SKRIPSI

THE IMPLEMENTATION OF ONE STAY REST STRAY IN TEACHING NARRATIVE TEXT TO IMPROVE STUDENTS' READING SKILL AT THE ELEVENTH GRADE OF MAN 1 PAREPARE

By

RIZKY LAILATUL MI'RAJ

Reg Num. 14.1300.028

**ENGLISH PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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By

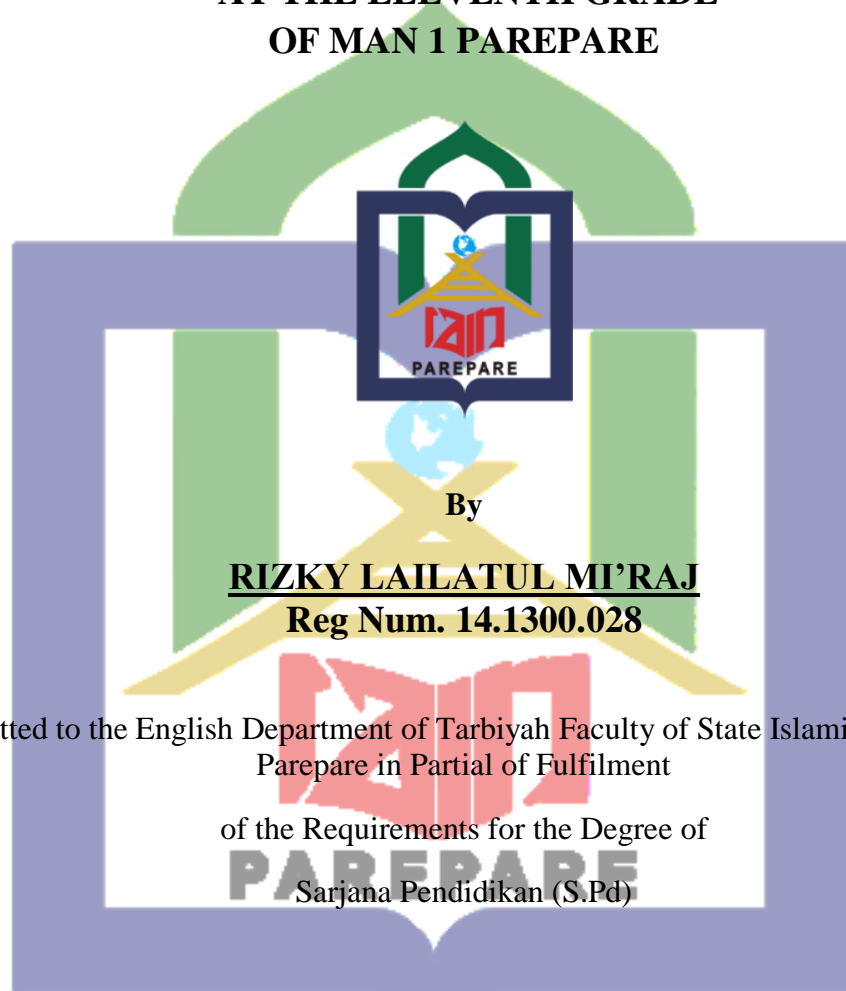**RIZKY LAILATUL MI'RAJ**
Reg Num. 14.1300.028

Submitted to the English Department of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment

of the Requirements for the Degree of

Sarjana Pendidikan (S.Pd)

ENGLISH DEPARTMENT
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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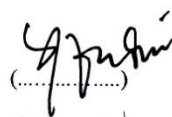**RIZKY LAILATUL MI'RAJ**
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PAREPARE

2019

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The Title of Skripsi : The Implementation of One Stay Rest Stray in Teaching Narrative Text to Improve Students' Reading Skill at the Eleventh Grade of MAN 1 Parepare

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SKRIPSI

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5. The lecture of English Program of Tarbiyah Faculty, State Islamic Institute of Parepare, on the knowledge, guidance, and assistance for the researcher to finish composing this Skripsi.

6. Her best friends:Fauziah, Fauziah Magfira, Andi Ratri Suwandini, Juhasty Arifin Mardiana Heryanti, Nurwana, NurJannah, Widya Aprianti. Thanks for giving support and sharing their time and being good friends.

7. Syaharudin, as the hero. Big thanks for his, he is always ready to listen to my complaints, always care about me, even his always sacrifice for me. Not only that, his always teach me what patience means. Thank you very much, may God repay the kindness you have done.

8. All people who have given their help and motivation in writing this Skripsi that the researcher could not mention it one by one.

The researcher realizes that this Skripsi has not been perfect, both in terms of material and presentation. The suggestion and constructive criticisms are expected in the completion of this Skripsi.The researcher hopes that this Skripsi can provide things that are useful and add insight to the reader, especially for the researcher.

Parepare, 26th July 2019
The Researcher

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or complied by any other people. This skripsi and the degree that has been gotten would be postponed.

Parepare July 26th, 2019
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ABSTRACT

Rizky Lailatul Mi'raj. *The Implementation of One Stay Rest Stray in Teaching Narrative Text to Improve Students' Reading Skill at The Eleven Grade Of MAN 1 Parepare*. (Supervised by H. Saepudi and Hamzah).

Reading can be defined as essentially process of getting important and meaningful information from written language. It is important to learn reading since it (1) helps readers learn to think the new language, (2) helps readers build a better vocabulary, and (3) makes readers more comfortable with written English. Reading skill does not guarantee success for everyone, but success is much harder to come by without being a skilled reader. The researcher offered OSRS as a technique to teach reading. The objective of the research was to find out whether OSRS technique able or not to improve students' reading skill of eleventh-grade at MAN 1 Parepare. The result of this research was expected to be useful information in the English teaching and learning process, especially in the teaching reading.

This research used pre-experimental design with pre-test and post-test design approach. There were two variables in this research, they were dependent variable (students'reading skill) and independent variable (the use of OSRS technique). The population of this research was the eleventh-grade of MAN 1Parepare which consist of four classes. The researcher used random sampling in choosing the sample. The researcher took XI MIA 1 as the sample of this research and it was consist of 17 students. The instrument of this research was a reading text as pre-test and post-test.

The result of data analysis showed that there was an improvement on the students' reading skill after being treated by OSRS technique. The statement was proved by the t-test value (3,09) which higher than t-table value (2,12), at the level of significance5% and the degree of freedom was16. It can be summed up that the null hypothesis (H_0) was refused and the alternative hypothesis (H_1) was accepted because there was a positive effect of using OSRS technique towards students' reading skillat MAN 1 Parepare.

Keyword: *One Stay Rest Stray,Teaching Narrative, Reading Skill*

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**THE IMPLEMENTATION OF ONE STAY REST STRAY IN
TEACHING NARRATIVE TEXT TO IMPROVE
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I. INTRODUCTION

1.1 Background

Language is a tool for a people in the world to communicate one another. They express their ideas, opinions, feelings, and so on by the language. People as social beings are in need of interaction from one to another in their daily lives. Interaction among people can be carried out by using language as a device of communication. In communicating, people use language differently according to their background; the place of origin, education, social group, generation and even occupation.

English is one of the foreign languages that are learned by Indonesian students. It is important to learn English in the global era since competitions among countries are hard. Because of this reason, English plays an important role in assisting the Indonesian human resources. In addition, English is needed as an international language, so it can also be argued that English is a minimum requirement in facing the global era.

English consist of several skills. There are four components of English skills, they are listening, speaking, reading, and writing. Reading is one of the language skills that has to be mastered by the students. The teaching of reading is very important because it helps the students to have more skills in comprehending the content of an English text.

Reading can be defined as essentially process of getting important and meaningful information from written language.[1] It is important to learn reading since it (1) helps readers learn to think the new language, (2) helps readers build a better vocabulary, and (3) makes readers more comfortable with written English. Reading skill does not guarantee success for everyone, but success is much harder to come by without being a skilled reader.

In general, there are four levels of reading comprehension. The first level is literal comprehension. It asks the students to find out the answers in the text itself because they are explicitly stated in the text. It is the simplest level comprehension and makes the least demands on reasoning.[2] The second level is inferential comprehension. It focuses on reaching conclusion or drawing inferences from what is read since the answers are not clearly stated in the text or implicitly. The third level is critical reading which involves evaluation, the making of a personal judgment on the accuracy what is read. It concerns with how to analyze or gather the information of the text. The last level is creative reading. It is the highest level of reading comprehension which leads the students to think beyond the truth and look for alternate ways to solve problems. It uses divergent rather than convergent thinking skills.

