

## CHAPTER I

### INTRODUCTION

This chapter presents the discussion on the background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, and definition of the key terms.

#### 1.1 Background of the study

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 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.

In short, the researcher hopes that the stay and stray technique will give positive contribution in the process of teaching writing hortatory exposition.

### **1.2. Statements of the Problem**

Based on the background of study presented earlier, the researcher formulates the following questions:

- a. How is the implementation of stay and stray technique in teaching writing hortatory exposition text to the eleventh grades students at English course?
- b. How are the student's responses in implementation of stay and stray writing hortatory exposition to the eleventh grades students at English course?

### **1.3. Objectives of the Study**

- a. To describe the implementation of stay and stray technique in teaching writing hortatory exposition text to the eleventh grades students at English course?
- b. To describe the students' response in implementation of stay and stray writing hortatory exposition text to the eleventh grade students at English course?

#### **1.4. Significances of the study**

The researcher expects that this study would be useful for:

##### **1.4.1 For English Teacher**

The result of this research can be used to help to teach in writing text sessions. Hopefully, this technique can offer the teachers an alternative way to teach hortatory exposition text that engages all of the students in the class.

##### **1.4.2 For the students**

The results of this study could help students to improve learning English through stay and stray techniques as cooperative learning. This research is expected the students more interested in the engaging learning activity and they can also be writing confidently. In addition, they might be capable of improving their social skills, such as working together, respecting other opinions, etc.

##### **1.4.3 The further researchers**

The researcher may get the advantages by having the knowledge to improve student's ability in writing hortatory exposition text. It would be very important when the researcher become a teacher after finishing the study.

#### **1.5. Scope and Limitation of the study**

The researcher focuses on hortatory exposition which is taught by using stay and stray technique to know the student's capability in writing paragraph at the eleventh grade students academic year 2019/2020.

The limitation of the study is at Private Course who have lesson about hortatory exposition text. The researcher limits his study where exist natural phenomena happens surrounding us.

### **1.6. Assumption**

The assumption of the study is the teacher can use stay and stray technique in teaching writing hortatory exposition text.

### **1.7. Definition of Key Terms**

In order to avoid misunderstanding of some terms used in this study, the following term will be clarified:

1.7.1 Teaching is a learning concept that helps teachers in the learning process in the classroom to link material and encourage students to make connections between the knowledge they have and their application.

1.7.2. Writing is a medium of expression that produces notes, ideas and information by describing a language so that the message conveyed by the writer can be understood by the reader

1.7.Hortatory Exposition Text is a type of text that presents an argument or reason to support an opinion in the hope that the reader is affected to do something in a certain way.

1.7.4 Stay and Stray is one type of cooperative learning technique which emphasizes group of students share with other groups in a classroom.