

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is to describe the findings and discussion of the observation in teaching writing hortatory exposition by using stay and stray technique in English private course.

4.1 Findings

The research findings consist of findings from the first observation and the second observation of the teaching process. The findings presents the data that have been collected by researcher. The researcher found the answer of the research question in chapter 1 They are : (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. The observation checklist and field notes was used to answer the first question and the questionnaire was used to answer the second question.

4.1.1 The Implementation of Stay and Stray Technique to teach Writing Hortatory Exposition.

4.1.1.1 The Finding of Observation Checklist and Field Notes in The first Meeting.

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. The teacher started lesson by greeting “ Assalammu’alaikum, Good Night students .” After that, 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 several meeting. Furthermore, 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 also a example.



Figure 4.1.1.1 Teacher’s Explanation in the First Meeting

In main activity, the teacher divided the students into 2 groups consisted of 5 students. It meant that the teacher wanted stay and stary technique in the class. After that, he asked to each group to have paper then after all of groups got paper, he asked each group to arrange story about horatory exposition text based generic structure from hortatory exposition. When the teacher asked whether the students understood the instruction or not, the students said no problem. The teacher walked

around to see whether there students got difficulties or not. The condition in the class little crowded because student's discussion with their group.

After the students had done, the teacher asked them to show the task. Starting from the first group the leader and the partner of the group came forward to the class. Her name is Savira and Siti. Then, Savira and Siti explained the task along with generic structure in front of the class.



Figure 4.1.1.1 Students' Explanation of Their task in the First Meeting

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.

In the first meeting, it could be found that the teacher explained about hortatory exposition, generic structure, language features, and explained how steps

to arrange a paragraph from hortatory exposition based on its generic structure. There were many students that comprehend it, so that they could the task correctly.

4.1.1.2 The Finding of Observation Checklist and Field Notes In The Second Meeting

The second obseravation 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. The teacher entered the classroom and started by greeting “ Assalammu’alaikum, Good Night students .” “ How are you today?”. The teacher checked who the students no came in the class. There were two students which were absent. 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 explaining more about hortatory exposition text which had generic structure. After explaining 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 directly sat in cirle on the dask to do their task soon.



Figure 4.1.1.2 The Student's Working in the Second Meeting

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. 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.

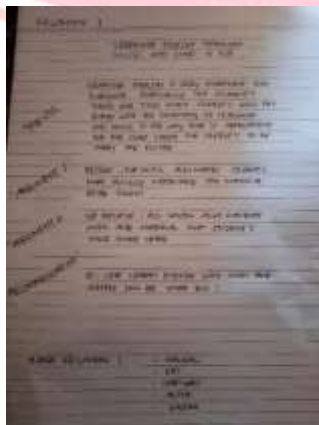


Figure 4.1.1.2 The Students' Task in the Second Meeting

The students did their work very good based on the generic structure of hortatory exposition, it could be seen the picture from figure 4.1.1.2.

In the second meeting, it could be found that the teacher implemented stay and stray technique to the students made hortatory exposition text and also the result from the students writing.

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

To know the students' response toward the learning process, 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, to know the more detailed result to measure the students' response. this is the questionnaire and the percentage. As follow :

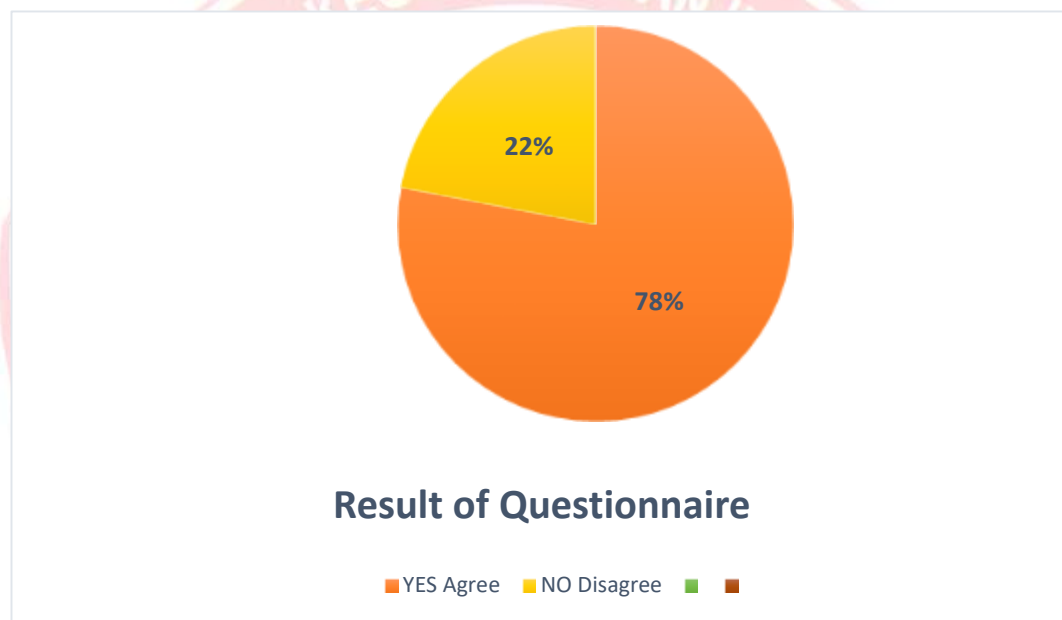
$$\text{The result} = \frac{\text{Sum of the students' responses of one question}}{\text{The number of students}} \times 100\%$$