From those problems, the researcher tried find some method in teaching which can explore the student's readingskill. The researcher would teach by narrative text to improve reading ability using one stay rest stray technique.

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[1]Miriam Burt and friends, *Reading and Adult English Language Learners: A Review of The Research* (Ishington, DC: Center for Applied Linguistics, 2003) p. 24

[2]Harris, A., Sipay, E.*How to increase reading ability — A guide to developmental and remedial methods* (New York: Longmans,1980) p.06.

One Stays Rest Stray (OSRS) technique is a cooperative learning model which can be used to foster students' reading comprehension skill to a text.[3] This technique is one part of the cooperative learning method that puts students in small groups, and then the structure of One Stays the Rest Stray will provide the opportunity for the group to share information results to other groups.

This technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop.[4]After that, all members of each group discuss the task and take a conclusion to put it into one idea as the answer to the teacher's task. Moreover, the teacher function in One Stays the Rest Stray technique is only as a facilitator and as a motivator.

This technique is basically somewhat similar to jigsaw technique in which students make base groups and spread to other groups to get information. After that, the students return to base groups to discuss the information obtained. The difference between the jigsaw and OSRS is in the way students interact with each other. In jigsaw technique, group mates share information with each other, while in OSRS technique, mates share with other groups rather with entire class.[5]

The two previous studies concerned the use of OSRS technique in teaching reading comprehension in correlation with students' self actualization in senior high school and its role in increasing tertiary students' achievement in reading skill.

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[3]NovigaDarma" The use of One StaysRestStray Technique in TeachingReadingComprehension of NarrativeText"(a ResearchPaper ; English EducationDepartment: Bandung, 2014), p. 6.

[4]G.M. Jacobs, A. C. Iddings and S. G. McCafferty, Cooperative Learning and SecondLanguageTeaching (USA: Cambrigde University Press., 2006), p.12

[5] G.M. Jacobs, A. C. Iddings and S. G. McCafferty, Cooperative Learning and SecondLanguageTeaching, p. 13

Unlike those previous studies, the present research focuses on investigating the use of 'One Stays Rest Stray' (OSRS) technique in teaching reading comprehension of narrative text in eleventh grade of senior high school by quantitaveresearch method.

1.2 Problem Statement

By looking over the background above, the problem statement can be formulated below:

Is the implementation of One Stay Rest Stray technique in narrative text able to improve the students' reading skill at the eleventh grade students of MAN 1 Parepare ?

1.3 The Objective of the Research

The objective of the research is to find out improvement of students' reading skill by implementing One Stay Rest Stray technique in narrative textat MAN 1 Parepare**.**

1.4The Significant of the Research

The finding of this research is expected to provide more information for the readers, they are

1.4.1 Students

This research is expected to guide the students to correct the mistake in reading text by using strategy One Stay Rest Stray. Baside, the technique is also expected to make the students easier in organizing their idea and opinion.

1.4.2Teacher

This research is expected the teacher to use technique a new way to solve students reading promblem in narrative text.

1.4.3 Researcher

This research will give direction and knowledge to other researcher about how to implement One Stay Rest Stray technique,procedures and its weakness for the next research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 The Concept of Reading

2.1.1.1 The Definition of Reading

Reading is developmental process. The first stage is learning sound symbol correspondence, either directly or by reading aloud sentence and words that have been mastered orally. Then the student learns to read these same words and sentence patterns in new combination.[6]

Reading is a means of language acquisition, communication and of sharing information and ideas. It is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experience, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Reading is usually conceived of solitary in whom the reader interacts with the text in isolation. Reading is a process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentence and paragraphs the communicate something to us.

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[6]Edward David Allen and Rebecca M. Valette, *Classroom Techniques Foreign Languages and English as a Second Language*, (Harcout Brace Jovanovich, 1972), p. 249.

2.1.1.2 Types of Reading

There are some types of reading, these are:

2.1.1.2.1   Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemicsymbols. Bottom-up processing is implied.

2.1.1.2.2   Selective

This category is largely an artifact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

2.1.1.2.3   Interactive

Including among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify

relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instance of bottom-up performance may be necessary.

2.1.1.2.4   Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional article, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long article and books that are usually read outside a classroom hour. Here that definition is massaged a little in order to encompass any text longer than a page). The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.[7]

2.1.1.3 Reading Comprehension

According to Edward and David NunanReading comprehension is believed to be an automatic outcome of accurate word recognition[8]. Reading comprehension refers to reading for meaning, understanding, and entertainment.[9]Reading comprehension is the ability of the student to think about the information presented by the author.

[7]H. Douglas Brown, *Language Assessment Principles and Classroom Practice,* (New York: Pearson Education, 2004), p. 189.

[8]Albert J. Haris and Edward R. Sipay, *How to A Guide to Developmental and Remedial Methods Increase Reading Ability,* p. 6.

[9]David Nunan, *Practical English Language Teaching Young Learners,* p. 71.

Janet and Sharon states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word, word and word knowledge, and fluency.[10]Reading consists of two related processes: word recognition andcomprehension. Word recognition refers to the process ofperceiving how written symbols correspond to one's spokenlanguage. Comprehension is the process of making sense of words,sentences, and connecting text. Readers typically make use of thebackground knowledge, vocabulary, grammatical knowledge,Experience with the text and other strategies to help themunderstand written text.[11]

Based on the explanation above, reading comprehension is about understanding reading text and as ability or capacity for comprehending reading material to gain some information from reading text. The writer identified that the readerneed many aspect to understand what they are reading. The aspect readingwhich support is background knowledge; they will understand ofpassage's meaning if they have more knowledge about the topic.Vocabulary and grammatical knowledge; without two its aspect, the readerdon't know of passage meaning. Next aspect is experience; if the readersdon't have experience about the topic, so they don't more understand ofpassage meaning.

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[10]Janette K. Klinger and Sharon, *Teaching Reefing Comprehension to Students With Learning Difficulties,* (New York: Guilford Press, 2007), p. 2.

[11]Elizabeth S. Pang et al, *Teaching Reading,* (Switzerland: International Academy of Education, 2003), p. 6.

2.1.1.4 Intensive Reading: The Roles of the Teacher

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and task. However, there are further roles we need to adopt when asking students to read intensively.

2.1.1.4.1   Organizer

The teacher need to tell students exactly what their reading purpose is, give them clear instruction about how to achieve it and explain how long they have to do this. Once the teacher have said You have four minutes for this, we should not change that time unless observation suggest that it is necessary.

2.1.1.4.2   Observer

When teacher ask students to read on their own, teacher need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions. While students are reading teacher can observe their progress since this will give us valuable information about how well they are doing individually and collectively. It will also tell us whether to give them some extra time or, instead, move to 15 organizing feedback more quickly than we had anticipated.

2.1.1.5 The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what already know. The reader's purpose plays an important part in determining the kind of reading they do. Different persons may read the same book in different ways, because their purposes vary. The readers establish their purposes by thinking and by asking question about what they plan to read. Comprehension and speed vary according to the reader's purpose.

It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get 22 the meaning from the written symbol. One of the most important tasks on the reader is to find out what the writer said. There are two basic purpose of reading ability.

2.1.1.5.1 Reading for information. It is reading to study for goal such as to obtain factual information and solve problem.

2.1.1.5.2 Reading for pleasure. It is reading for enjoyment which may vary in to follow our favorit sport, comics, article, fairy tale and movie program.

2.1.2 The Concepts of Cooperative Learning

In this concept cooperative learning, explain about definitioan of cooperative learning and types of model cooperative learning.Slavin in Rusman's book states that cooperative learning encourages students to interact actively and positively in groups. This allows the exchange of ideas and self-examination ofideas in an atmosphere that is not threatened, in accordance with the philosophy of constructivism.In this cooperative learning model, teachers act more as facilitators who serve as bridges to higher understanding, with students' own notes. Teachers not only provide knowledge to the students, but also must build knowledge in his mind. Students have the opportunity to gain hands-on experience in conveying their ideas. This is an opportunity for students to find and apply their own ideas.[12]

2.1.2.1 Definition of Cooperative Learning

There are many definitions of coopertaive laerning, but the resercher took some definitions to know definition of cooperative learning simply. Cooperative

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[12]Rusman,*Model-model Pembelajaran Mengembangkan Profesionalisme Guru* (Jakarta: PT RajaGrafindo Persada, 2010), p. 201-202.

learning is a form of learning by means of students learning and working in small, collaborative groups whose members consist of four to six people with heterogeneous group structures.[13] Team work in group consist four until six person call cooperative learning.

