EXPLORING STUDENTS' IDEAS
IN WRITING HORTATORY EXPOSITION TEXT
THROUGH ONE STAY THREE STRAY STRATEGY

(An Experimental Research at the Eleventh Graders of SMA Negeri 1 Sukoharjo in the Academic Year of 2010/2011)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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APPROVAL

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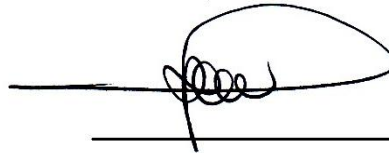
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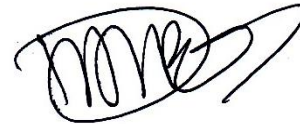   Drs. Suprapto, M. Hum.
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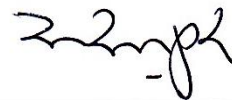   Drs. Ahmad Sofwan, Ph. D.
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PERNYATAAN

Dengan ini saya:

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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa *final project* yang berjudul:

EXPLORING STUDENTS' IDEAS IN WRITING HORTATORY EXPOSITION TEXT THROUGH ONE STAY THREE STRAY STRATEGY (An Experimental Research at the Eleventh Graders of SMA Negeri 1 Sukoharjo in the Academic Year of 2010/2011)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang dihasilkan melalui penelitian, bimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang diperoleh dari sumber kepustakaan maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 23 Agustus 2011

Yang membuat pernyataan

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MOTTO AND DEDICATION

The more you like yourself, the less you are like anyone else, which makes you unique (Walt Disney).

Keep writing and let the world know that you are alive (Muntharoh: 2010).

To my beloved best-woman and best-man-ever,

I did it.

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The most gratitude is always to the Almighty Allah SWT for the chance given to me to live, and finally at a point of my life as a step of living I have finished this final project. Without His permission, there is nothing can be done well. For all the blessing, power, ease, and light given while finishing this final project, nothing I can say than *Alhamdulillah*. Afterwards, *sholawat* and *salam* expressed to Prophet Muhammad SAW, may peace always be upon him.

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research in the school she leads, and Drs. Suhadi as the English teacher there who has helped me doing the research, and also to the students of XI-IA 4 (Koepat) for the time and attention.

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Finally, I realized that my final project is still far from being perfect and there are still many weaknesses. I welcome criticism and suggestion to make it better. Hopefully this final project would be useful and give many advantages to the readers.

Dimar Siti Muntharoh

ABSTRACT

Muntharoh, D. S. 2011. *Exploring Students' Ideas in Writing Hortatory Exposition Text Through One Stay Three Stray Strategy (An Experimental Research at the Eleventh Graders of SMA Negeri 1 Sukoharjo in the Academic Year of 2010/2011).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Intan Permata Hapsari, S.Pd.,M.Pd., Second Advisor: Dr. Dwi Anggani Linggar B., M. Pd.

Keywords: Students' Ideas, Writing, Hortatory Exposition Text, One Stay Three Stray Strategy.

Teaching writing is not an easy case because of its complexity. One problem that may come up as a difficulty in teaching writing as a process is that teachers still do not know how to teach writing through more interesting strategies. Writing may be not the most difficult language skill, but realizing the lacks of students' writing ability make me really want to show another way in teaching writing. Here, the use of One Stay Three Stray strategy is offered to improve students' ability in writing. To prove the significant difference of the result, a study was conducted. The study was limited in one type of genre that was hortatory exposition text. In this genre, students have to explore their ideas in order to strengthen their arguments in leading to recommendation.

It was a quantitative study by using pre-experimental one group pre-test post-test design. The population of the study was the eleventh grade students of Science Program of SMA Negeri 1 Sukoharjo in the academic year of 2010/2011. By using purposive sampling, students of XI-IA 4 were taken as the samples of the population. The sample group was given pre-test to gain the data as the baseline. It was done on February 2, 2011. After getting the pre-test, the sample group was given treatment by using One Stay Three Stray strategy. Then, again they were tested to gain the post-test mark as the result on February 16, 2011.

The results of pre-test and post-test were calculated statistically. It was gained that the mean score of post-test (82.97) was higher that the pre-test (75.47). Moreover, the value of t_{test} result (8.03) was higher than the value of t_{table} (2.04). It means that the working hypothesis (Ha), states that One Stay Three Stray strategy is significant to improve students' ability in writing hortatory exposition text, is accepted. This study shows that One Stay Three Stray strategy can be used in class for teaching and learning process. Teachers are expected to start using One Stay Three Stray strategy since it can increase students' interest, active participation, and enjoyment in following the lesson. For students also, they can use One Stay Three Stray strategy as media to have a good discussion that promises more interaction. Furthermore, the next researchers are suggested to conduct further research, such as improving students' ability in writing hortatory exposition text or other texts by using other strategies.

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CHAPTER I

INTRODUCTION

Chapter I covers general background of the study, reasons for choosing the topic, research questions, hypotheses, purposes of the study, significance of the study, limitation of the study, and outline of the study.

1.9 General Background of the Study

Writing is a part of language skills besides listening, speaking, and reading. Moreover, writing is a goal of every plan in teaching learning process. In fact, writing is the most common test which is used to measure students' competence, such as midterm test, final test, national examination, and other kinds of tests. Nowadays, the importance of writing includes many fields of life: in work, in daily activity, and of course in education. In work, everyone who cannot write finds difficulties in making progress. As we know that many companies require the applicants to write their curricula vitae (CV) if they want to make applications. It will be a big problem if we cannot write. Writing is also important in our daily activity because it gives much enjoyment. Someone can share everything he wants through writing, such us writing a diary, some notes, memos, etc. Not only that, writing also can be a hobby, such as writing poem, short stories, even novel. Whereas in education, students have to know how to write properly in order to

obtain an adequate education. It means that they do not only write, but also get additional knowledge from their writing.

Writing also gives some other benefits not only in communication, but also in creating jobs. In this modern life, people can get money from doing their writing, for example, a journalist, novelist or scriptwriter. Moreover, we are in modern life where technology develops very fast. This kind of situation allows us to write everything we want in internet and share our writing to everyone. We can publish our writing in the internet as the first step in being a real writer because by showing our writing to people, we let them read and give their opinion about our writing. Therefore if there are many people who like our writing, it can be our motivation to decide on writer as a job.

Actually writing is an important aspect in mastering language because we must share ideas from our brain. As I know that translation concept in our brain to be a written language is not an easy case. Moreover, we must also be clever to choose and to combine the vocabulary items to create something that is meaningful.

Writing is also a good activity for us because of its benefits. However, to do writing is not an easy thing. As stated by Heaton in his book "Writing English Language Tests" (1974: 138) that "the writing skills are more complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements."

From Heaton's opinion, I can conclude that writing is not an easy task. Because of its complexity, some efforts have been done to solve the problem. The

main objective is to make the writing become easier for the students to learn and I understand that it still becomes other teachers' and my homework as a would be teacher to find a solution.

On the one hand writing is an important aspect, but on the other hand teaching writing is difficult because as stated above that we do not only master the grammatical and rhetorical devices, but also conceptual and judgment. That is why English teacher needs to find another strategy in order to make the students understand the material of writing easily.

Writing skill is taught at all school levels, from elementary school until university. It starts from the simplest writing until the most complicated one. According to the School Based Curriculum (2006: 308), the teaching of English at Senior High School has three purposes, those are: 1) to develop the competence to communicate in spoken and written form to gain informational literacy level; 2) to grow the awareness of reality and importance of English to improve our nation competitive ability in global society; 3) to develop the students comprehension of the culture and language interrelation. One of the aims above asks the students should be able to develop their competence to communicate in spoken and written language. The communication skill is reached through the development of the four language skills namely listening, speaking, reading, and writing. All of those skills need a lot of practice regularly so that they can be mastered well. This issue becomes my concern in my study that is to help students to develop their writing skill by giving them more opportunities to practice English with appropriate methods and strategies.

Based on School Based Curriculum (2006: 309-325), there are twelve genres given in Senior High School. They are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review. In this study I focus on one of them that is hortatory exposition text which is taught in the eleventh graders of Senior High School.

"Hortatory exposition goes by several different names, including argument and persuasion. In various sources, hortatory exposition argues that X ought to or not to be or should or should not be the case" (Gerot and Wignell 1995: 210).

In writing hortatory exposition, students must give some ideas to strengthen their arguments, but exploring their ideas is not an easy way. They need to read some references, ask someone, and share their opinions to find appropriate ideas that can strengthen their arguments. It cannot happen if the teaching learning process uses conventional method because in teaching by using conventional method, teacher only uses one direction that is emphasized on the role of a teacher without giving students a chance to be more creative and innovative. It is in line with when I was doing my teaching practice (PPL) in a Junior High School. I taught some materials about writing for the eighth grade of Junior High School students. One of the materials was writing a descriptive text. One day, I asked them to describe everything they wanted, but they looked confused. It was because they did not know what to write and how to write. Then, I gave them a picture and asked them to write a descriptive text about the picture.

The students' results were better than if I only used conventional method. Therefore a teacher needs new methods in teaching writing. In my opinion, one of the methods that can be applied to explore students' ideas in writing hortatory exposition text is by using cooperative learning strategy.

Cooperative learning is one of the great strategies that can be applied in teaching learning activity. 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. Each member of a team is responsible not only for learning what is taught, but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

One of cooperative learning strategies that can be applied in teaching writing is One Stay Three Stray strategy. One Stay Three Stray strategy is the implication of Three Stay One Stray strategy that can be found in some sources. I believe that through One Stay Three Stray strategy, the students will be more interested and enthusiastic in learning English, especially in writing hortatory exposition text because they can share what in their mind with their friends no matter it is correct or not to find out appropriate ideas based on the topic and of course the result of the study will be satisfactory.

Due to the fact above, I try to use One Stay Three Stray strategy to help the students in creating a hortatory exposition text easily. Through One Stay Three Stray strategy, I hope the students will be able to explore their ideas in

writing hortatory exposition text. Therefore they can create a good hortatory exposition with appropriate ideas related to their arguments.

1.10 Reasons for Choosing the Topic

Teaching writing is not an easy case. I have proved it when I was doing my duty as a student teacher in the real school. Whenever I asked the students to write a certain genre, they looked confused because they did not know what they should write and how to write. This kind of condition also influenced their results. Their writing were not good enough, even I did not understand what they meant.

Writing may be not the most difficult language skill, but realizing the lacks of students' writing ability makes me really want to show another way in teaching writing. Therefore I choose the title because of some reasons:

(1) to give the teachers appropriate strategy in teaching writing, especially in teaching hortatory exposition text, which can be accepted by the students in order to apply the material into their own writing;

(2) to give the students motivation in exploring their ideas, so they are willing and able to write hortatory exposition text easily and properly;

(3) to solve the students' difficulty in exploring their ideas to make a good hortatory exposition text;

(4) to make the students enjoy the teaching learning activities in the classroom through "One Stay Three Stray strategy" because in my opinion teaching learning activities are not only about transferring knowledge, but also bringing happiness.

1.11   Research Questions

Before stating my research hypotheses, I would like to present the problems of this study. The problems that this study uncover are as follows:

(1) Does the use of One Stay Three Stay strategy significantly improve students' ability in writing hortatory exposition text?

(2) How well does One Stay Three Stray strategy explore students' ideas in writing hortatory exposition text?

1.12   Hypotheses

There are two hypotheses in this study. The first hypothesis is the working hypothesis (Ha). The working hypothesis of this study is that "One Stay Three Stray strategy is significant to improve students' ability in writing hortatory exposition text."

The second hypothesis is the null hypothesis (Ho). The null hypothesis of this study is "One Stay Three Stray strategy is not significant to improve students' ability in writing hortatory exposition text."

1.13   Purposes of the Study

The purposes of the study are:

(1) to show if One Stay Three Stray strategy significantly improves students' ability in writing hortatory exposition text;

(2) to describe how well One Stay Three Stray strategy explores students' ideas in writing hortatory exposition text.

1.14 Significance of the Study

The study is conducted to give some advantages in surrounding. Not only for me as a researcher, but also for everyone who needs a different way in teaching. The significances of the study are:

(1) On the one hand, this study proves my curiosity whether or not applying cooperative learning, in this study One Stay Three Stray strategy, is really significant to be used as strategy in learning process, especially in improving students' writing ability that is hortatory exposition text.

On the other hand, I also get some experiences from the study. After doing this study, I know that there are some problems in teaching-learning process which faced by English teachers. In the future, I can use my experiences to improve my teaching quality when I become a teacher;

(2) The result of this research will be useful for English teachers to improve their teaching process. They are also expected to consider about using new methods and strategies in teaching English; therefore, it is hoped that they will be more creative in teaching hortatory exposition text after doing this study;

(3) By the end of the study, students can recognize that learning English is not a boring activity because they know that there are many ways to learn this subject. Learning English can be something interesting and enjoying by applying new methods and strategies. Especially in learning hortatory exposition text by using One Stay Three Stray strategy, the students are

expected to be more creative in exploring their ideas in writing hortatory exposition text;

(4) I use this strategy to get information about the eleventh graders of SMA Negeri 1 Sukoharjo with respect to their ability to use One Stay Three Stray strategy as a good way to study English, especially in writing hortatory exposition text.

1.15 Limitation of the Study

Whatever we write, it can be called as writing; for example, when we write notes, letter, short message, essay, etc. In teaching writing, there are two common types of writing which are taught to the students; short functional text and essay. As I have mentioned before, there are twelve kinds of genres in Senior High School. I would like to limit my study in order to make it easier to conduct. Therefore, I just concern to only one type of genres. Among all, I prefer to choose hortatory exposition text because this type of genre needs arguments in leading to recommendation.

I also limit my study in the matter of the subject, those are a class of the eleventh grade students of SMA Negeri 1 Sukoharjo. Due to the fact that hortatory exposition text is taught in the second semester of the eleventh grade students; therefore, the research questions and hypotheses are based on the real condition there and the significance of the study is also aimed for the school, especially.

There are many types of cooperative learning strategies which can be applied in teaching writing. Because of arguments is an aspect in hortatory

exposition text, I choose to apply One Stay Three Stray strategy. This strategy is appropriate to be applied in writing hortatory exposition text because it can explore students' ideas to strengthen their arguments leading to recommendation.

1.16 Outline of the Study

This final project consists of five chapters. As an introduction, chapter one describes the general background of the study, reasons for choosing the topic, research questions, hypotheses, purposes of the study, significance of the study, limitation of the study, and the outline of the study itself.

Review of related literature in this final project is in the chapter two. In this chapter, the review of previous studies, review of theories related to my study are presented as well as the framework of the present study that I intend to conduct.

The next chapter is chapter three, research methodology that is also containing research design in doing the research is explained. This part of the report covers the research process such as research instrument, method of collecting data, and statistical design of data analysis.

Then, the result of the study is in chapter four. Analysis of pre-test, treatment, post-test, and the concluding result can be found here.

Chapter five is the last chapter containing the conclusions of the research and the suggestions based on the research conducted.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three main sub-chapters. The first is review of previous studies presenting some similar studies have been conducted before. The second part is theoretical background which deals with all review of theories related to the study. The last is framework of the present study containing literature that will be used along the study.

2.3 Review of Previous Studies

First, Tan in the journal of *Using Cooperative Learning to Integrate Thinking and Information Technology in a Content-Based Writing Lesson* (1999) states that "cooperative learning can be defined as a range of concepts and techniques for enhancing the value of student-student interaction." He also states that, "thinking skills and creativity are promoted when students interact with their peer brainstorm, explain, question, disagree, persuade and problem-solve" (http://iteslj.org/Techniques/Tan-Cooperative.html).

Second, Purnomowati (2010) conducted the research about *Improving the Ability in Writing Hortatory Exposition Texts through a Group Discussion for Grade XI Students of Senior High School (An Experimental Research of Grade XI Students of SMA Negeri 3 Demak in the Academic Year of 2008/2009)*. This final project was a quantitative research purposed to prove it was effective to use group

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discussion in writing hortatory exposition texts. The data showed that the score of experimental group was significantly higher than the control group. The experimental group score was better than the control group one. It meant that teaching learning process by using group discussion can improve the students' ability in writing hortatory exposition texts.

Third, the final project of Aini (2010) entitled *The Use of Peer Editing Technique to Improve Students' Skill in Writing A Hortatory Exposition Text to Eleventh Year Students of SMA Negeri 1 Cepiring in the Academic Year of 2009/2010*. It was a qualitative research aimed to know whether peer editing technique can be used to improve students' achievement in writing a hortatory exposition text. Conducting the study, the researcher found out that peer editing technique can be applied to improve students' achievement in writing a hortatory exposition text.

From the three studies above, we can conclude that cooperative learning is one of the proper teaching strategies that can be used to teach writing skill. By using cooperative learning, students can share and explore their ideas in their groups. As we know that students should present their arguments about certain topics in hortatory exposition text. By applying this strategy students will be more active because they are given more opportunities to interact in their groups than in whole class. If they can explore their ideas, it will make them easier to write hortatory exposition text properly. Therefore, in this study I conduct the research about "Exploring Students' Ideas in Writing Hortatory Exposition Text through

One Stay Three Stray Strategy". The differences of my research and the other researchers are the object of the study and the strategy used in my research.

2.4 Review of Related Theories

This sub-chapter concerns with some basic theories related to the study that is about concept of written language, definition of writing, teaching hortatory exposition text in Senior High School curriculum (School-Based Curriculum), cooperative learning, stages in cooperative learning, the benefit of using cooperative learning, and One Stay Three Stray strategy.

2.2.1 Concept of Written Language

In general written English is different from spoken English. "A written language is the representation of a language by means of a writing system" (http://en.wikipedia.org.wiki/written_Language), while "a spoken language is a human natural language in which the words are uttered through the mouth" (http://en.wikipedia.org/wiki/Spoken_language).

In line with White as quoted by Nunan (1989: 36), "writing is not a natural activity. All physically and mentally normal people learn to speak a language, but all people have to be taught how to write." This is a crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison

with the ephemeral 'here one minute and gone the next' character of spoken language – even of spoken language that is recorded on tape disk.

Written English is indicated by the density of lexicon and the complicated use of nominal phrases. Whereas, spoken English usually use many verbs, complicated relationship between sentences and a number of interactional features like gambits; therefore, written language tends to be more formal than spoken English. Showing the concepts above, I absolutely believe that there are differences between written and spoken language.

2.2.1.1 Types of Written Language

There are literally hundreds of different types of written texts, a much larger variety than found in spoken texts, such as, articles, references, announcements, advertisements, labels, recipes, poems, short stories, novels, essays and so on.

Each of the types listed above represents or is an example of a genre of written language. Each has certain rules or conventions for its manifestation and we are able immediately identify a genre. It also has certain function or purpose, so it will be easier for us to know what to look for within the text.

