ONE STAYS THE REST STRAY TECHNIQUE ON STUDENTS' READING COMPREHENSION

A PAPER

Submitted to the English Language Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University as a partial fulfillment of the requirements for the *Sarjana Pendidikan* examination

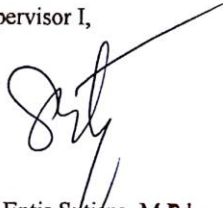By:

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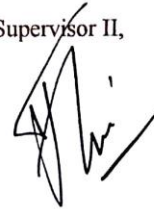
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DECLARATION

I hereby declare the paper entitled "One Stays the Rest Stray Technique on Students' Reading Comprehension" is absolutely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the texts. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, October 2018

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PREFACE

Bismillahirrohmanirrohim

Alhamdulillahirobbil'alamin, all praises are dedicated to Allah SWT who has given His blessing, opportunity, strength, health guidance, and patience to the writer in finishing the paper entitled "One Stays the Rest Stray Technique on Students' Reading Comprehension" accomplished.

The papernis written to fulfill one of the requirements for Sarjana Pendidikan Examination at the English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University, Bogor.

The writer realizes that this paper has not been perfect yet. Therefore, all kinds of suggestion and criticism will be highly appreciated to make this paper better. Finally, it is hoped that paper will be useful and beneficial for those who read it.

Bogor, October 2018

The Writer

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Hidayat, Yusuf Rezaludin and Indra Ega Lestari who always beside him when he feels up and down, and thanks for the support, unforgettable and amazing moments. It is also delivered to his dear friends D'Basis members and BEM FKIP members. Hopefully, Allah SWT gives reward for their kindness. Aaamiiin..

ABSTRACT

Reading is one of the four skills that plays an important role in enchancing students' English ability. One of the techniques that can be used in reading lesson is one stays the rest stray. The research is aimed at finding out the effect of one stays the rest stray technique on student's reading comprehension. The methodology used is Pre-Experiment. One class of the 10th grade at *MA AL-Amin* is chosen as the population, and 30 students are chosen as the sample. The instruments that include pretest, three treatments, and posttest. The hypothesis is tested by checking the average score of the pre-experiment class which is 66,33 and it improves into 88,17. It can also be seen from mean which was t-table value at significant level 0.05 is 2.05 and 0.01 is 2.76. Therefore, t_0 was higher than t_t 2.76 <7.03> 2.05, which means that there is an effect of one stays the rest stray technique on students' reading comprehension.

Keywords: Cooperative Learning, teaching techniques, reading comprehension

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the four skills that play an important role in enhancing students' English ability. Reading is to reveal the meaning of written texts as one of the physic and mental activities that has a process of knowing letters. Then, the main goal of reading is a process of comprehending written texts. Reading is one of the four skills that the students must master to make them easier in leaning English.

In Indonesia, reading emphasizes learners on the ability to make different kinds of texts. In this 2013 curriculum, teachers should teach the students by using genre-based text. Procedure, narrative, descriptive, report, recount and so on are the kinds of genre-based texts that must be taught by the teacher to the students.

One of the techniques that can be used in reading lesson is one stays the rest stray. It is one of several appropriate techniques in teaching and learning process that emphasizes students to learn more and more of the target language. Therefore, in order to investigate the opinion, the writer is intrested in conducting a study about one stays the rest stray on students' reading comprehension in narrative text.

B. Reason for Choosing the Topic

One of the lessons that makes the student getting bored is reading, because in reading the students have no many ideas to do fun learning activities. It happens to the students and the teacher in the class. However, the teacher needs a technique in reading lessons to get fun learning activities in the class.

Based on pre-observation result, there are two reasons why the topic is chosen; The first, the students only translate word by word in reading lesson without understanding the sentences. It makes them difficult to comprehend a reading text. The second, the students only focus on reading the text and answering the questions that are provided without comprehending the content of the text just to get score from their teacher in reading lesson. It makes them tend to be score-oriented learner rather than to comprehend the content of the text. Therefore, the need of applying an appropriate teaching technique is obvious.

In conclusion, there are many teachniques to teach reading. One stays the rest stray will be used in this study. It is intended to create or build a fun learning atmosphere. In addition, it is hoped that the teachnique can support the students to be active learners.

C. Research Question

The research question in this research," Is there any effect of one stays the rest stray technique to the students' reading comprehension?"

D. Aim of the Research

In investigating the problem above, the writer considers the aim of this research. Thus, the aim of the research is to investigate whether there is an effect of one stays the rest stray technique on students' reading comprehension.

E. Hypothesis

The hypothesis of the research is alternative hypothesis *(Ha)*. There is an effect of one stays the rest stray on students' reading comprehension.

