

Utilizing the One Stays Rest Stray Strategy to Teach Reading Comprehension

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ABSTRACT

This study aimed at finding out whether or not one stays rest stray technique was effective to teach recount text reading comprehension achievements to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang. This study used pre-experimental method. The samples of this study were 38 persons of the eighth-grade students of SMP Muhammadiyah 6 Palembang. The data was obtained from pretest and posttest and calculated by using t-test. The result showed t-obtained was 4.608, higher than the critical value of t-table was 1.689 at the significant level of $p < 0.05$ for two tailed and degree of freedom (df) is 35 which means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. In conclusion, one stays rest stray technique was effective to teach recount text reading comprehension achievements to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

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Introduction

Reading is considered as an important skill to be accomplished by students. According to Hasibuan (2007, p.114), reading is to gain information, knowledge, and can criticize a writer's idea and style. Meanwhile, Smith (2004, p. 125) said that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences, or texts but also through reading the readers should be able to get something from the reading materials.

Hesham (2006, p. 64) defined reading as a complex activity that involves perception and thought. In this research, the researchers only focus on reading skill. Reading skill provides some crucial contributions in learning English. Reading is one of the ways to get information and it can improve people's knowledge. By reading, people are able to know many things that happen around them even they do not have to see it directly and through reading people can speak and write. According to Hasibuan (2007, p.114), reading is to gain information, knowledge, and can criticize a writer's idea and style. In other word to extend experience of the world in which we live.

In learning reading it does not only focus on the text but also on its meaning and structure, it is supported by Klingner (2007, p. 2) who stated that reading comprehension is the process of constructing meaning by coordinating several complex processes. Reading comprehension is very important because without reading comprehension readers cannot understand the meaning or the message contained in the reading text. According to Wolley (2011, p.15), "Reading comprehension is the process of making meaning from text." The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The researchers chose reading comprehension of recount text as an object in doing this research.

In Indonesia, reading still becomes the problem. PISA, Program International Student Assessment found that Indonesia reading comprehension in a low rank. In 2018, the results of Program for International Student Assessment (PISA), Indonesia's score is low it is ranked 74th out of 79 countries. PISA is an evaluation of the world's education system that measures the performance of secondary school students. The study in 2018 considered 600,000 children aged 15 of 79 countries every three years. As for the category of reading ability, Indonesia is ranked 6 out of below, ranking 74. The average Indonesia score is 371, under Panama which has an average score of 377. Meanwhile, the first ranking was occupied by China with an average score of 555. Indonesian students failed to make any significant improvement in their PIRLS (program for international reading literacy study) reading achievement scores in 2011. The Indonesian average is much lower than the midpoint of the PIRLS scale scores. A reading score of 428 brings concern that the mean score is below the PIRLS 500 scale mean score. According to Crawford, et al. (2005, p.48), cooperative learning allows students to learn actively, even in large classes.

Based on the researchers' interview and observation to the students of SMP Muhammadiyah 6 Palembang. They found out the problems encountered by the students while learning reading in line with their reading ability and comprehension. This is proven from the fact that, from the 38 students of SMP Muhammadiyah 6 Palembang that their reading comprehension average score was still less than 75. It means that it is less than standard of minimum completeness (KKM). It was due to lack of understanding the text and insufficient of vocabulary mastery. One of the reasons why that problem can happen because the teacher still used the conventional teaching reading technique that make the students get bored during reading activities.

As the matter of facts, there are so many ways, or techniques that can be used by English teacher when teaching reading comprehension achievements. One of the effective ways or techniques was *one stays rest stray technique*. Surjosuseno (2011, p.127) stated that *one stays rest stray* (OSRS) technique is a model cooperative learning that can be used to help the students' reading comprehension to a text. According to Crawford, et al., (2005, p.48), cooperative learning allows students to learn actively, even in large classes. Learning experts tell us that in order to learn, students must act and communicate actively in class. In addition, Surjosuseno (2011, p.128), said that *one stays rest stray* (OSRS) technique is a

learning model that involves the collaboration between teacher and the students to work together in a group then spread to another group to the understanding and the information of the subject explored.