2.2.1.2 Characteristics of Written Language

Written language has certain characteristics which is different with spoken language. According to Brown (2001: 303), there are a lot of differences between written and spoken language. Here are the characteristics of written language:

(1) Permanence

Written language is permanent; therefore, the reader has an opportunity to return again, if necessary, to a word or phrase or sentence, or even a whole text.

(2) Production time

Give appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient process for achieving the final product. This way means sacrificing some processes time, but with sufficient training in process writing, combined with practice in display writing, we can help our students deal with time limitation.

(3) Distance

The written word allows message to be sent across two dimensions: physical distance and temporal distance. The distance factor requires what might be termed "cognitive" empathy, in that good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge and very important, how their choice of language will be interpreted.

(4) Orthography

The written symbols stand alone as the one set of signals that the reader must perceive. Because of the frequent ambiguity that is present in a good deal of writing.

(5) Complexity

Writing and speech represent different modes of complexity and the most different is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

(6) Vocabulary

Written English typically utilizes a greater variety of lexical items than spoken conversational English. Because writing allows the writer more processing, the formal conventions of writing and lower frequency words often appear.

(7) Formality

Writing is quite frequently more formal than speech. Formality refers to prescribed forms that certain written messages must adhere to. We have formality in writing that demands a writer's conformity to conventions like paragraph topics; we have logical order for, say, comparing and contrasting something; we have openings and closings.

The characteristics according to Brown show us that written language is absolutely different with spoken language. Therefore, in my opinion writing is not an easy skill to be mastered because of some characteristics that should be understood and should be applied.

2.2.2 Definition of Writing

Writing is one of the language skills that can be used as a means to express one's idea based on his thought and feeling. By writing, one can express everything from his mind, so the readers can read what he wants to share.

Writing is a difficult skill because writers must balance multiple aspects in writing such as content, organization, purpose, vocabulary items, punctuation, spelling, and mechanics. Writing in a foreign language is difficult especially for

non native speakers because they are expected to create written products that demonstrate the mastery of all writing elements in a new language.

Harmer (2001: 3) states people have practiced writing since long time ago:

> "However long time ago writing really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught."

From the statement above, we can see the important thing of writing. Although almost all human beings grow up speaking their first language, writing skill must be taught. Through writing, people can communicate to other people over long distance. Thus, if writing did not exist, the world would not be as it is now because there would be no development in the society.

In line with Harmer, Meyers (2005: 2) states that "writing is partly a talent, but it's mostly a skill, and like any skill, it improves with practice. Writing is also an action, a process of discovering and organizing our ideas, putting them on the paper and reshaping and revising them." In other words, writing is not an instant activity, but it is about process and practice.

Bell and Burnaby as quoted by Nunan (1989: 36) point out that:

> "Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary items, punctuation, spelling and letter formation."

Writing as one of language skills has given an important contribution to human works. Although writing is the most complex skill to develop, it is very important to be learned.

2.2.2.1 *Purposes of Writing*

In teaching writing, we have to make sure that our students have some writing aims. These certain aims will lead the students to focus on their writing. They do not only write something, but also have known the purpose of their writing. Effective writers usually have a purpose in mind and construct their writing with a view to achieve that purpose.

Florida Department of Education explains that "effective writing is focused on the topic and does not contain extraneous or loosely related information; has an organizational pattern that enables the reader to follow of ideas because it contains a beginning, middle, and end and uses transitional devices" (http://www.nadaisland.com/writing).

According to this statement, we know that the teacher should make the condition as effective as possible while the students practice writing. The most effective learning of teaching writing skill is likely to take place when students are writing real messages for real audience, or at least when they are performing tasks which they are likely to have to do in their out of class. The choice of writing tasks will depend on why students are studying English. There three main categories of learning which it is worth considering according to Harmer (2004: 39):

(1) English as a Second Language (ESL)

This category is normally used to describe students who are living in the target language community and who need English to function in that community on a day to-day basis. In this case, the purpose of the students is to learn a language other than their mother tongue. They usually focus on the formal features of language such as; pronunciation, vocabulary and grammar. In this category, students also use English as their language not only at school but also out class. Therefore they will be used to write in English.

(2) English for Specific Purposes (ESP)

Many students study English for a particular (or specific) purpose. For instance, business students will concentrate on the language of management and commerce, and so on. This category is taken by students who want to sharpen English for their majoring subject. Thus, it will give them more chance to get jobs even for international scale.

(3) English as a Foreign Language (EFL)

This is generally taken to apply to the students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country. This category is the one that applies in our country. The students are expected to acquire English as well as possible. As it is the international language, it is very important for us to learn English.

From the explanation above we know that we learn English as a foreign language. Thus, it is clear that the teacher should teach all the language skills as good as possible to attract the students in learning. Especially in writing skill, the

teacher should be creative and find the amusing activities to build a positive attitude in order to make students enjoy the lesson.

2.2.2.2 *Components Influencing Writing*

Writing does not only deal with developing words into sentences, but it also deals with how to communicate idea through written text. Moreover, if the writer wants to write a good paragraph, hortatory exposition text, he has to pay attention in all components of writing, for example the topic sentence, supporting sentences and also coherence, cohesion, unity and completeness of the paragraph.

2.2.2.2.1 Coherence

All good paragraphs also have some characteristics in common. The first of these is called coherence. The Latin verb *cohere* means "hold together". In order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. There are four ways to achieve coherence. The first two ways involve repeating key nouns and using consistent pronouns that refer back to key nouns. The third way is to use transition signals to show how one idea is related to the next. The last way to achieve coherence is to arrange your sentences in logical order (Oshima 2006: 21-22).

In another way, Broadman (2002: 31) states "a coherent paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that we are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering."

Broadman (2002: 31) gives the example of good chronological ordering of sentences in a narrative paragraph. This means that the supporting sentences must tell the events of a story according to ordered time. She also explains the use of spatial ordering in descriptive paragraphs. In other words, the items are described systematically through space. The last, Broadman (2002: 33) states that expository paragraphs also require good coherence. With expository paragraphs, coherence is based on logic or reason. We call this logical ordering of sentences in a paragraph.

2.2.2.2.2   Cohesion

Halliday (1976: 4) states that "concept of cohesion is a semantic one; it refers to relations of meaning that exist with the text, and that define it as a text." In line with him, Boardman (2002: 36) quotes that "one of the components of a good paragraph is cohesion. A paragraph has cohesion when all the supporting sentences "stick together" in their support of the topic sentence." The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

Linking words is one way to give paragraph cohesion. There are many kinds of linking words; coordinating conjunctions, subordinating conjunctions, prepositions, and transitions. Transitions are very common type of linking word. They are words or phrases that help to connect sentences to one another (Boardman 2002: 36).

A second way to help a paragraph have a good cohesion is by using personal pronouns. Pronouns usually have antecedents, or nouns that they stand for, in previous sentence parts or sentences (Boardman 2002: 37).

Another way to connect sentences is by using definite article. A noun with a definite article often relates to a previously mentioned noun. The fourth way to connect sentences in a paragraph, or to give a paragraph good cohesion, is to use the demonstrative pronouns; *this, that, these* and *those*. Like previous cohesive devices, demonstrative pronouns require antecedents in order to help connect sentences to those that came before (Boardman 2002: 37).

The fifth cohesive device is synonym. The use of synonym is in that the synonyms refer back to their antecedents. Using a synonym also prevents the frequent repetition of a word or words (Boardman 2002: 38).

According to Halliday (1976: 4) cohesion occurs where the interpretation of some element in the discourse is independent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and presupposed, are thereby at least potentially integrated into a text.

2.2.2.2.3 Unity

Another important component of a paragraph is unity. Every good paragraph has unity, which means that only one main idea is discussed. The second part of unity is that every supporting sentence must directly explain the main idea that is stated in the topic sentence (Oshima 2006: 18).

In line with Oshima, Boardman (2002: 44) states that, a paragraph has unity, when all the supporting sentences relate to the topic sentence. By unity, the product of writing will be easier to understand because from the beginning to the end it only talks about one topic.

2.2.2.2.4   Completeness

Another component of paragraph is completeness. A paragraph is complete when it has all the major supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence. Whereas, a paragraph that is not complete does not have enough sentences to follow through on what topic sentence promises (Boardman 2002: 47).

2.2.2.3   Steps in Writing

Writing is used for a wide variety of purposes, it is produced in many different forms. In writing needs a process where the writer goes through in order to produce something in its final written form. Harmer (2004: 5) suggests that the process of writing has four elements.

(1)   Planning

Experienced writers plan what they are going to write. When planning, the writers have thought about three main issues. In the first place they have to consider the purpose of their writing not only the type of the text but also the language they use, and the information they choose to include. Secondly, the writers think the audience they are writing for. Third, the writer has to consider

the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

(2) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later.

(3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

(4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Whereas, Broadman (2002: 11-15) states that "good writers think, plan, write a draft, think, rewrite, think and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing." Good writers go through six basic steps. The first four steps are: (1) assessing the assignment. The most important piece of information for us to know is the topic and purpose of the assignment; (2) generating ideas in order to think about a

certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and freewriting; (3) organizing ideas; and (4) writing the first draft.

Broadman (2002: 27-30) also explains the next two steps of writing process those are rewriting and editing. Rewriting is a critical part of the writing process and consists of two separate processes: revising and editing. We may start revising as soon as we finish writing or set our paragraph aside for a while and go back to it later. The other aspect of rewriting is editing. Editing is somewhat mechanical because we are basically following rules. Writing the final draft is the last step in the writing process according to Broadman.

2.2.3 Teaching Hortatory Exposition Text in Senior High School Curriculum (School-Based Curriculum)

Based on the curriculum used School-Based Curriculum, which is the development of this curriculum concerns with the national standard education, there are two important standards that should be reached they are; content and passing grade competence standard. This curriculum is part of the ways to improve the quality of Indonesian education that concerns with the students' potential improvement toward science, technology and art.

In this case, language has an important role in intellectual, social and emotional development of the students. Through language it will make them easier to express their feelings, ideas and also use their analytic and imaginative ability. Language is a means of communication both through spoken and written. One of the foreign languages that are taught in Indonesia is English. There are

four language skills should be improved in order to the students can communicate in certain literacy level.

There are four levels of literacy (1) performative, (2) functional, (3) informational, and (4) epistemic. Each level is applied in different level of school. Based on School Based Curriculum, the literacy level for the Senior High School students is informational level because the students are prepared to continue their study in the college. They are expected to access and produce information or knowledge by using language. In this case, they must be able to create a text using their own words. Therefore, equipping students with good writing skill needs well-preparation and sequence process.

The purposes of English in Senior High School are to increase the students' communication ability both in spoken and written to reach informational level, to realize the importance of English to compete in global era and to improve the students' understanding about the relevancy between language and culture. To reach all the purposes the materials that are given to the students are some kinds of short functional texts and also some text types.

There are many genres that are taught in Senior High School, such as descriptive, narrative, recount, report, spoof, analytical exposition, hortatory exposition, etc. Hortatory exposition becomes one of the text types which must be taught. The followings are competencies in teaching writing hortatory exposition in Senior High School based on School Based Curriculum (2006: 319-320) for the eleventh grade:

Standard Competence	12. Expressing the meaning in short functional texts and essay texts in the forms of *narrative, spoof,* and *hortatory exposition* in the context of the daily life.
Basic Competence	12.1 Expressing the meaning of short functional texts (such as *banner, poster, pamphlet,* etc) either formal or non-formal which use accurate, fluent, and acceptable written language in the daily life. 12.2 Expressing the meaning and rhetorical steps in essay which uses accurate, fluent, and acceptable written language in the context of daily life of the text in the forms of *narrative, spoof*, and *hortatory exposition*.

Based on the standard above, I can conclude that the aim of teaching writing hortatory exposition is that the students should be able to create a hortatory exposition and explain the main ideas, content of the text, generic structure and the significant lexicogrammatical features of a hortatory exposition text. Hortatory as one of the genres is interesting because it needs students' arguments, opinion, or statements to make this kind of writing more useful.

Gerot and Wignell (1995: 210) state that "the social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case." From the statement above I can conclude that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In short, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, magazines, newspaper, letters to editor, advertising, speeches, research report, etc.

The components that teaching Hortatory Exposition text usually uncover are as follows:

(1) Generic Structure of Hortatory Exposition Text

    a) Thesis   : Announcement of issue concern

    b) Arguments   : Reasons for concern that will lead to recommendation

    c) Recommendation : Statement of what should happen or be done based on the given arguments

(2) Significant Lexicogrammatical Features

    a) Focus on generic human and non-human participants, except for speaker or writer referring to self.

    b) Use of

        ▪ Mental Processes   : to state what writer thinks or feels about issue e.g. realize, feel, appreciate

        ▪ Material Processes   : to state what happens e.g. is polluting, drive, travel, spend, should be treated

        ▪ Relational Processes : to state what is should be e.g. doesn't seem to have been, is

    c) Use of Simple Present Tense

    d) Enumeration is sometimes necessary to show the list of given arguments: First, secondly, finally, etc.

<div align="right">(Gerot and Wignell 1995: 210)</div>

However, the significant lexicogrammatical features of hortatory exposition text taught in Senior High School is not as complex as stated by Gerot

and Wignell. Besides the generic structures, hortatory exposition text taught in Senior High School focuses on the use of Simple Present Tense and Passive Voice.

2.2.4 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).

Through cooperative learning, we can encourage students to organize their thinking by comparing ideas and interpretations with each other. This strategy gives students a chance to monitor their own learning and thus gain a degree of self-direction and independence of the tutors, in their studies.

Cooperative learning is a strategy in which make students to communicate with each other, how to socialize and respect each other, make different opinions from each member but they can accept and decide to the best one to solve the problem. In cooperative learning students are more active than teacher, students are expected to conduct and manage the situation, they are demanded to think creative and independent.

One more point should be covered in this brief definition of cooperative learning. For some educators, it is synonymous with collaborative learning (e.g., Romney 1997). As cited by Richards (2006: 5), Romney sees cooperative learning as the term used in primary and secondary education, with collaborative learning used for joint learning efforts among older students.

Cooperative learning has a strong foundation in research. As cited by Richards (2006: 6), Johnson (1997) claims that "cooperative learning is one of the best-researched approaches in education, cooperative learning is one of our surest answers." In an earlier interview (Brandt 1987: 12) as cited by Richards (2006: 6), Johnson states:

> "If there's any one educational technique that has firm empirical support, it's cooperative learning. The research in this area is the oldest research tradition in American social psychology. The first study was done in 1897; we've had ninety years of research, hundreds of studies. There is probably more evidence validating the use of cooperative learning then there is for any other aspect of education."

From the statement above, I can conclude that cooperative learning is one of the best researches of all teaching strategies. This strategy shows that students who have opportunities to work collaboratively, they can learn faster and more efficient. It is an important method in education. It is a teaching methodology which emphasizes in working together to solve a problem.

Teachers in common often use cooperative learning to the students, but they forget how it works. Teachers only organize the group without explaining its goal for students. Teachers consider that it is enough only divide students into group, ask students to sit on the same table, do the task, and assign the report. Meanwhile, teachers do nothing and only waiting for students' reports.

There are many ways to build a communicative class using cooperative learning. Explanation about some types of cooperative learning

(http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm) are as follows:

2.2.4.1   Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. Tests or assessment follows.

2.2.4.2   Think-Pair-Share

It involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

2.2.4.3   Three-Step-Interview

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

2.2.4.4   Round Robin Brainstorming

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses

with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order to give an answer until time is called.

2.2.4.5 Three-Minute Review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.

2.2.4.6 Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

2.2.4.7 Team-Pair-Solo

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.

2.2.4.8 Circle the Sage

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a

difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

2.2.4.9 Partners

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

2.2.4.10 Three Stay One Stray

Like "Stand Up and Share," this structure requires the easy identification of a team member who will become the group spokesperson. After the problem solving discussions are complete and all team members indicate that they can give the team's report, you designate the student from each team who will "stray." That is, one student from each group (such as the "Number One" or the "Diamond") leaves it and rotates to an adjoining team to give the report. In large classes it is

essential that the order of rotation is clear. The designated student, who is welcomed as a visitor, shares with this new team the results of his original group's discussion, giving proposed solutions to problems or summarizing discussions. A second rotation may be desirable if the topic prompted divergent thinking and solutions.

From types of cooperative learning offered, I choose Three Stay One Stray strategy to be applied in my study by changing the format of students' rotation. In my study, there are three students who leave their home group and join other groups. Therefore, there is only one student who stays in the home group. This changing strategy named "One Stay Three Stray" strategy.

2.2.5   Stages in Cooperative Learning

Richards (2006: 117) considers that, in preparing the groundwork for groups to collaborate successfully has to take action in a number of areas. These included seating arrangements, group size, group composition, designating groups, giving directions, and teaching and modeling collaborative skills.

(1) Seating Arrangements

The teacher divides the class into groups of four, and then asks the students to move around or rearrange their seats (according on their groups).

(2) Group Size

The groups' size that is used in cooperative learning is variety. The teacher is able to ask the students work in pairs, groups, and may be a half of class.

(3) Group Composition

Group composition is decided by the teacher. Mixing the students can be according to their proficiency level. This mix of proficiency promoted peer tutoring.

(4) Designating Groups

Having a way of calling on a specific group can be useful. The teacher asks the students choose a team name, which also promotes positive identity interdependence and gives students a chance to exercise their activity.

(5) Giving Directions

The directions that are given to the students how the group should work.

(6) Teaching and Modelling Collaborative Skills

To enhance interaction among students in cooperative learning we use collaborative skills. In teaching a collaborative skills is to help students begin to develop a sense of what is involved in using the skill. Another way that can involve in using collaborative skill was by modelling.

2.2.6 The Benefit of Using Cooperative Learning

Students that are involved in cooperative learning achieve many social and academic benefits. According to Brown (2001: 177) the advantages of group work for English language classroom:

(1) Group Work Generates Interactive Language

Small groups provide opportunities for students' initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended

conversational exchanges, and for students' adoption of roles that would otherwise be impossible.

(2) Group Work Offers an Embracing Affective Climate

A further affective benefit of small-group work is an increase in student motivation. It also becomes a community of learners cooperating with each other in pursuit of common goals.

(3) Group Work Promotes Learner Responsibility and Autonomy

Group work promotes learner responsibility for action and progress each of the members of the group equally. It is difficult to "hide" in a small group.

(4) Group Work is a Step toward Individualizing Instruction

Small groups can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cultural, heritage, field or study, cognitive style, to name a few) by careful selection of small groups and by administering different tasks to different groups.

There is also cooperative efforts result in participants striving for mutual benefit so that all group members:

(1) gain from each other's efforts. (Your success benefits me and my success benefits you).

(2) recognize that all group members share a common fate. (We all sink or swim together here).