F. Limitation of the Problem

To limit the problems, the writer limits reading comprehension only on understanding the content referring to specific information of the texts through one stays the rest stray. The text is also limited only on narrative text.

G. Operational Definitions

Some explanations concern with the definitions of the research title to avoid misunderstanding during conducting the research. The definitions are as follows:

1. One stays the rest stray

   One stays the rest stray is one of the techniques that makes the student easy to read the sentences comprehensively in reading lesson. It also can create a fun atmosphere in the classroom and more variety of learning and understanding with the material given by the teacher It is the modification of one stay two stray technique in Cooperative Learning.

2. Reading comprehension

Reading comprehension is ability to comprehend the meaning of the text. It relates to the students' ability in comprehending the text in reading lesson.

H. Significance of the Study

The significances of the research are shown below.

1. For the students, it is used as one of reading techniques to make the students easy in comprehending the meaning of the text in reading lesson.

2. For the English teacher, it is used as one of reading techniques that will make the teacher teach reading lesson in the class more effectively.

3. For the researchers, it is used by the other researcher as their reference fot the next research in the same subject.

CHAPTER II

THEORETICAL FOUNDATION

A. Reading Comprehension

1. Definition of Reading Comprehension

In life, reading is one of important parts that must be done. The reason of people to read is comprehension. They will find many texts in daily life for being comprehended. Then, in comprehending English text or main idea, people definitely interact with the text relating pre-questioning of the text to prior experiences of construct meaning which can be found in the text. There are some definitions of reading comprehension from differents experts over a period of time.

According to Block, Rogers and Johnson (2004:3), "Reading comprehension is an active process connected to the thinking process, textual content, knowledge or ideas through thinking process, which requires analysis, coordination and interpretation". It means that reading comprehension can be used for knowing level of understanding on the text for the reader.

Israel and Duffy (2009:32) asserted that reading and comprehension are two elements that can not be separated each other. As the result, reading comprehension is an activity to understand writer ideas through interpretation of meaning and interaction with existing knowledge.

Moreover, Grabe & Stoller (2011:13) say, "Reading comprehension is an extra ordinary feast of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers". It means that reading comprehension is an ability to comprehend the writer ideas through interpretation of meaning and interaction with existing knowledge enjoyably.

Above all, it can be concluded that reading comprehension is a process to understand the writer ideas in the text. In reading comprehension, the teacher will know the level of understanding their student in comprehending the text deeply. It can be strategy of the teacher to teach reading in the class well.

2. Strategies of Reading Comprehension

In reading comprehension, strategy is needed to support their reading comprehension. Brown (2007:366-371) says that there are 10 strategies that can be used in reading comprehension. They are identifying the purpose in reading, using graphemic rules and patterns to aid in bottom-up decoding, using efficient silent reading techniques for improving fluency, skimming the text for main ideas, scanning the text for specific information, using sematic mapping or clustering, guessing when you are not certain, analyzing vocabulary, distinguish

between literal and implied meanings, and capitalizing on discourse markers to process relationships.

The first strategy is identifying the purpose in reading. Efficient reading consists of cleary identifying the purpose in reading something. Whenever the teacher teaches a reading technique, make sure the students know their purpose in reading something.

The second strategy is using graphemic rules and patterns to aid in bottom-up decoding. One of the difficulties students encounter in learning to read is making the correspondences between spoken and written English in many cases. The students have become acquainted with oral language and have some difficulty learning English spelling conversations.

Using efficient silent reading is the third strategy for improving fluency. It can help the students to be efficient readers. For example, an efficient readers will try to make certain about the meaning of unfamiliar words and concepts in the text.

The next is skimming the text for main ideas by quickly running one's eyes across a whole text such as an essay, an article, or a chapter. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, and possibly some of developing or supporting idea.

The fifth is scanning the text for specific information. Scanning means quickly searching for some particular pieces or information in a

text. Scanning may ask students to look for names or dates, to find a definition of key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

The sixth is using sematic mapping or clustering. Reading can be included by a long string of ideas or events easily. This strategy can help the readers provide some order to the confusion. The next is guessing when the students are not certain. The students can use guessing to help them become accurate guessers by encouraging them to use effective comprehension strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to learn.

The other strategy is analyzing vocabulary. One way for the students to gues the meaning when they do not immediately recognize a word is by analyzing it in terms of what they know about it. Distinguishing between literal and implied meanings is the next strategy that requires the application of sophisticated perceptions skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntatic surface structure makes special demand on readers.

Furthermore, capitalizing on discourse markers to process relationships. Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentences. A

clear comprehension of such markers can greatly enhance learners' reading efficiency.

Moreover, there are seven strategies of reading comprehension according to Moreillon (2007), including activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing.

The first is activating or building background knowledge which provides critical support for reading comprehension. It can effectively model their thinking and demonstrate their individual prior knowledge, identify the need for additional background information, and share unique responses to texts.

