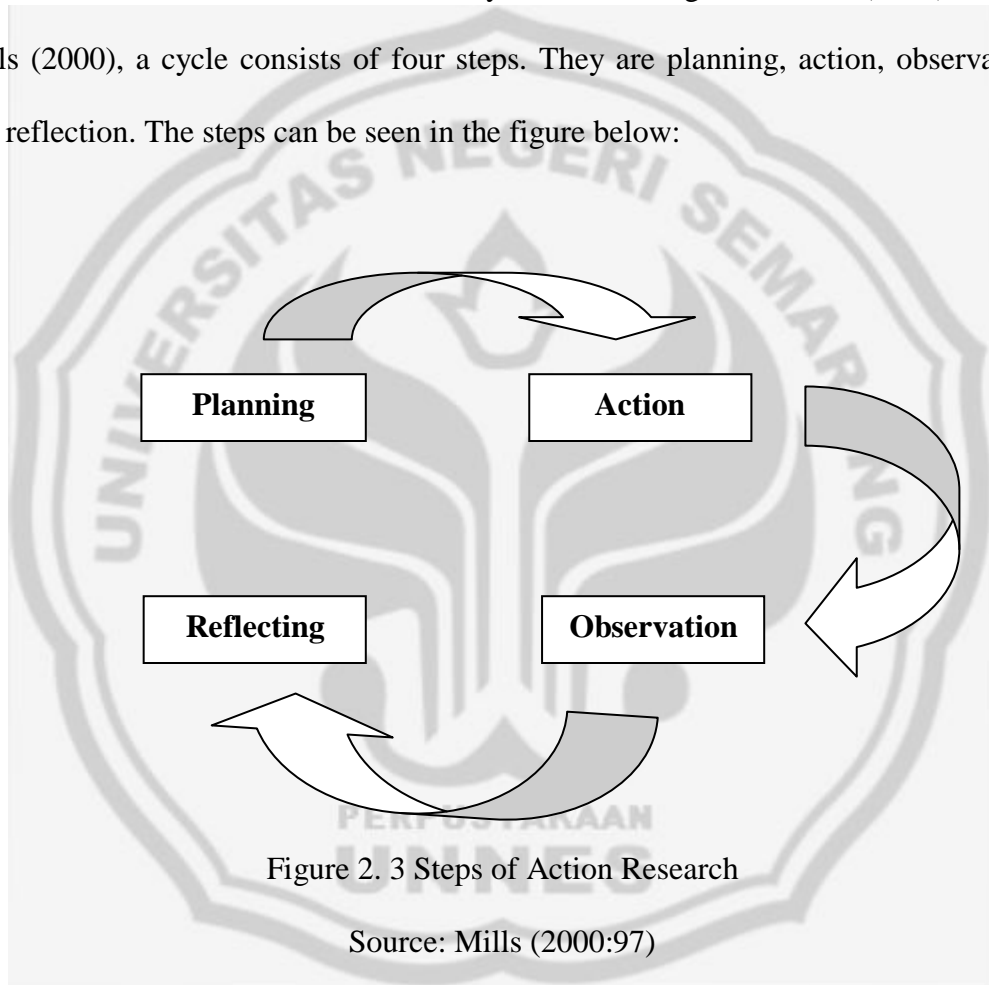
(1) Planning

Plan means identify the problem area. Planning is the important steps in conducting an action research. It is conducted before a researcher starts her action research. The purpose of this activity is to know the problems and find a good solution for the problems.

(2) Action

The second step of observation is action. Action is an implementation of planning. An action is the main phase of action research. It is followed by observation and reflection. This phase is the implementation of the planning that has made by a researcher to solve the problems.

(3) Observation

The third step is observing. In this step, a researcher has to observe all events or activities during the research. It is time to get evidence by analyzing the action and deciding whether the action was successful or not.

(4) Reflection

The last step is reflection. This activity is done after the implementation of treatment in action. The result of the reflection is used to establish the next steps of research. In other words, a reflection is an investigation to know the result of a research whether a research was success or the failure in reaching the research purpose.

2.10.3 Aim of Action Research

It has been generally assumed that when students learn a foreign language, they will face problems in learning that language. To solve the problems, teacher should use an appropriate method such as action research. One of experts who explained the aim of an action research is Hopkins. He said that the aim of action research as means of extending their professional behaviors and encouraging flexibility in professional development (1993:71).

Based on Hopkins' explanation, it can be concluded that the aim of an action research is to improve and increase the teacher quality in teaching. As teachers, we must know the weaknesses of the students and how effective our methods are. By doing an action research, it is expected to increase the ability and quality of educators in the teaching activities. Besides that, an action research can help a teacher to find some of innovations to build a high quality education.
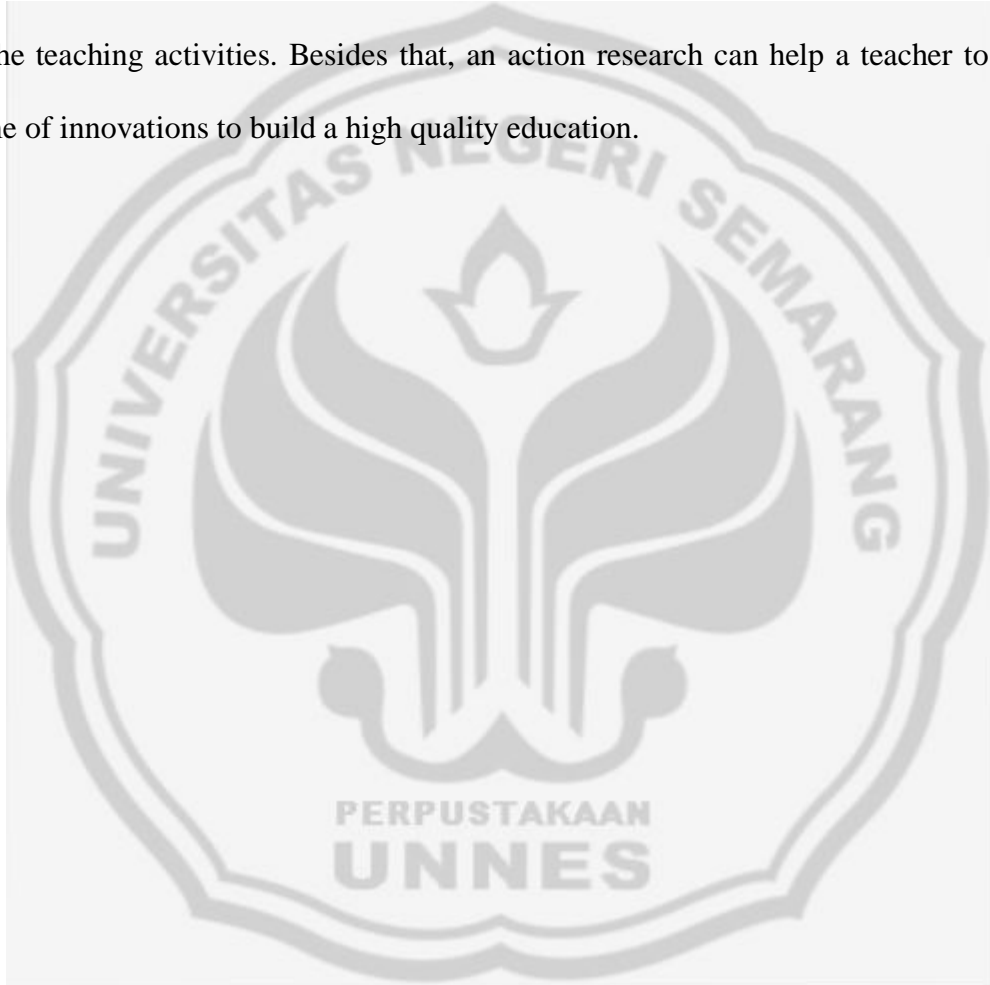
CHAPTER III

METHODS OF INVESTIGATION

This chapter describes in details about the methods of investigation. It consists of six parts namely research design, research variables, population and sample, instrument of the research, procedure of collecting the data, and technique in analyzing data.

3.1 Subject of the Study

The research determined the students at year XI in semester II as the population of the study. The subject of the research was the students of SMA Negeri 1 Purbalingga in the academic year of 2010/2011. In this case, I would simply have class XI IPS 4 in which there was thirty-two students. The reasons were based on the interview with the English teachers who have responsibility in English teaching for year XI, both of science or social program, and my observation in the field. The teacher said that the students of science program are more active in speaking than the students of social program. So, I chose social program. Moreover, the recommended class is the most problematic one in this study of all. Here, it is regarded that the class applied is able to represent the condition and problems of all classes.

27

3.2 Research Design

This research was used in the real situations. In addition, the primary focus is on solving the real problems. So, that is why, it is intended to be an action research (O'Brien, R: 2001). Furthermore, he says that action research is "Learning by doing" – a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if they are not satisfied, they will try again. The problem is reassessed and the process begins with another cycle. This process continues until the problem is resolved (Susman in O' Brien: 2001).

This research includes some statistic calculations Gerald Susman in O' Brien (2001) says that data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. In addition, its methods rely heavily on the quantitative measures with relationships among variables commonly shown by mathematical means. So, I regarded this study a quantitative research.

In this study, I also used some questionnaires to compile the sample's subjectivity evaluation toward the learning process. I wanted to analyze their respond within the questionnaires to strengthen calculation data from the Clark four-scale scoring system. In other words, I also regarded this study the qualitative research. O' Brien (2001) stated the various methods which are generally common to the qualitative research paradigm are keeping a research journal, document collection and

analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies.

