



THE USE OF 'STOP' AND 'DARE' STRATEGY TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract

Writing is one of the skills learn at school. However, students have some problems in writing. These problems caused their score below minimum passing grade score (KKM) which is 75. 'STOP' and 'DARE' strategy is teacher strategy to improve students' achievement especially in writing analytical exposition text. The research aimed to improve students' writing achievement by using 'STOP' and 'DARE'. The research used classroom action research (CAR). The setting was in XI IPA 5 of SMAN 1 Banjarmasin. The research subjects were 34 students. The instruments were test, observation sheet and interview. The success criteria of the research was 70% of students or 24 students passed minimum passing grade score. The result showed 75.75% of students or 25 students passed the minimum passing grade score. Observation sheet in meeting 1 and meeting 2 showed teacher activity increased from 80.9% into 83.3%, students activity remind the same 91.6% and the effect of 'STOP' and 'DARE' strategy decreased from 83.3% into 81.6%. From the interview, the teacher found that 'STOP' and 'DARE' strategy helped her in teaching writing. Students thought that 'STOP' and 'DARE' strategy could make writing easier although it took more time. It is concluded that 'STOP' and 'DARE' strategy success to improve students' writing achievement. Based on the research, it is suggested for English teachers to use the strategy to improve students' writing achievement. Teachers also need to pay attention to time allocation so it would not take more time.

Keywords : *analytical exposition text, 'STOP' and 'DARE' strategy, students' writing achievement,*

INTRODUCTION

Due to the importance and the complexity of writing, the government provides a special lesson about writing in the school curriculum. Students should learn about some types of texts such as narrative, descriptive, recount, etc. The students experienced some difficulties to write. It was difficult for students to find idea, they needed a long time to figure out what they want to write. When they got the idea, they did not know how to organize or to arrange it well in form of a paragraph. Then, when they tried to arrange it they ignore the generic structure of the text. They also did not use proper grammar and punctuation. Moreover, students looked bored in the writing class because they only write without any other activity that motivated them to write. Researcher also interviewed the teacher, she said that students are very good in speaking but they are not really good in writing. They were passive in the learning process and they did not have interest to learn it. These problems caused their score below minimum passing grade score (KKM); 75. In this relation, Fatchul Mu'in, Sirajuddin Kamal, and Moh. Yamin (2012) argued: "Admittedly or not, writing activity needs the seriousness, commitment, and hard work. To be able to write well and the writing result is accurate, and goes to the straight, so it needs the long practice.

Some problems mentioned before are needed to be solved. Some experts discovered and developed some strategies (such as: peer editing and revising strategy, and is 'STOP' and 'DARE' strategy, supported by the use of media to make teaching writing easily and help student to produce better writing. One of the strategies is 'STOP' and 'DARE' strategy. 'STOP' and 'DARE' strategy is a sophisticated strategy for writing a persuasive essay that addresses both sides of an issue stated Graham, et al (2008). This strategy consists of eight steps that should be followed by the students in making a writing plan before writing the essay. 'STOP' stands for suspend judgment, take a side, organize ideas, plan more as you write. 'DARE' stands for develop topic sentence, add supporting ideas, reject possible arguments, and end with a conclusion. The researcher chose this strategy because it will assist students to gain more idea and arrange it. Moreover, this strategy also increases students' activeness in learning process because they should do some activity required in the strategy. Dini Noor Arini tried to solve the problems through the implementation of peer editing and revising strategy (2012). Elvina Arapah states that strategy should be supported by the utilization of teaching and learning media. In this case, technology savvy is mostly required (2017).

In this research, analytical exposition was the main focus. According to Doddy, et al (2008), analytical exposition text is a type of written text that is intended to persuade the readers of something. In order to make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something happens. Analytical exposition text has three main parts; (1) Thesis: introducing the topic and

shows writer's position on the text whether writer support or against the topic; (2) Arguments: it consists of point and elaboration of the argument; and (3) Conclusion: in this part writer restate their position and conclude. Students should be able to know these three parts hence they can write analytical exposition well.

Based on the problems found by the researcher in observation the researcher intends to conduct a research about the use of 'STOP' and 'DARE' strategy to improve student writing achievement in writing analytical exposition text at XI IPA 5 of SMAN 1 Banjarmasin in the academic year of 2017/2018.