The second is using sensory images. Sensory images are part of the background knowledge that the students bring to the text. Basis knowledge help the students utilize all their sense in reading the texts to supports their comprehension. It has the potential to increase students' enjoyment and memory of their literary experiences.

The next is questioning, which is an essential component of reading comprehension of conducting research and of critical thinking. In short, questioning is also a key to learning. Here the students can focus on asking and answering questions that relate to their purposes.

The fourth is making predictions and inferences. Predicting and inferring before, during, and after reading are comprehension strategies

that can appeal to readers' sense of adventure and challenge. It can effectively design, implement, and asses lessons that show the use of prediction and inference.

The next is determining main ideas, which is a complex process. Main ideas are always dependent on the purpose for reading and the judgement of the reader. The teacher should give students the opportunity to engage with the same texts for different purposes.

Using fix-up options is the sixth strategy. It is one of the important tools students can develop to improve reading comprehension. The students can re-read what they read, read out loud, and use context clues. It is effective to know their ability in monitoring their own understanding of the texts. It can also develop their ability to improve their comprehension in reading.

Synthesizing is the last strategy, by guiding the students through the information literacy process and requiring that their process include their own interpretations of the ideas and information they read and view. The teacher can help the students develop the critical thinking skills they will need to negotiate the challenges of the future.

According to Manhattan (2009:69), there are six strategies for reading comprehension, including using scoring system when stuck between two answer choices, matching key words in specific questions to key words (or synonim) in the passage, defending the answer choices with one or two proof sentences, justifying every word in the answer

choices that contain extreme words, choosing an answer choice that infers as little as possible, and previewing the first question before reading the passage. The first is using scoring system when stuck between two answer choices. It is used to determine which answer choice relates to more pharagraph in the passage. It is used also to assign a value to each one definitely.

Matching key words in specific questions to key words (or synonim) in the passage is the second strategy. It deals with details, inferences, assumptions, and arguments. The readers only read the question and focus on the keywords that the most likely to find in the passage, then look back over the passage to find those key words.

The next is defending the answer choices with one or two proof sentences. It is used to defend the correct answer choice. Only a handful of specific questions require more than two proof sentences.

After that, justifying every word in the answer choices that contain extreme words. Every word must be completely true and within the scope of the passage. If the readers are not able to justify every word in the answer choice, eliminate it.

Choosing an answer choice that infers as little as possible is the next strategy. In general, the reader should infer so little that the inference seems obvious. It is often surprising how simplistic inferences are.

The last is previewing the first question before reading the passage. The readers will not know all of the questions that you will have to answer on the passage. However, you will know the first question, which appears on the screen at the same time as the passage.

From the definition of the experts above, it can be concluded that there are many strategies of reading comprehension that the teacher and the students used in the class. It will help the students to improve their skill in reading comprehension. The teacher also will be easier to teach reading comprehension in the class.

B. Cooperative Learning

1. Definition of Cooperative Learning

Agarwal and Nagar (2011) state, "Cooperative learning involves working together on some taks or issue in a way that promotes individual learning through process of collaborates in groups". It relates that cooperative learning is one of techniques that emphasizes students' collaboration in finishing the taks' group.

Moreover, Cooperative Learning emphasizes on students' centered-learning. It can make the interaction between each student or between students and teacher. This method can motivate the students to work together effectively. It is supported by Murdoch and Wilson (2004:4) who state that when structured well, cooperative learning involves students in high-level interaction with others. They work as a

team, share resources, ideas, feedback and the goal. This usually means a group product is completed.

The other is according to Jollife (2007), who states that cooperative learning requires pupils to work together in a small groups to support each other to improve their own learning and that of others. It means that in cooperative learning, students are required to work together in a group to solve a problem. If they work together in a group, it will make them quickly understand the material given by the teacher because they will be comfortable in discussing with their own friends.

Based on the definitions from the experts, it can be concluded that cooperative learning is a successful teaching strategy. In cooperative learing, each student in a group have a different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each team member is responsible not only to learn what is taught but also to help a other learners.

2. Components of Cooperative Learning

There are five components of cooperative learning according to Agarwal & Nagar (2011:22-23), including face-to-face interaction, positive interdependence, individual and group accountability, interpesonal and small group skill, and group processing. In face-to-face interaction, the students have to motivate each other to learn more. In

this situation, they have an opportunity to share and discuss with their group for the topic given by the teacher.

Positive interdependence means that the students have to understand the material together with their group. Here, the students are interdependent because they try to make the material clear in their group, not only for individual, but also for everyone else in the group.

In individual and group accountability, each member has a responsibility to understand the material, not only for themselves, but also for the other member. It can build the passion of all members to be a successfull group.