In this research, I conducted two cycles: cycle I and cycle 2. According to Kemmis (1990) and in Mills (2000), a cycle consists of four steps. There are planning, action, observation, and reflection. The steps can be seen in the figure below:
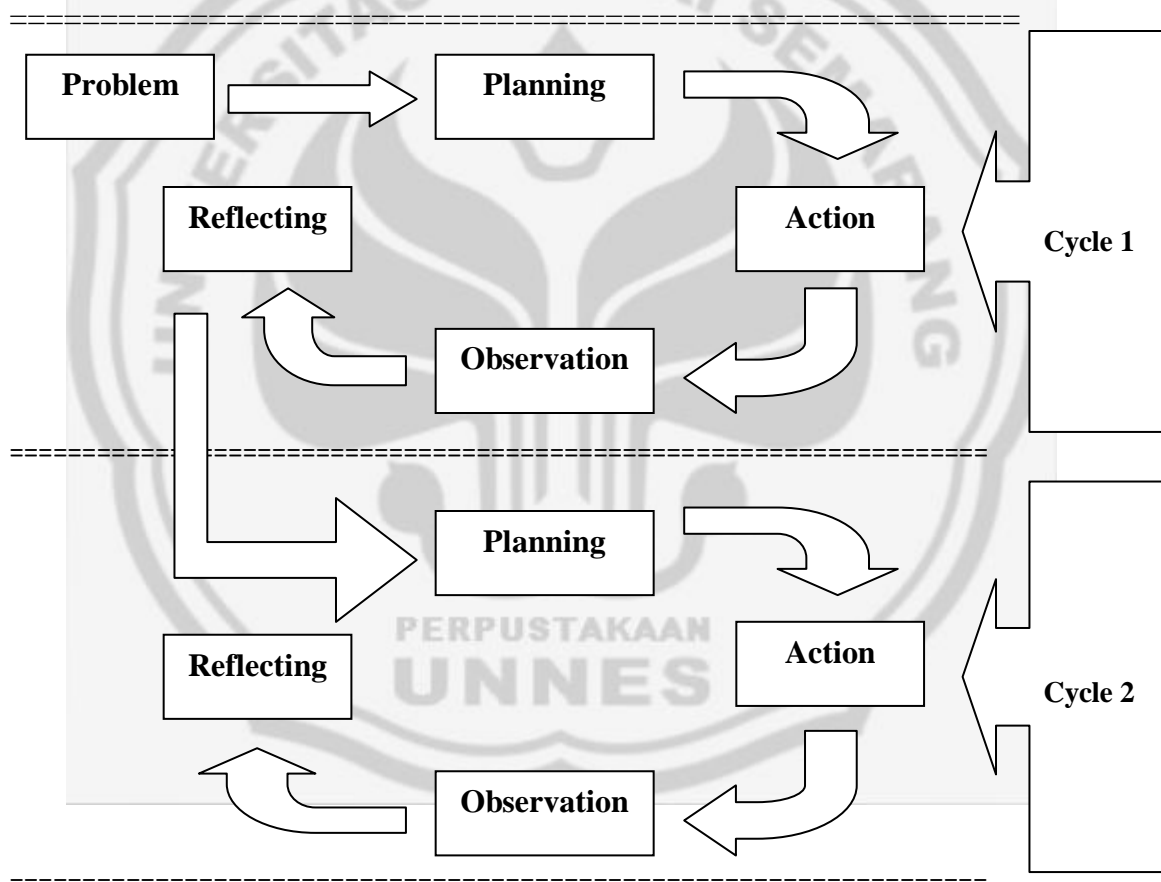
Figure 3. 1 Steps of Action Research

Source: (Mills, 2000:98)

The explanations of the components above are presented more clearly as the following:

3.2.1 Cycle One

3.2.1.1 Planning

First of all activities, I intended to find out an institution to do an action research. I chose SMA Negeri 1 Purbalingga because it is a Pilot School of International Standard. For that reason, I wanted to know the usage of English as the daily language there, especially in teaching learning activity. I asked permission to the headmaster to do an observation in the school and asked the English teachers about the teaching learning there. Then, I chose the teaching material based on English curriculum for Senior High School, especially for the Eleventh grade. I arranged a lesson plan based on the teaching material. After that, I prepared the test instrument and the teaching media, such as the copies of the text, textbook, eraser, students' attendance list, etc.

3.2.1.2 Action

After finding that the students have difficulties in speaking, I started to plan a treatment. First of all, I divided the class into two big groups. Each of big groups consists of eight small groups, each consists of four students. The compositions of each small group were based on the students' decision. The grouping is as follows:

a) Group A

A1	A2	A3	A4
Aditya Rahmawan	Dwika Kresna	Aisyah	N. Issusilaningtyas
Anantama D.	Hanif Salim A.	Atika Nur Arfiani	Puspa Hilda
Endon Ibnu P.	Heru Cahyo W.	Ervina Dian N.	Ratmoko Adhi K.
Tommy Nugroho	Taufik Widi N.	Septiani S.	Slamet Waryanto

b) Group B

B1	B2	B3	B4
Andika Putri A.	Bachtiar Wimpi I.	Mar'atul Hanifah	Dian Oktavianus
Laily Alfi Nuktah	Nizarudin D. D. R.	Syifa Hanifati	Elma Sulistia N.
Nurwulan M. S.	Putri Utami	Vera Aprilia	Radifan M. R.
Rensi Maulita P.	Rizki Nur A.	Wikara Dyah W.	Sarah Wulan

Before going on the action, I explained how to practice Three Stay One Stray structure and gave the example on how to practice it. Thus, here is the list of the activity during the action step:

1. I explained the materials (hortatory exposition text) briefly. Explaining the social function, the generic structure, and the language features of hortatory exposition text.

2. I gave model of spoken hortatory exposition text and explained how to create hortatory exposition sentences in English.

3. I introduced the "Three Stay One Stray" structure as a method in learning speaking for the hortatory exposition text learning.

4. Then, I gave the students some topics in which students chose one of them. The topics are Facebook should be Banned, Joining a Student Organization, Means of Public Transportation, TV Programs are Dangerous for Children, Career Woman, Corruption, Home Schooling, Opening the World by Reading, The Importance of Language Library, Additional Classes, Students Should be Free from School Fee, and Many Schools want UAN to be dropped.

5. After choosing the topic, all groups made a short hortatory exposition text based on the topic which they have chosen.

6. Ultimately, by collaborating with the teacher and my assistants, I conducted the structure with all the students in the class.

7. In the end of every meeting, I always asked them about the difficult words they found in their text. I wrote them on the white board and explained how to pronounce them.

3.2.1.3 Observation

I analyzed the students' participation in the teaching-learning process to know the result of the on-going action as the primary data from cycle one.

3.2.1.4 Reflecting

In this step, my assistants and I evaluated the steps in first treatment and discussed the result of the observation for the improvement of students' ability in speaking. I thought that the result of the cycle one was not satisfactory. That is why, my assistants and I decided to conduct cycle two as the following treatment.

3.2.2 Cycle Two

3.2.2.1 Planning

From the reflection in cycle one, I then arranged the second treatment with some revisions. I prepared a new lesson plan and prepared some new topics for the students. The new topics were Uniform is Unity, Plural, and Economical, Improving Our English Ability, The Positive Effects of Study Abroad, Moving Class, The Characteristics of a Good Leader, Being Healthy by Jogging, Where should be After High School?, Shopping in Traditional Market, Bank as a Safe Place for Saving Money, Should not access Immoral Things from Internet, Rubbish Can Create a Negative Environment, and Should Chatting be Banned?.

Another revision I made was the technique in discussing the topic. In cycle one, still there were some students who were not active when they were discussing the topic. They did not participate in their group, as they just kept silent and accepted whatever the discussion's result was.

Based on the situation above, I decided to give number for each of group member, with number one, two, three, and four. Firstly, they were given time to write their own idea, at least one idea, about the topic they have chosen. After they were ready with their idea, I called their number one by one randomly. Student with the number I called had to tell his idea to his friends in his group. After all students told their ideas in their group, the group had to make a conclusion about the topic in the form of hortatory exposition text based on the ideas that have been made. The treatment was continued with the same activity in cycle one.

3.2.2.2 Action

The teaching steps in cycle two were:

1. I previewed the model of the language as the previous cycle.

2. I conveyed the strategy of how to create hortatory exposition sentences and also give some examples.

3. I had the students to make eight groups with the same composition as the previous meeting.

4. I gave the students some new topics that they choose one of them. Then, they composed a short hortatory exposition text based on the topic with the new technique I revised.

5. I controlled the class for the cycle two of this research.

6. I explained how to pronounce some difficult words in the end of the meetings.

3.2.2.3 Observation

I analyzed the students' participation in the teaching-learning process to know whether or not there is a betterment result of the action in cycle two. At the end of the study, questionnaire was distributed to all students to identify students' objectively measurement towards the treatments given by using "Three Stay One Stray" structure as a learning technique in teaching spoken hortatory exposition text.

3.2.2.4 Reflecting

Here, I analyzed the result of the second cycle, evaluated the implementation of the treatment and questionnaire, and compared the both results in those cycles.

3.3 Research Variable

Variable, by definition is the object of the experiment or the focus of experiment (Arikunto, 1998:99). From the design of the experiment, it can be seen that there were two variables involved in this experiment. The two variables were independent variable and dependent variable. In this case, the independent variable of this research was the students' speaking ability and dependent variable was the use of "Three Stay One Stray" structure in teaching speaking.

3.4 Data Collection

In collecting the data, I did the following steps:

1. Write the students' spoken language from their activities during the implementation of "Three Stay One Stray" structure either in cycle one or two.

2. After making the summary, I arranged a report. It tells procedure of the research including the changes of the students' language attitude.

3. Scoring the students' spoken language. The aspects of the marking are based on the rubric used in this research, namely the Clark four-scale scoring system.

There are four aspects marked. They are pronunciation, vocabulary, structure, and fluency.

4. The questionnaire is also analyzed. The complete analysis is presented in chapter IV as the result of the study.

3.5 Instrument of the Study

The instrument used in this research is intended to measure the students' achievement in speaking skills (which included the aspects of pronunciation, vocabulary, structure, and fluency). The instruments of this study are interview list, test, observation checklist, and questionnaire.