In addition,Kagan in Agus Suprijono book's state that, cooperative learning is more than "working together". It has been described as "structuring positive interdependence. Cooperative learning not only study in group.Cooperative learning is more towards groupness phenomenon that is group as one unity which is not merely a group of people that are close together but rather unity among its members.[14]

Based on the explanation above, the researcher can conclude that cooperative learning is group team to colaborative in studying and not only in group but more towords groupness.

2.1.2.2 Types of Learning Model in Cooperative Learning

Before knowing types of model learning in cooperative learning people should know what is model learning. Joyce & Weil in Rusman's book state thatl learning model is a plan or pattern that can be used to form a curriculum (long-term learningplan), designing learning materials, and guiding classroom or other learning.[15]

The researcher conclude that Model learning is system of prosedur in organizing experions in studying to achive the pupose of study, and machine learning

[13]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 202.

[14]Agus Suprijono, *Cooperative Learning; Teori & Aplikasi Paikem*(Yogyakarta: Pustaka Pelajar, 2016), p. 49.

[14]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 133.

concerned with creation and modification of software agent's knowledge about effects. Futhermore, the model learning is one tool that can improve their motivation in studying.

There are some types of model learning in cooperative learning, model learning according to DewimuktiKartikathere are five oftwenty models learning in cooperative learning, here the explanation:

2.1.2.2.1 Student Teams Achievement Division (STAD)

STAD type learning models are used to support and motivate students to learn the material in groups. STAD type was developed by Slavin (1995) and is one type of cooperative that emphasizes the existence of activities and interactions among students to mutually motivate and help each other in mastering the subject matter to achieve maximum performance.[16]

2.1.2.2.2 Team Games Tournament(TGT)

Team Games Tournament, originally developed by David De-Vries and Keith Edwards of Johns Hopkins University, uses the same teams, instructional format, and worksheets as STAD. In TGT, however, students play academic games in weekly tournaments to show their individual mastery of the subject matter.[17]

2.1.2.2.3 Jigsaw

The cooperative leaning model, jigsaw is a cooperative learning model that emphasizes the work of the group of students in the form of small groups. Lie in Rusman's book express that this model learning, jigsaw is cooperative learning model by means od students studying in small groups consisting of four to six

[15]Rusman, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*, p. 213.

[16]Robert E Slavin, *Cooperative Learning: Student Teams* (United States: library of Congress in Publication Data, 1982), p. 9.

heterogeneous people and students working together positive and responsible interdepence independently.

2.1.2.2.4 Team Accelerated Instruction (TAI)

This type of cooperative learning TAI was developed by Slavin. This type combines the benefits of cooperative learning and individual learning. This type is designed to observe individual student learning difficulties. The typical characteristic of this type of TAI is that each student is individually taken to groups to discuss and discuss with the group members. And all group members are responsible for the whole answer as a shared responsibility.[18]

2.1.2.2.5 One Stays Rest Stray (OSRS)

OSRS technique is a cooperative learning modelwhich can be used to foster students' reading comprehension ability to a text. This technique is basically somewhatsimilar to jigsaw technique in which students make base groups and spread toother groups to get information. After that, the students return to base groupstodiscuss the information obtained.This technique needs less time than Jigsaw since the members pursue the content of paragraphs faster than in Jigsaw. When each group does their task from the teacher, each member does the different task or the same task, so it does not make any difference. The difference between the jigsaw and OSRS isin the way students interact with each other. In jigsaw technique, group matesshare information with each other, while in OSRS technique, mates share withother groups rather than with the entire class.

[17]Dewi mukti Kartika,"TipeTipePembelajaranKooperatifdanTeknikAplikasinya"dewimukti21.blogspot.co.id.http://dewimukti21.blogspot.co.id/2015/01/tipe-tipe-pembelajaran   kooperatif   dan.html?m=1(Accessed onAugust 1st, 2018).

2.1.3 The Concept of One Stay Rest Stray

2.1.3.1 Definition of One Stay Rest Stray

One of the cooperative learning models is stay and stray. There are many kinds of techniques in stay and stray model. One of them is One Stay Rest Stray (OSRS) technique. OSRS technique is a technique of cooperative learning model that involves collaborative teaching in which students work together in a group and spread to another group to get understanding of the subject explored.[19]Kagan who stated that this technique is very effective because it can be used in subjects and for all levels of learners age.

One Stay Rest Stray (OSRS) technique is one part of the cooperative learning method that puts students in small groups. The members of the group can be the same as the number of the paragraphs in a text. Then, they are given the task to discuss the course material with their friends for the next group will also exchange members for a while in order to share mutual discussion and group work to be discussed again with the other group members. Thus, the structure of One Stays the Rest Stray will provide the opportunity for the group to share information results to other groups.

In addition, many people said that this technique is similar to Jigsaw technique. Nevertheless, this technique needs less time than Jigsaw since the members pursue the content of paragraphs faster than in Jigsaw.[20] When each

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[18]Tjahjaning Tinga Stutisurjosuseno, "The Effect of One Stays the RestStray and LockstepTechnique on the Enchancement of Students' ReadingAchievements,"(*Indosian journal of applied linguistics 1, no 1, 2011*).

[19]Jacobs., Iddings, A. C., & McCafferty, S. G. (Eds). *Cooperative Learning and Second Language Teaching* (Cambridge University Press: USA, 2006) p.20

group does their task from the teacher, each member does the different task or the same task, so it does not make any difference. After that, all members of each group discuss the task and take a conclusion to put it into one idea as the answer to the teacher's task. Moreover, the teacher function in One Stays the Rest Stray technique is only as a facilitator and as a motivator. As a facilitator, the teacher should facilitate the students to read various types of 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 students' work before the submit to the teacher or present it in front of the class, building students' confidence to reach the highest marks, and giving reward.

From the explanation above, it can be known that One Stays the Rest Stray technique is completely students' centered. Each student has the chance to contribute and to learn something which causes each student develops his/her accountability. By using this technique, the students will have a chance to answer, ask questions, apply the knowledge which they have acquired, and gain feedback from group members while they socialize in groups. Therefore, it will build students' self esteem and lead to the enjoyment of the teaching learning process.

2.1.3.2 The Procedure of One Stay Rest Stray

This collaborative strategy gets students moving around the room while working with classmates to solves problems and answer questions. This also allows all students the opportunity to " be the teacher " which students love to do. As students talk about their ideas and thinking process with others, it helps them develop a deeper understanding of the concepts at hand. this strategy also give some

ways to students to working in the class. in application, One stay rest stray technique have some procedure to app. They are:

2.1.3.2.1 Group

Arrange students into groups of three and assign each student a number either: 1,2, or 3. Then assign a letter to each group.

2.1.3.2.2 Assign

Give all groups the same assignment. This could be a task to perform, a promblem to solve, or a question to discuss. Tell the students that after a certain amount of time, they will each be going to another group to share how their response to the assignment. Every group member needs to be able to talk about their response. They must be to find out discoveries or discoveries that have been made by the character, what that has happened to the character special, or to solve promblems made by the character.

The researcher give process of reading, the first stage is the recognition stage. The students simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and enlish and between the spelling conventions of two languanges. The second stage is the stucturing stage, the students sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The third stage is the interpretation stage, this is the highest level in the process of reading. The students comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, the students comprehends the serious and jocular use of

words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for infoemation or for pleasure.

The last is read to find out why it is good and interesting topic, problems contained within story, what is learned or experienced by the character for the goal. Read to find out what happened in each part of the story, what which happened first, third and so on.

2.1.3.2.3 Move

After groups have had their chance to formulate their response (adjust according ti the task performed), have all student who were numbered 1stand up. They will rotate to the group next to them. For example, student #1 in group A will move to group B and student#1 in group B will move to group C. Then, student #1 in group C will move to group D and student #1 in group D will move to group A. And they will rolling to another group. While students ### stay in their original position.