Interpesonal and small group skill are basic teamwork skills. In this case, the students have to think how to make an effective leadership, manage the conflict that is rising in the group, and solve it. They have to know and trust each other.

Group processing means that every member should enjoy being in group. It means that they feel comfortable, so they can give their opinions openly without any doubt. They should feel free to communicate because they have to discuss with other members in their group to achieve a goal, and also for maintaining effective working relationship.

In line with Agarwal & Nagar (2011:22), Johnson and Johnson (2008:62) also state that there are five components of cooperative learning, including positive interdependece, face-to-face promotive

interaction, individual accountability, interpersonal and small group skills, and group processing. All components have similar definitions as they are defined by Agarwal & Nagar.

Moreover, there are four components of cooperative learning based on Jasmine (2007:141). All group members need to work together to do the task, the learning group must be heterogeneous, the learning activities should be designed in such a way, and the academic and social goals of a lesson should be known. Dealing with the first component, in cooperative learning, the student who has finished doing his job, helps other members who have not finished doing it.

The next is the learning group must be heterogeneous, in which the teacher is required to organize groups in such a way that there is a balance of abilities in each group. The third is the learning activities should be designed in such a way. Every student contributes to the group and every group member can be evaluated on the basis of a performance. This provides an important role to accomplish the task on each member.

The last component is the academic and social goals of a lesson should be known. The students need to know the purpose of the lesson to be learned so they can predict what they will do when learning begins. so that each student will better understand the material given by his teacher.

From this, it can be concluded that cooperative learning has many components based on the explaining from the experts above. There are some experts that has same oppinions about the components of cooperative learning. The point of component of cooperative learning is every member in the group must work together to solve a problem.

3. One Stays The Rest Stray Tecnique

One stays the rest stray is the modification of one stay two strays technique in cooperative learning. In one stay two strays technique, the students who stray are limited just two students, but, in one stays the rest strays technique, the students who stray are not limited. According to Surjosuseno (2011:135), "One stays the rest stray technique is completely students' centered since the students may change the teachers' roles to suit their particular situation". It means that the students have opportunities to speak and explain in front of their friends that cause them to develop their accountability.

Wijayanti (2013:1) says, "One stay-the rest stray strategy is a learning group method that can help student to express understanding, speaking, thinking process, and clarify understanding.". It shows that one stays the rest stray has many advantages for students in learning process in the class.

Furthermore, based on Johnson, D.W., Johnson, R.T. and Stanne, M.B (2000) in Surjosuseno (2011), using one stays and the rests stray can help the students keep on task, speak orally, recall the knowledge, and comprehend the text well and happily. It means that it can create a fun atmosphere in the classroom and more variety of learning and understanding with the material given by the teacher. So, the teacher and the students in the class will feel comfortable when teaching learning process starts.

Based on the definitions from the experts, it can be concluded that one stays the rest stray is the modification of one stay two strays technique in cooperative learning which can help the students to make a learning team in the class well. It is also the modification of one stay two strays technique that has no limitation to the students who strays. So, the students have opportunities to speak up more in front of the class.

C. Related Research

The research had been conducted by Surjosuseno (2011) with the title "The effects of "one stays the rest stray" and"lockstep" techniques on the enhancement of students'reading achievements". The research was conducted for students of Faculty of Teacher Training and Education at Widya Mandala Catholic University, Surabaya, Indonesia. The result of the research found that most students (87%) need a new strategy in teaching and not all students have good achievements in reading texts (37.14%) in EFL classes. The result of statistical computations showed

that the reading achievements of the experimental group increased and was significantly different from those of the control group.

Another research was conducted by Wijayanti (2013). The title of the research is "One stay – the rest stray: *bukankah membaca buku kalkulus seharusnya tidak serumit seperti mengisi teka-teki silang?"*. The research was conducted for mathemathic students of Faculty of Teacher Training and Education, Unissula Semarang, Indonesia. The result of this research is using reading strategy and one stay-the rest stray strategy build good communication process that can make mathematics learning easier. Solving calculus task using reading strategy (before reading, reading, after reading) construct bridge knowledge in the past and in the present.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

The aim of the research focuses on investigating whether there is an effect of one stays the rest stray technique on students' reading comprehension. Pre-Experimental method with One-Group Pretest-Posttest Design will be used in this research. Sugiyono (2016:74) says, "Pre-Experimental design is used to investigate the effect of new invention to one varriable to another varriable". It means that the method is used to measure an outcome before and after using that invention. The method and design are as follows:

$$O_1 \ X \ O_2$$
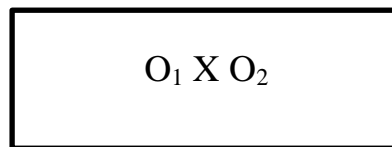
Note:

O1: Pretest on reading comprehension before the treatment.