3.5.1 Interview List

In this research, an interview is applied before the study. The interview is addressed to the English teachers at SMA Negeri 1 Purbalingga. The questions addressed toward the teachers are:

1. How is the teaching speaking English process so far at SMA Negeri 1 Purbalingga?

2. What are teachers' obstacles in teaching speaking English?

3. What techniques are used in teaching speaking here?

4. What are students' main problems in speaking English?

3.5.2 Test

This study is carried out into two cycles. There is a test at the beginning of the first cycle and at the end of the cycle two. The aim of the test is to measure the student's progress and result of the teaching –learning activities with the usage of "Three Stay One Stray" structure.

The questions applied in those cycles are the same in order to control the clear parameter of the data. The questions for examples are: (1) Do you have facebook? (2) Is it important? Why? And (3) What is your recommendation about facebook?

3.5.3 Observation

The observation is used to know the activities during the teaching-learning process. The aim of this observation is to observe the students' responses and changes of their skill in speaking hortatory exposition text.

3.5.4 Questionnaire

Hornby (1995:962) sated that questionnaire is a written or printed use of questions to be answered by a number of people especially as part of survey. Arikunto (1998:140) defined that a questionnaire is a number of within questions, which are used to gain information from respondents about the respondents themselves, or their knowledge, belief, etc. I used the questionnaire to get some additional information from the students' responses after being taught by implementing the "Three Stay One Stray" structure as an English teaching technique. It is given to the students after they finish doing the cycle two test.

According to Ari (1998:140), a questionnaire based on the way to answer the question, consists of two types of questionnaire:

1. Opened-questionnaire, the respondent can answer the questions using their own sentences.

2. Closed-questionnaire, the respondent can directly choose the appropriate answer.

Here, I used closed format, where the questions are in the form of multiple choices. The questions are packaged as follows:

Nama	
Kelas	
Nomor Absen	
Sekolah	

<div align="center">***</div>

Perintah:
Berilah tanda silang pada pilihan tanggapan yang sesuai dengan Anda!

No.	Pertanyaan	Tanggapan
1.	Bagaimana perasaan Anda pada waktu pembelajaran dilaksanakan?	a) sangat menikmati b) cukup menikmati c) tidak menikmati d) biasa saja
2.	Bagaimana tanggapan Anda terhadap penerapan "Three Stay One Stray" di kelas?	a) menarik b) cukup menarik c) tidak menarik d) biasa saja
3.	Apakah kendala Anda selama ini dalam penguasaan ketrampilan-ketrampilan berbahasa Inggris?	a) listening b) speaking c) reading d) writing e) tidak ada
4.	Apakah "Three Stay One Stray" dapat membantu menghadapi kendala bahasa Inggris Anda?	a) ya b) cukup c) kurang d) tidak
5.	Apakah penerapan "Three Stay One Stray" selama pembelajaran bahasa Inggris dapat memberikan penyegaran bagi Anda? berapakah nilai yang Anda	a) >90% b) 85% - 90% c) 70% - 85%

| | berikan untuk "Three Stay One Stray"? | d) 50% - 70% |
| | | e) <50% |

The questionnaire is arranged in bahasa Indonesia because the researcher wants to make the students understand the questionnaire easily. In other words, the researcher does not want to make the students getting misperception and misunderstand of the questionnaires.

3.6 Method of Analyzing Data

After collecting the tests' result of the students, the students' speaking skill improvement was marked. I used the rating scale modeled by John. L. D. Clark (1975:159-160), the aspects of the scoring are pronunciation, vocabulary, structure, and fluency. I taked this rating because this rating scale is appropriate for scoring the object of the study (speaking competence). This rating scale could be used to assess English as foreign language. The application of the rating scale is considering with students' condition and the student's level. It is called by the Clark four-scouring system. The rating scales are as follows:

Name	
Student number	
***	
Pronunciation		
Scales	**Descriptions**	**Score**
1.	Incomprehensible, or no response	
2.	Many phonemic errors; very difficult to perceive meaning	
3.	Occasional phonemic error, but generally comprehensible	

4.	Phonemically accurate pronunciation throughout	
Vocabulary		
1.	Vocabulary inaccurate throughout, or no response	
2.	Vocabulary usually inaccurate , except for occasional correct word	
3.	Minor lexical problems, but vocabulary generally appropriate	
4.	Consistent use appropriate words throughout	
Structure		
1.	Virtually no correct structure, or no response	
2.	Errors of basic structures, but some phrases rendered correctly	
3.	Generally accurate structure, occasional slight error	
4.	No errors of morphology or syntax	
Fluency		
1.	Long pauses, utterances left unfinished, or no response	
2.	Some definite stumbling, but manages to rephrase and continue	
3.	Speech is generally natural and continuous. Occasional slight stumbling or pauses at unnatural points in the utterance	
4.	Speech is natural and continuous. Any pauses correspond to those which might be made by a native speaker	
Total Score		

Source: John L. D. Clark (1972:93)

This study uses a simple formula to analyze the result of the students' achievement in speaking in the pre-test and post-test. I follow the criterion issued by the Department of Education and Culture in assessing the student's success and failure in a classroom's teaching-learning process. The criterion says that the students can be said to be successful if they can achieve 65% of the score. Besides, a class also can be said successful if 85% of the members pass the test (Depdikbud, 2004:29). The score of each student is counted by using this formula:

$$M = \frac{Score}{Max\ Score}$$

To find the average of the students' test result:

$$\bar{x} = \frac{\sum x}{N}$$

Which: $\bar{x}$ = the average

$\sum x$ = the sum of any test score

N = the total number of respondents
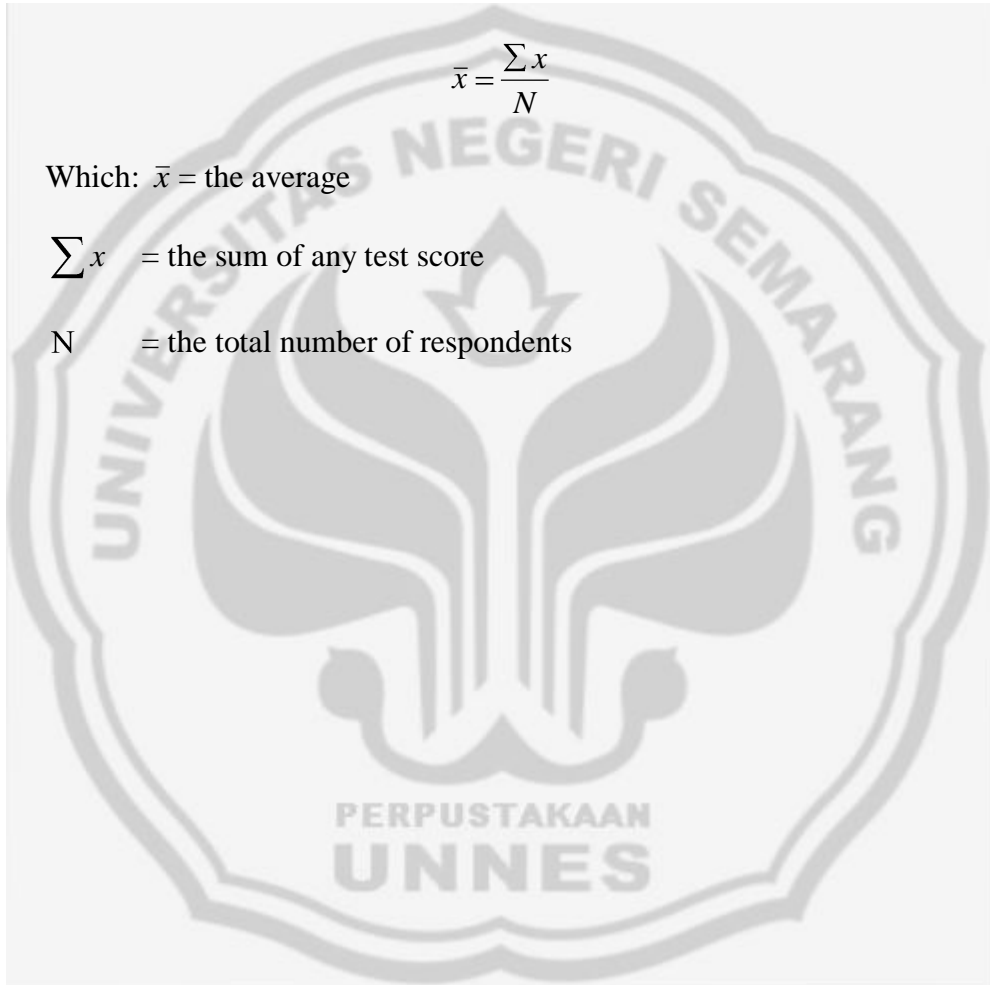
CHAPTER IV

DATA ANALYSIS

In this chapter, the data which has been collected is analyzed and interpreted. In line with this, it also provides an analysis of the result of interview, an analysis of the cycle one and cycle two, an analysis of test-result, and the analysis of questionnaire.

4.1 Result of the Study

This research was conducted in two cycles. There were eight meetings, and each cycle consisted of four meetings. The first meeting of cycle one was held on March 9, 2011, the second meeting was on March 12, 2011, the third meeting was on March 14, 2011, and the fourth meeting was on March 16, 2011. Then, the first meeting of cycle two was held on March 19, 2011, the second meeting was on March 21, 2011, the third meeting was on March 23, 2011, and the fourth meeting of cycle two was on March 26, 2011.

4.2 Analysis of Interview

Before initiating this study, first of all, I shared with the English teachers of SMA Negeri 1 Purbalingga, especially those who teach students of class XI. During the interview I found that most students'main problem in learning English was

speaking. The teachers explained that the students' achievement in speaking English was low. The teachers also told that they rarely used any media or specific technique in teaching English, especially in speaking class. The students were taught by using an English text which was taken from some sources of text.

The interview was also aimed to know students' opinion about English. Some points highlighted from the interview result are: (1) the students' interest in English was low and (2) the students thought that speaking was absolutely complicated.

Based on the result of the interview, I made a conclusion that the students need an interesting strategy in learning English especially to improve their speaking skill. The results of this interview were used as starting points to determine the further steps of this study.