In one *stays rest stray* (OSRS) technique the teacher is only as a facilitator and as a motivator. As a facilitator, the teachers should facilitate the students to read various types of the texts before the class. Then, as a motivator, the teacher might motivate the students by giving attention to them when they study, giving relevant material, supporting them to study hard, checking the student' work before they submit to the teacher or present it in front of the class, building students' confidence to reach the highest marks, and giving reward. According to Surjosuseno (2011, p.124), the procedures of *one stays rest stray* (OSRS); first, each students reads the paragraph and does the tasks given silently, and then they (all member of the group) discuss them together. After finishing the discussion, one student stays in their group while other stray to other groups to find out what another group have done. Then, the stayers return to their base group and one by one, the member of group, tells what he/she has observed and listened. At last whole members of each group discuss and write a report of the whole story and tasks.

To improve the Eighth-Grade students' reading comprehension achievements, the researchers implemented *one stays rest stray* (OSRS) Technique by Spencer which proposed some structures that can be used in teaching learning process and each structure has its own domain of usefulness. Those structures belong to cooperative learning. One of the structures in cooperative learning that suitable to be implemented in managing class discussion is *one stays rest stray technique*. It is a learning strategy that allows the student in a group to share the result and information to other groups. This is done by visiting each other group and share the information that they have. This strategy is the main concern the researchers discussed in this study. Therefore, this study was conducted to find out the answer of the question whether it is effective to teach reading comprehension using *one stays rest stray* (OSRS) technique to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

Method

This study used technique to find out the student reading comprehension in learning recount text, by using *one stays rest stray* (OSRS) technique in school. Therefore, the researchers used a quantitative method. As stated by Nasehudin and Gozali (2012) quantitative research is a way to acquire knowledge or solve problems systematically and carefully. Then, the data collected in the form of series or a collection of number. The researchers used pre-experimental design in doing this research. pre-experimental design is experimental research that consent in researching the effect possibilities between before and after treatment group, and then, comparing between the two (Sani, 2016). There are two types of actual experiment plans that are often used, namely posttest Only experimental design and pretest experimental group design.

Fraenkel and Wallen (2009, p. 265) said that in the one group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. For example, such as if there is a significant difference between before and after the treatment given has a significant effect. This design is different from one pretest group to post-test design. In addition, environmental circumstances for experiment groups are always the same (Yusuf, 2014). Cresswell (2008, p. 295) “experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”. The results of good pretests were that if the value of the experiment group and control groups were not significantly different.

In collecting the data, the researchers used experimental research to explore the relationship between the variables. A variable as the term itself suggest, is anything which does not remain constant There are two kinds of variable: the variable that the experimenter expects to influence the other or called by independent variable and the variable upon which the independent variable is acting or called by dependent variable. In this research, *one stays rest stray* (OSRS) technique is independent variable and students’ reading achievement in learning recount text is dependent variable.

According to Sugiono (2010, p. 117), sample is the representation of population where objects/subjects have certain quality and characteristic that are determine by the researchers for study and then conclusions is made. The sample of the research is the eighth-grade students of SMP Muhammadiyah 6 Palembang. To be clear, Table 1 presents the sample of the study.

Table 1.
Sample of the Study

No	Class	Number of Student
1	Experimental Class	38
	Total	38

Table 1 shows that the total samples of the study were 38 participants of the eight grade students of SMP Muhammadiyah 6 Palembang. In order to collecting the data, the researchers used a test to make sure the student reading comprehension of recount text as the technique to collecting the data. According to Oermann (2009, p.8) “tests are used frequently as an assessment strategy” they can be used to assess student knowledge and skills prior to instruction, which enable the teacher to share the instruction to the learners needs.

The researchers administered a reading comprehension test to the pupils utilising the one stays rest stray (OSRS) technique. The exam was administered twice: before and after. The pretest would be given before starting the treatment, and the posttest would be given following it. The test was provided in the form of multiple choice questions. The test consisted of 50 questions. The validity of the test was tested before the test was given to the students. The result of the test found that there were only 30 questions were valid. Moreover, to measure how easy the text to be read, the researchers conducted readability test by using Flesh-Kincaid readability calculator.