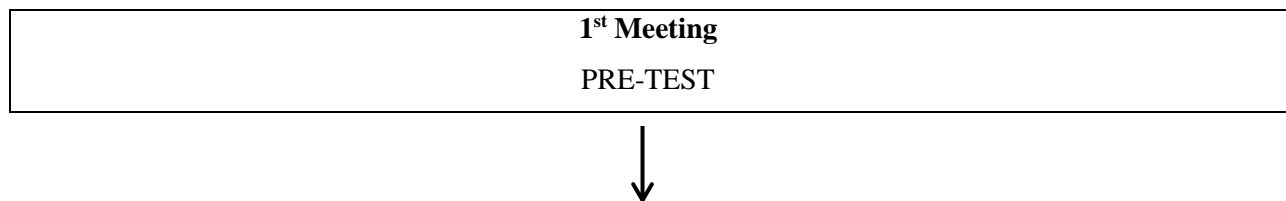
The research used classroom action research design because the researcher wanted to make it natural for students and teacher. Researcher collaborated with one of English teacher to implement the strategy. The teacher will be the executor and the researcher will be the observer. Class of XI IPA 5 of SMAN 1 Banjarmasin in the academic year of 2017/2018 become the subject of research because the result of observation and the recommendation of the teacher.

RESEARCH METHOD

The design of this research was classroom action research (CAR). Class action research is research explain cause-effect from treatment, explain what happen when treatment is given, and explain all processes since the beginning of treatment until to the impact of treatment (Arikunto, 2017:1). Classroom action research was chosen by the researcher because she intended to solve the problem found in natural classroom setting. In addition, CAR required the research should be successful hence it provides more than one cycle if the cycle is not successful yet. This action intend to improve the students' writing achievement by using 'STOP' and 'DARE' strategy. The classroom action research design of this study is a collaborative classroom action research in which the researcher assists by an English teacher of SMAN 1 Banjarmasin.

Here is the scheme for implementing action in classroom action research that conducted by researcher

Figure The scheme for implementing action in classroom action research



2nd Meeting		
Objective : At the end of the lesson students are able to write analytical exposition text base on topic provided by using STOP and DARE strategy and get score above KKM (75) assessed by writing assessment rubric		
Pre Activity	20 minutes	Introducing ‘STOP’ and DARE strategy
While Activity	60 minutes	Using ‘STOP’ and DARE strategy to write Analytical Exposition Text
Post Activity	10 minutes	Reviewing the lesson



3th Meeting		
Objective : At the end of the lesson students are able to write analytical exposition text base on topic provided by using STOP and DARE strategy and get score above KKM (75) assessed by writing assessment rubric		
Pre Activity	20 minutes	Discussing problem found in previous meeting
While Activity	60 minutes	Using ‘STOP’ and DARE strategy to write Analytical Exposition Text
Post Activity	10 minutes	Reviewing the lesson



<p>4th Meeting</p> <p>POST-TEST</p>

There were three instrument; test, observation sheet and interview guidelines. There were two tests; pre-test and post-test. Pre-test conducted to find the students’ problem in writing analytical exposition text. Students’ writing and their score will be assessed by writing rubric. Post-test conducted to find out whether the use of ‘STOP’ and ‘DARE’ strategy improve students writing achievement or not according to criteria of success set by the researcher. The second instrument was the observation sheets. It used during the teaching and learning process to observe the students. It contained the data relate to the

students' behaviors and activeness. Meanwhile, the interview guidelines contained some questions relate to the data the researcher want to get. This instrument used when the researcher conduct the interview with the teacher and the students

This research used qualitative and quantitative data collection. The qualitative data became the main data and qualitative data became the supporting data. The quantitative data were in the form of scores that collected from the pretest and the posttest. In addition, students' writing result in every meeting collected as an additional data. Meanwhile, the qualitative data were in the form of description of teacher and students' conditions gained from observation and interview.

This research used construct validity and content validity. In order to get the content validity, the researcher used standard of competence and basic competency of the writing skill in curriculum 2013 of senior high school class XI IPA second semester. Meanwhile, to get the construct validity the researcher use expert validation. The researcher used internal reliability assessed by inter-rater reliability. The researcher and the teacher scored students' writing in pretest, task 1, task 2 and post-test. The accepted score interval were 1-5.

The criterion of success in this study were; first, students' writing content quality improve, in aspect of thesis statement, related idea, development of ideas through personal experience, illustration, facts, opinions, the use of description, cause/effect, comparison/contrast and consistent focus. Second, students achieve minimum passing grade score of English in SMAN 1 Banjarmasin which is 75. It will consider as successful if 70% of the students achieve at least 75 or above. Students' writing assessed by writing assessment from Heaton (1988)

RESULT AND DISCUSSION

Result

Preliminary Study

The preliminary study conducted on Thursday, September 7th 2017. There were 34 students join the test. The test was to write Analytical Exposition text, the theme was 'Social Media for Students'. However, they did not use 'STOP' and 'DARE' strategy. Based on the data above, it can be concluded that almost all students need treatment in writing. It is seen from their score that they can not pass the minimum passing grade score (KKM); 75. From 34 students, there were 6 students get score higher than 75. Meanwhile, 28 students got score lower than 75. The percentage of the students passed the minimum passing grade score (KKM) and students did not pass, explained as follow:

Above minimum passing grade score (KKM)

> 75 = 6 students

$$\frac{6}{34} \times 100 \% = 17.64\%$$

Below minimum passing grade score (KKM)

< 75 = 28 students

$$\frac{28}{34} \times 100 \% = 82.35 \%$$

Implementation

The first meeting conducted on Thursday, September 21th 2017 meanwhile the second meeting conducted on Thursday, September 28th 2017. The first and the second meeting had the same steps and objective but different topic of writing. The implementation of strategy covered three phases namely pre-activity to introduce the strategy, while-activity to teach how to write analytical exposition text using ‘STOP’ and ‘DARE’ strategy and to write analytical exposition text, and post-activity to review the lesson. The objective of the lesson was students able to write analytical exposition text by using ‘STOP’ and ‘DARE’ strategy. The first topic was ‘Full Day School’ and the second was ‘Scout Program in School’.

Based on the results of daily writing, students’ score improved from first meeting until second meeting. In first meeting the average score of daily writing was 67.6 while in second meeting 73.7. The quantity of students passed the minimum passing grade score (KKM) also increased, in the first meeting only 4 students passed while in the second meeting there was 14 students pass. The percentage of passé students’ in first meeting was 12.5% while in second meeting was 46%. Teacher’s activity increased from 80.9% to 83.3%. Increasing aspects were arranging and preparing student to learn and explaining how to use ‘STOP’ and ‘DARE’ strategy. The first aspect increased because teacher learnt from previous meeting on how to arrange and prepare students to apply ‘STOP’ and ‘DARE’ strategy. The second aspect also increased because teacher explained it in previous meeting hence the teacher used to do it.

The result of observation sheet, student’s activity reminded on 91.6% however there was an aspect increase and there was an aspect decrease. Increasing aspect was giving question to the teacher when they have difficulties in applying the strategy. While decreasing aspect was students’ activeness. These aspects changed because teacher and researcher did not use brainstorming sheet as media. ‘STOP’ and ‘DARE’ strategy effect decreased from 83.3 % to 81.6%. Decreasing aspect was students’ activeness when they follow the steps of ‘STOP’ and ‘DARE’ strategy. Their activeness decreased because they became less interested toward the strategy. This was the effect of fewer media they use.

The interview conducted after the result of post-test had known. Researcher interviewed the teacher as the collaborator and some students. Teacher described that student become more confident because they knew how to write down their idea. By using this strategy, students got easier to explore more idea, arranged it then wrote it according to the structure of analytical exposition text. Not only improving in writing but the activeness and participation of students was also increase especially in 'STOP' stages. However, the teacher found some obstacle such as time management and student background knowledge. At first it was hard to implement the strategy because teacher should explain it more than one time hence it wasted time. Some students thought that it was important to use a strategy in writing as the guidance but some students thought that strategy make them stuck during the process because they had to follow the rules and step. Furthermore, they thought the use of 'STOP' and 'DARE' strategy in the classroom help them to write better because they had time to prepare the draft of their writing before actual writing. However, some students thought that it was only easy in the beginning steps like drafting but it was hard when it came to actual writing.

Reflection

There were improvements from the result of pre-test to the result of post-test. The first was students' writing content quality, in pre-test students did not write thesis statement but in post-test they had thesis statement in their first paragraph. In pretest they did not extend their idea meanwhile in post-test they developed their idea using personal experience, illustration, fact and also opinion. In pretest students directly mentioned the problem without giving description of situation however in posttest students described the situation and explained the cause and effect of the situation. As addition, in paragraph three or four when they rejected the possible argument, they gave the comparison of two or more situations and their writing was more focus on one particular discussion.

The second was students' writing score, in pre-test, average of students' writing score was 64.34 while in post-test were 78.22. The use of 'STOP' and 'DARE' strategy were able to improve students' writing achievement. It proved from the improvement of students writing score in pre-test until post. As addition this research also took students' daily writing score, in first meeting the average of students' score were 67.73 while in the second meeting were 73.39

The quantity of student passed minimum passing grade also increased from pre-test, first meeting, second meeting and post-test. The quantity of students passed minimum passing grade score were; in pre-test there were 6 students, in first meeting there were 4 students, in second meeting there were 14 students and in the post-test there were 25 students. The percentage were ; in post-test were 17.64%, first meeting 12.5%, second meeting 46% and post-test 75.75%.