4.3 Analysis of Cycle One

Cycle one consisted of four meetings. The first meeting was used for explaining the material shortly and for pre-test, whereas the second, the third, and the fourth meeting were used for doing treatment. Here, all of the students practiced Three Stay One Stray structure. In this case, I took class XI IPS 4. It was according to the English teacher's recommendation. Dra. Heri Suryaningrum is the English teacher of social program for the Eleventh grade of SMA Negeri 1 Purbalingga, included class XI IPS 4 which consists of thirty-two students.

This first cycle was started with a short hortatory exposition text. The text was about should not bring mobile phone to school. The teacher read the text carefully and slowly in order to make the students were able to catch the point of the text well and easily. This text told about the negative things if students bring mobile phone to school. This hortatory exposition text recommended school should ban students from bringing their cell phone. Next, the teacher wrote some difficult words and some words which are usually used in hortatory exposition text on white board. She also explained how to pronounce them well in order to make the students' pronunciation better.

In the following meetings of the first cycle, by collaborating with the teacher and my assistants, I conducted a structure of "Three Stay One Stray". There were thirty two students in the class. I divided them into two big groups. Each of big groups consisted of four small groups which consisted of four students. Then, I wrote some topics on the white board. Each group had to discuss the topic, which is different from other small groups. After choosing a topic, by doing a discussion in their group, they made a short hortatory exposition text based on the topic. Finally, they practiced Three Stay One Stray structure to report the result of their group discussion.

In every meeting, the students were suggested to provide dictionaries or the digital ones in order to help them in composing their short hortatory exposition text and to help them find out the pronunciation of some difficult words they found. There were some evaluations on the procedure at the end of the activity as follows:

1. The time allotment of the first day was not enough because the students needed a lot of time to compose their text well. This caused the "Three Stay One Stray" in the cycle one was not running well.

2. Some students were not active when they were discussing the topic in their group. They just kept silent and accepted whatever the discussion result without being active.

3. Some students who were chosen to be the representation of their group still relied on their writing. So, they only read the text without doing some improvisation or some expression. It made their speaking unnatural.

4. The dictionary was really helpful. In fact, almost all of the students always opened it to look up the words they wanted to say and to check the right pronunciation.

At the end of the cycle one, I drew some notes about some strategies and tricks which I intended to maintain in the following cycle. I realized that I had to do some revisions in order that "Three Stay One Stray" structure will be more effective and enjoyable.

4.4 Analysis of Cycle Two

The cycle two was conducted in four meetings. The first meeting was on March 19, 2011, the second meeting was on March 21, 2011, the third meeting was on March 23, 2011, and the last meeting was on March 26, 2011.

The procedure of teaching and learning process was the same as the first cycle. The first, the second, and the third meeting of cycle two were used for doing the treatment. I did the treatment with some revision. I prepared some new topics and revised the technique in discussing the topic. In short, I then had them enjoy in practicing the structure. A post-test was administered for them all in the last meeting of cycle two. The post-test was done to know about students' speaking skill improvement. The analysis of the post-test was presented in the following part of sub discussion.

4.5 Analysis of Test

4.5.1 Pre-Test

The Pre-Test was held on the first meeting of cycle one, on March 9, 2011, after the teacher explained the material. This section was conducted by the two assistants. The aim of the test was to measure the students' speaking ability before the treatment. There were thirty-two students in the test. They were asked these questions: (1) Do you have facebook? (2) Is it important? (3) Why/why not? And (4) what is your recommendation about facebook?

There was no significant problem in conducting the pre-test. The class could be managed well. The result of the pre-test was as follows:

No.	Student's Code	The result of students' achievement in speaking			
		Pronunciation	Vocabulary	Structure	Fluency
1.	A-01	1	3	2	1
2.	A-02	2	3	3	2
3.	A-03	1	3	1	1
4.	A-04	1	2	2	2
5.	A-05	1	2	2	1
6.	A-06	1	2	1	1
7.	A-07	1	2	2	1
8.	A-08	1	2	2	2
9.	A-09	2	3	2	2
10.	A-10	1	2	1	2
11.	A-11	1	3	3	1
12.	A-12	1	2	1	1
13.	A-13	2	3	2	1
14.	A-14	1	2	2	1
15.	A-15	2	3	2	2
16.	A-16	1	1	1	1
17.	A-17	2	2	2	1
18.	A-18	1	3	2	2
19.	A-19	1	2	1	1
20.	A-20	1	2	1	2
21.	A-21	2	3	3	2
22.	A-22	1	2	1	1

23.	A-23	1	2	3	1
24.	A-24	1	2	2	1
25.	A-25	1	2	2	1
26.	A-26	1	3	2	1
27.	A-27	1	2	1	1
28.	A-28	1	3	3	1
29.	A-29	1	1	1	1
30.	A-30	2	2	2	1
31.	A-31	1	2	2	1
32.	A-32	1	2	2	1
	TOTAL	39	73	59	41
	MEAN	1.21	2.28	1.84	1.28

Table 4.1 Result of Pretest

Based on the result above, it was showed that the sum of students' score in pronunciation was 39, vocabulary 73, structure 59, and the fluency 41. The result of pretest was investigated then for the mean. To get the mean, I used this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Which: $\bar{x}$ = the mean

$\sum x$ = the sum of any test score

N = the total number of respondents

The average of the students' result was 1.21 for pronunciation, 2.28 for vocabulary, 1.84 for structure, and 1.28 for fluency. Actually they had been having a well achievement of their speaking ability. But they were still getting confused with

the pronouncing of the difficult words and they were not accustomed to speak in English. It influenced their fluency in their speaking.

4.5.2 Post-Test

The post-test was administered on the last meeting of cycle two, on March 26, 2011. All students of XII IPS 4 joined the test. This section was also conducted by the two assistants. The questions of the post-test were the same as the ones given in the pre-test. The result of the post-test was shown in the following table.

No.	Student's Code	The result of students' achievement in speaking			
		Pronunciation	Vocabulary	Structure	Fluency
1.	A-01	2	4	3	2
2.	A-02	3	4	4	4
3.	A-03	2	4	2	2
4.	A-04	3	3	3	3
5.	A-05	3	4	4	3
6.	A-06	2	3	3	2
7.	A-07	3	3	3	3
8.	A-08	3	4	3	3
9.	A-09	3	4	4	4
10.	A-10	2	3	3	3
11.	A-11	3	4	4	3
12.	A-12	2	3	2	2
13.	A-13	3	4	3	3
14.	A-14	3	3	4	4
15.	A-15	4	4	4	3

16.	A-16	2	3	2	2
17.	A-17	2	3	2	3
18.	A-18	3	4	3	3
19.	A-19	3	3	2	4
20.	A-20	3	4	3	3
21.	A-21	4	4	4	3
22.	A-22	3	3	3	2
23.	A-23	3	3	3	3
24.	A-24	3	4	3	3
25.	A-25	2	3	3	3
26.	A-26	3	4	3	4
27.	A-27	3	3	2	2
28.	A-28	3	3	4	4
29.	A-29	3	3	2	3
30.	A-30	3	3	4	3
31.	A-31	2	3	3	2
32.	A-32	3	3	3	3
	TOTAL	89	110	98	94
	MEAN	2.78	3.43	3.06	2.93

Table 4.2 Result of the Post-test

Based on the result above, it was showed that the sum of students' score in

pronunciation was 89, vocabulary 110, structure 98, and the fluency 94. The result of

pretest was investigated then for the mean. To get the mean, I used the same formula

with the formula used in the pre-test:

$$\bar{x} = \frac{\sum x}{N}$$

Which: $\bar{x}$ = the mean

$\sum x$ = the sum of any test score

N = the total number of respondents

The average of the students' result was 2.78 for pronunciation, 3.43 for vocabulary, 3.06 for structure, and 2.93 for fluency. It can be concluded that the students' achievement in speaking had a significant improvement and the students had been able to be categorized into a well achievement.

4.5.3 Test-Result

Analysis of the test result of the study dealt with the students' assessment and the total score of the students before and after using Three Stay One Stray structure. In classifying the score, I used the rating scale modeled by John. L. D. Clark (1975:159-160). I assessed some aspects of the scoring such as pronunciation, vocabulary, structure, and fluency. The results of the tests were compared in the table below:

| Speaking aspects | Mean of Students' Score | | Improvement |
	Pre-test	Post-test	(Pre-test – Post-test)
Pronunciation	1.21	2.78	1.57
Vocabulary	2.28	3.43	1.15
Structure	1.84	3.06	1.22
Fluency	1.28	2.93	1.65

Table 4.3 Summary of the Research Result

Table 4.3 showed the result of the study of the thirty-two students of XII IPS 4. We could see from the table that students' speaking achievement in the pre-test was 6.61, whereas the students' speaking achievement in the post-test was 12.20. It means that there was an improvement between mean of pre-test and the post-test. The improvement score was 5.59. It was taken from the post-test's score which was reduced by the pre-test's score. From this calculation, I could conclude that the increasing score was almost 100%. This calculation was also strengthened by the result of the questionnaire given after the post-test in the last cycle.

4.5.3.1 Pronunciation

In this aspect, we can see that the students' achievement is increased. It can be seen from the average score of the students' pronunciation achievement. The mean score for pre-test is 1.21 and for the post-test is 2.78. The students' pronunciation improved because they have known how to pronounce the words correctly since their wrong pronunciation were corrected in the first and second cycle.

4.5.3.2 Vocabulary

From the table above, we can conclude that the students' vocabulary achievement is improved because they got new vocabularies from the treatment and the teacher's explanation. The mean difference of pre-test and post-test is 1.15.

4.5.3.3 Structure

The students' structure achievement is improved. The average score of pre-test is 1.84 and the post-test is 3.06. After the students have treatments, they can use the appropriate tenses.