(3) know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you).

(4) feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!)

(http://edtech.kennesaw.edu/intech/cooperativelearning.htm)

According to the opinion above, I can conclude that cooperative learning is an important strategy especially in teaching writing because of its difficulties. I think that working together is more effective than working individually. In simple way, if we work together we unite ideas from some heads not only one.

I use cooperative learning because research has shown that cooperative learning techniques:

(1) promote student learning and academic achievement;

(2) increase student retention;

(3) enhance student satisfaction with their learning experience;

(4) help students develop skills in oral communication;

(5) develop students' social skills;

(6) promote student self-esteem; and

(7) help to promote positive race relations.

(http://edtech.kennesaw.edu/intech/cooperativelearning.htm)

2.2.7   One Stay Three Stray Strategy

One Stay Three Stray strategy was changed from the original Three Stay One Stray strategy in cooperative learning. Kagan also changed the original Three Stay One Stray into One Stay, Two Stay. As stated by Kagan (1992: 66), "this technique was changed from the original One Stay, Three Stay. Such changes, to fit circumstances and styles of teaching and learning, are to be encouraged".

According to Kagan, teams of four are magic because of two of the four basic principles of cooperative learning.

(1) The Simultaneity Principle

The Simultaneity Principle does not only tell us why cooperative learning is so much more powerful than traditional whole-class interaction, it also tells us that teams of four are the best because when we divide the students in teams of four, in the same time-frame at least one of every four students is actively engaged, articulating their thoughts. It is far better to have a quarter of the class overtly active than just one student.

(2) The Equality Principle

The second basic principle of cooperative learning which applies to team size is the Equality Principle. In the traditional classroom the equality principle is violated because the same subgroup of highly motivated students always has their hands up, while another subgroup of less motivated students almost never does. The participation is very unequal. That is why in cooperative learning we use strategies carefully crafted to equalize participation. In teams of three or five, these pair-based structures do not work nearly as well because the team breaks into a pair and a triad, creating unequal participation.

(http://www.cooperativelearning.com)

From the statements above I conclude that teams of four are the best choice to be applied in teaching by using cooperative learning because of its effectiveness. Therefore I absolutely agree with Kagan that teams of four are magic.

Richards (2006: 193) states that in One Stay Three Stray strategy, groups share with other groups rather than with the entire class. The steps of using One Stay Three Stray strategy are:

(1) groups complete tasks,

(2) three group members leave the group and stray individually to other groups,

(3) the remaining group member, the stayer, explains what their group has done to the visiting strayers, who ask questions and provide feedback,

(4) strayers return to their home group and report what they have learned, while stayers report on feedback they received,

(5) group can revise their work, and another round of Stay-Stray can take place with new strayers if needed.

2.3   Framework of the Present Study

To evaluate the students' achievement in writing, I use rating scale. There are many types of rating scales from some experts. In this study, I use the scheme of rating scale according to Brown and Bailey (1984) as quoted by Brown (2004: 244-245) in the book of Language Assessment because Brown and Bailey design an analytical scoring scale that specifies five major categories of writing and a description of five different levels in each category, ranging from "unacceptable" to "excellent", thus enabling learners to home in on weaknesses and to capitalize on strengths.

There also have been some experts talking about stating significance. In this study, I follow Arikunto in defining significance that is by comparing t_{test} with t_{table}.

T_{test} is obtained by calculating the mean of pre-test, as baseline data, and the mean of post-test. In his book, *Prosedur Penelitian: Suatu Pendekatan Praktik,* Arikunto (2006: 306) mentions that whenever the result of t_{test} is higher than the value of t_{table}, then it can be stated that the method used in the study is significant. In contrast, if the t_{table} is higher than t_{test}, so that the method used in the study is not significant.

For the whole and complete description about experimental design and analytical framework used in this research will be more discussed in chapter III, Research Methodology.
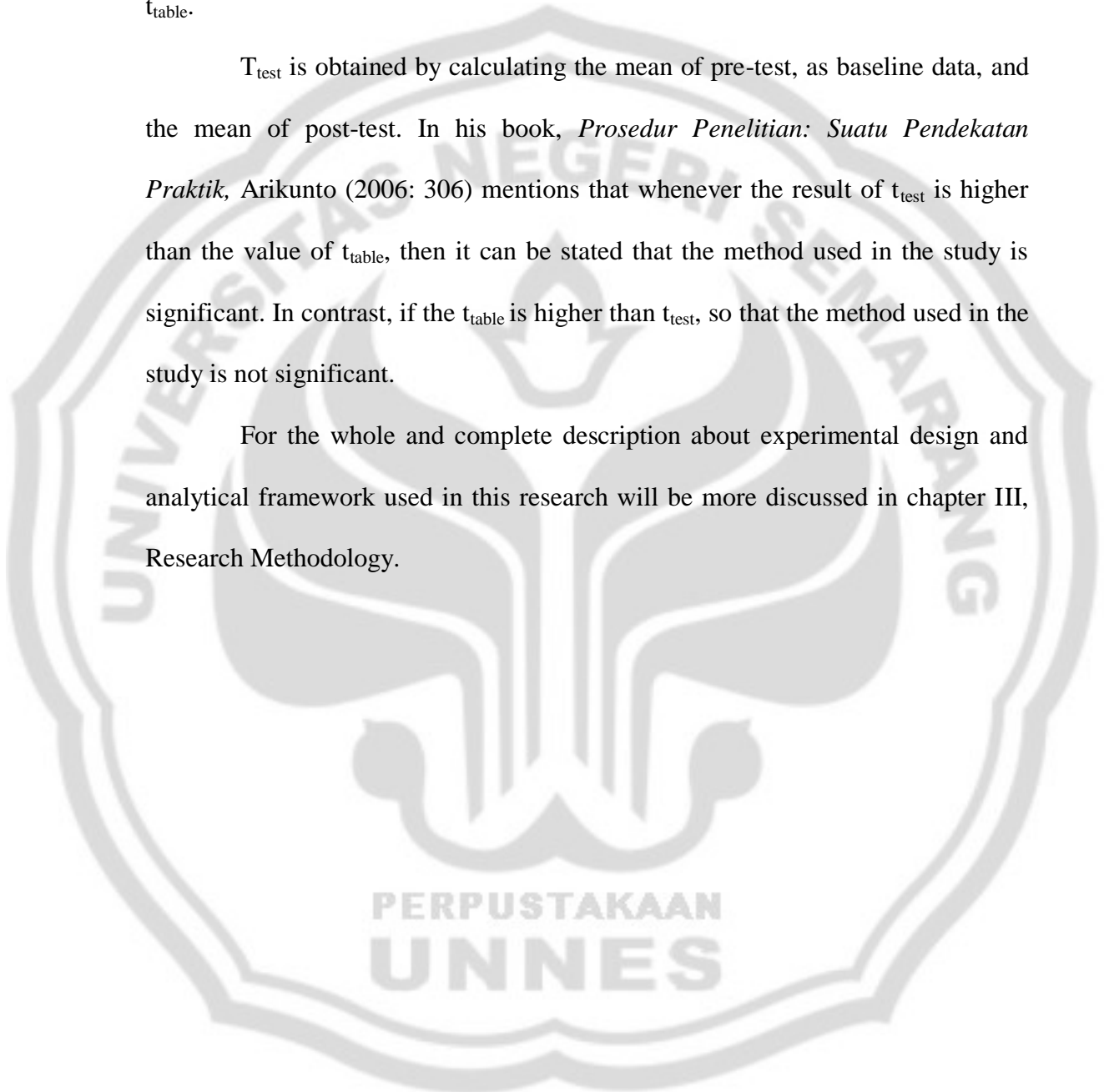
CHAPTER III

RESEARCH METHODOLOGY

Here, several sub-chapters are going to be discussed. There will be research design, subject of the study, sampling testing, research variables, type of data, research instrument, method of collecting data, One Stay Three Stray strategy applied in teaching hortatory exposition text, and the last method of analyzing data.

3.3 Research Design

Research design that was used in this research was pre-experimental design. Pre-experimental designs are classified depending on whether there is an involvement of one or two groups, and whether the groups are post-tested only, or both are pre-tested and post-tested.

The design of the research was one group pretest-posttest design. This design is visually illustrated as follows:

Pre-test	Treatment	Post-test
T_1 $\longrightarrow$	X $\longrightarrow$	T_2
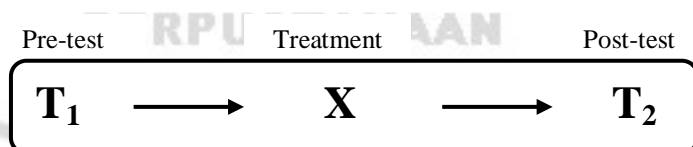
The design procedures could be explained as follows:

(1) Administer T_1, the pre-test, to measure mean of students' mastery in writing hortatory exposition of a single group before exposure to the new teaching strategy (by using One Stay Three Stray strategy).

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(2) Expose subjects to, the new teaching strategy, or for a given period time.

(3) Administer T_2, the post-test, to measure mean of students' mastery in writing hortatory exposition after exposure to X. Compare T1 and T2 to determine what difference, if any, the exposure to X has made.

(4) Apply an appropriate statistical test to determine whether the difference is significant.

(Isaac and Michael 1971: 37)

3.4 Subject of the Study

SMA Negeri 1 Sukoharjo was a school in which the research was conducted. The research required a group of science program of the eleventh-year-students of this school to be experimented as the subject of the study.

3.2.1 Population

According to Saleh (2005: 227) "population is a group about which the researcher is interested in gaining information and drawing conclusions." It is the aggregate of objects, subjects or members of interest to the researcher. Identifying the population of interest, tells us to whom the results of study can be generalized. However, it is unusual for us to be able to study the whole population.

"Population is the entire group of entities or persons to which the results of a study are intended to apply. The population of interest can vary widely depending on the research question and the purpose of the study" (Johnson 1987: 110).

In line with Johnson, Arikunto (2006: 130) states that "population is a set or collection of all elements possessing one or more attributes of interest". Population refers to the object of investigation.

There are eleven classes of the eleventh grade in SMA Negeri 1 Sukoharjo which consist of six classes for Science Program, four classes for Social Program, and a class for Language Program. The population of the research was the eleventh grade students of Science Program of SMA Negeri 1 Sukoharjo in the academic year of 2010/2011. Therefore there are six classes.

The six classes of the eleventh grade students of Science Program were chosen based on some reasons:

(1) this study used Purposive Random Sampling in which the population has to be homogenous and the sample has to be normal;

(2) the data of students' achievement that I obtained only covered Science Program classes consisted of six classes;

(3) the English teacher of the overall classes of Science Program is the same. Therefore, the standard to measure students' achievement is equal in order to avoid different point of view among English teachers.

3.2.2 Sample

To study population more effectively, I chose the sample. In statistics, "a sample is a subset of a population." The sample represents a subset of manageable size. Samples are collected and statistics are calculated from the samples so that one can make inferences or extrapolations from the sample to the population (http://en.wikipedia.org/wiki/Sample_%28statistics%29).

According to Tuckman (1978) in his book entitled *Conducting Educational Research* as cited by Saleh (2005: 227) in *Introduction to Linguistic Research* handout, he states that "a sample is a representative group from a population to serve as respondents."

Since the population of the research was the eleventh grade students of Science Program of SMA Negeri 1 Sukoharjo, so that the sample used in this research was a group of the eleventh grade students of Science Program. Class XI-IA 4 (Science Program) which consists of 32 students was chosen as the sample.

3.2.3 Sampling

Johnson (1987: 111) states that "sampling is a crucial methodological issue in research." It is usually not feasible to survey the entire group of interest (the population), researcher usually selects a subgroup (a sample). The key principle to understand about sampling is that the way that the sample is selected affects the conclusions that can be drawn about the result. Before deciding the specific group of students as sample or object of the study, sampling testing was done first to examine that the population was normal and homogenous.

Sampling technique used in this research is called *Purposive Sampling* (Arikunto 2006: 139-141). By considering certain purpose, this sampling technique can be used. This technique is usually done because of some reasons, such as limited time, energy, and fund so that the sample cannot be bigger. By considering the condition of population of this research that was already provided in classes, homogenous, and deciding the class with normal distribution, this

sampling technique was chosen. Meanwhile, the normality and homogeneity of the population were calculated by using the SPSS software program.

3.3   Sampling Testing

Before deciding the specific group of students as sample or object of the study, sampling testing was done first to examine that the population was normal and homogenous.

3.3.1   Normality of the Population

Before sampling was done, normality was calculated to prove whether the population was normal or not. Student's final mark was used as data in this calculation. Then by using SPSS software program, the data was computed (the complete computation can be seen in appendix 15).

The computation showed a result that the population was not normal. From 6 classes in population, there were 3 classes that had normal distribution. Since knowing the result that not each class had normal distribution, I had to choose the class with normal distribution as the sample.

3.3.2   Homogeneity of the Population

Besides calculating the normality, homogeneity is also important to calculate before sampling is done to know whether the population is homogenous or not. If the population is homogenous, whatever class chosen as sample will not change the research result. Homogeneity was calculated by using Bartlett testing. From the computation, it was obtained that the population was homogenous so

that the *Purposive Sampling* could be done. See the complete calculation of homogeneity of the population in appendix 16.

3.4 Research Variables

"Variable is simply defined as something that may or does vary or differ" (http://dictionary.reference.com/browse/variable). There are many types of variables. However, in this research I present two variables which are known as the major variables. First, it is dependent variable. Second, it is independent variable.

3.4.1 Independent Variable

Independent variable is "an input variable, that which causes, in part or in total, a particular outcome; it is stimulus that influences a response, an antecedent or a factor which may be modified to affect an outcome" (Hartoyo 2010: 108). In line with the definition, so that the independent variable in my study was One Stay Three Stray strategy used to explore students' ideas in writing hortatory exposition text.

3.4.2 Dependent Variable

Meanwhile, dependent variable is "the outcome variable, that which is caused, in total or in part, by the input, antecedent variable." Based on the definition, dependent variable of my study was the students' achievement manifested in the test score.

3.5 Types of Data

Data are information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and processed by a computer.

Data that I got to strengthen my opinion and research result were pretest, post-test, and list of elaborated ideas that can be explored by the students in writing hortatory exposition by using conventional method in their pre-test or One Stay Three Stray strategy in their post-test. I also gave questionnaires to the students in order to know their opinion about teaching learning activities that have been conducted.

3.6 Research Instrument

Before collecting the data, first I made an instrument because doing a quantitative research cannot be separated from providing instrument. In the Free Dictionary by Farlex, instrument is defined as "a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation" (http://medical-dictionary.thefreedictionary.com/research+instrument).

From that simple definition, it can be concluded that instrument as devices that can help us in gathering data in order to measure given achievement. In this case was the students' ability in writing hortatory exposition text. Instrument is needed to ease the data collection.

Harris (1969: 69) states that "there are two kinds of test instrument used to measure the four-language skills of the students, namely the objective test and the essay test." For collecting the data I decided to use an essay test in the form of specific topic to be explored into hortatory exposition text because in this test students can freely express their ideas in a written form.

The instrument was interesting topics that can be explored becoming hortatory exposition text. I chose the topics which were related to students' surroundings and their daily life. I also made the test based on the curriculum. Thus, the content of the test offered in the research was valid enough.

3.7   Method of Collecting Data

There are some methods of collecting data used in a research. Here, in my research there were three methods of collecting data I used. The first was documentation method, the second was experimental method through testing, and the last was questionnaire.

3.7.1   Documentation Method

This kind of method was used in order to gather data which had been provided. The data was called based data, taken from students' achievement or mark of English subject. This data would be used to measure normality and homogeneity of research sample. By knowing the results, I could apply Purposive Random Sampling as the suitable sampling technique because the population was homogeneous. Therefore in whatever class I applied my strategy, the result would not change significantly.

3.7.2   Experimental Method

Experimental method here means that the data is gathered by doing experiment through test. There were two steps in gathering the data. The first was pre-test, which the data was taken before giving treatments. The pre-test result was used as baseline data. Then the next was post-test. This test was done after treatments given. Both these tests then would be analyzed through statistical design I would be explained later.

For the detail procedure of collecting these data, I would like to expose as follows:

(1) Chose the eleventh grade students of Science Program of SMA Negeri 1 Sukoharjo in the academic year of 2010/2011 as the research population.

(2) Decided the research sample as the experimental group through sampling technique that was XI-IA 4 (Science Program) of SMA Negeri 1 Sukoharjo.

(3) Gave pre-test to the experimental group.

(4) Mentioned the result of pre-test by applying analytic scale for rating composition tasks from Brown & Bailey (1984) as quoted by Brown (2004: 244-245). I will explain this analytic scale later.

(5) Applied the treatments of using One Stay Three Stay strategy toward the experimental group.

(6) Conducted post-test toward the experimental group.

(7) Gave the result of post-test based on the same step mentioned in number 4.

Besides data from pre-test and post-test, I also collected the data from students' ideas that had been written on a piece paper. The paper consists of list of students' ideas after applying One Stay Three Stray strategy.

3.7.3 Questionnaire

According to Arikunto (2006: 151), "questionnaire is a number of written questions to get information from respondent." In line with the definition, a questionnaire is a list of questions that should be answered by students. It was also distributed to support the primary data. It was used to find the students' response during teaching learning process. After all of the activities finished, I distributed questionnaire to the students to get information about their responses and problems related to the teaching and learning activities in improving their writing skill, especially in writing hortatory exposition text.

In the case, all items in the questionnaire can be scored as they stand:

5 = strongly agree

4 = agree

3 = uncertain

2 = disagree

1 = strongly disagree

(Oppenheim 1984: 137)

Since there were fifteen items, there would be maximum possible score of 5 x 15 = 75, and a necessary minimum score of 1 x 15 = 15 (The questionnaire sheet can be seen in appendix 10).

3.8 One Stay Three Stray Strategy Applied in Teaching Hortatory Exposition Text

In One Stay Three Stray strategy, a number of students can share their ideas with others. They are encouraged to be active during the discussion.

In the first meeting, I asked the students to make a hortatory exposition text individually based on a certain topic, mobile phones should be banned in the class. Then, I collected their writing. It was used as pretest.

Second meeting, I explained more about hortatory exposition text, such as social function of hortatory exposition text, generic structure, significant lexicogrammatical features, etc. I also gave the example of hortatory exposition text with the analysis. Before applying One Stay Three Stray strategy, I explained this strategy first to the students. After everything was ready, I asked the students to write hortatory exposition text by using One Stay Three Stray strategy. I divided the class into some groups. Each group consisted of four students. Then, I gave them another topic, school uniform, another good lesson, to be discussed in groups. I asked them to write their ideas on a piece of paper (I had prepared the paper before). When they were ready to share their ideas with other groups, I asked one student to stay as a host and share the ideas (bring the paper containing list of ideas). The others joined other groups and became listeners (they might ask the host from other group if they have some problems).

