

**IMPROVING STUDENTS' WRITING SKILL BY USING STOP AND
DARE STRATEGY AT THE ELEVENTH GRADE
OF SMA MUHAMMADIYAH 3 JEMBER
IN THE ACADEMIC YEAR 2016/2017**

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Abstract

Writing skill is one of the language skills which involves the activity of transferring idea and processing it into a readable text. Since writing requires a complete process, the students face some problems. Therefore, the researcher is intended to improve the students' writing skill through suitable teaching strategy. In this case, the researcher choose STOP and DARE strategy. In this research, the problem is formulated as "How can the use of STOP and DARE strategy improve the writing skill of the eleventh grade students of SMA Muhammadiyah 3 Jember in academic year 2016/2017 ?". The objective of this research is referred to the problem, that is to improve the writing skill of the eleventh grade students. Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: STOP and DARE strategy can improve the students' writing skill of the eleventh grade of SMA Muhammadiyah 3 Jember in the academic year 2016/2017 by providing brainstorming sheet and cue card as a guideline for students in constructing their analytical exposition text.

The design of this research is classroom action research. The research subject is the XI IPS 2 grade students which consist of 29 students. The writing test and observation checklist are used to gather the data of the research. In order to calculate the reliability of the test, Alpha formula is used. The data was analyzed using formula $\bar{X} = \sum x / n$.

STOP and DARE strategy improves the students writing skill in one cycle. The average score of students improves from 64 in the preliminary study to 77 in the writing test of the cycle. This strategy works by providing cue card and brainstorming sheet to help the students to generate their ideas and arrange them into an order paragraph. Based on the students' improvement, it can be concluded that this strategy overcomes the students' problem in writing skill. Furthermore, it can be said that STOP and DARE strategy is able to improve students' writing skill by providing cue card and brainstorming sheet as a guideline for the students to construct their writing.

Key words: students' writing skill and STOP and DARE strategy

INTRODUCTION

A huge number of students learn English as a compulsory subject in ESL/EFL classrooms around the world. They have not chosen to do this themselves, but learn because it is on the curriculum (Harmer,2007:12). This statement shows how important English for students to learn. That is why the English teachers have to acquire many ways of teaching and learning to fulfill the needs of the students in developing their skills in English. Producing spoken and written languages are obviously different, although they are the same productive skills. There are many differences between speaking and writing. Speaking language is often unplanned, it is mostly spontaneous and rapid. Further, it usually involves thinking on the spot. Different from speaking, writing requires many instructions and practices. It involves a standardized grammar, structure, organization, and vocabulary. It needs hard thinking to produce idea, words, sentences, paragraph, and composition.

Writing is a complete process. It needs steps and stages. The steps of writing are prewriting, drafting, editing and final version. In general, De La Paz (2001:241) Stated that writing is a highly complex, demanding process. It means that a good writing cannot be done instantly. It involves processes that should be done by the learners in order to make a proper writing. The process consists of exploring ideas and processing the ideas into readable texts.. The learners should learn writing while practice each stage of writing. Without practicing the stages, it will be very hard for them to be able to produce a good writing. Writing is so difficult language skill, that the students face a lot of problems especially in the writing of persuasive text. The students cannot develop their arguments clearly because they do not have any idea when they are asked to give their opinion on a certain topic, or they have a lot of ideas but they are confused how to express their idea in writing form. Before writing, students learn to be reflective by generating ideas to support each side of an issue before deciding what their position is (De La Paz, 2001:234). The students have to develop ideas and get many informations so that they have a background knowledge of a certain topic. In another words, writing an analytical exposition text is more complicated than another text, since it needs evidences to persuade the readers to believe in their arguments.

The problems above are also faced by students of SMA Muhammadiyah 3 Jember in the eleventh grade. Based on the preliminary study which is done by interviewing the teacher and giving a writing test for the students of XI IPS 2 at SMA Muhammadiyah 3 Jember, the researcher found that the students face serious problem in constructing and arranging sentences as well. They were also facing difficulty in developing arguments and arrange them into an order paragraph. The students were also afraid in making mistake, so that the exploration of their ideas and arguments of the topic was very limited.

Based on the minimum standard competency, the students' scores were still low. SMA Muhammadiyah 3 Jember has decided in 75 as the minimum standard competency. The students have to pass this score to be categorized as a good score. But, the fact that was found in the result of writing test in preliminary study showed the students' average score was still 64.

To solve those problems, the researcher is intended to apply a strategy to help them in improving their writing, especially in analytical exposition text. The

strategy is STOP and DARE strategy. In this strategy, the students learn specific steps to accomplish writing tasks, and teachers scaffold their learning. STOP and DARE helps students develop sophisticated essays that go beyond the most basic format of premise, supporting reasons, and conclusion (De La Paz,2001:234). Therefore, by applying this strategy the teacher may be helped to guide students in the process of writing. This strategy helps the students in planning their writing, deciding the side, organizing some supporting arguments, brainstorming of the topic, and concluding their writing. Based on the case, the researcher is interested to conduct a research entitled: Improving Students Writing Skill by Using STOP and DARE Strategy at the Eleventh Grade Students of SMA Muhammadiyah 3 Jember in the Academic Year 2016/2017.

