The Implementation of Stay and Stray in Teaching Writing Hortatory Exposition Text

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Abstract Writing skills are very important in learning English to make it easier for someone to exchange information or ideas with others. Thus, teachers also need interesting strategies for teaching writing. One strategy that can be used is stay and stray. This research investigates the implementation of stay and stray in teaching writing hortatory exposition. By using the observation checklist instrument, field notes, and question list, the researcher found that students could write exposition hortatory texts using sentence structures correctly in groups. In this activity, students are active and critical. At the final meeting students were asked to fill out a list of questions about their opinions related to stay and stray strategies in learning hortatory exposition writing. The findings showed that the percentage of students calculated higher scores is 78% and the lowest score of 22%. The students agreed that writing hortatory exposition using stay and stray was very interesting and enjoyable in the learning process. It can be concluded that the stay and stray strategy can help students to write hortatory exposition.
Keyword: *Writing, Teaching Writing Hortatory Exposition, Stay and Stray Strategies*

Abstrak Keterampilan menulis sangat penting dalam pembelajaran bahasa Inggris untuk memudahkan seseorang dalam bertukar informasi atau ide dengan orang lain. Dengan demikian, guru juga membutuhkan strategi yang menarik untuk mengajar menulis. Salah satu strategi yang bisa digunakan adalah stay and stray. Penelitian ini menyelidiki penerapan stay and stray dalam pengajaran menulis hortatory exposition. Dengan menggunakan instrumen daftar periksa observasi, catatan lapangan, dan daftar pertanyaan, peneliti menemukan bahwa siswa dapat menulis teks hortatory eksposisi menggunakan struktur kalimat dengan benar secara berkelompok. Dalam kegiatan ini siswa aktif dan kritis. Pada pertemuan terakhir siswa diminta untuk mengisi daftar pertanyaan tentang pendapatnya terkait strategi stay and stray dalam pembelajaran menulis hortatory exposition. Hasil penelitian menunjukkan bahwa persentase siswa yang mendapat nilai tertinggi adalah 78% dan nilai terendah sebesar 22%. Siswa setuju bahwa menulis hortatory exposition menggunakan stay and stray sangat menarik dan menyenangkan dalam proses pembelajaran. Dapat disimpulkan bahwa strategi stay and stray dapat membantu siswa dalam menulis hortatory exposition.
Kata kunci: Menulis, Mengajar Menulis Hortatory Exposition, Strategi Stay and Stray

INTRODUCTION

According to Standard of Content of the Indonesian Curriculum of English, developed by the Board of National Education Standard (Badan Standar Pendidikan Nasional/BSNP), the teaching of English is carried out based on the standard of competences and basic competencies including four languages skill, which are listening, speaking, reading and writing. Furthermore, in language learning situation writing is perceived as an important skill to master because through writing the students can expand and strengthen their knowledge.

This is because when we write, we activate our brain to make our ideas meaningful to the reader (Beuningen, 2011). Then, writing also provides a way of learning, for example taking notes during class will be easy to help us remember what we have learned better than just listening to the lecturer. However, students generally find it difficult to become proficient in writing. This is because, writing is a productive skill that must be learned and mastered by English learners which involve the process of thinking, composing, and revising. Therefore, McDonald & McDonald (2002: 47) say that writing is originating and creating a unique verbal construct that is graphically recorded. In addition, it is because writers consider many things such as using appropriate content, format, sentence structure, vocabulary, punctuation, spelling, word choice, letter formation, and so on. Thus, writing needs to be studied properly and correctly because many aspects are needed in the process. The limitations of student vocabulary greatly affect the contribution in writing that occurs so that the amount of writing is not right and there are many errors.

A hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done (Doddy, 2008:167). Hortatory exposition text 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 (Interlanguage, 2008:161). In other words, this kind of text can be called as argumentation. Hortatory expositions are popular among science, the academic community, and educated people. In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking.