2.1.3.2.4 Interview

In their new groups, students interview one another about how their completed the assignment. Everyone should take notes and prepare to take the new ideas back to their own original group.

2.1.3.2.5 Return and share

After five to ten minutes depending on the complexity of the assignment, all students return to their original groups. As the original of three, they will each share they learned from the other groups they worked with.[21]

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[20]"The role of One stay Rest stray"toolkit.com/index,php/tool/two-stray-one-stay (accessed on 15 October 2018)

One group representative will read the result of the discussion they have done in front of the class, they read out the complete paragraph that was obtained from another group.

2.1.4 The Concept of Narrative Text

2.1.4.1 The Defintion of Narrative Text

Narrative text is text that tells something imaginative or something that is just imaginary and the goal is only to entertain readers.

Narrative text is a text about story that can be in the form of: folklore,animal story, legend or short story, novel, ect. There are some kinds of conflict,social promblems amusement in narrative text. So readers would be amused or tense when reading them. Narrative has dealing with social promblematic events or that has to find solution bisides amusement.[22]

Narrative text is a text which is organized in a story, fiction or non-fiction that is provided in choronology. In narrative text, there is a conflict made by the writer. It porpose to entertain the reader.

In small away, narrative is know as a story. Narrartive text has events in a chronological. In thes events, there is characters face a conflict. There are three main basics in narrative; they are events characters and conflict. Those three basics called plots. Can be fiction fact narrative based on fact named explository while fiction narrative named suggestive.

Based on definition above, the writer concluded narrative text is text a text which is telling something in the past happen. Such as story, this story can be a

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[21]Kral,*Creative Classroom Activities.* (Washington, D.C.: United State Information Agency, 1995),p.155

fiction or non-fiction. It consist chronology. The story is told by tsep and it has its procedure.

2.1.4.2   Kinds of narrative

There are several types of narrative text[23]

2.1.4.2.1   Legend

A legend is a narrative of human actions that are perceived both by teller and listenrs to take place within human story. Typically, a legend is short, traditional and historicized narrative perform in a conversational mode. The example of legend in narrative text are: malinkundang, the story of toba lake, sangkuriang, etc.

2.1.4.2.2   Fable

A fable is a short allegoricalnarrative making a moral point, traditionally by means of animal characters who speak and act like human being. The example of fable in narrative text are: the Ants and the grasshopper, the story of monkey and crocodile, etc.

2.1.4.2.3   Fairy Tale

Fairy tale is an english language term for type a type short narrative coresponding to the french phrase "conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls dwarves and usually magic or enchantment. The example of fairy tale in narrative texts are cinderella, pinocchio, snow white, etc.

2.1.4.2.4 Science Fiction

Science fiction is fiction based upon some imagined development of science or upon the extrapolation od a tendency in society. Science fiction is that class of

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[22]Wikipedia .http://en.wikipedia.org/wiki/*past_tense*.accessed on 27th of February,2014.

prose narrative treating of a situation that could not arise in the world we know some example of science fiction are to the moon from the earth by jules vence, starship trooper by Robert Heinlen.

So, the resecher only focus on legend types of narrative text, so that students easly understand text because by looking at the text tittle they can already guess what the text is.

2.1.4.3 Generict Structure of Narrative Text

A narrative text will consists of the following stucture[24]

2.1.4.3.1 Orientations are intruduction is introducing the participants and informingthe time and the place.

2.1.4.3.2 Complication is where the promblems in the story developed .

2.1.4.3.3 Resolution is showing the way of participant to solve the crises.

2.1.4.4 Characteristics of Narrative Text

2.1.4.4.1 Focus on specific and usually individualize participants.

2.1.4.4.2 Use of material processes, behavior and process.

2.1.4.4.3 Use of relational processes and mental processes.

2.1.4.4.4 Use of past tense.

2.1.4.4.5 Noun phrase as subject or object.

2.1.4.4.6 Past verbs (reigned, ordered, cursed, turned, ect)

2.1.4.4.7 Time sequences conjuction (then, before, that, after, that, soon, when, finally, first).

2.1.4.4.8 Time expression (once upon a time, long ago, one day, ect.)

2.1.4.5 Teaching Readinng Comprehension by Using One Stay Rest Stray.

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[23]Wikipedia .http://en.wikipedia.org/wiki/*past_tense*.accessed on 27th of February,2014.

The workings of one of the techniques in cooperative learning method that is One Stays the Rest Stray (OSRS) technique in teaching reading comprehension are as follow :

2.1.4.5.1   The studentswork in groups as usualandthey are gived a narrative text to read and disscus

2.1.4.5.2   After conducting read and discuss the material (narrative text) in the groups finish, one member would remain living in their own group to receive the visitors from other groups while the other members from each group will leave the group and visit each other in the group

2.1.4.5.3   Then one member who lived in these groups will each be responsible for distributing the work, information and knowledge from their text to the guests who come to the group.

2.1.4.5.4   After exchanging opinions and information from their text felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively.

2.1.4.5.5   The next match and the group will discuss the results of their work

2.2   Previous Related Research Finding

One of the ways to implement cooperative learning is through 'One StayRest Stray' (OSRS) technique. OSRS technique is a cooperative learning modelwhich can be used to foster students' reading comprehension ability to a text.[25]According to NovigaDarma in her skripsithis technique exploits instructional process actively that involves movement activity of students so that the students have an opportunity to

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[24]Jacobs, G. M., Iddings, A. C., &McCafferty, S. G, *CooperativeLearning and Second Language Teaching* (Cambridge University Press:USA, 2006), p. 43

develop and collect ideas, discuss, and figure out a textbybuilding teamwork[26]. It's mean that, this technique is basically somewhatsimilar to jigsaw technique in which students make base groups and spread toother groups to get information. After that, the students return to base groupstodiscuss the information obtained. The difference between the jigsaw and OSRS isin the way students interact with each other. In jigsaw technique, group matesshare information with each other, while in OSRS technique, mates share withother groups rather than with the entire class.

There was also a study which was related to the use OSRS, namely One Stays Three Strays (OSTS). This study was conducted by agust, Ngadiso, in order to see the use of OSTS was significantly effective in teaching reading to students who have high self actualization OSTS is part of OSRS in which the number of strayed consists of three students.[27]

Surjosuseno in his jurnal about " The Effects of One Stays the Rest Stray and Lockstep Techniques on the Enhancements Reading Achievements". This research was based on students' need in preliminary research which stated that most students (87 %) need a new startegy in teaching and not all students have good achievements in reading texts (37,14 %) in EFL classes. The writer used two group, quasi-experimental, post test only design to investigate two technique,. " one stays the rest stray and lockstep techniques,to increase students' achievements in EFL reading. Participants in this study include 61 college students who were taken as two intact

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[25]Novigadarma" TheUse of One StaysRestStray Technique in TeachingReadingComprehension of NarrativeText"(a research paper ; English EducationDepartment: Bandung, 2014), p. 6.

[26]Agust, Satria. *et al*,"The Effectiveness of One Stay/ three Stray Method toTeach Reading Viewed from Students' Self Actualization,"*JournalPascaUNS*, Vol. I.. (2012), p. 68.http://www.eprints.uns.ac.id/1389.pdf(accesed 10 Oktober 2018)

groups. The result of statistical computations showed that the reading achievements of the experimental group in creased and was significantly different from those of the control group. These students were able to have various comprehending the text well and happily. [28]

The two previous studies concerned the use of OSRS technique inteaching reading comprehension in correlation with students' self actualizationinsenior high school and its role in increasing tertiary students' achievement inreading skill. Unlike those previous studies, the present research focuses oninvestigating the use of 'One Stays Rest Stray' (OSRS) technique in teaching reading skill of narrative text in eleventh grade of senior high school by quantitative case study research method.