After getting new information from other groups, the three students backed to their home group. There, they could share the new ideas or information they had got. The host wrote the new ideas in another side of paper which had contained the previous ideas.

After discussing the appropriate ideas that would be applied in the students' writing, I asked them to write a hortatory exposition individually (each group has the same ideas because they work together, but the writing is written individually).

I also applied this strategy in the third and fifth meetings. In the third meeting, I gave the students a new topic, smoking habit in our country. In the fifth meeting, I gave the students the same topic with the first meeting because it was used as post-test.

In the sixth meeting, I gave the students questionnaires to fill them out in order to know their opinion after getting the treatment, that is writing hortatory exposition text by using One Stay Three Stray strategy.

Therefore I got the data from:

Pre-test : The students wrote hortatory exposition text (before using One Stay Three Stray strategy);

Post-test : The students wrote hortatory exposition text (after using One Stay Three Stray strategy).

To strengthen the data that this strategy can explore students' ideas, I collected students' ideas that had been written in a piece of paper. Besides, I also collected their questionnaires.

3.9 Method of Analyzing Data

After getting the data, the next step is analyzing data. Analyzing data must be done to know whether the strategy that has been applied influences students'

achievement or not. This step was also used to measure the significant differences between two or more results.

3.9.1 Method of Scoring

Through scoring, the results of the students' work are needed to be put in a form that is readily interpretable. These data are useful to show students' levels of writing achievement. I interpret the result both statistically and non-statistically because the purpose of this research is to measure the students' proficiency including the development of their ideas. The students' level of writing achievement can be counted statistically by knowing the different score between pre-test and post-test. Whereas, I will know the use of One Stay Three Stray strategy non-statistically by seeing whether the class situation is more enjoyable or not.

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing is rating scale.

The following scheme of rating scale is used to measure the students' achievement in their written product according to Brown and Bailey (1984) as quoted by Brown (2004: 244-245) in the book of Language Assessment. I used this kind of analytic scale because Brown and Bailey design an analytical scoring scale that specifies five major categories of writing and a description of five different levels in each category, ranging from "unacceptable" to "excellent", thus enabling learners to home in on weaknesses and to capitalize on strengths.

Table 3.1 Analytic Scale for Rating Composition Tasks from Brown & Bailey

Writing Component	Score	Description
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, supporting evidence given for generalizations, conclusion logical and complete.
	17-15 Good to Adequate	Adequate title, introduction, and conclusion.
	14-12 Adequate to Fair	Mediocre introduction or conclusion, problems with the order of ideas in body.
	11-6 Unacceptable	Shaky recognizable introduction, conclusion weak, lack of supporting evidence.
	5-1 not college-level work	Absence of introduction or conclusion, severe lack of supporting evidence.
Logical Development of Ideas: Content	20-18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed.
	17-15 Good to Adequate	Essay addresses to issues but misses some points; ideas could be more fully developed.
	14-12 Adequate to Fair	Development of ideas is incomplete; paragraphs aren't divided exactly right.
	11-6 Unacceptable	Ideas incomplete, inadequate effort in areas of content.
	5-1 not college-level	Essay is completely inadequate and does not reflect college-level work.

	work	
Grammar	20-18 Excellent to Good	Native like fluency in English grammar; correct use of relative clauses, prepositions, verb forms; run on sentences.
	17-15 Good to Adequate	Advanced proficiency in English grammar, some grammar problems but don't influence communication, run-on sentences.
	14-12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems have negative effect in communication, run-on sentences.
	11-6 Unacceptable	Serious grammar problems interfere with communication, difficult to read sentences.
	5-1 not college-level work	Severe grammar problems interfere greatly with the message, reader can't understand.
Punctuation, Spelling, and Mechanics	20-18 Excellent to Good	Correct use of English writing conventions, punctuation and spelling, very neat.
	17-15 Good to Adequate	Some problems with writing conventions or punctuation, paper is neat and legible.
	14-12 Adequate to Fair	Uses general writing conventions but has errors.
	11-6 Unacceptable	Serious problems with format of paper, parts of essay not legible.
	5-1	Complete disregard for English writing

	not college-level work	conventions, paper illegible.
Style and Quality of Expression	20-18 Excellent to Good	Precise vocabulary usage, use of parallel structures, register good.
	17-15 Good to Adequate	Attempts variety, good vocabulary, register OK.
	14-12 Adequate to Fair	Some vocabulary misused, lacks awareness of register.
	11-6 Unacceptable	Poor expression of ideas, problems in vocabulary.
	5-1 not college-level work	Inappropriate use of vocabulary, no concept of register.

3.9.2 Level of Achievement

The scoring of students' writing ability is based on the analytical method. The method is much better of marking when we want to inform the students about their achievement. The scores will be more meaningful numerical data if they are converted to numerical data, which process scores from the highest to the lowest. It makes us easier to know the position of a student in his/her group.

The measurement of students' achievement stated by Harris (1969: 134) is interpreted as follows:

Table 3.2 Students' Mastery

Criteria of Assessment	Grade
91-100	Excellent
81-90	Very Good
71-80	Good

61-70	Fair
51-60	Poor
Less than 50	Very Poor

We can know the students' mark and percentage from the formula as follows:

The Mark $= \dfrac{\text{The obtained score}}{\text{maximum score}}$ x 100

The Percentage $= \dfrac{\text{The obtained score}}{\text{maximum score}}$ x 100%

3.9.3   Statistical Design

To determine the significance of the result study, I would like to apply a statistical design of Arikunto that is by using t_{test} formula as below:

$$ t = \frac{Md}{\sqrt{\dfrac{\sum X^2 d}{N(N-1)}}} $$

in which,

t $= t_{test}$

Md   = mean difference of pre-test and post-test

X_d = deviation of each subject (d-Md)

$\sum X^2_d$= sum of deviation square

N   = number of subject

(Arikunto 2006: 307)

The result of t_{test} calculation then would be compared to the value of t_{table}. This study will be signed as significant if the value of t_{test} is higher than $t_{table.}$

CHAPTER IV

RESULT OF THE STUDY

Having conducted my research, in this chapter I would like to present the result of the study explained in some sub-chapters. There are the result of computation which proves the beginning hypothesis, questionnaire analysis, and finally discussion of the result.

4.1 Result

In order to gather data, this research was done in two steps. The first step was conducting the pre-test on February 2, 2011 and the second was conducting the post-test on February 16, 2011. To obtain the value of the t_{test}, here I explored the calculation in two parts. There were pre-test and post-test calculation, and the t_{test} calculation.

4.1.1 Pre-Test and Post-Test Calculation

Since the research had been conducted, data gathered could be processed. Before calculating the t_{test}, I calculated the pre-test and post-test. Firstly I found the score of the pre-test and post-test of each student by using analytic scale from Brown & Bailey for rating composition tasks.

The complete result of pre-test and post-test score is shown on table below:

Table 4.1 Result Score of Pre-Test and Post-Test

NO.	CODE	SCORE	
		PRE-TEST (X1)	POST-TEST (X2)
1	E-01	79	83
2	E-02	73	80
3	E-03	73	82
4	E-04	80	87
5	E-05	72	82
6	E-06	81	85
7	E-07	73	84
8	E-08	71	80
9	E-09	74	81
10	E-10	76	83
11	E-11	71	81
12	E-12	75	84
13	E-13	76	84
14	E-14	78	84
15	E-15	74	83
16	E-16	75	85
17	E-17	75	87
18	E-18	74	81
19	E-19	75	82
20	E-20	75	81
21	E-21	78	81
22	E-22	81	86
23	E-23	75	82

24	E-24	80	87
25	E-25	73	83
26	E-26	74	84
27	E-27	71	78
28	E-28	77	84
29	E-29	75	83
30	E-30	80	86
31	E-31	78	81
32	E-32	73	81

Before calculating gain or difference result of the post-test and pre-test, I analyze students' achievement for pre-test and post-test based on students' mastery criteria of assessment by Harris. The result of this analysis is shown on the table below:

Table 4.2 Students' Mastery Table for Pre-Test and Post-Test

NO.	CODE	PRE-TEST (X1)	GRADE	POST-TEST (X2)	GRADE
1	E-01	79	Good	83	Very Good
2	E-02	73	Good	80	Good
3	E-03	73	Good	82	Very Good
4	E-04	80	Good	87	Very Good
5	E-05	72	Good	82	Very Good
6	E-06	81	Very Good	85	Very Good
7	E-07	73	Good	84	Very Good
8	E-08	71	Good	80	Good
9	E-09	74	Good	81	Very Good

10	E-10	76	Good	83	Very Good
11	E-11	71	Good	81	Very Good
12	E-12	75	Good	84	Very Good
13	E-13	76	Good	84	Very Good
14	E-14	78	Good	84	Very Good
15	E-15	74	Good	83	Very Good
16	E-16	75	Good	85	Very Good
17	E-17	75	Good	87	Very Good
18	E-18	74	Good	81	Very Good
19	E-19	75	Good	82	Very Good
20	E-20	75	Good	81	Very Good
21	E-21	78	Good	81	Very Good
22	E-22	81	Very Good	86	Very Good
23	E-23	75	Good	82	Very Good
24	E-24	80	Good	87	Very Good
25	E-25	73	Good	83	Very Good
26	E-26	74	Good	84	Very Good
27	E-27	71	Good	78	Good
28	E-28	77	Good	84	Very Good
29	E-29	75	Good	83	Very Good
30	E-30	80	Good	86	Very Good
31	E-31	78	Good	81	Very Good
32	E-32	73	Good	81	Very Good

There are five criteria of assessment by Harris: very poor, poor, fair, good, very good, and excellent. The students' score of pre-test are from 71 to 81,

whereas the post-test are from 78 to 87, therefore it can be categorized into good and very good. From the table above, it can be seen that in the pre-test 97.75% of the students are categorized into good, and only 6.25% of the students are categorized into very good. The improvement of the students' score can be seen from the different percentage between students' mastery of pre-test and students' mastery of post-test. In the post-test, only 9.375% of the students are categorized into good, whereas 90.625% of the students are categorized into very good.

From the calculation above, it can be concluded that One Stay Three Stray strategy improves the students' mastery in writing hortatory exposition text. The significant difference between the students' mastery of pre-test and the students' mastery of post-test can be seen in the diagram below:

Figure 4.1 Students' Mastery Diagram for Pre-Test and Post-Test
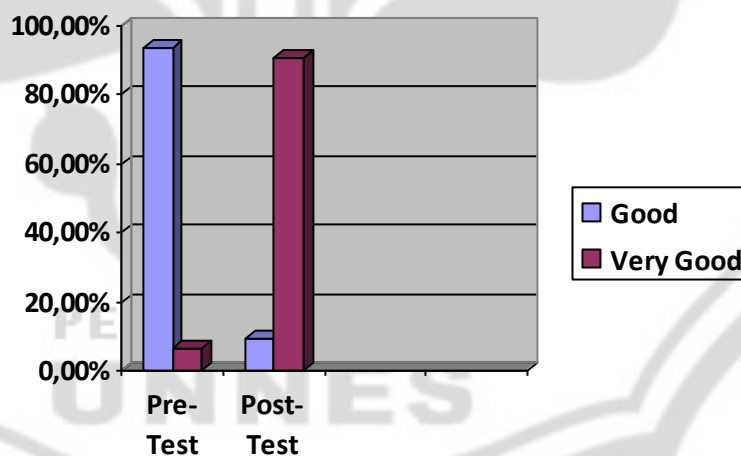
Then I calculated the gain or difference result of the post-test and pre-test. Here, the gain or difference result of the post-test and pre-test is symbolized by d. When the value of d is obtained, then the square of d can be calculated (d^2).

The complete calculation of the gain or difference result of the post-test and pre-test (d) and the square of d (d^2) can be seen in the following table:

Table 4.3 Preparatory Table for Pre-Test and Post-Test

NO.	CODE	PRE-TEST (X1)	POST-TEST (X2)	d (X2-X1)	d^2
1	E-01	79	83	4	16
2	E-02	73	80	7	49
3	E-03	73	82	9	81
4	E-04	80	87	7	49
5	E-05	72	82	10	100
6	E-06	81	85	4	16
7	E-07	73	84	11	121
8	E-08	71	80	9	81
9	E-09	74	81	7	49
10	E-10	76	83	7	49
11	E-11	71	81	10	100
12	E-12	75	84	9	81
13	E-13	76	84	8	64
14	E-14	78	84	6	36
15	E-15	74	83	9	81
16	E-16	75	85	10	100
17	E-17	75	87	12	144
18	E-18	74	81	7	49
19	E-19	75	82	7	49
20	E-20	75	81	6	36
21	E-21	78	81	3	9

22	E-22	81	86	5	25
23	E-23	75	82	7	49
24	E-24	80	87	7	49
25	E-25	73	83	10	100
26	E-26	74	84	10	100
27	E-27	71	78	7	49
28	E-28	77	84	7	49
29	E-29	75	83	8	64
30	E-30	80	86	6	36
31	E-31	78	81	3	9
32	E-32	73	81	8	64
Σ	32	2415	2655	240	1954
	$\overline{X}$	75.47	82.97		

Next, after gaining the value of d, the mean difference of the pre-test and post-test could be calculated by using formula as stated by Arikunto:

$$Md = \frac{\sum d}{N}$$

(Arikunto 2006: 307)

Therefore, it was obtained that $Md = \frac{872.72}{30}$

$$= 240:32 = \underline{\textbf{7.5}}$$

Then, the next step was calculating the value of $\sum X^2_d$ by using formula as follows:

$$\sum X^2_d = \sum d^2 - \frac{(\sum d)^2}{N}$$

(Arikunto 2006: 308)

hence $\sum X^2_d = \sum d^2 - \frac{(\sum d)^2}{N}$

$$= 1954 - \frac{(240)^2}{32}$$

$$= 1954 - \frac{57600}{32}$$

$$= 1954 - 1800$$

$$= \underline{\mathbf{154}}$$

4.1.2 T$_{test}$ Result

After processing the pre-test and post-test, then the t$_{test}$ could be calculated as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

in which,

t   = t$_{test}$

Md = mean difference of pre-test and post-test

X$_d$ = deviation of each subject (d-Md)

$\sum X^2_d$= sum of deviation square

N   = number of subject

(Arikunto 2006: 307)

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$= \frac{7.5}{\sqrt{\frac{154}{32(32-1)}}}$$

$$= \frac{7.5}{\sqrt{\frac{154}{992}}}$$

$$= \frac{7.5}{\sqrt{0.155}}$$

$$= \frac{7.5}{0.394}$$

$$= \mathbf{\underline{8.03}}$$

Finally I obtained the value of t_{test} that was **8.03**.

The next step to do was comparing the value of t_{test} and t_{table}. It is important to know whether this study is significant, that is if Ha which mentioned that One Stay Three Stray strategy is significant to improve students' ability in writing hortatory exposition text is accepted, or not significant, if the Ho which mentioned that using One Stay Three Stray strategy is not significant to improve students' ability in writing hortatory exposition text is accepted.

Before stating whether the result is significant or not, I had to consult it first with the value of t_{table}. Here, first I defined the degree of freedom (d.f) on which:

$$d.f = N - 1$$

(Arikunto 2006:308)

The degree of freedom was obtained as follows:

$d.f = 32 - 1$

$d.f = \underline{\mathbf{31}}$

With the $t_{0.05}$ and d.f = 31, from the table I saw that the value of t_{table} was

2.04. Then I consulted the t_{test} and t_{table} as follows:

=> 8.03 vs 2.04

=> 8.03 > 2.04

It was obtained that t_{test} was higher than t_{table}. As the result, Ha is

accepted and Ho is rejected.

Figure 4.2 Curve of Ho and Ha Acceptance
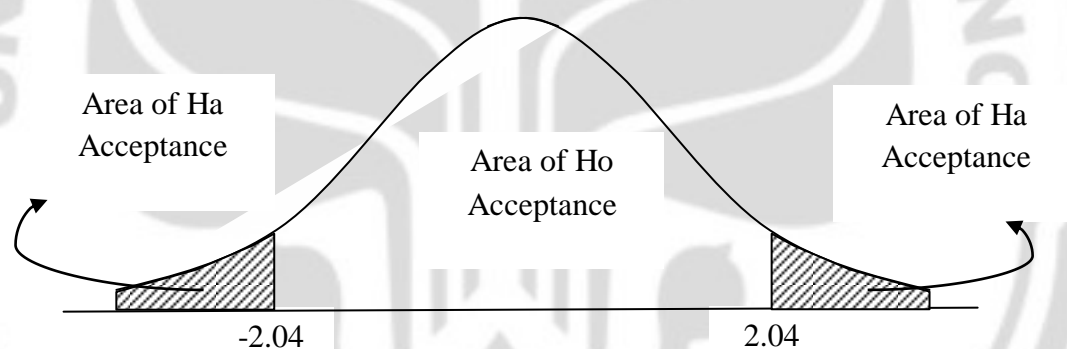
4.2 **Questionnaire Analysis**

After giving the post-test, I distributed questionnaire to the students in order to get

some information related to the research that has been done. There are fifteen

items in the questionnaire. The complete result of questionnaire analysis from 32

students is shown on table below:

Table 4.4 Total of Students in the Questionnaire

No	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	6	10	14	2	-
2	2	9	9	10	2
3	14	13	5	-	-
4	3	11	14	4	-
5	2	11	16	3	-
6	12	19	1	-	-
7	5	12	15	-	-
8	5	17	10	-	-
9	15	15	2	-	-
10	11	17	4	-	-
11	10	19	3	-	-
12	10	20	2	-	-
13	6	18	6	1	1
14	9	17	6	-	-
15	6	18	8	-	-

After getting the total number of students who decided their choices related to the statements, I would like to give more explanation about the questionnaire analysis which contains 15 items as follows:

(1) The first statement in the questionnaire is "English is an interesting subject." From the table above, it can be seen that 18.75% of the students strongly agree, 31.25% agree, 43.75% feel uncertain, and only 6.25% disagree with the statement. Most of the students chose "uncertain" which indicates that they have not found the interesting part in learning English yet. Therefore, their teacher has

to create a new way of teaching in order to show that English is not a boring subject.

(2) The second statement goes "There are 4 language skills: listening, speaking, reading, and writing. Writing is the most difficult one." In this statement, 6.25% of the students strongly agree, 28.125% agree, 28,125% feel uncertain, 31.25% disagree, and 6.25% strongly disagree. The result shows that 31.25% of the students disagree with the statement. It means that writing is not the most difficult skill in learning English. When I asked them about this, they answered that listening was the most difficult one. They do not realize that writing is also the product of listening. Although writing is not the most difficult skill, in fact it is not an easy skill to master because of its complexity.