4.5.3.4 Fluency

According to the table above, the students' fluency is also increased. The mean score of the pre-test is 1.28 and the post-test is 2.93. It is influenced by their habit in speaking when they were discussing and reporting their group discussion result during treatments. Since they had a lot of practice, their fluency achievement in the post-test was increasing than in the pre-test. It is a good advance in students' speaking.

The results of the tests were supported by the diagram below. It was the pre-test and the post-test's scores based on the Clark four-scale scoring system:

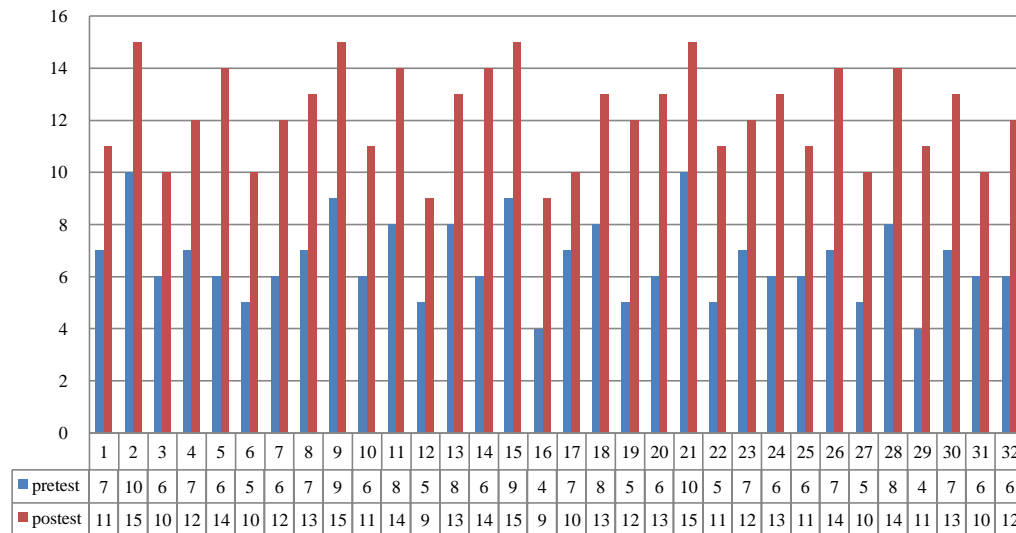|	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
■ pretest	7	10	6	7	6	5	6	7	9	6	8	5	8	6	9	4	7	8	5	6	10	5	7	6	6	7	5	8	4	7	6	6
■ postest	11	15	10	12	14	10	12	13	15	11	14	9	13	14	15	9	10	13	12	13	15	11	12	13	11	14	10	14	11	13	10	12
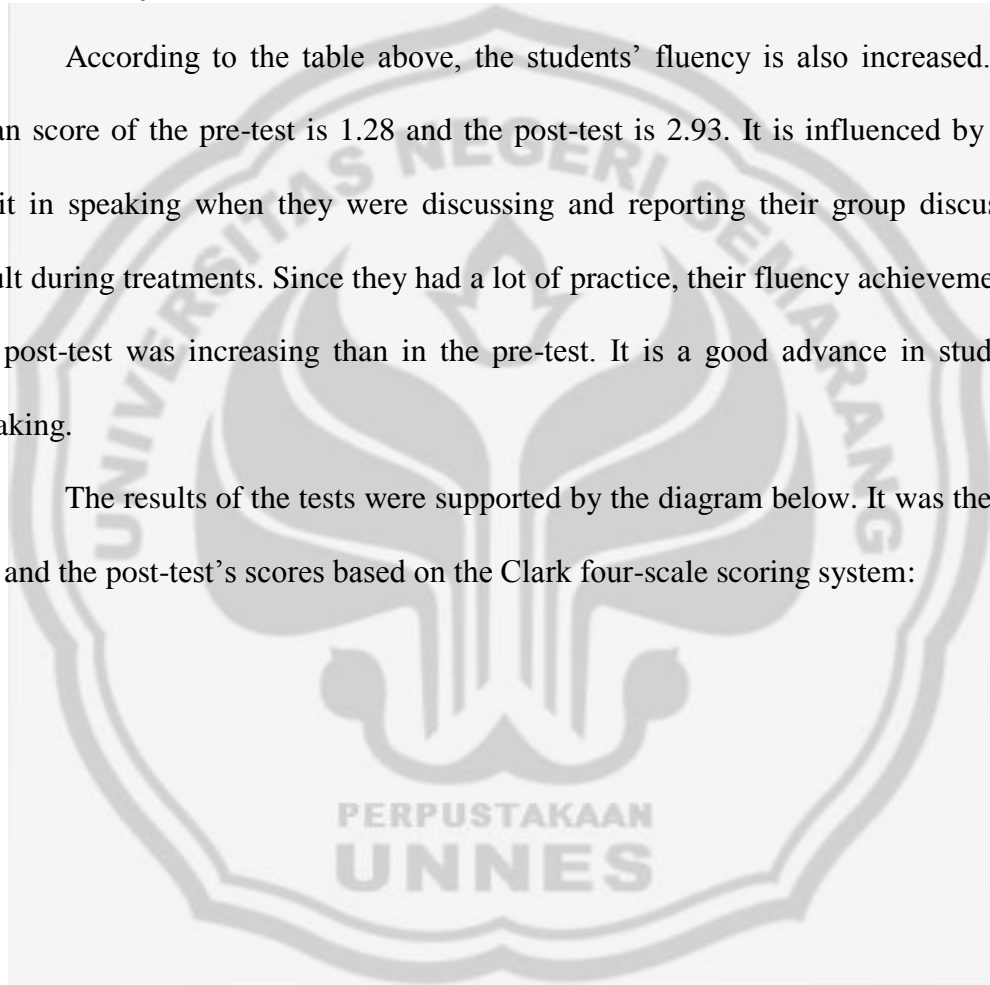
Figure 4.1 Chart Diagram of Pre-Test and Post-Test Score

The chart diagram above shows us about students' pretest-posttest score. The blue diagram shows the result of pretest while the red diagram shows the result of posttest. Numbers above the pretest-posttest score are the students' number. From the blue diagram, we can see that the lowest score of pretest is 4 whereas the highest one is 10. While from the red diagram, it can be seen that the lowest score of posttest is 9 whereas the highest one is 14.

4.6 Analysis of Questionnaire

As stated in the previous chapter, in the end of the study, I distributed a questionnaire to support the primary data. I distributed the questionnaire on March 26, 2011 to the thirty-two students. I used questionnaire as supporting data for the

study. I distributed them to all students. The students had to give their responds in

five questions.

Here, I present some circle diagrams made from the data which is based on

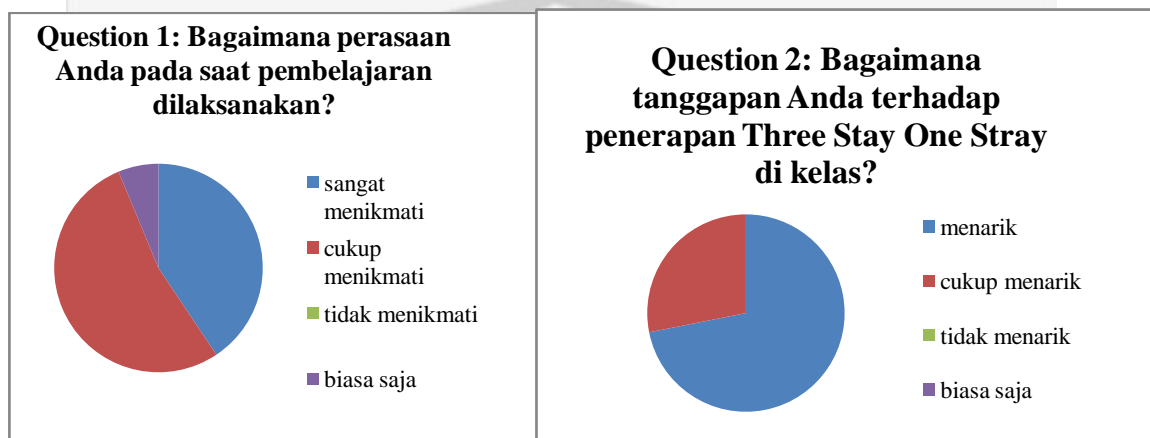the previous analysis of each item in the questionnaire applied:

Figure 4.2 Chart Diagram of Students' Response to Question 1 and 2

The two diagrams above clearly show the students' response toward the

"Three Stay One Stray" structure. In a good condition of learning process, the

students stated that they all attracted in the implementation of "Three Stay One Stray"

structure.

Furthermore, from the third and the forth diagrams I could see that students'

problem in studying English is speaking competence. This data were appropriate to

my-on-going topic then I could drive it was being the case. Not to mention, the

students' responds about the effectiveness of "Three Stay One Stray" structure

supported the study. More than eighty percents of those students said that "Three Stay

One Stray" structure was helpful in solving their problems. Even no student stated that it did not work.

Question 3: Apakah kendala Anda selama ini dalam penguasaan ketrampilan-ketrampilan berbahasa Inggris?

- listening
- speaking
- reading
- writing
- tidak ada

Question 4: Apakah Three Stay One Stray dapat membantu menghadapi kendala bahasa Inggris Anda?
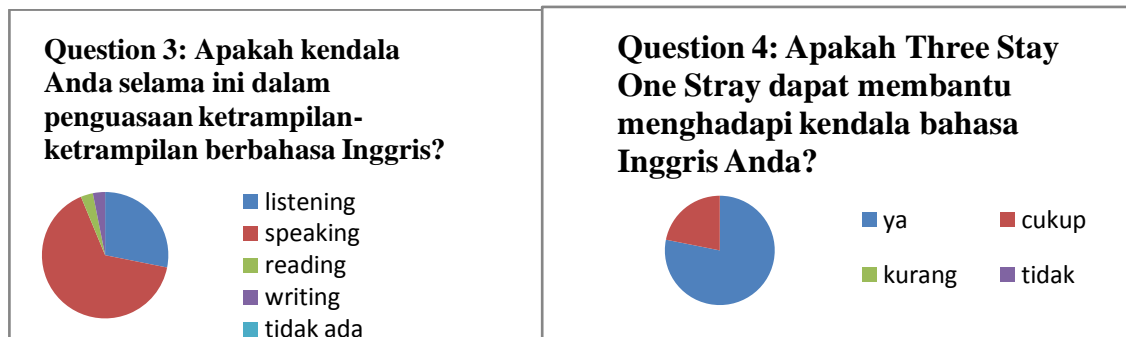
- ya
- cukup
- kurang
- tidak

Figure 4.3 Chart Diagram of Students' Response to Question 3 and 4

Thus, the fifth diagram below also strengthened my statement that the implementation of "Three Stay One Stray" was an effective learning strategy in enhancing the students' speaking skill especially for students in Senior High School level. Here, all students gave their score for the "Three Stay One Stray" during their learning English class:

Question 5: Apakah Three Stay One Stray dapat memberikan penyegaran bagi Anda? berapa nilai yang Anda berikan?