This shows how students need special assistance or strategies to help their writing skill becomes good, especially in writing hortatory exposition texts. Stay and Stray is one type of cooperative learning techniques that emphasizes groups of students who share with other groups in the classroom (Kagan in Steven, 2006: 192). This study aims to describe the application of Stay and Stray Techniques in teaching writing hortatory exposition text, students' responses to Stay and Stray techniques, and the results of student writing assignments. The Stay and Stray learning model is a cooperative learning model that requires students to learn to solve problems with group members (Lie, 2008). Stay and Stray learning provides opportunities for groups to share the results of discussions and information with other groups. This is done by visiting each other or visiting groups to share information. The Stay and Stray learning model directs students to be active in discussions, questions and answers, look for answers, explain the material and listen to the material explained by friends.

The researcher identified several problems on the implementation of stay and stray technique in teaching writing hortatory exposition text. Referring to the several problems, the researcher would like to formulate the problems as follow :

1. How is the implementation of stay and stray technique in teaching writing hortatory exposition text?
2. How are the student's responses in implementation of teaching stay and stray writing hortatory exposition?

Related the research problem, the scope of the research of this study was the eleventh grade students of Senior High School at English Course. The limitation was teaching writing hortatory exposition text by using stay and stray technique.

METHODOLOGY

In conducting research, the researcher needed research design. According to Durrheim (2004:29) "a research design is a strategic framework for action that serves asa bridge between research questions and the execution or implementation of the research".This has informed the research methodology or research techniques that were used to collect and analyse data. The research approach that was used in this study is the qualitative approach. "Qualitative methods allow the researcher to study selected issues in depth, openness and detail as they identify and attempt to understand the categories ofinformation that emerge from collected data" (Durrheim 2004:42).

The subject of this study was eleventh grade students at English course. There are 10 students at English Course. There were 10 students who attended the class lesson, consisted of eight females and two males. Moreover, the sources of data in this research was the English teacher and students who involved in the English teaching and learning.This research used instrument field note, observation checklist, and questionnaire. From the observation, firstly, the researcher used field notes to record activities during the teaching and learning of writing hortatory exposition by using stay and stray technique in the classroom. Including teacher's activity and students' activity. Secondly, theresearcher used observation checklist to know the process during teaching and learning in the classroom. the researcher spread out questionnaire sheet to students to find out thestudents' responses.

After collecting the data, the researcher analyzed the obtained data from the resultof observation and questionnaire. First, the data of teaching activities from beginning through the end of teaching were identified. Second, the data were classified into some parts. Then the un-important data were reduced and were displayed. Moreover, the data were drawn into the conclusion. The data from the filled questionnaire were calculated. After the students filled the questionnaires, all the data of "YES" and "NO" answers werecalculated in order to get the total numbers. After getting the total numbers, the data wereformed into graphs, and the story of graphs was described.

RESULTS AND DISCUSSION
The Implementation of Stay and Stray Technique to teach Writing Hortatory Exposition.

This research was conducted in two meetings. The first meeting was conducted on July 6th, 2020. The time allocation was 2 x 45 minutes. The class began at 6.10 pm. The teacher entered the class followed by the researcher. There were 10 students who attended the class lesson, consisted of eight females and two males. Pre-activity, the teacher started lesson by greeting. After the teacher opened the class by greeting, the teacher introduced the researcher to the students and told them that the class would be observed. He explained to the students the researcher would attend their class for severalmeeting. Whilst-activity, the teacher gave a stimulation to the students' interest in learning English. Therefore, the students would be more interesting and enjoy the class. The teacher started to explained about hortatory exposition, starting from definition of hortatory exposition, generic structure, language features and example. the teacherdivided the students into 2 groups consisted of 5 students. It meant that the teacher wantedstay and stary technique in the class. After that, he asked to each group to have paper thenafter all of groups got paper, he asked each group to arrange story about hortatory exposition text based generic structure from hortatory exposition. When the teacher askedwhether the students understood the instruction or not, the students said no problem. Theteacher walked around to see whether there students got difficulties or not. The conditionin the class little crowded because student's discussion with their group. After the studentshad done, the teacher asked them to show the task. Post-activity, In the end of the lesson,all of the students finished their arrange the story. Then, the teacher asked the students whether there are any questions or

not. The students answered that they understood well related the material and there was no question from them. So then, the teacher and the researcher left the classroom at 7.00 P.M.