This research was successful to reach the criteria of success; 70% of students passed the minimum passing grade score (KKM) or 24 students from total 34 students. In the post-test 75.75% students passed in other word there were 25 students from total 34 students who got 75 or above 75. The research was successful in first cycle therefore further cycle was no longer needed to be conducted

Reflecting on the findings of the research in Cycle 1, it is concluded that 'STOP' and 'DARE' strategy able to improve students' writing achievement. Beside the improvement explained above, it also seen from the criteria of success that achieved. The criteria of success set by researcher was students' writing content quality should improve and 70% of students passed the minimum passing grade score (KKM) and the result of post test showed that 75.75% of students passed the minimal passing grade score (KKM). Therefore, second cycle was no longer needed to be conducted.

Discussion

Based on the finding, 'STOP' and 'DARE' strategy has strength and weakness in the implication. As its strength; it has constructing process, it give more time for students to do brainstorming, it has media that increase student activeness and it give chance for teacher to interact with the students more often. However, 'STOP' and 'DARE' strategy also has weakness; it is time consuming.

Constructing processes make students easier to write because they just have to follow the rules and steps. The rules and steps of 'STOP' and 'DARE' strategy become the guideline of writing process until students finish their writing. It is in line with statement from Hedge (2000:302) who state that writing is the output constructing process by using strategies and step by step to construct a text. Usually students get guidance from the teacher like the statement from Brown (2001:347) since writing is a constructing process and it need to redo the concept of writing, teacher has to lead the students into the proper stage in processing the writing. In implication of 'STOP' and 'DARE' strategy, the students not only get guidance from teacher but also get guidance from the strategy. Therefore, students had more guidance to help them in writing process.

In 'STOP' and 'DARE' strategy students also have opportunity to do brainstorming in 'STOP' stages and develop it in 'DARE' stages. More times in preparation or brainstorming help students to explore more idea to write. It was in line with statement by Harris and Graham (2008: 208) who stated that the using of 'STOP' and 'DARE' strategy in experimental class. It leads students to brainstorm and plan their ideas or arguments. Brainstorming become a huge part in writing process since students need to know what they want to write before actual writing to avoid confusion in the middle of their writing. 'STOP' and 'DARE' strategy provides more time in preparation.

There are two media in the implication of STOP' and 'DARE' strategy, they are brainstorming sheet and cue card. In the first meeting, teacher used both of media however in the second meeting teacher did not use brainstorming sheet. The activeness of student in second meeting decreased because students were not interesting with the lesson, as Yunus (1981) mentioned media help to maintain a high level of interesting in language learning. In previous research, Pasaribu (2012) used the media in every meeting and it showed that students' activeness and interest was stable from one meeting to another meeting.

'STOP' and 'DARE' strategy also give chances for teacher and students to have more interaction in writing process. Since teacher should do six stages of instructions (De La Paz : 2001) that discussion ,development, modeling, memorizing, supporting and independent performance. The process is collaboration between teacher and student, with the teacher guiding students to ensure the planning and composing process make sense. This increased students' participation and activeness in learning process. Previously, in teaching writing teacher did not have many chances to help students because students work by themselves.

However, STOP' and 'DARE' strategy also have a weakness. It spend much times because students have to work twice, the first was drafting or 'STOP' steps. The second was writing or 'DARE' strategy. Furthermore, the distribution of cue card added more time because teacher should distribute it one by one directly to the student. In previous research Fatmawati (2014) gave more time in 'STOP' steps and less time in 'DARE' steps. She gave 55 minutes to finish 'STOP' steps and 35 minutes to finish 'DARE' steps. Meanwhile in this research, research gave the same time for steps. In the implication, only half of students could finish the text on time and the rest of students need 5-10 more minutes hence the teacher should wait for them.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings which conducted in one cycle, it can be concluded that the use of 'STOP' and 'DARE' strategy can improve students' writing achievement. It can be seen in students' writing content quality and the results of post-test in Cycle 1 that 75.75% of students passed the minimum passing grade score (KKM). Therefore it met the criteria of success 70% of the students pass the minimum passing grade score (KKM); 75. In other words, based on the criteria of success, the research was successful.

Suggestion

1. The teachers should organize the lesson plan carefully and predict how long each activity will take time in the lesson. They also need to pay attention on how students react to the strategy while implementing the strategy. If they have difficulty, teachers should explain the stages again
2. Students should follow the rules of strategy orderly, participate actively in learning process and practice their writing more often
3. The other researcher can apply 'STOP' and 'DARE' strategy on different text such as Hortatory Exposition text and Discussion text. They can also conduct more treatment to make sure the effect of 'STOP' and 'DARE' strategy to students' writing achievement

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