

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.

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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 than 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 (H_a), 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.