In addition, Dubay (2004) cited in Yulianto (2019, p. 83) said that readability is what makes some texts easier to read the others. The students used “when English rings bell” handbook as a learning material. It has 10 reading text. Then, after the researchers checked the reading level used Flesh-Kincaid readability calculator. It was found that the reading readability levels were in level 5,67. It means that the Eighth-Grade Students of SMP Muhammadiyah 6 Palembang reading level was in level 5. The most dominant level was level 5. Therefore, this research used level 5,67 which is two levels up and two levels down as questions text.

Results and Discussion

Results

There were 36 students in the experimental class who took part in the pretest. Before the students being taught by using *one stays rest stray* as a teaching technique. The pretest in experimental class was given to find out students’ ability in learning reading comprehension about recount text. Based on the pretest results, one student got the highest score of 77 and the lowest score of 20 respectively. To be detailed, Table 2 was presented.

Table 2.
The Statistics Data of Pretest in Experimental Class

N	Valid	36
	Missing	0
Mean		49.72
Median		53.00
Mode		53
Std. Deviation		14.567
Minimum		20
Maximum		77
Sum		1790

Table 2 shows the result of pretest in experimental class showed that the mean score is 49.72, median of the students score is 53.00, minimum score is 20, maximum score is 77, mode score is 53, and the score of student’s standard deviation is 14.567. Furthermore, to get the detailed data of the students’ frequency data of pretest in experimental class, Table 3 was presented.

Table 3.
The Students Frequency Data of Pretest in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
	20	1	2.8	2.8
	23	2	5.6	8.3
Valid	27	3	8.3	16.7
	33	1	2.8	19.4
	40	2	5.6	25.0
	43	3	8.3	33.3
	47	1	2.8	36.1
	50	1	2.8	38.9
	53	7	19.4	58.3
	57	7	19.4	77.8
	60	1	2.8	80.6

63	2	5.6	5.6	86.1
67	3	8.3	8.3	94.4
70	1	2.8	2.8	97.2
77	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Table 3 shows the result of pretest scores in experimental class. The students who participated in the pretest consisted of 36 students. The highest score is 77 got by one student or 2.8%, one student (2.8%) got 70, three students (8.3%) got 67, two students (5.6%) got 63, one student (2.8%) got 60, seven students (19.4%) got 57, seven students (19.4%) got 53, one student (2.8%) got 50, one student (2.8%) got 47, three students (8.3%) got 43, two students (5.6%) got 40, one student (2.8%) got 33, three students (8.3%) got 27, two students (5.6%) got 23, and the lowest score 20 got by one student or 2,8%

Additionally, there were 36 students in the experimental class who took part in the posttest. The posttest in experimental class was given to find out students' ability in learning reading comprehension about recount text. Based on the posttest results, three students received the highest score of 80 and the lowest score of 47, respectively. In addition, to get the vivid information about the data of posttest in experimental class, Table 4 was illustrated.

Table 4.

The Statistics Data of Posttest in Experimental Class

N	Valid	36
	Missing	0
Mean		63.78
Median		63.00
Mode		70
Std. Deviation		9.109
Minimum		47
Maximum		80
Sum		2296

Table 4 shows the result of posttest in experimental class showed that the mean score is 63.78, median of the students score is 63.00, minimum score is 47, maximum score is 80, mode score is 70, and the score of students' standard deviation is 9.109. The students who participated in the posttest consisted of 36 students. The highest score is 80 got by three students or (8.3%), one student (2.8%) got 77, one student (2.8%) got 73, eight students (22.2%) got 70, four students (11.1%) got 67, five students (13.9%) got 63, two students (5.6%) got 60, seven students (19.4%) got 57, one student (2.8%) got 53, one student (2.8%) got 50, and the lowest score 47 got by three students or 8.3%. To compare pretest and posttest, the researchers used paired sample t-test though SPSS 22.0 program. The result of paired t-test can be shown in Table 5.