2.3 Conceptual Framework

Based on review of related above, the researcher designed conceptual framework as follow:
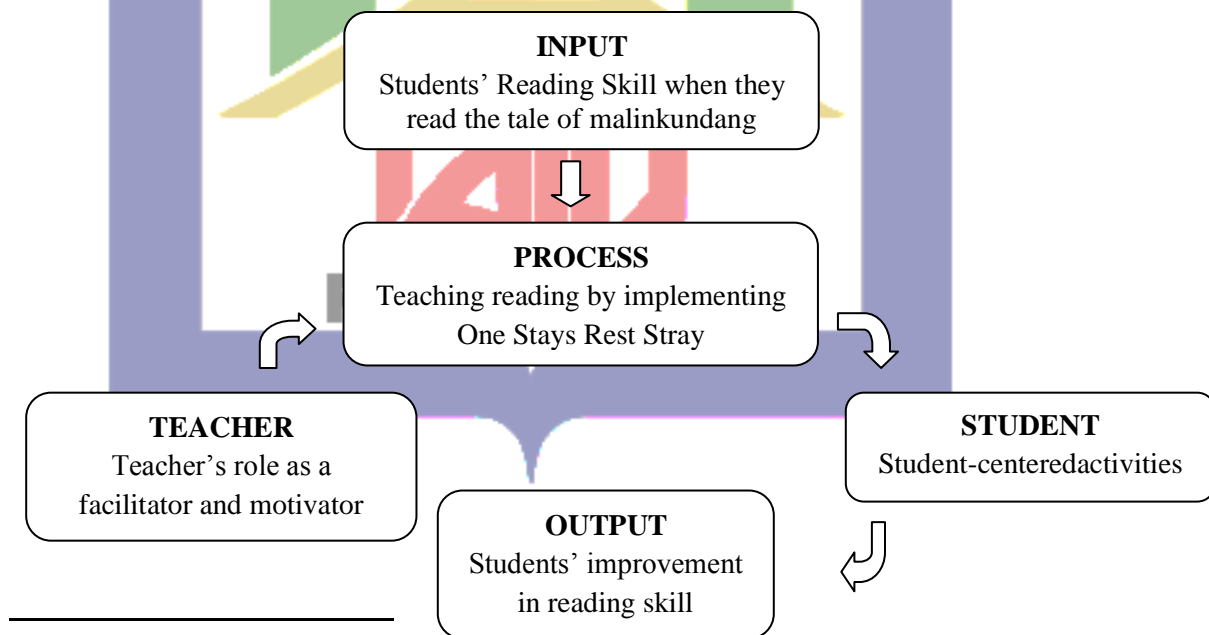
INPUT
Students' Reading Skill when they read the tale of malinkundang

PROCESS
Teaching reading by implementing One Stays Rest Stray

TEACHER
Teacher's role as a facilitator and motivator

STUDENT
Student-centeredactivities

OUTPUT
Students' improvement in reading skill

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[27]Tjahjaningtingastutisurjosuseno, "The Effect of One Stays the RestStray and LockstepTechnique on the enchancement of students' reading achievements,"(*Indosian journal of applied linguistics 1, no 1, 2011*).

From the chart above, it can be seen that there are stage involved in this reseach, they are input, process, and output stage. From the chart above there is a process that is divided into two teacher as facilitator and motivator the teacher should facilitate the students to read various types of 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 students' work before the submit to the teacher or present it in front of the class,building students' confidence to reach the highest marks, and giving reward. One Stays Rest Stray technique is completely students' centered.

2.4 Hypothesis

2.4.1 Null Hypothesis (Ho):

One Stays Rest Stray cannot improve Students' ReadingSkill at The Eleventh Grade Students of MAN 1 Parepare.

2.4.2 Alternative Hypothesis (Hi):

One Stays Rest Stray can improve Students' Reading Skill at The Eleventh Grade Students of MAN 1 Parepare

2.5 Variables and Operational Definition of Items

2.5.1 Variables

There are two variables of this research; these are independent and dependent variable.

2.5.1.1 Independent Variable

Independent variable of this research is the application of one stays rest stray strategy.

2.5.1.2 Dependent Variable

Dependent variable of this research is students' reading comprehension of the eleventh grade of MAN 1Parepare.

2.5.2 Operational Definition of Items

2.5.2.1 One Stays Rest Stay strategy is a strategy that can be used to improve the reading comprehension of students. This strategy can help the students to comprehend about the narrative text, the students exchange ideas to his friends in small group by discuss the text. In other word, one stays rest stray strategy to help students to comprehend the text before and during reading in small group discussion.

2.5.2.2 Reading comprehension is the ability of the students to comprehend the reading text after treatment as the result of one stays rest stray strategy.
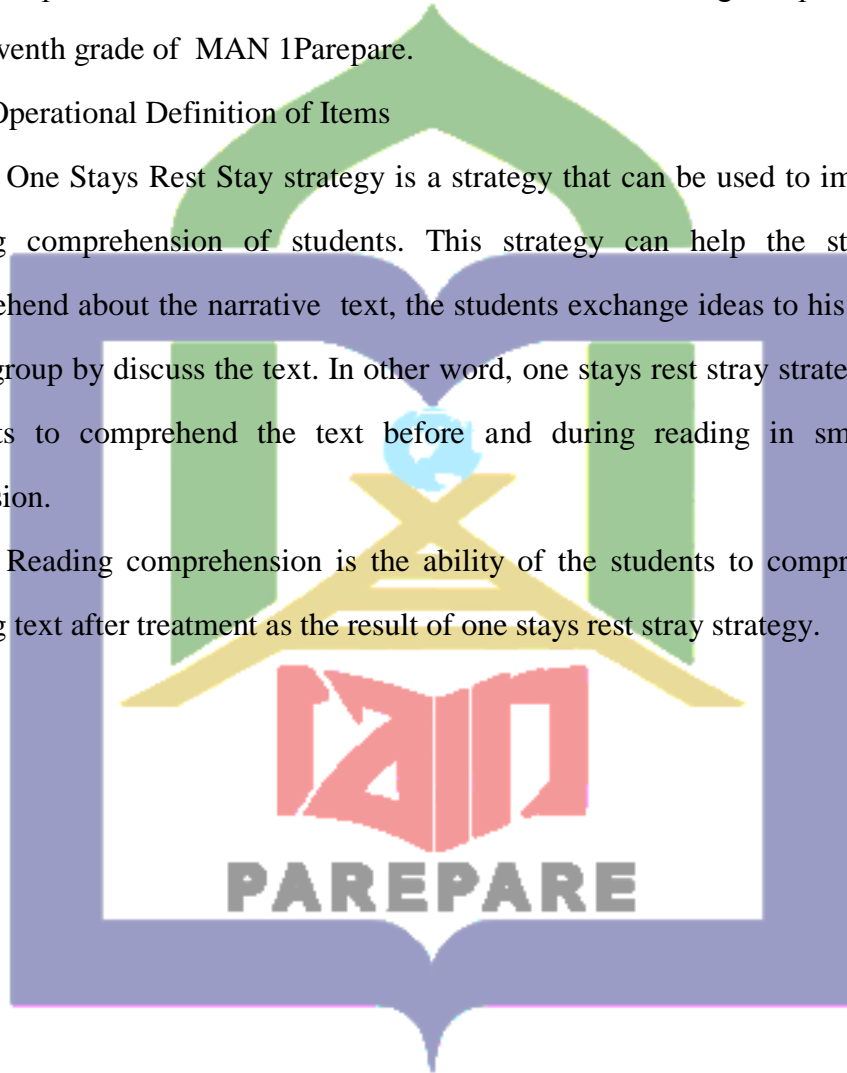
CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

This research wasinvestigate whether there is a significant improvement of students'reading skillafter being taught through One Stay Rest Stray. The data of the research isPre Experimental of Quantitative Research. The design of this research are one group pre-test and post-test design. This research was used one class as experimental class. The design of the research is presented as follows:

$$E = O1 \ X \ O2$$

Symbols:

E   = Experimental

O1   = Pre Test (it is conducted before treatments)

X   = Treatment (it is independent variable conducted four times by using One Stays Rest Stray)

O2   = Post Test (it is dependent variable conducted after treatments)

3.2 Location and Duration of Research

This research was be conducted at MAN 1 Parepare,especially at the eleventh grade students. The duration of this research is one month because need several time to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

The population of this research is MAN 1 Parepare. The researcher tookthe eleventh grade students of MAN 1 Parepare as the population of the research with

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total number 87 students that divided into 4 classes. It was narrowed as sample of 2018/2019 academic year.