(3) I put "Writing in English is more difficult than writing in Bahasa Indonesia" as the third statement. There are 43.75% of the students who strongly agree, 40.625% agree, and 15.625% feel uncertain with the statement. There are no students who disagree or even strongly disagree with the statement. It can be stated that writing in English is absolutely different with writing in Bahasa Indonesia. Writing in English with its complexity becomes a bugbear for the students.

(4) The next statement is "Genre is an interesting part in learning English." The result shows that only 9.375% of the students strongly agree, 34.375% agree, 43.75% feel uncertain, and 12.5% disagree with the statement. It can seen that 34.375% of the students agree that genre is an interesting part in learning English, but there is also 43.75% of the students who feel uncertain. It is because there are

many genres to be learned and not all of them are interesting for the students, even sometimes they think that a certain genre is boring and difficult to understand.

(5) The fifth statement is "Hortatory exposition text is a complicated genre." In this statement, there are 6.25% of the students strongly agree, 34.375% agree, 50% feel uncertain, and 9.375% disagree. Although most of the students chose "uncertain", there is 34.375% of the students who agree that hortatory exposition text is a complicated genre. It indicates that the students have to pay more attention in learning hortatory exposition text because of some aspects that should be mastered.

(6) "In writing hortatory exposition text we need to explore our ideas" is the next statement in the questionnaire. There are 37.5% of the students strongly agree, 59.375% agree, and only 3.125% feel uncertain with the statement. This result absolutely shows that exploring ideas is an important part in writing hortatory exposition text. The students can create a good hortatory exposition text by presenting many ideas to strengthen their arguments.

(7) The next statement is "Exploring ideas is not an easy case." In this part, there are 15.625% of the students strongly agree, 37.5% agree, 46.875% feel uncertain. It can be seen that there is no student who disagrees or strongly disagrees with this statement. It is because getting ideas, finding the appropriate ideas, and then exploring them is not as simple as we think.

(8) The eighth statement is "Teaching method applied by English teacher does not vary." I gave them this statement in order to know the students' response whether teaching learning activities that they have got are various enough or not.

The result shows that 15.625% of the students strongly agree, 53.125% of them agree, and 31.25% feel uncertain. More than half of the total students agree that teaching method applied by their English teacher does not vary. Therefore, new methods in teaching English are needed to maintain students' interest in learning activity.

(9) The next statement is "English teacher should apply a new strategy in teaching." In this statement, there are 46.875% of the students strongly agree, 46.875% agree, and only 6.25% feel uncertain. Almost all of the students agree with this statement. The result shows us that the students want to have a better teaching learning activity. They do need something different that makes teaching strategy is not monotonous.

(10) "Cooperative learning is one of some solutions that can be used in teaching" is the next statement in the questionnaire. There are 34.375% of the students who strongly agree, 53.125% agree, and 12.5% feel uncertain with the statement. When I was doing the research, cooperative learning was a strange terminology for the students. Then I explained a lot about this strategy, gave the examples, and let them apply it. From the result, it can be seen that most of the students agree that cooperative learning is one of some solutions that can be used in teaching. They found an alternative way in learning English.

(11) The next statement is "One Stay Three Stray strategy can be applied in teaching writing hortatory exposition text." In this statement, 31.25% of the students strongly agree, 59.375% agree, and 9.375% feel uncertain. There are only three students who feel uncertain. From the calculation, it can be concluded that

One Stay Three Stray strategy can be chosen as an alternative strategy in writing hortatory exposition text.

(12) "One Stay Three Stray strategy can explore students' ideas" is the next statement in the questionnaire. The calculation shows 31.25% of the students strongly agree, 62.5% agree, and only 9.375% feel uncertain. From the result, I conclude that One Stay Three Stray strategy can help the students in exploring their ideas. Therefore, this strategy can be an effective strategy to use in writing, especially in writing hortatory exposition text, which put ideas as the important part in this genre.

(13) The thirteenth statement is "One Stay Three Stray strategy makes writing hortatory exposition text easier." There are 18.75% of the students who strongly agree, 56.25% agree, 18.75% feel uncertain, 3.125% disagree, and 3.125% strongly disagree with the statement. Although there are one student who disagree and one student who strongly disagree with this statement, the total of students who agree or even strongly agree is still dominating this vote. In other words, it proves that One Stay Three Stray strategy makes writing hortatory exposition text easier.

(14) "There are some differences between teaching writing using One Stay Three Stray strategy and conventional method" is put as the next statement. The result shows 28.125% of the students strongly agree, 53,125% agree, and 18.75% feel uncertain with the statement. It can be seen that teaching writing using One Stay Three Stray strategy gives a different impression for the students who are usually taught by using conventional method.

(15) The last statement in the questionnaire is "Teaching writing hortatory exposition text using One Stay Three Stray strategy is effective." There are 18.75% of the students who strongly agree, 56.25% agree, and 25% feel uncertain. There is no student who agrees or strongly disagrees with the statement. Although 25% of the students feel uncertain, most of them agree with the statement. All in all, I can conclude that teaching writing hortatory exposition text by using One Stay Three Stray strategy is effective.

4.3 Discussion

This final project is presented with two hypotheses. The first is the working or alternative hypothesis, also well-known as Ha, which suspects that using One Stay Three Stray strategy is significant to improve students' ability in writing hortatory exposition text. The rest is the null hypothesis or known as Ho states that using One Stay Three Stray strategy is not significant to improve students' ability in writing hortatory exposition text.

One of the hypotheses will be accepted and one will be rejected. It is based on the result of the t_{test} and t_{table} comparison. If the t_{test} is higher than the t_{table}, then the Ha will be accepted and the Ho is rejected. In contrast, the Ho will be accepted and the Ha is rejected whenever the t_{table} is higher than t_{test}.

From the calculation done above, it is obtained that the t_{test} is higher than the t_{table}. As the result, the Ha is accepted and the Ho is rejected. It means that the use of One Stay Three Stray strategy to improve students' ability in writing hortatory exposition text gives significant result.

I find that using One Stay Three Stray strategy in teaching writing, especially writing hortatory exposition text can be a good choice. It is because in writing hortatory exposition text, a teacher does not only teach the basic material or the way of writing hortatory exposition, but also how to make the students easier to compile some arguments in order to make their writing better.

It goes without saying that in writing hortatory exposition text, student needs many ideas to strengthen his arguments. Therefore, by using One Stay Three Stray strategy, the ideas that he gets can be multipled and explored than if he tries to find the ideas by himself. In applying this strategy, the students do not only get more ideas, but also good communication with their friends. They can also discuss about recommendation as a finishing touch in writing hortatory exposition text.

I realize that teaching learning activity in class cannot just go with the materials that have to be mastered by the students because it will be so boring. Consequently, teachers have to create a new method of teaching or apply some methods that have already existed. By giving the material in different way of teaching, it is hoped the students do not only master the material, but also get enjoyment in learning. Whenever they are given a chance to discuss the lesson, or to interact with their friends, it will be a different way to absorb the material itself.

The students' response to One Stay Three Stray strategy as one of strategies in writing hortatory exposition text also can be seen from the questionnaire analysis. The students could share their feelings, ideas and opinions through this strategy in writing hortatory exposition text. After analyzing the

questionnaire, I can conclude that the students were little bit bored in learning English because their teacher used conventional method. Therefore, he needs a new strategy in teaching to attract the students' willingness in learning English. One Stay Three Stray strategy is one of strategies that can be chosen in teaching writing, especially in teaching writing hortatory exposition text.

After doing my research, I realize that One Stay Three Stray strategy can give a new atmosphere in teaching writing, especially in teaching writing hortatory exposition text. I found the fact that the students got better ideas and could explore their ideas from their lists of ideas that were applied in their writing (see appendix 11). Moreover, I also saw the students' positive interaction with their friends and their active participations as reaction of such kind of enjoyment. By applying the strategy, the students are given a chance not only to share their ideas with their friends freely, but also encourage them to think critically about a case.

After getting some treatments, the students' ideas in writing hortatory exposition text based on a certain topic improved and became clearer. It was different when the students did their pre-test because they only wrote their own ideas, whereas in the post-test they were allowed to discuss their ideas with other friends through One Stay Three Stray strategy. Therefore the quantity of the ideas in their post-test is more satisfying than the pre-test. The differences between the two tests can be seen from the students' writing that shows the influence of this strategy especially in elaborating their ideas. It can be interpreted as an additional point in teaching learning activity by using One Stay Three Stray strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting every activity in this study, such as choosing the topic, developing the topic, preparing the instrument, conducting the research, gathering data and analyzing the data obtained, the conclusions and suggestions could be drawn as follows:

5.3 Conclusions

As stated in the previous chapter that writing is a part of language skills besides listening, speaking, and reading. Moreover, writing is a goal of every plan in teaching learning process. However, in fact many students find difficulty in writing, in this case in writing hortatory exposition text because there are many aspects that should be mastered in order to create a good writing. They do not only write a text based on the generic structure or the rule of the text, but also think about the content to make their writing better.

In order to show an alternative way of teaching writing, I conducted a research. In my study I would like to prove whether One Stay Three Stray strategy gives significant result in improving students' ability in writing hortatory exposition text. I took a group of students as the sample of population. To this group, pre-test and post-test were given to gain data to calculate. Between the two tests, the group was given treatment by using One Stay Three Stray strategy.

From the research done, it is concluded that:

(1) One Stay Three Stray strategy can be used to improve students' ability in writing hortatory exposition text. The difference of the result between the pre-test (75.47) and post-test (82.97) presents that the use of One Stay Three Stray strategy is effective. Whereas the result of t_{test} (8.03) which is higher than the t_{table} (2.04) proves that the use of One Stay Three Stray strategy is significant. As the result, One Stay Three Stray Strategy significantly improves students' ability in writing hortatory exposition text.

(2) In writing hortatory exposition text, there are many aspects which are measured. Exploring ideas is the basic point in writing this kind of text because the social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case. Therefore, we must explore our ideas in order to strengthen our arguments. In order to know whether the students successfully explore their ideas or not, it can be seen from their writing result in pre-test and post-test. The ideas that were written in the post-test absolutely better than the pre-test. I conclude that the students' writing in their pre-test were still lack of arguments, exploration, and recommendation as the finishing touch of hortatory exposition text. Whereas, in the post test, the students wrote their hortatory exposition text more well-organized. They presented their ideas clearly followed by some explanations to strengthen their arguments. I also found the elaboration of their ideas from the lists of students' ideas written in a piece of paper when they were doing their post-test by using One Stay Three Stray strategy. Therefore, the significant difference between the students' writing before

and after applying One Stay Three Stray strategy in writing hortatory exposition text are shown not only in the list of students' ideas that written in a piece of paper, but also in their final writing in post-test.

5.4 Suggestions

This strategy is an alternative strategy of teaching writing hortatory exposition text. The use of One Stay Three Stray strategy in writing hortatory exposition helps the teacher in showing the way of exploring students' ideas and gives much opportunity for the students to practice writing more. They can practice how to share their opinions and ideas, how to cooperate with friends and how to find the best conclusion in a team work.

After all research steps have been conducted and the result has been obtained, there are several suggestions in order to improve writing skill, especially in writing hortatory exposition text.

(1) English teachers

After doing this study, I can suggest that English teachers are expected to consider about using new strategy to teach English. Students especially in teenage age will feel comfortable whenever they are given a chance to share their understanding and opinion with their friends. One Stay Three Stray can be one way of teaching that can increase students' interest, active participation, and enjoyment in following the lesson.

(2)   Students

By the end of the study, students can recognize that learning English can be something interesting and enjoying. It is not only about how to get material from the teacher and apply it, but also how to explore the material and repackage it into a better result of knowledge. In order to bring it into reality, they can use One Stay Three Stray strategy as media to have a good discussion that promises more interaction. Therefore they can get both of them; knowledge and enjoyment.

(3)   Future researchers

The result of this research is expected to give information for future researchers to conduct further research, such as improving the students' ability in writing hortatory exposition text or other texts by using other strategies or doing another research which focuses on the use of One Stay Three Stray strategy on writing achievement by using different research design.

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Appendix 1

STUDENT LIST

NO	NAMA
1	Adi Purnomo
2	Andyka Yanuar Pratama
3	Burhan Ghifari Yuwono Saputro
4	Cika Herdanis
5	Desi Ambar Pratiwi
6	Desi Candra Kurniawati
7	Dewi Puspita Sari
8	Duang Martio Febriansah
9	Dwi Rizzal Kurniawan
10	Fatchurrohmah Ines P
11	Fatimah Siti Lestari
12	Fauzi Jatmiko
13	Galih Pangesthi
14	Gani Asmoro
15	Guruh Panji Saputro
16	Hesti Rahayu
17	Ian Bagaskara Rahmat Fitran
18	Letrin Gannes Utama
19	Lilis Saputri
20	Listyorini Tri Utami
21	Nanak Setiawan
22	Poncowati Sulistyaningrum
23	Septyana Dewi
24	Siwi Tri Wardani
25	Sri Ngadinah Amrih Utami
26	Sriyanti
27	Taufik Setiyo Nugroho
28	Trio Wibowo Martha
29	Ufik Hermawati
30	Venendhie Mahellyana Monic
31	Wahyu Lestari
32	Wydha Marchellyna

Appendix 2

LESSON PLAN OF PRE-TEST

School	:	**SMA Negeri 1 Sukoharjo**
Subject	:	**English**
Class / Semester	:	**XI / 2**
Time Allotment	:	**2 x 45' (one meeting)**

Basic Competence : Writing hortatory exposition text

I. Indicator

By the end of the lesson students are able to:

1. write hortatory exposition text.

II. Material

1. Pre-test instrument

III. Method of Study/ Technique

1. Individual work

IV. Steps of Learning Activities

A. Opening Activities

1. Teacher opens the lesson by greeting and praying.
2. Teacher introduces herself to the students.

B. Main Activities

1. Students are asked to read pre-test instrument.
2. Students are asked to make brainstorming and the first draft of hortatory exposition text based on a certain topic (*Mobile phones should be banned in the class*).
3. Students are asked to write the final draft of hortatory exposition text on the pre-test answer sheet.

Appendix 2

C. Closing Activities

1. Teacher closes the lesson by praying and greeting.

V. Evaluation

1. Pre-test

1) Instrument of the test (available)

2) Assessment of the test

Writing Component	Score	Description
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, supporting evidence given for generalizations, conclusion logical and complete.
	17-15 Good to Adequate	Adequate title, introduction, and conclusion.
	14-12 Adequate to Fair	Mediocre introduction or conclusion, problems with the order of ideas in body.
	11-6 Unacceptable	Shaky recognizable introduction, conclusion weak, lack of supporting evidence.
	5-1 not college-level work	Absence of introduction or conclusion, severe lack of supporting evidence.
Logical Development of Ideas: Content	20-18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed.
	17-15 Good to Adequate	Essay addresses to issues but misses some points; ideas could be more fully developed.
	14-12	Development of ideas is incomplete;

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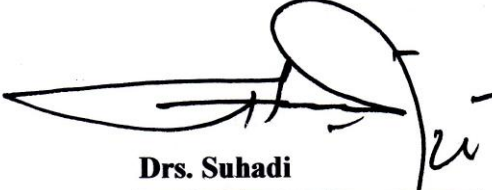
	Adequate to Fair	paragraphs aren't divided exactly right.
	11-6 Unacceptable	Ideas incomplete, inadequate effort in areas of content.
	5-1 not college-level work	Essay is completely inadequate and does not reflect college-level work.
Grammar	20-18 Excellent to Good	Native like fluency in English grammar; correct use of relative clauses, prepositions, verb forms; run on sentences.
	17-15 Good to Adequate	Advanced proficiency in English grammar, some grammar problems but don't influence communication, run-on sentences.
	14-12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems have negative effect in communication, run-on sentences.
	11-6 Unacceptable	Serious grammar problems interfere with communication, difficult to read sentences.
	5-1 not college-level work	Severe grammar problems interfere greatly with the message, reader can't understand.
Punctuation, Spelling, and Mechanics	20-18 Excellent to Good	Correct use of English writing conventions, punctuation and spelling, very neat.
	17-15 Good to Adequate	Some problems with writing conventions or punctuation, paper is neat and legible.
	14-12	Uses general writing conventions but

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	Adequate to Fair	has errors.
	11-6 Unacceptable	Serious problems with format of paper, parts of essay not legible.
	5-1 not college-level work	Complete disregard for English writing conventions, paper illegible.
Style and Quality of Expression	20-18 Excellent to Good	Precise vocabulary usage, use of parallel structures, register good.
	17-15 Good to Adequate	Attempts variety, good vocabulary, register OK.
	14-12 Adequate to Fair	Some vocabulary misused, lacks awareness of register.
	11-6 Unacceptable	Poor expression of ideas, problems in vocabulary.
	5-1 not college-level work	Inappropriate use of vocabulary, no concept of register.

Sukoharjo, January 29, 2011

Acknowledged by,

English Teacher

Researcher

Drs. Suhadi

NIP. 196403312007011002

Dimar Siti Muntharoh

NIM. 2201407173

Appendix 3

LESSON PLAN OF TREATMENT

School	:	**SMA Negeri 1 Sukoharjo**
Subject	:	**English**
Class / Semester	:	**XI / 2**
Time Allotment	:	**6 x 45' (three meetings)**

Competence Standard:

Menulis

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

Basic Competence:

12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition.*

I. Indicators

1. Students are able to identify detailed information on hortatory exposition text.

2. Students are able to identify the generic structures of hortatory exposition text.

3. Students are able to identify the significant lexicogrammatical features of hortatory exposition text.

4. Students are able to explore their ideas in writing hortatory exposition text.

5. Students are able to create hortatory exposition text based on a certain topic.

Appendix 3

II. Material of Learning

1. List of Expressing Attitudes
2. Generic Structures of Hortatory Exposition Text (Thesis, Arguments, Recommendation)
3. Significant Lexicogrammatical Features of Hortatory Exposition Text
4. Grammar : Simple Present Tense and Passive Voice
5. Examples of Transitions
6. Example of Hortatory Exposition Text
7. Short Question Related to the Example of Hortatory Exposition Text

III. Method of Study/ Technique

1. Reading Text
2. Questions and Answers
3. One Stay Three Stray Strategy
4. Practice and Production (in teaching Simple Present Tense)
5. Structured Assignment
6. Individual Assignment; creating Hortatory Exposition Text

IV. Steps of Learning Activity

1. Opening (*meeting 1-3*) (10 minutes)

    1.1 The class begins with greeting between the teacher and the students.

    1.2 The teacher checks the attendance list.

    1.3 The students review the material or homework given by the teacher in the last meeting.

    1.4 The teacher states the purpose of the lesson, the material will be given to the students and will focus on the main activity.