4.1.2 The table of The students' Responses Results of the Questionnaire

No	Questions	Yes	No
1	Does writing English make you confident?	20%	80%
2	Is writing English can build a good sentences?	90%	10%
3	Is writing effective to develop your ideas?	70%	30%
4	Is hortatory exposition text interesting you?	70%	30%
5	Does hortatory exposition text help you in writing?	80%	20%
6	Is hortatory exposition text easy to understand?	100%	0%
7	Do you like Stay and Stray Technique?	60%	40%
8	Do Stay and Stray make your confidence?	100%	0%
9	Is Stay and Stray technique a good way in teaching writing English?	70%	30%
10	Does Stay and Stray reduce boredom in writing?	100%	0%
11	Does Stay and Stray help you critical thinking?	100%	0%
12	Does Stay and Stray Technique can give you sense between members of the group?	80%	20%
13	Does Stay and Stray Technique help you easy to solving problems?	100%	0%
14	Does Stay and Stray Technique give you sense of responsibility of each individual?	30%	70%

15	Does Stay and Stray Technique give you many opportunities to practice?	100%	0%
	Average Value	78%	22%

4.1.2 The Researcher Applied The Students' Responses in Graphic :



From the result of the questionnaire, it could be seen that most of the students were interested in using stay and stray technique in learning English mainly for writing that important and the implementation of stay and stray technique was excited and made their skills in writing enhance. In addition, most of the students agreed with stay and stray technique very and it is very helped for them in writing, the students could be critical and active in solving the problems, especially in hortatory exposition text.

Besides that. There were students who disagreed with regard to the technique, they felt it difficult to develop their ideas to be conveyed and less confident when with other groups.

4.2 Discussion

This part presents the discussion based on the findings of the study. the researcher discusses the findings that had been found from field note observation, observation checklist, and a questionnaire. To know how stay and stray technique was implemented, the researcher divided the teaching learning activities into three phases; pre-writing, whilst-writing, and post-writing.

4.2.1 Discussion of The Implementation Stay and Stray Technique in Teaching Hortatory Exposition Text.

The pre-writing activity, the teacher usually gives a greeting for the students, ask the students whether they already to study or not, and set the condition into the classroom. then, the teacher asks for the students several questions related to the topic based on hortatory exposition text. thus, the questions guide students to construct arguments sentence and their opinion which its very important in writing hortatory exposition text. This is very useful to attract the students before the teacher applies the stay and stray technique by stimulation them. Besides that, the teacher will be easier to guide the students to follow the learning step.

The whilst-writing activities, students practice to use the skill that have been learned. The stay and stray technique is applied in this section. The researcher uses three phases whilst-writing to implemented stay and stray technique in writing

hortatory exposition text. There are exploration, elaboration and confirmation. In exploration, the teacher gives the stimulus of the examples of hortatory exposition text and the students identified related the generic structure with their own knowledge. Then, the teacher asks the students' to give their arguments about hortatory exposition text. in elaboration, the teacher asks the students to make a group discussion and then the teacher gives the topic based on hortatory exposition text to each group. the teacher gave the time for about 30 minutes to write their hortatory exposition text. most of the students could make their own hortatory exposition text less than 30 minutes. In confirmation, the teacher asks the students to show the arrangement of the text that has been arranged by each group and then asks them to read their writing in front of the class. the teacher give them a correction.

The post-writing is the last phase of teaching learning activities. in this phase, the teacher give a feedback for them before ending the classroom. the teacher review and make classification about stay and stray technique that had done by the students.

In stay and stray technique is a technique that can help to solve the problem. It is important to apply this technique to the process of teaching writing. because the students could improve their critical thinking better than work individually. there statement by As Barkley & Major (2005) state that in stay and stray students who work in groups can benefit from the feedback of additional peers.

In this technique, students make points or decisions together and send one group member to another group to describe their progress or share information. So, the students have to build their respect and bravery to collaborate with another member from other groups, besides that, the teacher gave a task to write hortatory exposition text in which the topic was given by the teacher. during two days of observation, the teacher was implemented stay and stray technique very well during the teaching learning process.

4.2.2 Discussion of Students' Responses of Stay and Stray Technique in Teaching Writing Hortatory Exposition Text.

This part, the researcher presents the discussion of the answer of the second statement of the problems. There were ten students in the class who answered the questionnaire that was given by the researcher in the last meeting of observation. It can be known students' responses. There are two types of the students, there are positive responses and negative responses.

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 what they do inside and outside. They can be critical and solving problem by sharing knowledge together. The students are enthusiastic with this technique as a way to increase their mind. It means that stay and stray technique was good strategy.

On the other hand, the researcher found 22% students were not interested by stay and stray technique in teaching hortatory exposition text. Some of the students felt hard to write English. Most of the students feeling confused to develop their arguments, share ideas, and information related about the topic. It was no matter, because almost the students interested and happy. Stay and stray techniques were very well in terms of the student's discipline, built good relationships with the other student, and respect each other. furthermore, this technique could help students to develop a critical mind and active in solving problems, especially in doing hortatory exposition text. The researcher was got a positive response from the students. The student wanted to apply this technique again in the next learning.