O2: Posttest on reading comprehension after the treatment.

X : The treatment (using One Stays the Rest Stray Technique)

In this research, one class as a sample will be used. Then, the pretest is given to the sample in the first meeting. The pretest is given to identify background knowledge of the students about their reading comprehension. O_1 is used as a symbol of result of the pretest. Next, students as the sample

will be given a material by using One Stays the Rest Stray Technique as the treatment (X) in teaching learning process. The treatments will be conducted three times to the class. At the end of teaching learning process a posttest will be given to find out whether there is an effect the One Stays the Rest Stray Technique on students' reading comprehension. The symbol of O_2 is used as the posttest result.

B. Population and Sample

The first grade students of *MA Al-Amin* will be the population in this research. Students who learned narrative text in the first grade will be chosen as the participant in this research. In taking the sample, One-Group Pretest-Posttest design will be used in this research. It is X-2 class that contains of 30 students. Therefore, there are 30 students as the sample for experimental group who will be taught the material by using one stays the rest stray.

C. Data Collection Technique

The data will be collected from pretest and posttest result to investigate students' reading comprehension of narrative text in essay questions. In this research, data resources will be taken from pretest, three times of treatments, and posttest.

1. Pretest

   Pretest is the first step to gain the data. The students will get pretest to measure their comprehension in a narrative text. Pretest is given to the group in the first meeting to know students' basic knowledge in their reading comprehension. In the pretest the students are asked to answer all of the questions about narrative text.

2. Treatments (Application of the Technique)

   The treatment will be given as the second step to get the data. Three times of treatments will be given to the students using One Stays the Rest Stray Technique. There are several steps in using One Stays the Rest Stray Technique. The first, students are divided into 8 groups. The second, each group is given a different paragraph and they discuss the paragraph they get. After that, one of the members stays in their group while the rests stray in other groups to ask the information about other paragraphs. The next, the students return to their previous group or based group after they have already got the information from other groups about the content of other paragraphs. The fourth, all groups discuss all the information from each paragraph. The last, the teacher gives questions about the paragraphs to the all groups. There are 20 questions that will be given to the students which consist of skimming, scanning, reference and vocabulary questions.

3. Posttest

   After that, posttest is the last step to gain the data. In teaching learning process using One Stays The Rest Stray Technique, the students will be given the exercise in the end teaching learning process to check the impact of One Stays The Rest Stray Technique on students' reading comprehension in narrative texts. Expert validation is used to validate the instruments about narrative texts.

D. Data Analysis

   To find out the effect of the treatments on students' reading comprehension, the result of pre-test is compared to the result of post-test using the formula t-test. The following formulas are taken from Supardi (2013: 325) as follows:

1. Calculating Gain (*d*)

   Calculating Gain (*d*) is used to find out the result of the student's tests before and after being taught by using one stays the rest stray technique. The procedure is post-test result (*y*) minus pre-test result (*x*) of each student. The formula can be seen in table 3.1

Table 3.1

$$d = [y - x]$$

Y = the post-test result of each student

X = the pre-test result of each student

2. Calculating Mean of Gain (M_d)

    Calculating Mean of Gain (M_d) is the way to know the average of the results of all samples. The procedure is all of the gains of the sample are divided by the number of samples. The formula can be seen in table 3.2

Table 3.2

$$M_d = \frac{\sum d}{n}$$

M_d = Mean of gain
$\sum_d$ = Sum of gain
n = total of sample

3. Calculating t-test

    t-test is used to test the average comparative hypothesis of two samples when the data is in the form of interval or ratio. The procedure is the mean of gain divided by the root of quadrate deviation of gain score divided by total sample multiplied by total sample minus one. The formula can be seen in table 3.3

Table 3.3

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x d^2}{n(n-1)}}}$$

t = t-test
M_d = Mean of gain
$\sum x\, d$ = Deviation of gain score ($X_d = d_1 - M_d$)
$\sum x\, d^2$ = Quadrate deviation of gain score
n = total of sample

4. Testing the Hypothesis

   The formula degree of freedom is taken from Arikunto (2014:350) In which used to compare and test the hypothesis by knowing the result of t_{cal} and t_{tab}.

$$df = N\text{-}1$$

df = Degree of freedom

N = total number of sample

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Research Finding**

The research was conducted from September 29th until October 6th, 2018 to the 10th grade of *MA Al-Amin,* in which there were 30 students from one class taken as the sample of the research. In collecting the data, the writer gave reading comprehension test to the students. The data were analyzed to find out the result of pre-test and post-test. T-test formula was used for analyzing the data.

1. **Description of Pre-Test Score**

In this research, the writer gave reading comprehension test to 30 students. The test was multiple choices, consisting of 20 items. From the result, it was found that the highest score was 90 and the lowest score was 25.