Table 3.1 the Data of the Students of MAN 1 Parepare

Academic year 2018/2019

Nu.	Class	Quantity			Quantity
		Student	**M**	**F**	
1.	XI MIA 1	17	6	11	17
2.	XI MIA 2	19	9	10	19
3.	XI IIS 1	29	15	14	29
4.	XI MIA 1	22	11	11	22
	Total	**87**	**41**	**46**	**87**

(Data' source of MAN 1 parepare)

3.3.2 Sample

Stating the number of population, the researcher was used random sampling. Random sampling is a procedure for sampling from a population in wich (a) the selection of a sample unit is based on chance and (b) every element of population was a known, non-zero probability of being selected. Random sampling help procedure representative samples by eliminating voluntary response bias and guarding againts undercoverage bias. All good sampling methods rely on random sampling.

That technique involves examining the entire population (total population) that has a particular set of characteristics. Base on explenation before and considering the chance, the researcher took sample from XI MIA Iwhich consisted17 students.

3.4 Instrument of the Research

An instrument is a tool that used for collect the data. From all of five instrument the researcher appledtest as the instrument to find out the students' reading skill in narrative test of the eleventh grade students of MAN 1 Parepare. The researcher focuses on English reading material to know the students' ability before and after doing treatment. Then the researcher gave testto the students. This test namely"true or false" and essay test. For true or false test there were 5 numbers and and for essay test there were 10 numbers.

The pre-test and post-test of this research is reading test by using reading text. Reseacrhers was used the reading text in the form of narrative text story that can be read by students and have some questions, the type of the test are true or false and essay test. In this pre-test the students are given 5 test items of true or false test and 5 test items of essay test.because the technique of scoring was easy and ptacticalthe reading texts are taken from Improving Reading Skill in English.

3.5 Procedure of Collecting Data

The data are obtained through assessing the students' reading comprehension by conducting pre-test and post-test. The pre-test was used to find out the students' reading compehension before giving the treatment, while post-test will used to find out students' reading comprehension after giving treatment.

3.5.1   Pre-Test

In this stage, the researcher introduced herself to the students. Before doing treatment, the researcher was explained the researcher that was doing in their class, and then the researcher was explained the aim of the research. After that, the

researcher was managed the students by giving them pre-test form. Which is asking students to write down a narrative

3.5.2   Post-Test

After conducting the treatments, the researcher administered post-test to the students. It will be done in order to find out the students' reading comprehension after the three-time treatments. The type of the post-test are 5 test items of true or false test and 5 test items of essay test. It has similar difficulty with the pre-test. The scoring system and degree of difficulty of the pre-test are similar to the post-test because both of items are used to measure the students' ability in reading comprehension through One Stay Rest Stray strategy.

3.6 Treatment

After giving a pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment that researcher presented and intoduced the material to the class and explained what the student had to do after that the researcher gave the students and activity through visual method.

3.6.1   The first meeting

The first meeting the researcher gave motivation about the importance ofEnglish to the students before giving material. After that the researcher introduced the material or strategy that can be used to increase reading skill. Namely One Stay Rest Stray. The researcher gave the role or step of OSRS strategy. Then, researchers provided the narrative text as research material.After that, researchers gave change the students to give question that they do not understand about the material. Than the researcher applied OSRS strategy in class room.And then, researcher closed the meeting

3.6.2 The second meeting

The researcher gives the second steps of OSRS with narrative text. Researcher still discussed the material of narrative text. After that, the researcher gave the students the chacnce to ask if there are any who do not understand. And than, researcher closed the meeting.

3.6.3 The third meeting,

The researcher still gave direction to the students about the procedure of learning. Then, the researcher gave the material about " Sangkuriang". Students working on a narrative text according to the procedured described atmeeting before. Students expected to understand the narrative comes with vocabulary help. And then, students will answer questions that have been provide, namely the questions is True or False.

3.6.4 The fourth meeting

The researcher still gave direction to the students about the procedured of learning. Then, the researcher gave the material about " Toba Lake". Students working on a narrative text according to the procedure described at meeting before. Students expected to understand the narrative comes with vocabulary help. And then, students will answer questions that have been provide, namely the questions is True or False.

3.6.5 The the fifth meeting

The researcher still gave direction to the students about the procedure of learning. Then, the researcher gave the material about " Crying Stone". Students working on a narrative text according to the procedured described at meeting before. Students expected to understand the narrative comes with vocabulary help. And then,

students will answer questions that have been provide, namely the questions is True or False.

3.7 Technique of Data Analysis

In scoring the students' result of the test Arikunto's formula[29] will used. The ideal highest score is 100. The scores of the pretest and posttest are calculated by using this formula:

3.7.1 Scoring the students' answer

$$S = \frac{R}{N} \times 100\%$$

Where:

S: The score of the test

R: The total of the right answers

N: The total items

3.7.2 Point the students answer the researcher use the following formula

3.7.2.1 True False Test

Indicator	Score
Correct	1
Incorrect	0

3.7.2.2 Essay Test

Indicator	Score
1. The content and stucture are true.	3
2. The content is true and stucture is error.	2

[29]Arikunto,*Prosedur penelitian: Suatu pendekatan praktik. (fourteenth ed.).*(Jakarta: PT Rineka Cipta, 2010) p.271

3. Content nearly true but stucture is error.		1
4. Content is false and manny stucture is error.		0

(Data' source of MAN 1 parepare)

3.7.2.3 the rate percentage of the students score obtained

No.	Score	Classification
1.	86-100	Very Good
2.	71-85	Good
3.	56-70	Fair
4.	41-55	Poor
5.	<40	Very Poor

(Data' source Arikunto. 2010. Prosedur Penelitian: Suatu Pendekatan

Praktik.)

Findings significance difference of the students comprehends on the pre-test and post-test by calculatin the means score of each group the researcher used formula as follow:

$$M = \frac{\sum X}{N}$$

In which:

X: Mean score

∑: Total Score

N: The total number of students.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter disscusses about the students's english achievment of the research findings. It enterely covers the description of the result of the data analysis. In the discuccion section. Futher explanation and interpretation of findings are given.

1.4 Findings

The finding of this resarch dea; with the students' score pre-test and post – test, the frequency and rate percentage of students's the mean score and standard deviation of pre-test and post-test and hypothesis testing. These finding are described as follows:

4.1.1 The students' score of pre-test

The researcher gave some questions to the students as the pre-test to know students' reading skill. Every student got the question and answered it. Table 4.1: to find out the studens'of the pre-test can be calculated based on the content of the following table:

Table 4.1 students' score of pre-test

No	Name of Respondents	PRE – TEST	
		X_1	$X_1{}^2$
1	ALIF	91	8281
2	MARWAH	85	7225
3	NURSILVANA	51	2025
4	RASMA	85	7225
5	ANUGRAH	40	1600
6	SYAMSUL BAHAR	51	2601

The next of table 4.1

No	Name of Respondents	PRE – TEST	
		X_1	$X_1{}^2$
7	KHAIRUDDIN	77	5929
8	HAMELIA	48	2304
9	SYAMSINAR	54	2916
10	MUHAJIR	54	2916
11	DESI FAMELA	74	5476
12	NUR CAHYA	80	6400
13	MUH. AIDIL FITRAH	60	3600
14	MUH. ADLU GENUJAYA	85	7225
15	MUH. YOVIE	80	6400
16	CAHYAT MUBARAK	74	5476
17	NURMAYANA	51	2601
		$\sum Xx = 1140$	$\sum Xx^2 = 80200$

Score : The students score of pre-test of MAN 1 Parepare

4.1.2 The students' score of post-test

The researcher gave some questions to the students as the post-test to know students' reading skill after giving treatment. Every student got the question and answered it.Table 4.1: to find out the studens'of the post-test can be calculated based on the content of the following table:

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Table 4.2 students' score of post-test

No	Name of Respondents	POST– TEST	
		X_2	$X_2{}^2$
1	ALIF	94	8836
2	MARWAH	85	7225
3	NURSILVANA	51	2601
4	RASMA	85	7225
5	ANUGRAH	60	3600
6	SYAMSUL BAHAR	60	3600
7	KHAIRUDDIN	100	10000
8	HAMELIA	57	3249
9	SYAMSINAR	54	2916
10	MUHAJIR	54	2916
11	DESI FAMELA	85	7225
12	NUR CAHYA	85	7225
13	MUH. AIDIL FITRAH	57	3249
14	MUH. ADLU GENUJAYA	88	7744
15	MUH. YOVIE	85	7225
16	CAHYAT MUBARAK	74	5476
17	NURMAYANA	57	3249
		$\sum Xy = 1231$	$\sum Xy^2 = 93561$