- >90%
- 85% - 90%
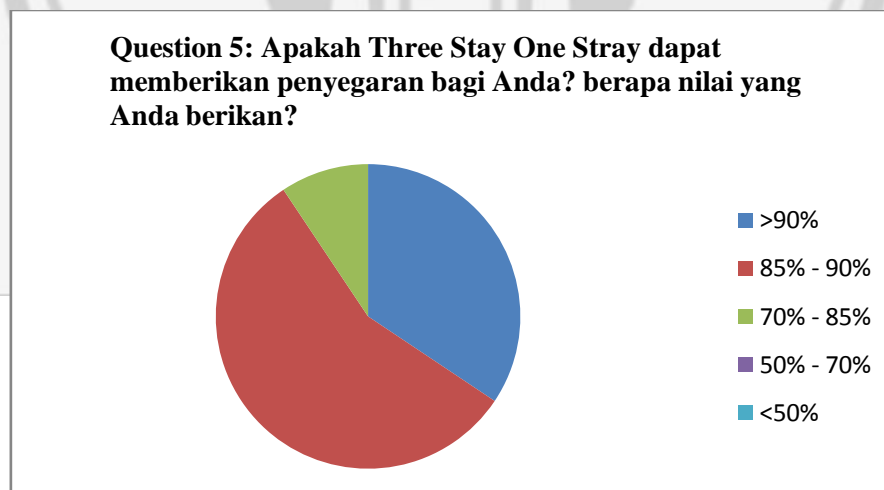- 70% - 85%
- 50% - 70%
- <50%

Figure 4.4 Chart Diagram of Students' Response to Question 5

From the result of the questionnaire, I could conclude that more than fifty percent of the students were enjoying the learning activities which were conducted by using the Three Stay One Stray structure. In addition, more than seventy percent of the students argued that Three Stay One Stray structure was attracted, pleasured, and satisfied. In other words, most of them liked Three Stay One Stray structure as the English Learning technique. Almost all of students approved that Three Stay One Stray structure was able to help their problems in learning English and most students said that speaking was number one problem for them in learning English. In short, I concluded that Three Stay One Stray structure was clearly proved as the English learning technique which was able to enhance the students' speaking skill.
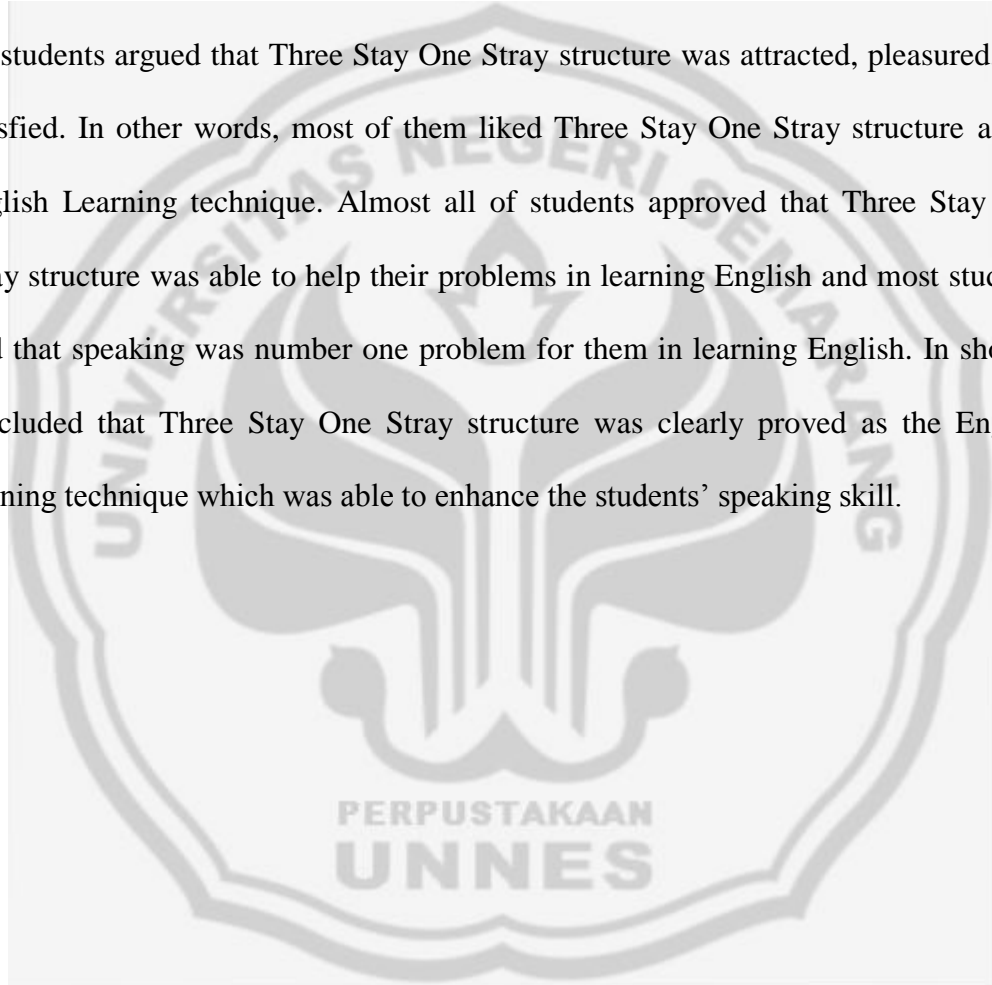
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents my conclusion according to the previous discussions and offers several suggestions for related sides dealt with the field of the study.

5.1 Conclusion

After conducting a classroom action research at SMA Negeri 1 Purbalingga with the grade XI students (class XI IPS 4) about the students' speaking skill improvement through an application of "Three Stay One Stray" structure and after analyzing the tests result, I can conclude that students' speaking ability can be improved if they have a lot of practice. In Three Stay One Stray structure, all of students are forced to be active in participating themselves directly when they have to discuss some topics. They do not just keep silent and accept whatever the result.

5.2 Suggestions

Based on the conclusion above, I can recommend some suggestions in this study toward English teachers and students.

Firstly, I suggest every foreign language teacher, especially English teachers, to apply Three Stay One Stray structure in their speaking class because Three Stay

One Stray structure can stimulate all of students to be active so that they can improve their speaking ability.

And last but not least, the students or the language learners should practice the language they have learned anytime and anywhere because by having a lot of practice, their speaking will be more fluent. The students also should not by shy to bring dictionary to their class in order to be able to look up the words they want to say and to check the right pronunciation. That is why, their pronunciation can be better and better. Moreover, they should not be worry about making mistakes.
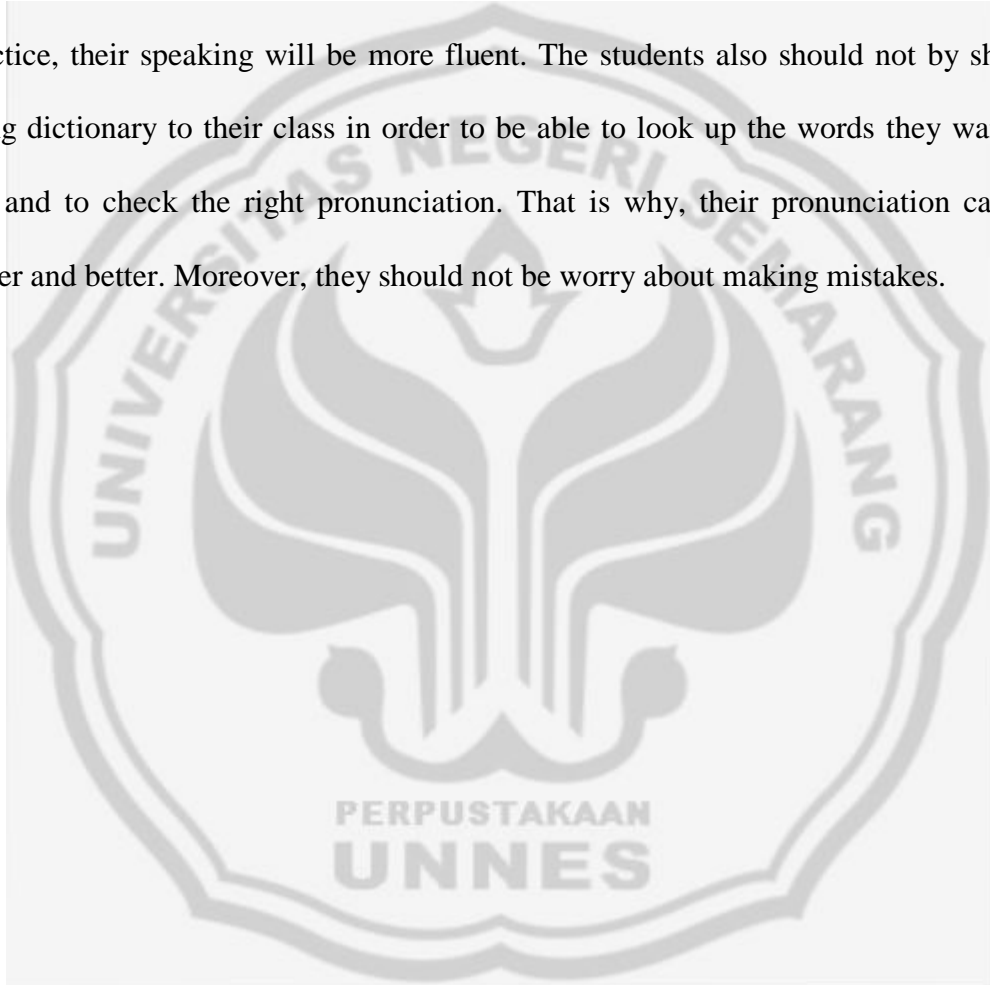
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LESSON PLAN OF CYCLE I

(No.: I)

Pre-Test

School	: SMA Negeri 1 Purbalingga
Subject	: English
Class/Semester	: XI/II
Meeting	: 1 meeting (2x45)

Standar Kompetensi

11. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

11.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.