Based on the data which were calculated, the scores were presented in the table of frequency distribution. The scores were shown in the following table.

Table 4.1
Frequency Distribution of Pre-Test Score

No.	Class Interval	Class Boundary	Midpoint	$F_{absolute}$	$F_{relative}$ (%)
1.	25-33	24.5-33.5	29	1	3%
2.	34-42	33.5-42.5	38	2	7%
3.	43-51	42.5-51.5	47	3	10%
4.	52-60	51.5-60.5	56	2	7%
5.	61-69	60.5-69.5	65	3	10%
6.	70-78	69.5-78.5	74	12	40%

7.	79-87	78.5-87.5	83	6	20%
8.	88-96	87.5-96.5	91	1	3%
9.	97-100	96.5-100	98	0	0%
	TOTAL			N=30	100%

Based on the frequency distribution in Table 4.1, it can be seen that there was one student who got the score at the range of 25-30), and 7 % of them were in the range of 34-42. Moreover, at the range 43-51, there was around 10% of them, and another 10% at the range of 61-69. There were only two students who got the scores at the range 52-60, but 40% of them were at the range of 70-78. And then, range of 88-96, there was only 3% of the students. At the last, there were no students at the range of 97-100. The results of the pre-test is also described in the polygon graph at picture 4.1.

Figure 4.1 Polygon Graph of Pre-Test Score
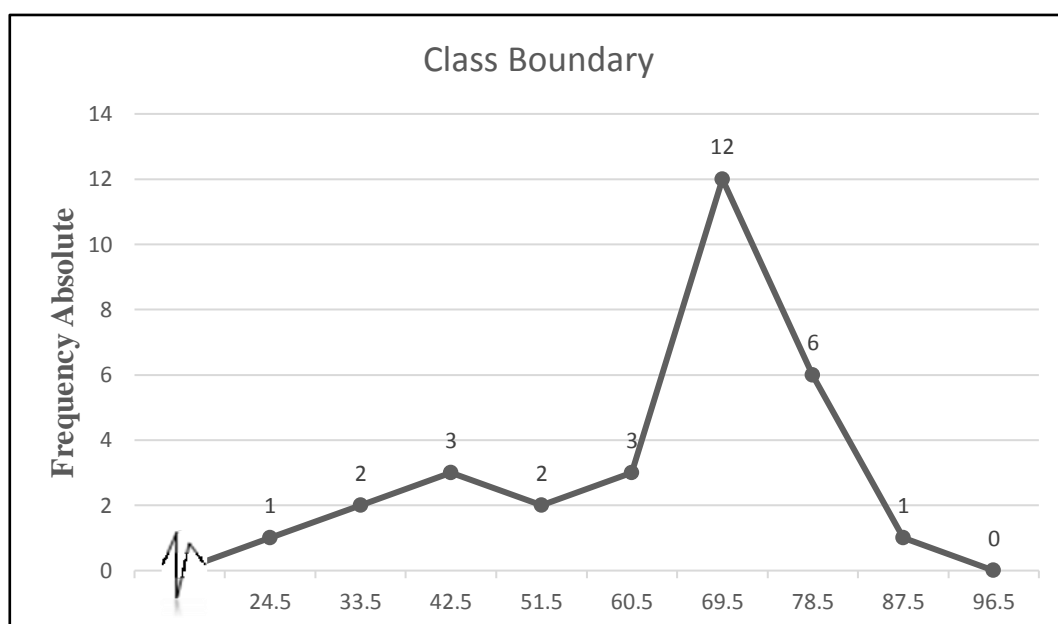
From the polygon graph above, it can be seen the different heights of each bar in the graph while each bar presents frequency of the data. The highest bar shows most of the students' scores in that range. The lowest bar least of students' scores in that range. The most students are in range shows score 69.5-78.5 and the least students are in the range 97-100.

2. **Description of Post-Test Score**

From the results of the post test, it was found that the highest score was 100 and the lowest was 65. It was obtained after given three treatments. It shows that the scores of the post-test is higher than pre-test score.

Based on the data which were calculated, hence the scores are presented in the table of frequency distribution of post-test scores. The scores are shown in the following table.

Table 4.2
Frequency Distribution of Post-Test

No.	Class Interval	Class Boundary	Midpoint	$F_{absolute}$	$F_{relative}$ (%)
1	25-33	24.5-33.5	29	0	0%
2	34-42	33.5-42.5	38	0	0%
3	43-51	42.5-51.5	47	0	0%
4	52-60	51.5-60.5	56	0	0%
5.	61-69	60.5-69.5	65	2	7%
6.	70-78	69.5-78.5	74	1	3%
7.	79-87	78.5-87.5	83	10	33%
8.	88-96	87.5-96.5	91	14	47%
9.	97-100	96.5-100	98.5	3	10%
TOTAL				N=30	100%

Based on the table, there were no students at the range of 25-60, but 7% of them were at the range of 61-69. Then, one student was at the range of 70-

78, and 10 students were at the range of 79-87. Moreover, 14 students or 47% of them got the scores at the range of 85-99, and 3 students or 10% of them were at the range of 97-100.