Score : The students score of post-test of MAN 1 Parepare

Base on the table above, the researcher found some data after she applied pre-test and posttest. The respondents were seventeen, name of respondents was the name

of students and each columns of pre-test and post-test divided two there were $X_1, X_2, X_1{}^2$, and $X_2{}^2$ the data of X_1 X_2, were scoring the students pre-test and post-test, then data of $X_1{}^2$ and $X_2{}^2$ were scoring the students in pre-test and post-test had been quadrate. So there no problem in applied pre-test and post-test

4.1.3 The rate percentage of student's pre-test and post-test

Table 4.3Classification of Students' Score

No	Classification	Score	Pre-Test		Post-test	
			F	Percentage (%)	F	Percentage (%)
1	Verry Good	86-100	1	5.88	3	17.65
2	Good	71-85	8	47.06	6	35.29
3	Fair	56-70	1	5.88	5	29.41
4	Poor	41-55	6	35.29	3	17.65
5	VerryPoor	0-40	1	5.88	0	0
TOTAL			17	99.99	17	100

Score: the percentage of student's pre-test and post-test of MAN 1 Parepare

The table above explains about percentage of students. How many score gotten explains also about frequency about how many students get score in pre-test and post-test and compare it to criterion of the level of achievment, concluded that in pre-test, there are students got verry good, good,poor, and verry poor. If we see the table accurately, we can assumes that there was development or enchancement. It can be seen when compare between the pre-test and post-test.

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The researcher found that there was enchancement of students based on post-test. There was 3 students got verry good, 6 students got good, 5 students got fair and there was 3 students got por in post-test and there was no got very poor.

Base on the result above. In pre-test there is 1 poor category, it meant the students had lack knowledge about reading chomprehension. Then in post-test there are 3 students got verry good category, it meant the students had understood reading comprehension. It can be concluded that the rate percentage in post-test was higher than the rate percentage in pre-test in teaching reading. In this data we could also conclude that the students reading comprehension can improved through numbered heads together.

4.1.4 Mean Score of Pre-test and Post-test

a. pre-test

$$M = \frac{\sum Xx}{N}$$

$$M = \frac{1140}{17}$$

$$M = 67.05$$

So, the mean score (Xx) of pre-test is 67,05

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum Xx^2 - \frac{(\sum Xx)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{80200 - \frac{1140^2}{17}}{17}}$$

$$SD = \sqrt{\frac{80200 - \frac{1299600}{17}}{16}}$$

$$SD = \sqrt{\frac{80200 - 76.44}{16}}$$

$$SD = \sqrt{\frac{80.123}{16}}$$

$$SD = \sqrt{5.00}$$

$SD = 2.2$

So, the result of the standar deviation of the pre-test is **2.2**

b. post-test

$$M = \frac{\sum Xx}{N}$$

$$M = \frac{1231}{17}$$

$$M = 72.41$$

So, the mean score (Xx) of pre-test is 72.41

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum Xy^2 - \frac{(\sum Xy)^2}{N}}{N}}$$

$$SD = \sqrt{\frac{93561 - \frac{1231^2}{17}}{17}}$$

$$SD = \sqrt{\frac{93561 - \frac{1515361}{17}}{16}}$$

$$SD = \sqrt{\frac{93561 - 89.13}{16}}$$

$$SD = \sqrt{\frac{93,471}{16}}$$

$$SD = \sqrt{5.84}$$

$$SD = 2.4$$

So, the result of the standar deviation of the pre-test is **2.4**

4.1.1.3 The Result of Pre-test and Post-test

The result of the pre-test and post-test showing in the following table:

Table 4.4 mean score and standar deviatiation on pre-test and post-test

No	Test	Mean score	Standard deviation
1	Pre-test	67.05	2.2
2	Post-test	72.41	2.4

The data above shows that there was an improvement while doing pre-test up to post-test, in pre-test had score 67.05 and the post-test score increased become

72.41. Besides that, the standard deviation of pre-test was 2.2 while the standard deviation of post-test was 2.4.

As the result at this item was the mean score of the post-test was greater than the result of mean score in the pre-test. It can be concluded that the students' reading skill had improvement after doing the learning process that used the One Stay Rest Stray technique. Although there is no students still got very poor score, and the other students show their improvement in teaching narrative text after doing treatment with used One Stay Rest Stray technique.

4.1.1.4 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 the worksheet of the calculation the score in pre-test and post-test of the students' reading skill.

In the order to see the students' score, the following is T-test was statistically applied:

Table 4.5 The worksheet of the calculation of the score on pre-test and post-test

No	X_x	X_y	$(X_x)^2$	$(X_y)^2$	$D(X_y\text{-}X_x)$	$D(X_y\text{-}X_x)^2$
1	91	94	8281	8836	3	9
2	85	85	7225	7225	-	-
3	51	51	2025	2601	-	-
4	85	85	7225	7225	-	-
5	40	60	1600	3600	20	400
6	51	60	2601	3600	9	81
7	77	100	5929	10000	23	529

No	X_x	X_y	$(X_x)^2$	$(X_y)^2$	$D(X_y\text{-}X_x)$	$D(X_y\text{-}X_x)^2$
8	48	57	2304	3249	9	81
9	54	54	2916	2916	-	-
10	54	54	2916	2916	-	-
11	74	85	5476	7225	11	121
12	80	85	6400	7225	5	25
13	60	57	3600	3249	-3	9
14	85	88	7225	7744	3	9
15	80	85	6400	7225	5	25
16	74	74	5476	5476	-	-
17	51	57	2601	3249	6	36
Total	1140	1231	80200	93561	91	1325

In the other to see the students' score, the following is t-test was statistically applied the formula:

$$D = \frac{\sum D}{N} = \frac{91}{17} = 5.35$$

The calculation of the t-test value as follow:

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{5,35}{\sqrt{\dfrac{1325 - \dfrac{91^2}{17}}{17(17-1)}}}$$

$$t = \frac{5,35}{\sqrt{\dfrac{1325 - \dfrac{5281}{17}}{17(17-1)}}}$$

$$t = \frac{5,35}{\sqrt{\dfrac{1325 - 487,12}{17(16)}}}$$

$$t = \frac{5,35}{\sqrt{\frac{837,88}{272}}}$$

$$t = \frac{5.35}{\sqrt{3.0}}$$

$$t = \frac{5.35}{1.73}$$

$$\boldsymbol{t = 3.09}$$

Thus, the t-tst value is **3.09**

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Table 4.6 The Test of Significance

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Variable	T-test	T-table value
Pre-test – Post-test	3.09	2.120

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the result of students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

D*f* = N- 1

  = 17-1

  =16

For the level, significant (p) 5% and df = 16, and the value of the table was2.120. While the value of t-test was 3.09. It can be concluded that the t-test value was greater than t-table (3.09 ≥ 2.20). Thus, it means that the students' reading skillwas significantly better after getting the treatment. So, the null hypothesis (H$_0$) was refused and the alternative hypothesis (H$_1$) was accepted. It has been found that there was an improvement of One Stay Rest Stray technique on students' reading skill in teaching narrative text.

4.2 Discussion

4.2.1 The Improvement of Students' Ability in Writing Descriptive Paragraph through Dictogloss Technique

By looking at the test finding, from the data provided in the classification table based on the aspect of writing, clearly to see that there were students who got very good score and good score. There were one (5.88%) students got verry good score, there were eight (47.66%) students got good score, there were one (5.88%) students got fair, there were six (35.29%) students got poor and there were one (5.88%) students got verry poor .Where as, in the post-test, there were three (17.65%) students got verry good score, six (36.29%) students got good score, five (29.41%) students got fair score, three (17.65%) students got poor score and there were no students got verry poor. From the result, the researcher concluded that the students' reading skill improved from very poor up to good classification.

The result of the researcher proved that One Stay Rest Stray in teaching reading skill was effective to be used to teach the students' reading skill. This statement is proved by the students score after given treatment which was significantly different, bisides that, the result of the test shows us that before the studens of the treatment (teaching narrative test), their score wheere most student got good classification with the mean score and standard deviation after giving them new technique in teaching narrative text, their reading skill have improved with the mean and standard deviation where three students are categoized as verry good classification in readin test.