    1.5 The students pay attention to the purpose / learning objectives of the lesson.

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2. Main Activities

First meeting

2.1 Exploration (30 minutes)

    2.1.1   Students pay attention to the teacher.

    2.1.2   The teacher shows pictures related to hortatory exposition text to the students.

    2.1.3   The teacher gives question related to the picture (warming up), and the students answer the question.

    2.1.4   The students give their opinion about the picture.

    2.1.5   The teacher should use positive reinforcement to the students in order to motivate the students about the lesson that will be studied.

    2.1.6   The teacher gives some examples of expressing attitudes.

    2.1.7   The students pay attention to the teacher's explanation about hortatory exposition text.

    2.1.8   The students pay attention to the teacher's explanation about the social function of hortatory exposition text.

    2.1.9   The students pay attention to the teacher's explanation about generic structures of hortatory exposition text.

    2.1.10 The students pay attention to the teacher's explanation about significant lexicogrammatical features of hortatory exposition text.

    2.1.11 The students pay attention to the teacher explanation about some examples of transitions that can be used in writing hortatory exposition text.

2.2 Elaboration (25 minutes)

    2.2.1   The students read the example of hortatory exposition text given by the teacher.

    2.2.2   The students answer the question given by the teacher related to the content of the hortatory exposition text.

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    2.2.3   The students analyze the example of hortatory exposition text given by the teacher related to the generic structures.

    2.2.4   The students pay attention to the teacher explanation about One Stay Three Stray strategy.

    2.2.5   The students are asked to practice writing hortatory exposition text by using One Stay Three Stray strategy.

    2.2.6   The teacher gives a certain topic to be explored in hortatory exposition text (*School uniform, another good lesson*).

    2.2.7   The students discuss about the topic using One Stay Three Stray strategy.

    2.2.8   The students write a hortatory exposition text individually based on the topic using some ideas they get from the discussion. (for homework)

2.3 Confirmation (15 minutes)

    2.3.1   Teacher gives questions to students as a guide for making conclusion.

        1. What is social function of hortatory exposition text?

        2. What are the generic structures of hortatory exposition text?

        3. What are the significant lexicogrammatical features of hortatory exposition text?

        4. How to apply One Stay Three Stray strategy in writing hortatory exposition text?

    2.3.2   Teacher and students together compose the conclusion.

Second Meeting

2.1 Exploration (5 minutes)

    2.1.1   Students pay attention to the teacher.

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2.1.2 The teacher should use positive reinforcement to the students in order to motivate the students about the lesson that will be studied.

2.2 Elaboration (60 minutes)

2.2.1 The students are asked to practice writing hortatory exposition text by using One Stay Three Stray strategy.

2.2.2 The teacher gives a certain topic to be explored in hortatory exposition text (*Smoking Habit in Our Country*).

2.2.3 The students discuss about the topic using One Stay Three Stray strategy.

2.2.4 The students write a hortatory exposition text individually based on the topic using some ideas they get from the discussion.

2.3 Confirmation (5 minutes)

2.3.1 Teacher asks some questions related to students' activity.

2.3.2 Teacher and students together compose the conclusion.

Third Meeting

2.1 Exploration (10 minutes).

2.1.1 Students pay attention to the teacher.

2.1.2 The teacher should use positive reinforcement to the students in order to motivate the students about the lesson that will be studied.

2.1.3 The teacher shows some students' works in writing hortatory exposition text.

2.2 Elaboration (50 minutes)

2.2.1 The teacher and students discuss about students' writing.

2.2.2 The students identify the fault of their works.

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2.2.3   The students answer the question given by the teacher related to the content of the hortatory exposition text written by the students.

2.2.4   The students answer the question given by the teacher related to the generic structures of the hortatory exposition text written by the students.

2.2.5   The students answer the question given by the teacher related to the significant lexicogrammatical features of the hortatory exposition text written by the students.

2.3   Confirmation (10 minutes)

     2.3.1   Teacher gives questions to students related to their hortatory exposition text as a guide for making conclusion.

     2.3.2   Teacher and students together compose the conclusion.

3. Closing (*meeting 1-3*) (10 minutes)

   3.1   The teacher asks the material which is not clear to the students.

   3.2   The teacher gives attention to the conclusion of the material.

   3.3   The teacher gives assignment or homework for the students to deepen student's competence.

   3.4   The teacher evaluates the students to know the student's competence or the student's ability of the material.

</div>

V.   Source and Media of Study

1. Books

   a. Interlanguage: English for Senior High School Students XI by Joko Priyana, et al.

   b. Making Sense of Functional Grammar by Gerot and Wignell.

   c. Writing to Communicate Paragraphs and Essays by Cynthia A. Broadman

2. Example of Hortatory Exposition Text (an article from The Jakarta Post)

Appendix 3

3. Pictures

4. Power Point Slides Show

5. LCD and Laptop

VI.   Structured Assignment

Please study at home the components of hortatory exposition text. Try to make an example of hortatory exposition text by using some ideas you get from applying One Stay Three Stray strategy. We will discuss it next meeting.

VII. Assessment

1. Technique :   Written test

2. Form   :   Essay

VIII. Evaluation

1. Instrument of the test

Please make a group consists of four. I will give you a certain topic. Try to explore your ideas about the topic by using One Stay Three Stray strategy. After getting some supporting sentences, please write a hortatory exposition text individually.

The topics are:

a) *School uniform, another good lesson* (first meeting).

b) *Smoking Habit in Our Country* (second meeting).

Appendix 3

2. Assessment of the test

Writing Component	Score	Description
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, supporting evidence given for generalizations, conclusion logical and complete.
	17-15 Good to Adequate	Adequate title, introduction, and conclusion.
	14-12 Adequate to Fair	Mediocre introduction or conclusion, problems with the order of ideas in body.
	11-6 Unacceptable	Shaky recognizable introduction, conclusion weak, lack of supporting evidence.
	5-1 not college-level work	Absence of introduction or conclusion, severe lack of supporting evidence.
Logical Development of Ideas: Content	20-18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed.
	17-15 Good to Adequate	Essay addresses to issues but misses some points; ideas could be more fully developed.
	14-12 Adequate to Fair	Development of ideas is incomplete; paragraphs aren't divided exactly right.
	11-6 Unacceptable	Ideas incomplete, inadequate effort in areas of content.
	5-1 not college-level work	Essay is completely inadequate and does not reflect college-level work.

Appendix 3

Grammar	20-18 Excellent to Good	Native like fluency in English grammar; correct use of relative clauses, prepositions, verb forms; run on sentences.
	17-15 Good to Adequate	Advanced proficiency in English grammar, some grammar problems but don't influence communication, run-on sentences.
	14-12 Adequate to Fair	Ideas are getting through to the reader, but grammar problems have negative effect in communication, run-on sentences.
	11-6 Unacceptable	Serious grammar problems interfere with communication, difficult to read sentences.
	5-1 not college-level work	Severe grammar problems interfere greatly with the message, reader can't understand.
Punctuation, Spelling, and Mechanics	20-18 Excellent to Good	Correct use of English writing conventions, punctuation and spelling, very neat.
	17-15 Good to Adequate	Some problems with writing conventions or punctuation, paper is neat and legible.
	14-12 Adequate to Fair	Uses general writing conventions but has errors.
	11-6 Unacceptable	Serious problems with format of paper, parts of essay not legible.
	5-1 not college-level	Complete disregard for English writing conventions, paper illegible.

Appendix 3

	work	
Style and Quality of Expression	20-18 Excellent to Good	Precise vocabulary usage, use of parallel structures, register good.
	17-15 Good to Adequate	Attempts variety, good vocabulary, register OK.
	14-12 Adequate to Fair	Some vocabulary misused, lacks awareness of register.
	11-6 Unacceptable	Poor expression of ideas, problems in vocabulary.
	5-1 not college-level work	Inappropriate use of vocabulary, no concept of register.

Sukoharjo, February 2, 2011

Acknowledged by,
English Teacher

Researcher

Drs. Suhadi
NIP. 196403312007011002

Dimar Siti Muntharoh
NIM. 2201407173

Appendix 4

LESSON PLAN OF POST-TEST

School	:	**SMA Negeri 1 Sukoharjo**
Subject	:	**English**
Class / Semester	:	**XI / 2**
Time Allotment	:	**2 x 45' (one meeting)**

Basic Competence : Writing hortatory exposition text

I. Indicator

By the end of the lesson students are able to:

1. write hortatory exposition text properly.

II. Material

1. Post-test instrument

III. Method of Study/ Technique

1. One Stay Three Stray strategy
2. Individual work

IV. Steps of Learning Activities

A. Opening Activities

1. Teacher opens the lesson by greeting and praying.
2. Teacher introduces herself to the students.

B. Main Activities

1. Students are asked to read post-test instrument.
2. Students are asked to explore their ideas in writing hortatory exposition text by using One Stay Three Stray strategy based on a certain topic (*Mobile phones should be banned in the class*).

Appendix 4

3. Students are asked to make brainstorming and the first draft of hortatory exposition text based some ideas they get from applying One Stay Three Stray strategy.

4. Students are asked to write the final draft of hortatory exposition text on the post-test answer sheet.

C. Closing Activities

1. Teacher closes the lesson by praying and greeting.

V. Evaluation

1. Post-test

a) Instrument of the test (available)

b) Assessment of the test

Writing Component	Score	Description
Organization: Introduction, Body, and Conclusion	20-18 Excellent to Good	Appropriate title, effective introductory paragraph, topic is stated, supporting evidence given for generalizations, conclusion logical and complete.
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Appendix 4

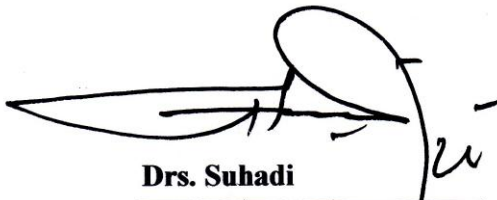| Logical Development of Ideas: Content	20-18 Excellent to Good	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed.
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Appendix 4

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	5-1 not college-level work	Inappropriate use of vocabulary, no concept of register.

Appendix 4

Sukoharjo, February 12, 2011

Acknowledged by,

English Teacher

Researcher

Drs. Suhadi

NIP. 196403312007011002

Dimar Siti Muntharoh

NIM. 2201407173

Appendix 5

PRE-TEST INSTRUMENT

Topic   **:** **Mobile phones should be banned in the class**

Tenses   **:** **Simple Present Tense**

Kinds of Paragraph :   **Hortatory Exposition Text**

Time Allotment   **:**   **90 minutes**

Instructions:

1) Write your name and class.

2) Work individually.

3) Make hortatory exposition text using Simple Present Tense based on the topic given.

4) Elaborate the topic by giving supporting sentences.

5) Develop the ideas and make sure your writing covers the generic structure.

6) Feel free to create the hortatory exposition text.

7) Consult your teacher when you need.

Appendix 6

POST-TEST INSTRUMENT

Topic : **Mobile phones should be banned in the class**

Tenses : **Simple Present Tense**

Kinds of Paragraph : **Hortatory Exposition Text**

Time Allotment : **90 minutes**

Instructions:

1) Make a group consists of four.

2) Write your group members on a piece of paper given by the teacher.

3) Explore your ideas with your friends in group to find out supporting sentences that can strengthen your argument related to the topic.

4) After getting the ideas, write your ideas on the piece of paper.

5) Choose one of you to stay, whereas other three members move to the other groups. Each member moves to a different group.

6) Discuss your previous group ideas with your new group and write the ideas from your new group.

7) After getting additional ideas, back to your home group.

8) Write your new ideas which you get from other groups in another side of the paper.

9) Discuss with your home group which ideas that are appropriate with the topic.

Appendix 6

10) After discussing the supporting sentences, create a hortatory exposition text individually.

11) Write your name and number in the answer sheet.

12) Write your hortatory text using Simple Present Tense based on the topic.

13) Use your elaborated ideas and make sure your writing covers the generic structure.

14) Feel free to create the hortatory exposition text.

15) Consult your teacher when you need.

Appendix 7
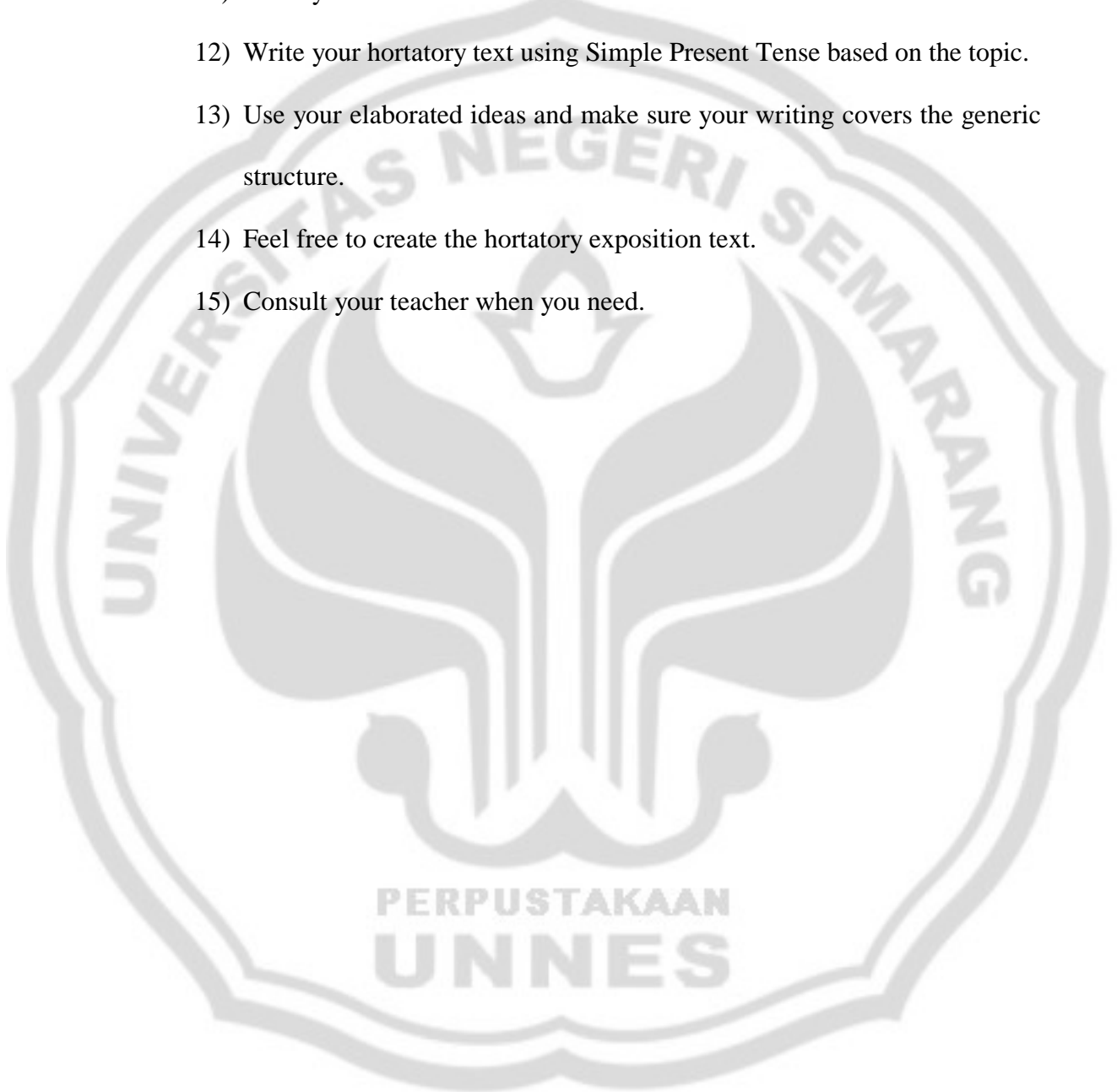
HORTATORY EXPOSITION TEXT

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

➕ **The social function of hortatory exposition text** is to persuade the reader or listener that something should or should not be the case.

➕ **The generic structure of hortatory exposition text**

Generic Structure	Function
1. Thesis	Announcement of issue of concern
2. Arguments	Reasons for concern, leading to recommendation
3. Recommendation	Statement of what ought or ought not to happen

➕ **The significant lexicogrammatical features of hortatory exposition text**

a. Focus on generic **human** and **non-human Participants**, except for speaker or writer referring to self.

b. Use of:

 ✓ *Mental Processes*   :   to state what writer thinks or feels about issue

   e.g. realize, feel, appreciate

 ✓ *Material Processes*   :   to state what happens

   e.g. is polluting, drive, travel, spend, should be treated

 ✓ *Relational Processes* :   to state what is or should be

   e.g. doesn't seem to have been, is

c. Use of Simple Present Tense

> S + V s/es + O/C, or
>
> S + to be (is, am,are) + Adj/ Adv/ N

d. Use of Passive Voice

be + V3

➕ **Transitions** are a very common type of linking word.

first, second, third, etc	for example	finally
however	therefore	in short
on the other hand	furthermore	in conclusion

Appendix 8

HORTATORY EXPOSITION TEXT

EXAMPLE OF TREATMENT

`Many factors' blamed for increase in exam failures

The Jakarta Post, Jakarta | Mon, 04/26/2010 12:11 PM | Headlines

A lawmaker of the House of Representatives Commission X overseeing education on Sunday said many factors could have caused an increase in the number of senior high school students who failed the national examinations this year.

Indonesian Democratic Party of Struggle (PDI-P) legislator Heri Akhmadi said a more difficult exam or a lack of preparation could have contributed to the setback.

"But we cannot <u>determine</u> the exact reasons yet. The government <u>needs</u> to figure out the reasons as soon as possible," the commission deputy told The Jakarta Post.

The National Education Ministry earlier announced that this year's graduation rate was 89.88 percent, down from last year's 95.05 percent. Up to 154,000 students across Indonesia will have to sit remedial exams in May.

In North Sumatra, 8 percent of the examination participants failed, most of them students of vocational schools (SMK). In Gorontalo, 53 percent of all participants passed, meaning that 3,308 students will have to sit the remedial exams.

The official announcement of results of the national examinations will be made on Monday.

Despite the government's claim that the national examinations were a success this year, many have voiced doubts regarding the credibility of the results.

Heri said the results of the examinations were not in line with Rp 506 billion (US$56.2 million) the government had spent on them.

"The credibility of the result is still questionable concerning many reports of leaks," he said.

The examination could not represent the quality of students' education because it only covered a few subjects and did not take into account moral or ethical variables, he said.

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"It's not only the national examination that can <u>represent</u> the quality of our education," he said.

Heri said his commission at the House of Representatives had agreed to increase the budget for the National Education Ministry to evaluate the education examination system.

"We had increased the budget to Rp 15 billion from the Rp 10 billion they proposed," he said, adding that the commission expected the evaluation to improve the system to measure the quality of the education system.