2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Morning, guys… ➢ How are you today? ➢ I'm very well, thanks.	➢ Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ Before starting our material today, let me check the attendance list first. ➢ Who is absent today? ➢ So, everybody is here, right? ➢ Good.	➢ Ok, Miss. ➢ None. ➢ Yes.
3. BKOF	➢ I have a picture. Do you know it?	➢ Of course.

	➢ What is it?	➢ It is facebook.
	➢ Excellent!	
	➢ Everybody has facebook?	➢ Yes/No, Miss.
	➢ In your opinion, should we have facebook?	➢ Absolutely yes/no.
	➢ Today we are going to study about a text which has function to persuade the readers or listeners that something should or should not be the case. It is hortatory exposition text….	
4. Giving Pre-Test	➢ Ok. Now, I want to ask some questions for each of you. Please answer it honestly!	
	➢ Do you have facebook?	➢ Yes, Miss.
	➢ Is it important?	
	➢ Why?	
5. Closing the lesson	➢ Oops unfortunately, the time is up.	
	➢ I think that's all for today. Thanks for your attention and see you next time.	➢ Yaaah…
		➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE I

(No.: II)

School : SMA Negeri 1 Purbalingga

Subject : English

Class/Semester : XI/II

Meeting : 1 meeting (2x45)

Standar Kompetensi

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Good Morning, class… ➢ How is your life today? ➢ I'm very well, thanks.	➢ Good Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ As usual, before starting our material today, let me check the attendance list first. ➢ Is everybody here? ➢ Good.	➢ Ok, Miss. ➢ Yes.
3. BKOF	➢ Ok. Let's continue our business. ➢ Today we are going to do a structure named Three Stay One Stray. Anyone	➢ Ok. ➢ No, Miss.

	knows about Three Stay One Stray structure?	
	➢ Have you heard about it?	
	➢ So, please listen my explanation carefully about Three Stay One Stray structure because we will practice it later.	➢ Not yet. ➢ Ok.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure? ➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Facebook should be Banned, Joining a Student Organization, Means of Public Transportation, TV Programs are Dangerous for Children. And for each of group B,	➢ No. ➢ Yes, of course… ➢ Ok.

	please choose one of topics here: Career Woman, Corruption, Home Schooling, and Opening the World by Reading.	
	➢ After choosing the topic, please make a short hortatory exposition based on your topic in your group.	
	➢ Next, we will practice Tree Stay One Stray structure.	
6. Independent Construction of Text (ICoT)	➢ Have you finish, guys? ➢ Are you ready to practice the structure? ➢ Good!	
7. Closing the lesson	➢ Ok, guys… Time is up. ➢ May be, any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	
		➢ Yes, Miss. ➢ Of course, I'm ready…

		➢ Yaaah…
		➢ No, Miss…
		➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE I

(No.: III)

School : SMA Negeri 1 Purbalingga

Subject : English

Class/Semester : XI/II

Meeting : 1 meeting (2x45)

Standar Kompetensi

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Good Morning, class… ➢ How is your life today? ➢ I'm very well, thanks.	➢ Good Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ As usual, before starting our material today, let me check the attendance list first. ➢ Is everybody here? ➢ Good.	➢ Ok, Miss. ➢ Yes.
3. BKOF	➢ Ok. Let's continue our business. ➢ Do you still remember about what we did in the last meeting?	➢ Ok. ➢ Yes, of course.

	➢ What did we do?	➢ We practiced a structure.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure? ➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Career Woman, Corruption, Home Schooling, and Opening the World by Reading. And for each of group B, please choose one of topics here: Facebook should be Banned, Joining a Student Organization, Means of Public Transportation, TV Programs are Dangerous for Children. ➢ After choosing the topic, please make a short hortatory exposition based on your topic in your group. ➢ Next, we will practice Tree Stay One Stray structure.	➢ No. ➢ Yes…

		➢ Ok.
6. Independent Construction of Text (ICoT)	➢ Have you finish, guys? ➢ Are you ready to practice the structure? ➢ Good!	
7. Closing the lesson	➢ Ok, guys… Time is up. ➢ May be, any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➢ Yes, we have finished it. ➢ Absolutely yes… ➢ Yaaah… ➢ No, Miss… ➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE I

(No.: IV)

School : SMA Negeri 1 Purbalingga

Subject : English

Class/Semester : XI/II

Meeting : 1 meeting (2x45)

Standar Kompetensi

10.2 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.3 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition*.

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Good Morning, class… ➢ How is your life today? ➢ I'm very well, thanks.	➢ Good Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ As usual, before starting our material today, let me check the attendance list first. ➢ Is everybody here? ➢ Good.	➢ Ok, Miss. ➢ Yes.
3. BKOF	➢ Ok. Let's continue our business. ➢ Do you still remember about	➢ Ok. ➢ Yes, of course.

	what we did in the last meeting?	
	➢ What did we do?	➢ We practiced a structure.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure?	➢ No. ➢ Yes…
	➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Career Woman, Corruption, Home Schooling, and Opening the World by Reading. And for each of group B, please choose one of topics here: Facebook should be Banned, Joining a Student Organization, Means of Public Transportation, TV Programs are Dangerous for Children. ➢ After choosing the topic, please make a short hortatory exposition based on your topic in your group.	

	➤ Next, we will practice Tree Stay One Stray structure.	
		➤ Ok.
6. Independent Construction of Text (ICoT)	➤ Have you finish, guys? ➤ Are you ready to practice the structure? ➤ Good!	
7. Closing the lesson	➤ Ok, guys… Time is up. ➤ May be, any question? ➤ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➤ Yes, we have finished it. ➤ Absolutely yes… ➤ Yaaah… ➤ No, Miss… ➤ Ok, Miss. See you…

LESSON PLAN OF CYCLE II

(No.: V)

School	: SMA Negeri 1 Purbalingga
Subject	: English
Class/Semester	: XI/II
Meeting	: 1 meeting (2x45)

Standar Kompetensi

10.2 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.3 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➤ Good Morning, class… ➤ How is your life today? ➤ I'm very well, thanks.	➤ Good Morning, Miss… ➤ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➤ As usual, before starting our material today, let me check the attendance list first. ➤ Is everybody here? ➤ Good.	➤ Ok, Miss. ➤ Yes.
3. BKOF	➤ Ok. Let's continue our business. ➤ Do you still remember about	➤ Ok. ➤ Yes, of course.

	what we did in the last meeting? ➢ What did we do?	
		➢ We practiced a structure.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure? ➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Being Healthy by Jogging, Where should be After High School?, Shopping in Traditional Market, and Bank as a Safe Place for Saving Money. And for each of group B, please choose one of topics here: Improving Our English Ability, The Positive Effects of Study Abroad, Moving Class, and The Characteristics of a Good Leader. ➢ After choosing the topic, please make a short hortatory exposition based on your topic	➢ No. ➢ Yes…

	in your group.	
	➢ But, now I'll give each of you number. I'll give you time to think about your own idea related to the topic.	➢ Ok.
	➢ Then, I'll call your number and please tell your friends about your idea.	
	➢ Last, make a good conclusion in the form of hortatory exposition in your group.	
	➢ Next, we will practice Tree Stay One Stray structure.	
6. Independent Construction of Text (ICoT)	➢ Have you finish, guys? ➢ Are you ready to practice the structure? ➢ Good!	
7. Closing the lesson	➢ Ok, guys… Time is up. ➢ May be, any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➢ Yes, we have finished it. ➢ Absolutely yes…
		➢ Yaaah… ➢ No, Miss… ➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE II

(No.: VI)

School : SMA Negeri 1 Purbalingga

Subject : English

Class/Semester : XI/II

Meeting : 1 meeting (2x45)

Standar Kompetensi

10.2 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.3 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition*.

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Good Morning, class… ➢ How is your life today? ➢ I'm very well, thanks.	➢ Good Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ As usual, before starting our material today, let me check the attendance list first. ➢ Is everybody here? ➢ Good.	➢ Ok, Miss. ➢ Yes.
3. BKOF	➢ Ok. Let's continue our business. ➢ Do you still remember about what we did in the last meeting?	➢ Ok. ➢ Yes, of course.

