

**IMPROVING STUDENTS' WRITING SKILL BY USING STOP  
AND DARE STRATEGY AT ELEVENTH GRADE OF SMAN 1  
PUDING BESAR IN ACADEMIC YEAR 2018/2019**



**A THESIS**

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Bachelor of Education (*S.Pd*) in English Language Education**

**by**

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Hereby declare the fact in my thesis entitled "Improving Students' Writing Skill by Using STOP and DARE strategy at 11th Grade of SMAN 1 Puding Besar in Academic Year 2018/2019" is the original work or research of my own and not the works that have been proposed by other people to obtain a degree at a college. To my knowledge, there is no work or others' quotations except in reading as a reference.

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STRATEGY AT 11TH GRADE OF SMAN 1 PUDING BESAR IN ACADEMIC  
YEAR 2018/2019**

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## **MOTTO**

Life isn't about waiting for the storm to pass. It's about learning how to dance in the rain – Vivian Greene.

It's not whether you get knocked down. It's whether you get up – Vince Lombardi.

***YOU ARE AWESOME. YOU CAN DO IT.***

IMPROVING STUDENTS' WRITING SKILL BY USING STOP AND DARE  
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**Abstract**

The objectives of this study were to know the implementation STOP and DARE strategy at eleventh grade students of SMAN 1 Puding Besar, and to find out any significant differences in writing improvement between the students who are taught STOP and DARE strategy and the students who are taught by non-STOP and DARE strategy in teaching writing of analytical exposition text at eleventh grade students of SMAN 1 Puding Besar. In this study the researcher used experimental research with a quasi-experimental design. The data were obtained by means of the test. The results of the test were analyzed by using *independent sample t-test* in *SPSS 17*. Based on the findings of the study, the results of *independent sample t-test* of the students' post-test between experimental group and control group showed that *significant (2-tailed)* was 0.408, *t-obtained* was 2.834, *critical value of t-table* was 2.00 and *degree of freedom* was 62. Since the *p-output* or the *significant (2-tailed)* was 0.001, lower than *computation with level significant* 0.05, and *t-obtained* 2.834 was higher than *critical value of t-table* 2.00, therefore the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It could be concluded that there was a significant difference between the students who were taught by using STOP and DARE strategy and the students who were not taught by using non- STOP and DARE strategy.

Keywords: *STOP and DARE Strategy, Improving Writing Skill, and Analytical Exposition Text.*

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Petaling, 2019  
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