Table 5.

Paired sample t-test (Pretest and Posttest)

		Mean	N	Std.Deviation	Std.Error Mean
Pair 1	Pretest_ Experimental	49.72	36	14.567	2.428
	Posttest- Experimental	63.78	36	9.109	1.518

Table 5 shows the pretest score in experimental class showed that the mean score is 49.72, the standard deviation is 14.567 and the standard error mean score is 2.428. while the result of post-test scores in experimental class showed that the mean score is 63.78, the standard deviation is 14.567 and standard error mean is 1.518. In the post-test, the average of the student score was higher than the average pre-test. Since, there was a significant improvement in the students' scores before and after treatment, and their reading ability in reading recount texts using *one stays rest stray technique*, they went from performing at a "poor" to "excellent", as indicated by the difference between the pretest and posttest averages. Additionally, the researchers then stated the result of paired sample t-test in pretest and posttest of experimental class. To be obvious, Table 6 was stated.

Table 6.

The Results of Paired Sample T-test in Pretest and Posttest of Experimental Class

		Paired Differences						T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower	Upper			
Pair 1	Posttest Pretest	14.056	14.056	18.302	7.863	7.863	20.248	4.608	35	.000

Table 6 shows the result of paired t-test shows the score of t-obtained is 4.608, the critical value of t-table is 1.689 at the significant level of $p < 0.05$ for two tailed and degree of freedom (df) is 35. Therefore, t-obtained was higher than t-table, which means H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It could be concluded that it was effective to teach reading comprehension on recount text by using one stray rest strays to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

Discussion

In this context, the researchers presume that teaching reading comprehension to the Eighth-Grade Students of SMP Muhammadiyah 6 Palembang using *one stays rest stray technique*, improved their reading comprehension achievements. It was in line with the results of the study which showed that students who learned reading comprehension using one stray rest strays after getting treatment was much better than those who were not.

Furthermore, the researchers did some procedures during this research, initiating with giving pretest, treatment, and posttest. In the pretest, the researchers asked the students to answer the test given. The test given in form of multiple-choice questions consisted of 30 questions. In treatment, the researchers gave 12 treatments by applied *one stays rest stray technique* in the teaching and learning processed in classroom. In this stage the researchers divided them into 6 groups and gave them a text with questions. They have to do it together, while one student stays in the base group the other strays to the other groups. After that, the students return to the base group, they discussed the information together and write it down. In posttest, the researchers gave the same questions as in the pretest.

Based on the calculation by using SPSS 22.0 program. In the experimental class, 77 was the highest pretest score and 20 was the lowest. The posttest results in the experimental class showed that the best score was 80 and the lowest was 47. it could be concluded that students score in the posttest of experimental class was higher than students score in the pretest of experimental class.

In addition, based on the researchers' result of paired t-test showed that differences between pretest and posttest in experimental class. It showed that the mean of pretest and posttest was 14.056, the standard deviation was 18.302, the standard error mean was 3.050, the lower was 7.863, the upper was 20.248, the t-obtained was 4.608 and degree of freedom (df) was 35, the t-table was 1.689 at the significance level of 0,05 for two-tailed. Therefore, the value of t-obtained was higher than t-table, which means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It could be regarded that it was effective to use *one stays rest stray technique* in teaching reading comprehension on recount text by to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang.

Conclusion

In conclusion, *one stays rest stray technique* is effective in teaching reading comprehension on recount text to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang. It is one of the teaching techniques that enable students in learning, interacting with others, and improving their reading ability. Besides, the lowest score of pretest experimental class was 20 and the highest score was 77. Meanwhile, the lowest score of posttest experimental class was 47 and the highest score was 80. It could be concluded that the students score of posttest experimental class was higher than the students score of pretests in experimental class.

In this case, the value of t-obtained was higher than t-table, which means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It could be concluded that it was effective to teach reading comprehension on recount text by using *one stays rest stray technique* to the Eighth Grade Students of SMP Muhammadiyah 6 Palembang

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