	➢ What did we do?	
		➢ We practiced a structure.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure? ➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Improving Our English Ability, The Positive Effects of Study Abroad, Moving Class, and The Characteristics of a Good Leader. And for each of group B, please choose one of topics here: Being Healthy by Jogging, Where should be After High School?, Shopping in Traditional Market, and Bank as a Safe Place for Saving Money. ➢ After choosing the topic, please make a short hortatory exposition based on your topic in your group. ➢ But, now I'll give each of you	➢ No. ➢ Yes…

	number. I'll give you time to think about your own idea related to the topic.	
		➢ Ok.
	➢ Then, I'll call your number and please tell your friends about your idea.	
	➢ Last, make a good conclusion in the form of hortatory exposition in your group.	
	➢ Next, we will practice Tree Stay One Stray structure.	
6. Independent Construction of Text (ICoT)	➢ Have you finish, guys? ➢ Are you ready to practice the structure? ➢ Good!	
7. Closing the lesson	➢ Ok, guys… Time is up. ➢ May be, any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➢ Yes, we have finished it. ➢ Absolutely yes… ➢ Yaaah… ➢ No, Miss… ➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE II

(No.: VII)

School	: SMA Negeri 1 Purbalingga
Subject	: English
Class/Semester	: XI/II
Meeting	: 1 meeting (2x45)

Standar Kompetensi

10.2 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

10.3 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition.*

I. Purpose of the Study

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory expos

II. Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III. Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV. Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➤ Good Morning, class… ➤ How is your life today? ➤ I'm very well, thanks.	➤ Good Morning, Miss… ➤ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➤ As usual, before starting our material today, let me check the attendance list first. ➤ Is everybody here? ➤ Good.	➤ Ok, Miss. ➤ Yes.
3. BKOF	➤ Ok. Let's continue our business. ➤ Do you still remember about what we did in the last meeting?	➤ Ok. ➤ Yes, of course.

	➢ What did we do?	➢ We practiced a structure.
4. Modeling of Text (MoT)	➢ Three Stay One Stray structure is a kind of structure….	
5. Joint Construction of Text (JCoT)	➢ Any question? ➢ Do you understand about Three Stay One Stray structure? ➢ Good! ➢ I will group you in two big groups. Each of big groups consists of four small groups. ➢ So, please make a group of four and choose one of the topics here. ➢ For each of group A, please choose one of topics here: Career Woman, Corruption, Home Schooling, and Opening the World by Reading. And for each of group B, please choose one of topics here: Facebook should be Banned, Joining a Student Organization, Means of Public Transportation, TV Programs are Dangerous for Children.	➢ No. ➢ Yes…
	➢ After choosing the topic, please make a short hortatory exposition based on your topic in your group. ➢ But, now I'll give each of you number. I'll give you time to think about your own idea	➢ Ok.

	related to the topic. ➢ Then, I'll call your number and please tell your friends about your idea. ➢ Last, make a good conclusion in the form of hortatory exposition in your group. ➢ Next, we will practice Tree Stay One Stray structure.	
6. Independent Construction of Text (ICoT)	➢ Have you finish, guys? ➢ Are you ready to practice the structure? ➢ Good!	➢ Yes, we have finished it. ➢ Absolutely yes…
7. Closing the lesson	➢ Ok, guys… Time is up. ➢ May be, any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➢ Yaaah… ➢ No, Miss… ➢ Ok, Miss. See you…

LESSON PLAN OF CYCLE II

(No.: VIII)

Post-Test

School : SMA Negeri 1 Purbalingga

Subject : English

Class/Semester : XI/II

Meeting : 1 meeting (2x45)

Standar Kompetensi

10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition*

I. **Purpose of the Study**

In the end of the study, students will be able to:

1. Make a good hortatory exposition text.
2. Report out the information from their hortatory exposition text.

II.   Learning Material

1. The main material : monolog text in form of hortatory exposition text

2. The grammatical feature: Simple present tense

3. Vocabularies which are related to the text.

III.   Method of the Study

1. Asking and answering activities

2. Reading the text

3. Group discussion

4. Structure: Three Stay One Stray

IV.   Steps of Learning Activity

Activity	Teacher's Talks	Students' Talks
1. Teacher greets the students	➢ Good Morning, class… ➢ How is your life today? ➢ I'm very well, thanks.	➢ Good Morning, Miss… ➢ I'm fine, thank you. How about you?
2. Teacher checks students' attendance list	➢ Let me check the attendance list first. ➢ Is everybody here? ➢ Good.	➢ Ok, Miss. ➢ Yes.
3. BKOF	➢ Ok. Let's continue our business. ➢ Do you still remember about our activity in the last meeting? ➢ Good! ➢ And today, we are going to practice it once more.	➢ Ok. ➢ Yes, of course… we practiced a structure named Three Stay One Stray.

4. Modeling of Text (MoT)	➢ Anyone still remembers how we practice Three Stay One Stray structure? ➢ Please raise your hand! ➢ Excellent!	
		➢ Yes, Miss.
5. Giving post-test	➢ Now, I'll give you some question for each of you. Please answer it honestly and clearly! ➢ Do you have facebook? ➢ Is it important? ➢ Why?	➢ Me, Miss. ➢ Ok.
6. Giving the questionnaire	➢ Ok, guys… I have questionnaires for you. Please answer honestly too! ➢ Just choose one of the options here! ➢ After doing this questionnaire, please submit it to me! ➢ Do you understand?	➢ Yes, Miss... ➢ Ok. ➢ Yes, Miss…
7. Closing the lesson	➢ Ok, time is up now. ➢ Any question? ➢ If there is no question, I think that's all for today. Thanks for your attention and see you next time.	➢ Yaaah… ➢ No, Miss… ➢ Ok, Miss. See you…

Data of the English Teachers
in SMA Negeri 1 Purbalingga

1) Name   : Drs. Tulus Kiswidagda, M. Pd

   Tempat Tanggal Lahir   : Klaten, 11 Juni 1965

   NIP   : 19650611 198903 1 015

   Pangkat/Golongan Ruang : Pembina/IV.a

   Alamat   : Jl. Durian Kalimanah Wetan, Purbalingga

2) Name   : Drs. Untung

   Tempat Tanggal Lahir   : Cirebon, 25 Mei 1966

   NIP   : 19660525 199203 1 007

   Pangkat/Golongan Ruang : Pembina/IV.a

   Alamat   : Perum Penambongan, Purbalingga

3) Name   : Dra. Wartuti

   Tempat Tanggal Lahir   : Banyumas, 8 Juni 1963

   NIP   : 19630608 198803 2 004

   Pangkat/Golongan Ruang : Pembina/IV.a

   Alamat   : Kalikabong, Rt 02/01, Kalimanah, Purbalingga

4) Name   : Dra. Heri Suryaningrum

   Tempat Tanggal Lahir   : Purbalingga, 20 Januari 1960

   NIP   : 19600120 198703 2 005

   Pangkat/Golongan Ruang : Pembina/IV.a

   Alamat   : Jl. Kenanga Utara 50, Rt 04/7, Purbalingga

5) Name   : Dra. Nur Izzi Endang A.

    Tempat Tanggal Lahir   : Purbalingga, 17 Januari 196561

    NIP   : 19650117 198903 2 006

    Pangkat/Golongan Ruang : Pembina/IV.a

    Alamat   : Jl. Penisihan 50, Bojong, Purbalingga

6) Name   : Rudi Sarjito, S. Pd

    Tempat Tanggal Lahir   : Banyumas, 8 Juni 1963

    NIP   : 19670328 199802 1 001

    Pangkat/Golongan Ruang : Penata Tk 1/III.d

    Alamat   : Jl. Riyanto 22 B, Rt 03/09, Sumampir,

    Purwokerto

7) Name   : Sigit Adi Pambudi, S. Pd

    Tempat Tanggal Lahir   : Purbalingga, 16 Maret 1976

    NIP   : 19801213 200501 1 006

    Pangkat/Golongan Ruang : Penata Muda/III.a

    Alamat   : Perum Bojong, Purbalingga

Data of the Assistants
in Research

1) Name : Afit Dwi Jayanti

   Date of Birth : 28th May 1990

   NIM : 2201408084

   Majority : English Education

   Faculty : The Languages and Arts Faculty

   Address : Kedung Waru Kidul, Rt 02/1, Karanganyar, Demak

2) Name : Nurul Istiqomah

   Date of Birth : 03rd December 1990

   NIM : 2201408115

   Majority : English Education

   Faculty : The Languages and Arts Faculty

   Address : Jln. Kudus-Purwodadi 20, Kudus

Data of the Sample in Research

DAFTAR HADIR KELAS XI IPS-4
TAHUN PELAJARAN 2010/2011
SMA NEGERI 1 PURBALINGGA

Wali Kelas : Dra. INDAH BUDI UTAMI   L = 14 P = 18

No.	NIS	NAMA	L/P	Bulan :																Jumlah		
																					s	i	a
1	14823	ADITYA RAHMAWAN	L																			
2	14834	AISYAH	P																			
3	14849	ANANTAMA DEWANTORO	L																			
4	14851	ANDIKA PUTRI ARIANI	P																			
5	14873	ATIKA NUR ARFIANI	P																			
6	14878	BACHTIAR WIMPI INDRIANTO	L																			
7	14909	DIAN OKTAVIANUS	L																			
8	14925	DWIKA KRESNA ARIESTA	L																			
9	14930	ELMA SULISTIA NINGRUM	P																			
10	14934	ENDON IBNU PRIAMBONA	L																			
11	14935	ERVINA DIAN NOVITASARI	P																			
12	14966	HANIF SALIM AZIZ	L																			
13	14976	HERU CAHYO WIDODO	L																			
14	15004	LAILY ALFI NUKTAH	P																			
15	15012	MAR'ATUL HANIFAH	P																			
16	15043	NIZARUDIN DWISNU DAMAR PERWIRA	L																			
17	15049	NUR ISSUSILANINGTYAS	P																			
18	15055	NURWULAN MUSTIKA SARI	P																			
19	15068	PUSPA HILDA DWI HARINI	P																			
20	15072	PUTRI UTAMI	P																			
21	15078	RADIFAN MUHAMMAD RIFQI	L																			
22	15082	RATMOKO ADHI KOMARUDDIN	L																			
23	15088	RENSI MAULITA PUTRI	P																			
24	15098	RIZKI NUR ANGKATI	P																			
25	15104	SARAH WULAN	P																			
26	15109	SEPTIANI SHOLIKHAH	P																			
27	15122	SLAMET WARYANTO	L																			
28	15130	SYIFA HANIFATI	P																			
29	15132	TAUFIK WIDI NUGROHO	L																			
30	15135	TOMMY NUGROHO	L																			
31	15145	VERA APRILIA	P																			
32	15155	WIKARA DYAH WIDAYAKA	P																			

Purbalingga, ...

Guru Mata Pelajaran,

_____

NIP