Figure 4.2 Polygon Graph of Post-Test Score
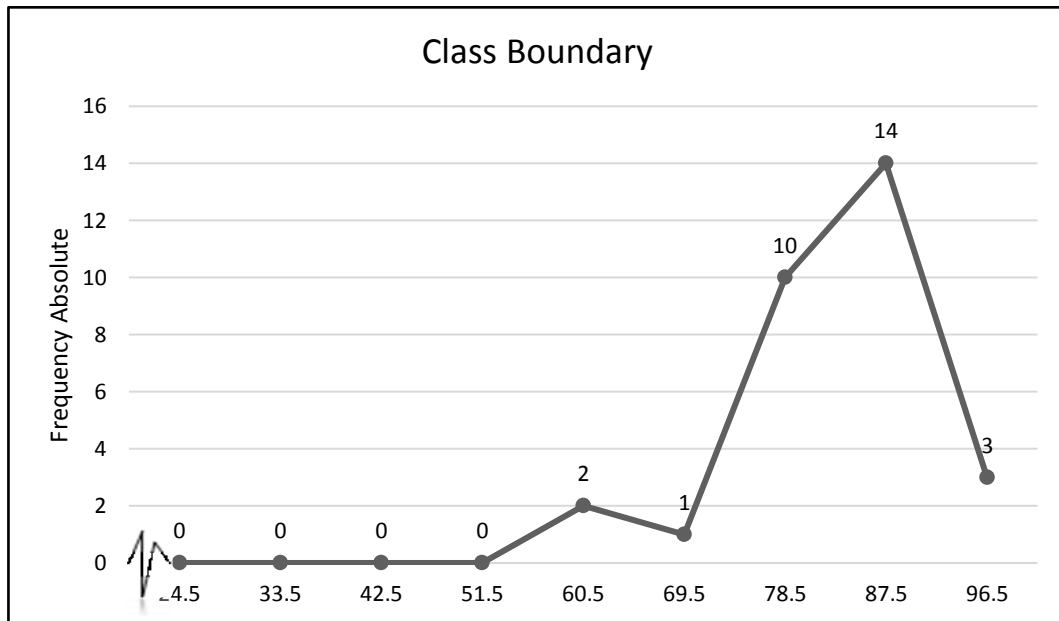
Based on the graph above, it indicates that most students are in range score 87.5-96.5.

To find out the effect of the treatments on students' reading comprehension, the result of pre-test was compared to the result of post-test used the formula t-test. There were several steps to know the effect of the treatment on students' reading comprehension. The first was Calculating mean of gain to find out the average of Gain's (the result of posttest minus pretest), total of gain score divided by total of sample. Calculating deviation

of Gain was the second step to intend every gap score between Gain and mean of Gain. After finding the mean and deviation, the writer needed to calculate the t-test to find out t-test value. The last was finding the degree of freedom and testing hypothesis to know the minimum limit of the results of the t-test. Here is the calculations:

1. **Calculating the Mean of Gain (Md)**

   Calculating mean of gain is to find out the average of Gain's (the result of posttest minus pretest), total of gain score divided by total of sample. Here is the calculation.

   $$M_d = \frac{\sum d}{n}$$

   $$= \frac{655}{30}$$

   $$= 21.8$$

   The result shows that the average of Gain (the results of all samples) is 21.8.

2. **Calculating Deviation of Gain (Xd)**

   Calculating deviation of Gain is to intend every gap score between Gain and mean of Gain. The score of deviation of Gain should be counted one by one based on the total number of sample, which is calculated of the one sample as follows.

   d   = Posttest – Pretest

$$= 90 - 90$$

$$= 0$$

$$X_d \quad = d - M_d$$

$$= 0 - 21.8$$

$$= -21.8$$

The result shows that the deviation one of the sample was - 21.8

3. Calculating the t-test

After finding the mean and deviation, the writer needed to calculate the t-test to find out t-test value. The calculation is as follows.

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$t = \frac{21.8}{\sqrt{\frac{8324.17}{30(30-1)}}}$$

$$t = \frac{21.8}{\sqrt{\frac{8324.17}{870}}}$$

$$t = \frac{21.8}{\sqrt{9.568}}$$

$$t = \frac{21.8}{3.1}$$

$$t = 7.03$$

The result shows that the average comparative hypothesis of two samples is 7.03

4. **Finding Degree of Freedom and Testing Hypothesis**

The degree of freedom was calculated after t-test value was found out. It was intended to find out the t-table value. The calculation is as follows.

$$df = n - 1$$
$$= 30 - 1$$
$$= 29$$

The result shows that the degree of freedom is 29. Based on t-table, the degree of freedom 29 at significant level 0.05 is 2.05 while at the level significant of 0.01 is 2.76.