To make detailed information about the result the reseracher will give explanation about how the researcher improve the reading skill of the students of

MAN 1 Parepare through One Stay Rest Stray technique. After Pre-test, in treatment the researcher gave some texts. In the first meeting the researcher gave a narrative text on title "Toba Lake" in the first meeting the researcher teaching narrative text through used One Stay Rest Stray technique and gave some explanation about the narrative text.

In the second meeting the researcher gave different narrative text on title "Craying Stone"and than gave some questions about narrative text, that text that given by the researcher. In the next meeting of treatment same like the first and the second meeting but different text. After treatment the researcher give post-test. Than the reasearcher analyze the different score between pre-test and post-test. It can be found that through the calculating of the score where the result of computation of t-test value got 3.09 if it was consulted with t-table or the students is able to improve their reading skill after they were given treatment.

4.2.2 The Ways of One Stay Rest Stray Technique in Improving the Students'
Reading Skill in Narrative Text

To find out how the technique of one stay rest stray can improve students' reading skills in learning narrative text. The researcher gets information about the activities of students in the learning process of one stay rest stray. There are several stages namely, Group, Assign, Move, Interview, Return and Share, Arrange students into groups of three and assign each student a number either: 1,2, or 3. Then assign a letter to each group.Assign give all groups the same assignment. This could be a task to perform, a promblem to solve, or a question to discuss. Tell the students that after a certain amount of time, they will each be going to another group to share how their response to the assignment. Every group member needs to be able to talk about their

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response.Move after groups have had their chance to formulate their response (adjust according ti the task performed), have all student who were numbered 1standup.They will rotate to the group next to them. For example, student #1 in group A will move to group B and student#1 in group B will move to group C. Then, student #1 in group C will move to group D and student #1 in group D will move to group A. And they will rolling to another group. While students ### stay in their original position.Interview, in their new groups, students interview one another about how their completed the assignment. Everyone should take notes and prepare to take the new ideas back to their own original group. Return and share,after five to ten minutes depending on the complexity of the assignment, all students return to their original groups. As the original of three, they will each share they learned from the other groups they worked with.

One Stays Rest Stay strategy is a strategy that can be used to improve the reading comprehension of students. This strategy can help the students to comprehend about the narrative text, the students exchange ideas to his friends in small group by discuss the text. In other word, one stays rest stray strategy to help students to comprehend the text before and during reading in small group discussion.

There were five meetings for doing this research, two meeting for doing the test (once in the pre-test and once in post-test) and there meetings for doing the treatment to prove that One Stay Rest Stray technique can improve the students' reading skill in narrative text. At the first meeting, the researcher gave pre-test to the students. The students asked to answers questions in narrative text the title "SURA & BAYA". It aimed to know the students' reading skill before got the treatment. The

researcher gave the score to the students' work based on the scoring rubric of narrative text

In the second meeting, the researcher started to convey what the material that would be learned by the students and introduced the One Stay Rest Stray technique. In this case, the researcher explained what One Stay Rest Stray technique, procedures of One Stay Rest Stray and the advantages of the One Stay Rest Stray technique. The material was three topics for three meetings. There was given for each meeting with a different title. Firstly, the students divide into groups which each group consist of 4 or 5 students.Students are asked to discuss and collect their notes with their friends to try to reconstruct their own version. In this case they are only asked to pay attention to each point of the paragraph fragments that they have found from other groups. For them to pay attention when the other group friends explain or read the pieces of narrative text. Text does not have to have the right content or the right structure, the most important thing is that they can explain what they get back from the results of their discussion in other groups. They will collect the results in perfect narrative text. The text should not be at all with the original text, but the meaning must be the same as the original text. Next, students are asked to choose one of their member groups to read their work in front of the class.

Other groups asked to pay attention what other groups' read and they asked to analyzed and gave feedback by giving comment or suggestion with paying attention of other groups' work in the aspect of content, grammar, mechanics etc. The researcher gave a conclusion about the material and asked the students to gave questions, after that the researcher answered the questions. At the end of this meeting, the researcher gave the conclusion that the students' still had many mistakes in

teaching narrative text. It was because of the students unfamiliar with the treatment it made them still confused and awkward during the treatment.

The third meeting was the same as the second meeting. The researcher taught narrative texth through One Stay Rest Stray technique. But, in this meeting, the researcher did not introduce the One Stay Rest Stray technique anymore. Before doing the OSRS technique the students asked to sit with their friends' group like in the first meeting. The researcher gave a different topic for this meeting. The topic of this meeting was about "....".the students wrote down or took note some keywords about the important information that they could caught from the text read. Next, the students asked to discussed and pooled their notes with their friends and tried to reconstruct their own version and pay attention to the component of writing. The text is should not be same at all with the original text but the meaning it should be same as the original text. Then, the students asked to choose one of their member's group to read their work in front of the class. Other groups asked to pay attention what other groups' read and they asked to analyzed and gave feedback by giving comment or suggestion with paying attention of other groups' work in the aspect of content, grammar, mechanics etc. At the end of the meeting, the researcher gave a conclusion about the students' mistake.. In this meeting was different with the second meeting because this meeting the students started to mastered the role of the technique and it made the students feel relax and enjoyable, so the class was run succesfully.

In the fourth meeting was the same with the third meeting. But, in this meeting, the researcher gave a different topic to the students, the topic at this meeting was about "". In this meeting, the students' was better than meetings before. Their content and organization was better, but little of them still had mistakes in grammar

and mechanics. In this meeting students had familiar with the technique and the class was run succesfully.

At the end of the research. After doing five treatments, the researcher gave a post-test to the students to measure the improvement of the students' ability after treatment was done. The researcher sums up the score of each the paragraph in first treatment until the last treatment. And the last, the researcher chose the second group became the winner. In this group, there were Alif, Muhammad Aidil,Nursilvana, and khairuddin.

From the first meeting until the last meeting the students could disscussion about the title of narrative text. And during the research at MAN 1 Parepare the researcher does not has difficulty because the teachers and all of the staff at the school were very welcome, and also the students were feeling very happy with the researcher. It made the researcher feel comfortable and confident to did the research, so the research was run successfully. It proved that began at the first meeting until the last meeting the students always cooperative and enjoy the learning process in the classroom. It could be assumed that the using of One Stay Rest Stray technique towards students' reading skill in teaching narrtive text. In this case, every action was planned as good as possible. So that, the writing activities could be accomplished well.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions. The conclusion of theresearch is a brief description that is based on the findings and discussion of the research, while suggestions consist of recommendations to the teacher and further research.

5.1 Conclusions

This research focuses on the use of 'One Stays Rest Stray' (OSRS)technique in teaching reading skill of Narrative text. The purposes ofthis study are to investigate the extent to which the use of OSRS technique helpsstudents' reading skill and to examine students' responses towards thelearning.

Based on the findings, this study concludes that OSRS technique helped students' reading skill which was seen from aspects of reading skill namely background knowledge, vocabulary knowledge, readingfluency, and comprehension strategies. As learning process, the students couldactivate their background knowledge to connect to the text, find out difficultwords in reading, improve students' reading fluency, and cover comprehensionstrategies such as activating background knowledge, questioning among theteacher and students, making predicting and inferences, and determining mainideas. Therefore, they could engage in reading actively and comprehend theNarrative text better and easier. OSRS technique also gives positive attitudes of students. The data showed that students enjoyed participating in reading activities. They are more enthusiastic, active, confident, and motivated to learn reading.

5.2 Suggestions

After finishing the finding, discussion, and conclusions of this research,there are some recommendations regarding on the use of OSRS technique inteaching reading comprehension as follows. In teaching reading by using OSRS technique, the teachers are suggested to know the concept of OSRS technique itself and be well prepared before conducting instructional process. Then, the teachers should pay attention to eachactivity of students because OSRS involves students' interaction more in classroom until the activity can be taken place effectively.

Moreover, the teachersshould also pay attention to the use of time allocation in classroom during teaching learning process. Next, it can be recommended for other researchers who want to investigate OSRS technique as future research. The research can investigate OSRS technique to be implemented in learning different kinds of texts. Besides, the researchers canuse OSRS technique in different grade for instance elementary school or juniorhigh school.