The second observation was conducted on July 10th, 2020. The time allocation was 2 x 45 minutes. The class began 6.20 and finished at 7.10 pm. Pre-activity, the teacher entered the classroom and started by greeting. The teacher checked who the students no came in the class. There were two students which were absent. Whilst-activity, The teacher asked the students what hortatory exposition text was. One student answered in bahasa, *"Teks yang menyajikan argumen untuk mendukung pendapat atau mengajak pembaca untuk sesuatu yang seharusnya atau tidak seharusnya demikian".* Therefore the teacher continued explaning more about hortatory exposition text which had generic structure. After explaning the material, the teacher asked to them to gather with their group and then asked them to write hortatory exposition text in stay and stray technique.The teacher reminded again how to write a hortatory exposition text that was made before.He gave 30 minutes to write their hortatory exposition text. Most of the students direcly sat in cirle on the dask to do their task soon. The teacher walked around to look for whether the students got difficulties or not. The students who wore hat identities would remain in place, and those who did not wear hats would move to other groups to do their work. The class was a little bit noisy because of the students' discussion. Most of the students could make their own hortatory exposition text for less than 30 minutes. After that, they submitted their task to the teacher in front of the class. Post-activity, The time showed at 7.15 pm, it would be going to home. The teacher asked the students to pay attention to. The teacher permitted the researcher to distribute a questionnaire to all the students and asked the students to fill in the questionnaire related to the material. Then, the students submitted the questionnaire to the researcher. The time was ended, the teacher and the researcher left into the classroom, but before we left the teacher asked all the students to be silent. The teacher led the students to pray and to close the program.

The Students' Response toward Stay and Stray Technique in Writing Hortatory Exposition

The researcher gave the questionnaire for all students and the questionnaire consisted of fifteen questions. After giving the questionnaire, the researcher analyzed every number of the questions one by one.From the result based on questionnaire that had been calculated by the researcher,the researcher found 78% students interested from implementation of Stay and stray technique in teaching writing hortatory exposition text. the students became more responsible about whay they do inside and outside. They can be critical and solving problem by sharing knowledge together. The students are enthuastics with this techniqueas a way to increase their mind. It meants that stay and stray technique was good strategy.

On the other hand, the researcher found 22% students were not interested by stayand stray technique in teaching hortatory exposition text. Some of the students felt hardto write English. Most of the students feeling confused to develop their arguments, shareideas, and information related about the topic. It was no matter, because almost the students interested and happy.

CONCLUSION

Based on the findings and discussion, it can be concluded that in the implementation of stay and stray technique in teaching hortatory exposition text. There are two conclusions: The first conclusion is describing the implementation of stay and stray technique in teaching hortatory exposition text. The researcher concluded that the research of teaching writing hortatory exposition by using stay and stray technique was effective to teach them. In this observation the researcher did two meetings of the research. The researcher presented the conclusion based on the observation and students' responses onquestionnaires. From the result

of observation, the researcher concluded that in teaching writing by stay and stray technique the students could be active among other students, confidences, and they could be developed their ideas with easier. Moreover, the classroom situation was enjoyed. It means that this technique can applied although the most of studentswere difficult in the process first meeting.

The second is describing the students' response toward stay and stray technique inwriting hortatory exposition. The result showed 78%. It meant that most of the students were interested and fun. They excited when learning in writing hortatory exposition usedstay and stay technique in the learning process. It could be concluded that stay and stray technique could help the students to write hortatory exposition. Then, the students couldbe critical thinking and active in solve problems, mainly in hortatory exposition text. But there was 22% of students did not like this technique. Because they were felthard to share their ideas. Nevertheless, the students who like this technique more than thestudents who did not like it.

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