Based on the calculation, it was found that t-calculated was 7.03. The value of degree of freedom $(d.f)$ value was 29, and the list of t-table value at significant level 0.05 was 2.05 and at significant level 0.01 is 2.76. The result of the test can be shown as 2.76 <7.03> 2.05. It means that the value of t-table is lower than the value of t-calculated. It can be concluded that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

B. Discussion

In conducting this research, some tests and treatments were conducted by the writer. First, the students were given pre-test, and they were asked to answer 20 multiple choice questions that consist of skimming and scanning skills, reference and vocabulary. Second, three treatments were given to the students, by applying the technique of One Stays the Rest Stray. The last, the students were given a post-test.

In applying One Stays the Rest Stray technique, there were several steps used. The first, students were divided into 8 groups. The second, each group was given a different paragraph and they discussed the paragraph they got. After that, one of the members stayed in their group while the rests strayed to other groups to ask the information about other paragraphs. The next, the students returned to their previous group or based group after they have already got the information from other groups about the content of other paragraphs. The fourth, all groups discussed all the information from each paragraph. The last, the teacher gave questions about the paragraphs to the all the groups.

From the calculation, it was found that the mean of difference was 21.83 with the total of the degree of deviation difference is 8324.17. The t-test value that writer got was 7.03 with the degree of freedom was 29. The value of t-table on df 29 with the level of significance 0.05 was 2.05 while the level significance 0.01 was 2.76. The result of the test can be described as 2.76 <7.03> 2.05. The value of t-calculated is higher than t-table. So, the alternative hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It means that

the use of One Stays the Rest Stray technique enhances students' reading comprehension.

The writer took the data from the pre-test and post-test scores. Before the instruments were given to the students, he tried to test the validity and reliability of the instruments used SPSS Statistic application. After the data were collected, the results were calculated by using t-test formula. Firstly, the writer calculated the difference of pre-test and post-test scores. Then, he counted the mean and the deviation of difference. After finding the mean and deviation of difference, he calculated t-test to find out t-test value. In addition, he also calculated the degree of freedom to find t-table value and stated the hypothesis. The research finding showed that there were different results of the students' scores between the pre-test and the post-test. The post-test scores were higher than the pre-test and the comparison was so far.

After the data were calculated, the result of the research showed that the use of One Stays the Rest Stray technique enhanced students' reading comprehension. The research finding also showed significant differences of the students' scores between the pre-test and the post-test. The result is relevant to Wijayanti (2013: 1) who defines that one stay-the rest stray strategy is a learning group method that can help student to express understanding, speaking, thinking process, and clarify understanding.

The result of the research also showed that the use of One Stays the Rest Stray technique is one of effective ways to help students comprehend the text easier and make the learning process more interesting. It is also supported by

Johnson et al (2000) in Surjosuseno (2011) who expresses that using one stays and the rests stray can help the students keep on task, speak orally, recall the knowledge, and comprehend the text well and happily. It can be proved when One stays the Rest Stray technique was applied at *MA Al-Amin*. The learning process was more attractive and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion of the chapter IV, the writer found that the students who were taught using one stays the rest stray technique had higher reading achievemnts which was proved by the t-test value was 7.03 with the degree of freedom was 29. The t-table value at significant level 0.05 was 2.05, therefore, the alternative hypothesis (*Ha*) was accepted because value of t-calculated (7.03) was higher that t-table value (2.05).

The result of the research showed that the use of one stays the rest stray technique enhanced students' reading comprehension. The research finding also showed significant differences of the students' scores between the pre-test and the post-test. Then, reading lesson became creative and innovative in varying teaching technique so that students would not easily get bored with the lesson in the class and their achievements would increase.

Therefore, in conclusion, one stays the rest stray is very compatible to enchance students' reading achievement. The students are able to enchance their face to face interaction, individual accountability, and their group processing when they work in group.

B. Suggestion

Based on the result of the research finding, the use of one stay the rest stray technique enhances students' reading comprehension. Therefore, the writer

would like to provide some suggestions for the teachers and next researchers. For the teachers, they should apply one stay the rest stray in teaching reading particularly in narrative text to make the students motivated, interested and understand the text. They also should try the technique to the students so that the students can understand the rules of the technique clearly. For the next researchers, it can be used as a comparative to conduct the relevant research.

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Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

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untuk mengadakan penelitian di sekolah yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 27 September s.d. 27 November 2018 mengenai: ONE STAYS THE REST STRAY TECHNIQUE ON STUDENTS' READING COMPREHENSION.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

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