Education expert Arif Rahman said the national examination required improvement, particularly concerning the standard of graduation which *was presently only determined* by the government.

"School principals must <u>have </u>authority to determine the graduation of students," he said.

Regarding the increase in students who failed the tests, he said that there was no single factor that had caused it.

"It may have been the tighter supervision or because the quality of this year's students <u>is</u> below last year's," he said. (rdf)

Source: http://www.thejakartapost.com/news/2010/04/26/many-factors039-blamed-increase-exam-failures.html

Appendix 9

POWER POINT OF TREATMENT

February 05, 2011

Dimar Siti Muntharoh
2201407173
Pendidikan Bahasa Inggris
Universitas Negeri Semarang

1

---

the final hurdle

What picture is it?

2

National Examination

Do you agree if national examination is the only one standard to measure students' competence?

WHY?
WHY NOT?

3

Expressing Attitudes

A. Expressing thinking/ opinion expressions
- I think…
- I suppose…
- The best way I can answer this is…
- I guess…
- In my opinion…
- In my case…

4

B. Expressing agreement

- I agree.
- Right.
- Certainly.
- Fine with me.
- I think so.
- I agree to do so.

5

C. Expressing disagreement

- I don't agree.
- I don't think so.
- I find I can't agree with you.
- I can't agree to that.
- I refuse.
- No deal.
- You may be right, but…

NO!

6

D. Expressing justification

- That's why…
- Because…
- Besides…
- What I mean…
- The reason why…
- What I'm saying…
- To be honest…

7

HORTATORY EXPOSITION TEXT

8

Appendix 9

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

✓ The **social function** of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

9

✓ The generic structure of hortatory exposition text

1. Thesis
2. Arguments
3. Recommendation

10

✓ The significant lexicogrammatical features of hortatory exposition text

1. Focus on generic **human** and **non-human Participants**.
2. Use of *Mental Processes, Material Processes, Relational Processes*.

11

3. Use of Simple Present Tense

S + V s/es + O/C, or
S + to be (is, am, are) + Adj/ Adv/ N

4. Use of Passive Voice

be + V3

12

Transitions

first, second, third, etc	therefore
however	furthermore
on the other hand	finally
in fact	in short
for example	in conclusion

13

Writing hortatory exposition text by using **One Stay Three Stray** strategy

?

14

● LET'S CHECK...

1. conventional method
2. cooperative learning
3. One Stay Three Stray strategy

15

School Uniform, another Good Lesson

16

Appendix 10

QUESTIONNAIRE

Read the following statements and choose the best answer based on your opinion.

No	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	English is an interesting subject.			√		
2	There are 4 language skills: listening, speaking, reading, and writing. Writing is the most difficult one.				√	
3	Writing in English is more difficult than writing in Bahasa Indonesia.		√			
4	Genre is an interesting part in learning English.		√			
5	Hortatory exposition					

Appendix 10

				√		
	text is a complicated genre.			√		
6	In writing hortatory exposition text we need to explore our ideas.		√			
7	Exploring ideas is not an easy case.			√		
8	Teaching method applied by English teacher does not vary.			√		
9	English teacher should apply a new strategy in teaching.		√			
10	Cooperative learning is one of some solutions that can be used in teaching.		√			
11	One Stay Three Stray strategy can be applied in teaching writing hortatory exposition text.		√			
12	One Stay Three Stray					

Appendix 10

			√			
	strategy can explore students' ideas.					
13	One Stay Three Stray strategy makes writing hortatory exposition text easier.			√		
14	There are some differences between teaching writing using One Stay Three Stray strategy and conventional method.		√			
15	Teaching writing hortatory exposition text using One Stay Three Stray strategy is effective.		√			

Appendix 10

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Read the following statements and choose the best answer based on your opinion.

No	Statement	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	English is an interesting subject.	√				
2	There are 4 language skills: listening, speaking, reading, and writing. Writing is the most difficult one.		√			
3	Writing in English is more difficult than writing in Bahasa Indonesia.		√			
4	Genre is an interesting part in learning English.			√		
5	Hortatory exposition text is a complicated genre.		√			
6	In writing hortatory					

Appendix 10

		√				
	exposition text we need to explore our ideas.	√				
7	Exploring ideas is not an easy case.		√			
8	Teaching method applied by English teacher does not vary.		√			
9	English teacher should apply a new strategy in teaching.	√				
10	Cooperative learning is one of some solutions that can be used in teaching.	√				
11	One Stay Three Stray strategy can be applied in teaching writing analytical exposition text.	√				
12	One Stay Three Stray strategy can explore students' ideas.	√				
13	One Stay Three Stray					

Appendix 10

	strategy makes writing hortatory exposition text easier.	√			
14	There are some differences between teaching writing using One Stay Three Stray strategy and conventional method.	√			
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4	Genre is an interesting					

Appendix 10

	part in learning English.			√		
5	Hortatory exposition text is a complicated genre.		√			
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9	English teacher should apply a new strategy in teaching.	√				
10	Cooperative learning is one of some solutions that can be used in teaching.		√			
11	One Stay Three Stray strategy can be applied in teaching writing hortatory exposition		√			

Appendix 10

	text.					
12	One Stay Three Stray strategy can explore students' ideas.	√				
13	One Stay Three Stray strategy makes writing hortatory exposition text easier.			√		
14	There are some differences between teaching writing using One Stay Three Stray strategy and conventional method.		√			
15	Teaching writing hortatory exposition text using One Stay Three Stray strategy is effective.			√		

Appendix 11

LIST OF STUDENTS' IDEAS OF POST-TEST

Nama Anggota

1. Desi Candra Kurniawati   (06)
2. Poncowati Sulistyaningrum (22)
3. Ufik Hermawati   (29)
4. Wydha Marchelyna   (32)

1) Handphone give many bad effects to students
2) Handphone disturb students when they study in the class.
3) Handphone can save bad video and bad photos, so it can destroy students's atitude.
4) Handphone can make students lazy, because they prefer playing handphone better than study
5) Students won't focus with their study, because their attention only to their handphone.
6) Handphone can decrease their subject's value, because they lazy to study
7) Handphone can make wasting, because they always buy voucher to send message or call someone.

Appendix 11

LIST OF STUDENTS' IDEAS OF POST-TEST

I. lines

1) disturb the lesson.
2) the students can't concentration
3) make a noise ✓
4) disturb the other friend ✓
5) use to unimportant something ✓

II. Septo

(+). We can use mobile phone to calling , message-ing our parents when we go home
(+) when the something wrong, we can use mobile phone to give information to our parent. ✓

III. ray.

- disturb student's psycology
- spend much money
- Blue film.

IV - can make addiction ✓
- cause of shopisticated we can free to save file.
(+) decrease stressed ✓
- not effective in the class ✓
- it can lost

V - Student will play game when the teacher is teaching ✓
- communicate , with the other student to out from class. ✓
(+) It can help them to finish their task with operate internet.
(+) It can use to make communication to the family, maybe to pick up them. ✓

VI solution :
- Student may to bring HP to school , but they must obey the rule and don't play HP when they get lesson. ✓

Appendix 11

LIST OF STUDENTS' IDEAS OF POST-TEST

Appendix 11
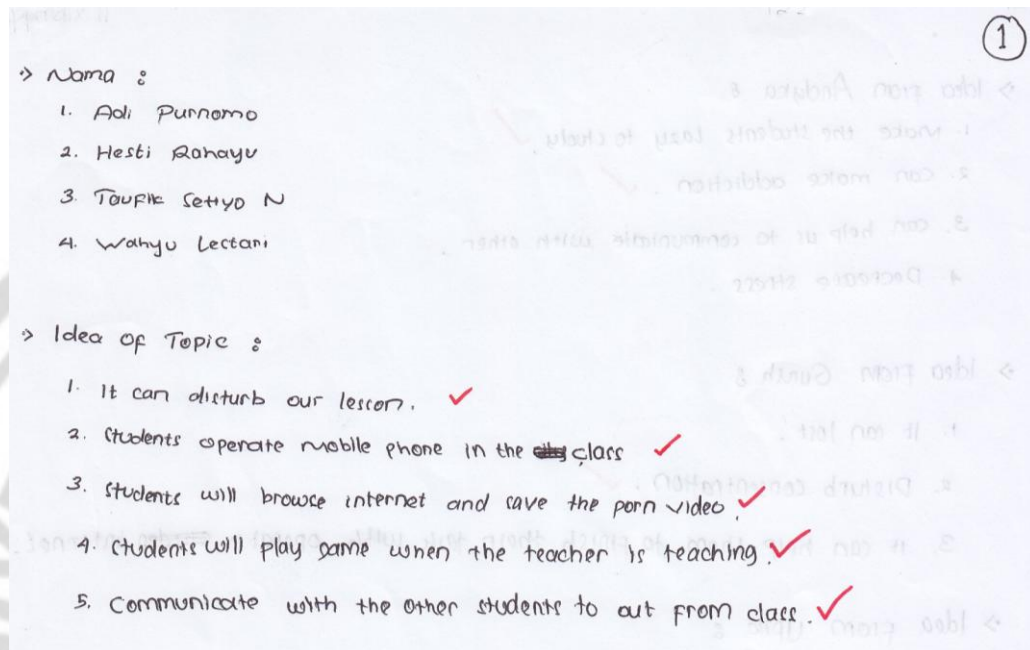
LIST OF STUDENTS' IDEAS OF POST-TEST

> Idea from Andyka :
  1. Make the students lazy to study. ✓
  2. Can make addiction. ✓
  3. Can help us to communicate with other.
  4. Decrease stress.

> Idea from Guruh :
  1. It can lost.
  2. Disturb consentration. ✓
  3. It can help them to finish their task with operate ~~student~~ internet.

> Idea from Ufik :
  1. Students wont focus with their study.
  2. Handphone can decrease their subject's value.
  3. Handphone can make waiting. ✓

Appendix 11

LIST OF STUDENTS' IDEAS OF POST-TEST

"Mobile phones should be banned in the Class"

1.   MEMBER :
   - Duang Martio F (16)
   - Ian Bagaskara RF (17)
   - Letrin Gannes U (18)
   - Lilis Saputri (19)

- •). Can disturb students' concentration.
- •) Make a amoice.
- •) Doesn't understand the teacher's lesson.
- •) disturb students' psycology.
- •) spend much money.

Appendix 11

LIST OF STUDENTS' IDEAS OF POST-TEST

°) They play game in the class. ✓
°) Student will browse internet and save the porn video. ✓
°). In fact, Mobile phone is not important for student. ✓
It is more important for businessman. °
°) Some student go to school with their parent, so student can give information. when they go home. ✓
°) It can lost. ✓
°) Disturb the other friends. ✓
°) Many students can use it for unimportant something. ✓
°). Care less with lesson.
°) Finish their exammination, with browsing or sending sms ✓
°). can't focus with their study ✓
°). give many bad effect ✓
°) Can decrease their subject value. ✓
°) Can make students lazy. because they ✓
prefer playing handphone than study

Appendix 12

STUDENTS' WRITING PRODUCTS OF PRE-TEST

PRE-TEST ANSWER SHEET

Name : DESI CANDRA K

Number : 6 {enam}

Mobile Phones Should be Banned in the Class

THESIS

Mobile phones are one of modern technology. We can do communication with all people from all the world by using mobile phones.

ARGUMENT

People argue that mobile phones have many advantages and bad impact, especially to students. We know that by mobile phones we can call someone in other places easily and we can send message quickly. We can also take picture or video and save it in Mobile Phones.

Now, every people in the world have a mobile phone, from children until adult. And many parents give mobile phones to their child when going to school. Whereas it will disturb them when they study at school because their consentration of studying will divide with their mobile phones.

Mobile phones is so disturb the students if they bring it to the class because when teacher gives a subject study, the students prefer send messages to their friends in other class. And they can acces bad picture and bad video from internet media in their mobile phones easily, so their study will decrease.

RECOMMENDATION

Finally, I think that every school in the world should ban their students to bring mobile phones at school because it so disturbs the study's activity in the school. And Parents also should keep their child from bad impact from mobile phones.

Appendix 12

STUDENTS' WRITING PRODUCTS OF PRE-TEST

PRE-TEST ANSWER SHEET

Name : Hesti Rahayu

Number : 16

XI IPA 4.

Thesis

The Prohibition to Bring Mobile Phones in the Class.

What is the benefit that we can get if the student are allowed to bring mobile phone to school? Well, now mobile phone is a simple things, but very important for us. We can communicate with our friends easily, but there are bad effects of mobile phone. Therefore if the students are allowed to bring mobile phone to the class, it can disturb the time for students to study. Besides that, the students can open the internet easily and open the bad thing that can damage the character of the student, for example pornography.

arguments

Realizing that there are a lot of bad effects of using mobile phone in class. It should be banned to bring mobile phone to the class, because it can disturb the student to study at school, for example, when the teacher is teaching, there are some students that don't pay attention and they send message, play game, or maybe open the internet. And now, some of students are chatting with their friends through the face book when the teacher is teaching. A serious problem will appear if students are allowed to bring mobile phone to school. The other bad effects, when the students have the examination, there are some students that ask the answer of the examination by send message to their friend, so it make the student become lazier and stupid.

Recommendations

I believe that it is better if students are banned to bring mobile phones to the class. According to me, the school must make a regulation for student to not bring phone to school. Beside that, their parents also must pay attention to their children, and must give the notice to use the mobile phone correctly, not to use it to open the bad things. Maybe, if there are some students that still bring mobile phone to class, the school can be punish them, because there are a lot of bad effects if students are allowed to bring mobile phone to shool.

Appendix 12

STUDENTS' WRITING PRODUCTS OF PRE-TEST

PRE-TEST ANSWER SHEET

Name	:	Ian B . R . Fitranta
Number	:	17

Bad Effects of Mobile Phones for Students

Thesis

In modern era, useful and sophisticated electronic became new popular brand. However the modern electronics can make most of student be addicted, one of them is mobile phones. Moreover, many students don't realize that mobile phones have disadvantages for them.

Argument 1

The students don't realizing the benefit of mobile phones benefit for them. In the first inventory, people use mobile phones to keep in touch with other people in long distance area. But the students mis using mobile phones for bad behaviour, for example: to save erotic picture or video, to that their boy or girl ? friend, to playing games when teacher explains the lesson.

Argument 2

The mobile phones can disturb students concetration. Because they always think about their mobile phones. If they don't have maximal concentration, they will get bad score and make their parents and teachers dissapointed with them.

Recommen-dation.

Finally, the school should ban mobile phones in the class. Then prohibited to bring it at school and give hard punishment for they disobey the school rules. And The important is to make students realize that mobile phones aren't important for themself.

↓ them

Appendix 13

STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

Name	: DESI CANDRA K
Number	: 6 (ENAM)

TITLE	. <u>Mobile phones should be banned in the class</u>
THESIS	Mobile phones are one of modern technology in the world that give many good effects and bad effects. Now Mobile phones are so important to peoples, so everyone in this world have it because with mobile phones they can do communication with all people from all the world, without think the bad effects.
A R G U M E N T	Now, people think that they will die if there'nt mobile phones, whereas in fact they will be better without mobile phones. So to make communication with their family, especially their child, they give mobile phones to them. And They have to their child to bring It when going to school.
	Now, every students in the world brings mobile phones to school, whereas it can disturb students when they study in the class. Cause of shopisticated, they can free to save the bad video and bad photos like pornography, so it can destroy the student's attitude. It can also disturb students psychology.
	Mobile phones also can make students lazy to study, because they prefer listening MP3 or MP4

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STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

A R G U M E N T

~~better than~~ [to] listening lesson from their teacher. They prefer send messages ~~better than~~ [to] reading book lesson. So, their lesson's value will decrease. And make Indonesia's future darker.

(Else) [The other] bad effects [of] mobile phones for students are mobile phones can make students wasting, because they spend much money to buy voucher to send messages or browsing internet.

R E C O M M E N D A T I O N

Finally, every school must ban their students to bring mobile phones in the school to keep them from bad effects that cause [are caused by] mobile phones. Parents also keep their child from it too, they also must ban their child to bring mobile phones to school. And school must make telephone's shop. So if students want to give information with their parents to pick up them, they only go there.

Appendix 13

STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

Name : Hesti Rahayu

Number : 16

Mobile Phones Should be banned in the Class

Thesis.

What is the benefit if students are allowed to bring mobile phone to school? Well, now mobile phone is a things that is very important for us. We can communicate with the other people easily, we can open and browse the internet easily. Now, mobile phone have been completed with the complete features. However there are a lot of bad effects if students are allowed to bring mobile phone to school. It can disturb the lesson, it can disturb our concentration when the teacher is teaching, etc.

argument 1

Realizing the are a lot of bad effect if students are allowed to bring mobile phone to school. for example, first it can disturb our lesson. The second students will operate mobile phone in the class when the teacher is teaching, for example there are some students that send message with the other friends when the teacher teaching, so it can disturb our lesson. Third, students can open and browse the internet and browsing the bad things, for example browsing the porn video. The other bad effect is the students will play game when teacher is teaching. Besides that, students can communicate with their friends easily to go out from class when the teacher is teaching. Then, mobile phone can make addiction, so it make the students lazy to study.

argument 2.

Actually, mobile phone is not important for students, but it's important for business man. and Besides that, there are also the positive effect if student allowed to bring mobile phone to school, for example there are some student that go to school with their parents. so they can communicate with their parents

Appendix 13

STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

argument 2.

easily when they are going home from school and their parents can pick them ~~in the~~ at school. Besides that, when the students want to go home late because there is an importance thing. so they can give ~~info~~ information to their parents easily.

Recommendation

However there are a positive effect if student allowed to bring mobile phone to school. In my opinion, it will better if students are prohibited to bring mobile phone to school, because they are a lot of bad effects if students allowed to bring mobile phone to school. I believe that it will be better. Finally, to avoid the bad effect of mobile phone, the school must have regulation that students are prohibited to bring mobile phone to school. and the parents must give attention, notice, and suggestion to their children to use mobile phone healthy.