RESEARCH METHOD

This research is a classroom action research, because it aims to improve the students writing skill by using STOP and DARE strategy in the eleventh grade of SMA Muhammadiyah 3 Jember in the academic year 2016/2017. Donald Ary (2010:514) states that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice. According to Arikunto (2014:138), the implementation of action research involves four cycle which consist of planning the action, implementation, observation and reflection.

RESULT AND DISCUSSION

RESULT

After calculating the result of the writing test, it was found that the average score of students in the preliminary study has improved from 64 to 77 in the writing test. The result of observation checklist showed that 61,67% students were actively participated in the implementation of the action which consisted of three meetings. This result proves that STOP and DARE strategy can improve the students' writing skill.

DISCUSSION

After implementing the action, it can be seen that the use of STOP and DARE strategy was able to improve the students' writing skill especially in analytical exposition text. There were some improvements showed from the writing test in the preliminary study and the writing test of the cycle.

The result of writing test in the preliminary study showed that most of the students still got low score in writing analytical exposition text. In the preliminary study, two from 29 students were absent, so that the participant of this stage were 27 students. As stated in the previous discussion that the average score of students in the preliminary study was 64. Only nine students or 33% students who got score more that 70, while the 18 students got score under 70.

This probem was caused by the difficulty of students in generating their ideas to arrange an analytical exposition text. The researcher found that they were still confused to differentiate beetwen an argument and a meaning of a certain topic. The students were also affraid in making mistake in sentence structures, so

that the exploration of their ideas and arguments of the topic was very limited, although the topic given was about their environment.

To solve the problem, the researcher prepared some actions. The researcher implemented the action by giving a clear explanation about analytical exposition text which covered the analyzation of the function, language features and generic structure of the text. The purpose of this activity was to give a clear background about the text, so that the students understood how to make a proper analytical exposition text. Brainstorming sheet and cue card were also given in the activity in order to help students in generating their ideas and giving appropriate statements. As stated by De La Paz (2001:241), that writing is a highly complex, demanding process. It means that a good writing cannot be done instantly. It needs process which consist of exploring ideas and processing the ideas into readable texts. STOP and DARE strategy require the students to do their writing step by step, so that the students could learn every step of writing analytical exposition text.

The result of writing test in the cycle showed that the average score of students writing analytical exposition text was improved. Based on the result, it can be seen that there was an improvement found in the average score of students' writing from the preliminary study and the writing test. The average score of the writing test in the first cycle was 77. There were 27 students who was engaged in the writing test, 21 students got score more than 70, while the rest six students still got under 70. The result of observation checklist in the action showed that by implementing this strategy, the students were actively participated in the teaching and learning activities. By analyzing the observation checklist, it can be seen that 61,67 % of the students were actively involved in the actions.

There were some obstacles found in implementing STOP and DARE strategy to teach writing. This strategy required the students to do their writing step by step, so that the researcher have to check their work individually. After giving instructions, the researcher walk around the class to guide the students one by one. This activity was taken a lot of time. While the time allocation of a meeting was very limited. Another problem also appeared from the students, some of the students were absent in the second meeting so that they missed the activity. so that they found difficulty in doing the writing test in the third meeting.

Lienemann and Reid (2009:17) states that STOP and DARE is another strategy students can use to plan and organize persuasive essays. In line with that statement, the result of the implementation of this strategy was effective to make students able to generate their arguments in arranging analytical exposition text. the students were able to make an order analytical exposition text which covered the generic structure of the text. STOP and DARE helps students develop sophisticated essays that go beyond the most basic format of premise, supporting reasons, and conclusion (De La Paz, 2001:234). By doing the instructions in the cue card, the students were not only able to generate their arguments but also support them with supporting details. The brainstorming sheet as well as the instructions in cue card were very helpful in guiding the students in their writing process. The instruction in cue card stood up as a guideline for the students in making an appropriate text. This strategy also gave the students opportunities to develop their arguments so that they can plan their writing properly.

According to the discussion above, it can be concluded that teaching writing by using STOP and DARE strategy is worthy being applied in improving the students' writing skill. This strategy helps the students to overcome their problems in writing analytical exposition text. There was an improvement from the average score between the preliminary study and the writing test in the cycle which already achieved the criteria of success of this research.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the discussion, the researcher concluded that the implementation of STOP and DARE strategy improved the students' writing skill. It can be shown by the improvement of students writing score from the preliminary study and the writing score after the action was taken. This strategy also engaged the students become actively involved in the writing activity, as stated in the discussion that there was an improvement of students active participation from the first until the third meeting. This strategy works by providing brainstorming sheet and cue card as guidelines for the students to make a proper analytical exposition text.

SUGGESTION

By considering the result of the research, some suggestions are given to the English teacher, the students and other researchers.

The English teacher is suggested to implement STOP and DARE strategy in teaching writing in order to solve the problem in generating arguments and arranging an order analytical exposition text. By providing cue card and brainstorming sheet, the teacher will be helped to guide the students in the process of their writing.

In STOP and DARE strategy, the students are suggested to do their writing step by step, so that they can improve their skill in writing by doing practices. The students are also helped by the guidelines that are provided in the cue card in order to generate their idea and make an appropriate paragraph.

The other researchers are suggested to conduct a classroom action research in order to increase the teacher strategy and to solve the problems in teaching learning process. It is also suggested for the further researcher to implement this strategy in another kind of argumentative text, such as hortatory exposition text.

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