Appendix 13

STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

Name	: Iain B. R. Fitriana
Number	: 17

	Topic : Mobile phones should be banned in the class
	Tittle : Handphone is a less advantageous for students.
Thesis	In modern era, technology and knowledge are important things for all people in the world. In fact, the technology make almost people try effort to using it. And now, sophisticated and light gadged become new modern brand. One of them is Handphone. Handphone is used by not only adult but also student in class. And i think that handphone isn't adventageous for students.
1st argument	First of all, in my argument is Handphone can disturb students' concentration. Because they seldom use using hand-phone to browse browsing internet, twitter, facebook and other when they are joining following teacher lesson. So, they never get knowledge from their teacher's explanation Then, when they will do periodic test and examination, they are worry and so confused. And then they never get maximal score. After that their periodic test or raport score will decrease. And make their parents be so disappoited with theim.
2nd argument	Second, the students' sometimes misusing handphone. to download blue film or porn picture blue image. In fact, they save the blue film or blue image in Handphone. They don't realize that it can disturb their psychology, then they will do crime criminality. For example, they do bad effect after they watch blue film (BF) and become the

Appendix 13

STUDENTS' WRITING PRODUCTS OF POST-TEST

POST-TEST ANSWER SHEET

	criminal and they will be jailed. In other hand, Blue film and blue image will ~~effort~~ *effect* their ~~attidu~~ *attitude* to other people.
3rd Argument	Third, using Handphone in class will disturb other student. Because it make a noise when ringtone call *is ringing*. So, all student will ~~loose~~ *lose* their concetration. After that hand-phone make students' became lazy. to do school work. 2nd spend their spare time just for using handphone or browsing internet. Next, they will spend their money to buy ~~youtube~~ voucher.
Recomen-dation	In shorts, we can conclude that handphone isn't important for student, therefore school shoud be banned it in class. ~~Because~~ it has more bad effect than good effect. ~~But~~ *If* the students need call their parents, ~~so~~ school must build public commucation th2t free for student. ~~so,~~ *Therefore* their students never *give* argument ~~out~~, that their handphone to keep in touch with their parents.

Appendix 14

Mark of All Classes

NO	CLASS					
	XI A1	XI A2	XI A3	XI A4	XI A5	XI A6
1	76	76	76	78	76	73
2	82	78	78	77	73	73
3	80	80	83	78	80	78
4	76	80	83	82	76	82
5	80	78	80	74	81	80
6	80	80	82	74	73	76
7	82	78	82	76	74	80
8	81	73	78	76	74	78
9	84	74	79	81	78	73
10	80	80	82	78	76	74
11	75	74	77	76	81	78
12	74	78	85	73	80	78
13	80	76	77	80	78	83
14	80	73	78	74	80	82
15	80	74	75	78	73	74
16	78	74	73	80	76	73
17	81	74	73	80	74	73
18	80	80	78	78	73	76
19	80	74	78	80	74	73
20	82	78	78	74	80	73

Appendix 14

21	81	72	75	73	73	73
22	78	80	79	85	80	80
23	79	73	78	74	81	85
24	73	77	78	74	74	76
25	78	80	79	80	77	73
26	82	72	83	73	73	76
27	82	73	78	80	74	74
28	80	73	74	74	73	73
29	85	75	79	73	73	74
30	73	75	75	80	81	73
31	73	75	78	74	76	83
32	73	75	80	73	74	73
33	82	80			74	74
34	78	81			73	73
35	74	74			80	73
36	76	80			74	76
37	80	80				80
38	80	76				
Σ	2998	2903	2511	2460	2740	2819

Appendix 14

NORMALITY AND HOMOGENEITY TEST

NORMALITY

The computation of normality test was done by using SPSS software program. (See the SPSS computation on page 139)

There were two hypotheses presented as follows:

(1) Ho : Each class is distributed normally.

(2) Ha : Each class is not distributed normally.

From the output of SPSS, it was obtained that three of six classes have index value of significance higher than 0.05 (sig > 0.05). Whereas, other three classes have index value of significance lower than 0.05 (sig < 0.05). It meant that not each class is distributed normally. Therefore, I chose the class with normal distribution as sample.

HOMOGENEITY

To calculate the homogeneity, Bartlett testing was used. It was done by following this formula below:

$$x^2 = (\ln 10)\left\{B - \sum (n-1)\log s_i^2\right\}$$

(Sudjana)

The hypotheses are:

(1) Ho : Each class of the population is homogenous.

(2) Ha : There is/are class of the population is not homogenous.

Ho will be accepted if the value of $\chi^2_{\text{test}} < \chi^2_{\text{table}}$

Appendix 14

(See the complete computation table on page 140-142)

in which,

$$s^2 = \left(\sum (n_i - 1)s_i^2 / \sum (n_i - 1) \right)$$

$$= 2089{,}36 / 207$$

$$= 10{,}09353$$

$$B = (\log s^2) \sum (n_i - 1)$$

$$= (\log 10{,}09353)\,(207)$$

$$= (1{,}004)\,(207)$$

$$= 207{,}828$$

hence:

$$x^2 = (ln\ 10)\left\{ B - \sum (n_i - 1)\ log\ s_i^2 \right\}$$

$$= (ln10)\,(207{,}828 - 206{,}76)$$

$$= (2{,}3026)\,(1{,}068)$$

$$= 2{,}4592$$

From the calculation it was obtained that $\chi^2_{test} = 2{,}4592$. Meanwhile, with the value of d.b = (6-1) = 5 it was obtained that $\chi^2_{table} = 15{,}5073$. It was clear that $\chi^2_{test} < \chi^2_{table}$. Consequently, Ho was accepted. It meant that each class of the population is homogenous.

NORMALITY COMPUTATION

One-Sample Kolmogorov-Smirnov Test

		XI_A1	XI_A2	XI_A3	XI_A4	XI_A5	XI_A6
N		38	38	32	32	36	37
Normal Parameters[a]	Mean	78.89	76.39	78.47	76.88	76.11	76.19
	Std. Deviation	3.203	2.890	2.984	3.250	3.031	3.635
Most Extreme	Absolute	.240	.183	.156	.218	.257	.240
Differences	Positive	.114	.165	.156	.218	.257	.240
	Negative	-.240	-.183	-.156	-.144	-.178	-.190
Kolmogorov-Smirnov Z		1.481	1.130	.884	1.233	1.542	1.460
Asymp. Sig. (2-tailed)		.025	.155	.415	.095	.017	.028

a. Test distribution is Normal.

HOMOGENEITY COMPUTATION

NO	CLASS					
	XI.IPA1	XI.IPA2	XI.IPA3	XI.IPA4	XI.IPA5	XI.IPA6
1	76	76	76	78	76	73
2	82	78	78	77	73	73
3	80	80	83	78	80	78
4	76	80	83	82	76	82
5	80	78	80	74	81	80
6	80	80	82	74	73	76
7	82	78	82	76	74	80
8	81	73	78	76	74	78
9	84	74	79	81	78	73
10	80	80	82	78	76	74
11	75	74	77	76	81	78
12	74	78	85	73	80	78
13	80	76	77	80	78	83
14	80	73	78	74	80	82
15	80	74	75	78	73	74
16	78	74	73	80	76	73
17	81	74	73	80	74	73
18	80	80	78	78	73	76
19	80	74	78	80	74	73
20	82	78	78	74	80	73
21	81	72	75	73	73	73

HOMOGENEITY COMPUTATION

22	78	80	79	85	80	80
23	79	73	78	74	81	85
24	73	77	78	74	74	76
25	78	80	79	80	77	73
26	82	72	83	73	73	76
27	82	73	78	80	74	74
28	80	73	74	74	73	73
29	85	75	79	73	73	74
30	73	75	75	80	81	73
31	73	75	78	74	76	83
32	73	75	80	73	74	73
33	82	80			74	74
34	78	81			73	73
35	74	74			80	73
36	76	80			74	76
37	80	80				80
38	80	76				
$\sum x_i$	2998	2903	2511	2460	2740	2819
n_i	38	38	32	32	36	37
$(n_i - 1)$	37	37	31	31	35	36
s_i^2	10,25889	8,35349	8,90221	10,56452	9,1873	13,21321

$\sum (n_i - 1)$

HOMOGENEITY COMPUTATION

$\log s_i{}^2$	1,0111	0,92187	0,9495	1,02385	0,96319	1,121		
$(n_i - 1)s_i{}^2$	379,57893	309,07913	275,96851	327,50012	321,5555	475,67556	$\sum (n_i - 1)s_i{}^2$	2089,36
$(n_i - 1)\log s_i{}^2$	37,4107	34,10919	29,4345	31,73935	33,71165	40,356	$\sum (n_i - 1)\log s_i{}^2$	206,76

The Score Analysis of the Questionnaire

NO	CODE	Score per item															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	E-01	3	2	4	4	3	4	3	3	4	4	4	4	3	4	4	53
2	E-02	5	5	5	5	5	4	5	4	5	4	4	4	4	4	4	67
3	E-03	4	3	5	4	4	5	5	4	5	4	5	5	4	5	5	67
4	E-04	4	3	4	3	2	5	3	4	4	4	4	4	3	4	3	54
5	E-05	3	4	4	3	3	4	4	5	4	4	4	4	4	4	4	58
6	E-06	4	2	5	3	3	4	3	4	5	4	3	4	3	4	3	54
7	E-07	3	4	4	4	3	4	4	3	5	5	4	4	4	4	4	59
8	E-08	3	2	5	4	3	4	3	3	4	3	4	4	4	3	4	53
9	E-09	4	4	3	4	4	4	3	3	4	4	5	4	4	5	4	59
10	E-10	3	2	4	3	4	5	4	4	5	4	4	4	3	4	4	57
11	E-11	3	4	5	2	4	4	3	4	5	4	4	4	4	3	4	57
12	E-12	4	3	4	4	4	4	3	3	4	4	5	5	5	5	5	62
13	E-13	3	2	4	3	4	4	3	4	4	4	4	3	2	4	3	51
14	E-14	5	3	5	4	3	4	4	4	5	5	4	5	4	3	3	61
15	E-15	4	4	5	3	3	4	3	3	3	5	5	4	5	5	5	61
16	E-16	5	4	4	3	4	5	4	4	5	5	5	5	5	5	5	68
17	E-17	5	1	3	3	4	4	4	4	5	4	4	5	3	4	3	56
18	E-18	3	3	5	3	3	4	3	5	5	3	3	4	3	3	3	53

19	E-19	3	2	4	3	3	3	3	5	5	3	3	3	1	3	3	47
20	E-20	2	4	4	3	4	5	1	4	5	5	5	4	5	3	4	58
21	E-21	4	3	3	4	2	5	4	5	3	4	5	5	4	4	5	60
22	E-22	3	2	5	2	3	5	4	4	4	5	4	4	4	4	4	57
23	E-23	3	2	3	2	3	5	5	3	5	4	4	4	4	5	3	55
24	E-24	4	4	4	4	3	4	4	4	5	5	4	4	4	4	4	61
25	E-25	4	3	5	5	3	5	4	3	5	5	5	5	4	4	5	65
26	E-26	3	4	5	3	4	4	3	5	4	4	4	5	5	4	4	61
27	E-27	5	1	3	4	2	5	3	4	4	5	5	4	4	4	4	57
28	E-28	5	5	5	5	5	4	5	4	4	4	4	4	4	4	4	66
29	E-29	4	3	5	4	3	5	3	3	4	5	4	5	4	4	4	60
30	E-30	3	2	4	3	3	4	4	4	4	4	4	4	4	4	4	55
31	E-31	3	3	4	3	3	4	3	3	4	3	5	5	5	3	4	55
32	E-32	2	2	5	2	3	5	4	4	4	5	4	4	4	4	4	56
	Total	116	95	137	109	107	139	114	123	141	135	135	136	123	127	126	1863

Appendix 18

Critical Value of Chi-Square

db	Interval of Significance								
	99%	95%	90%	75%	50%	25%	10%	5%	1%
1	6,63	3,84	2,71	1,32	0,455	0,102	0,0158	0,0039	0,0002
2	9,21	5,99	4,61	2,77	1,39	0,575	0,211	0,103	0,0201
3	11,3	7,81	8,25	4,11	2,37	1,21	0,584	0,352	0,115
4	13,3	9,49	7,78	5,39	3,36	1,92	1,06	0,711	0,297
5	15,1	11,1	9,24	6,63	4,35	2,67	1,61	1,15	0,554
6	16,8	12,6	10,6	7,84	5,35	3,45	2,20	1,64	0,872
7	18,5	14,1	12,0	9,04	6,35	4,25	2,83	2,17	1,24
8	20,1	15,5	13,4	10,2	7,34	5,07	3,49	2,73	1,65
9	21,7	16,9	14,7	11,4	8,34	5,90	4,17	3,33	2,09
10	23,2	18,3	16,0	12,5	9,34	6,74	4,87	3,94	2,56
11	24,7	19,7	17,3	13,7	10,3	7,58	5,58	4,57	3,05
12	26,2	21,0	18,5	14,8	11,3	8,44	6,30	5,23	3,57
13	27,7	22,4	19,8	16,0	12,3	9,30	7,04	5,89	4,11
14	29,1	23,7	21,1	17,1	13,3	10,2	7,79	6,57	4,66
15	30,6	25,0	22,3	18,2	14,3	11,0	8,55	7,26	5,23
16	32,0	26,3	23,5	19,4	15,3	11,9	9,31	7,98	5,81
17	33,4	27,6	24,8	20,5	16,3	12,8	10,1	8,67	6,41
18	34,8	28,9	26,0	21,7	17,3	13,7	10,9	9,36	7,01
19	36,2	30,1	27,2	22,7	18,3	14,6	11,7	10,1	7,63
20	37,6	31,4	28,4	23,8	19,3	15,5	12,4	10,9	8,26
21	38,9	32,7	29,6	24,9	20,3	16,3	13,2	11,6	8,90
22	40,3	33,9	30,8	26,0	21,3	17,2	14,0	12,3	9,54
23	41,6	35,2	32,0	27,1	22,3	18,1	14,8	13,1	10,2
24	43,0	35,4	33,2	28,2	23,3	19,0	15,7	13,8	10,9
25	44,3	37,7	34,4	29,3	24,3	19,9	16,5	14,6	11,5
26	45,6	38,9	35,6	30,4	25,3	20,8	17,3	15,4	12,2
27	47,0	40,1	36,7	31,5	26,3	21,7	18,1	16,2	12,9
28	48,3	41,3	37,9	32,6	27,9	22,7	18,9	16,9	13,6
29	49,6	42,6	39,1	33,7	28,3	23,6	19,8	17,7	14,3
30	50,9	43,8	40,3	34,8	29,3	24,5	20,6	18,5	15,0
40	53,7	55,8	51,8	45,6	39,9	33,7	29,1	26,5	22,2
50	88,4	67,5	63,2	56,3	49,3	42,9	37,7	34,2	29,7
60	100,4	90,5	85,5	77,6	69,3	61,7	55,3	51,7	45,4
80	112,3	101,9	96,6	88,1	79,3	71,1	64,3	60,4	53,5
90	124,1	113,1	107,6	98,6	89,3	80,6	73,3	69,1	61,8
100	135,8	124,3	118,5	109,4	99,3	90,1	82,4	77,9	70,1
db	1%	5%	10%	25%	50%	75%	90%	95%	100%
	Level of Significance								

(Arikunto 2006: 362)

Appendix 19

Value of t Distribution
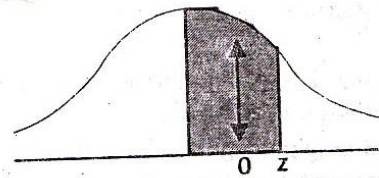
NU	$t_{0,995}$	$t_{0,99}$	$t_{0,975}$	$t_{0,95}$	$t_{0,925}$	$t_{0,90}$	$t_{0,75}$	$t_{0,70}$	$t_{0,60}$	$t_{0,55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,57	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,583	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,00	2,31	1,86	1,40	0,889	0,700	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,280	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,200	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,698	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,638	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,08	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,648	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,856	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	2,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
00	2,58	2,33	1,06	1,645	1,28	0,842	0,674	0,524	0,253	0,126

(Arikunto 2006: 363)

Appendix 20

PHOTOS OF DOCUMENTATION

Students are doing the test. (pre-test and post-test)

Students are doing the task of the treatment

(by using One Stay Three Stray strategy).

Appendix 20

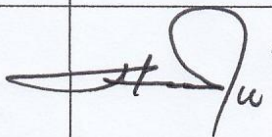Students are discussing the topic by using One Stay Three Stray
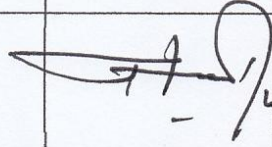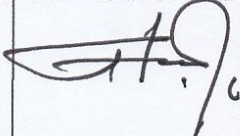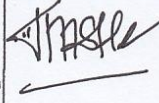
strategy. (post-test)
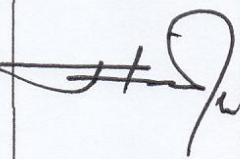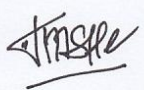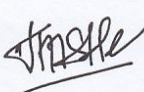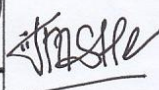
Researcher is giving treatment.

Appendix 21

KARTU BIMBINGAN PENELITIAN

Tempat Penelitian   : SMA N 1 Sukoharjo

Kelas Penelitian   : XI IA4

No	Date	Material	Signature	
			English Teacher	Researcher
1.	Feb 2nd	Pre-test		
2.	Feb 5th	Teaching hortatory exposition text and introducing One Stay Three Stray strategy		
3.	Feb 9th	Practicing writing hortatory exposition text by using One Stay Three Stray strategy		
4.	Feb 12th	Discussing the students' works of writing		
5.	Feb 16th	Post-test		
6.	Feb 19th	Questionnaire		

Appendix 22

PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN
SMA NEGERI 1 SUKOHARJO
Alamat : Jalan Pemuda No. 38 Telp. (0271) 593085. Sukoharjo
Website: www.sman1sukoharjo.sch.id, Email: info@sman1sukoharjo.sch.id, fax : (0271)593085

SURAT KETERANGAN

Nomor : 074 / 104 / 2011

Yang bertanda tangan dibawah ini ;

N a m a	:	Hj. SRI LASTARI, S.Pd., M.Pd
N I P	:	19530413 197903 2 005
Pangkat / Golongan	:	Pembina/ IV.a
Jabatan	:	Kepala Sekolah
Unit Organisasi	:	SMA Negeri 1 Sukoharjo
Instansi	:	Dinas Pendidikan Kabupaten Sukoharjo
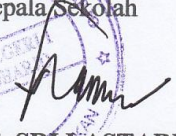
Menerangkan dengan sesungguhnya bahwa ;

N a m a	:	DIMAR SITI MUNTHAROH
Nomor Induk Mahasiswa	:	2201407173
Jurusan / Program Studi	:	S.1 Bahasa dan Sastra Inggris
Fakultas / Universitas	:	Fakultas Bahasa dan Seni / UNNES Semarang

Yang bersangkutan telah melaksanakan tugas magang/penelitian di SMA Negeri 1 Sukoharjo,mulai dari bulan 2 s.d. 19 Februari 2011 sebagai syarat untuk penyusunan skripsi dengan judul "EXPLORING STUDENTS' IDEAS IN WRITING HORTATORY EXPOSITION TEXT THROUGH ONE STAY THREE STRAY STRATEGY".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 25 Februari 2011
Kepala Sekolah

Hj. SRI LASTARI, S.Pd., M.Pd
NIP. 19530413 197903 2 005