

IMPROVING STUDENTS' READING COMPREHENSION BY USING ONE STAY THREE STRAY METHOD

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Abstract

This research aimed to know whether one stay three stray method can improve students' reading comprehension at SMA Muhammadiyah 3 Jember in 2017/2018 academic year. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consisted of planning, implementing, observing, and reflecting in each cycle. The subject of this research was the students of tenth Science at SMA Muhammadiyah 3 Jember totaling 32 students. The research instruments used were reading test and observation checklist. The result of reading test data in cycle 1 was showed that did not achieve the criteria of success. The researcher needs to revise lesson plan or strategy in cycle 2. All activities done with the balance partner and having two clockwise around the room. Based on result of data analysis there is improvement on students' reading comprehension. It showed that cycle 2 is better than cycle 1. So, from cycle 1 to cycle two the students' reading comprehension is improved.

Key Words: Reading Comprehension, One stay three stray method

Introduction

In teaching English at senior high schools, reading is one of the English skills that must be learned by the students' besides listening, speaking, and writing. Reading plays an important role in learning English because reading is a bridge to understand the English text books and other knowledge

sources written in English. Reading as one of the four language skills is an essential skill for the students at every level started from elementary school until university. By reading, the students are expected to make connection between what they have and how the meaning are made from the text, and

they get not only information or knowledge but also enjoyment (Garllett, 1996: 4).

From the result of the preliminary study which was conducted on April 4, 2018 by interviewing the English teacher to get the reading score, it was found that the X grade students of SMA Muhammadiyah 3 Jember got difficulty in understanding the text and the sentences well. The average score of the students in reading class is ≤ 75 . There are 12 students that get score ≥ 75 and 20 students that get score ≤ 75 . From the interviewing English teacher, it can be known that the tenth grade students have problem in learning English, especially in reading. The teacher said the students' problems cannot understand the text well because they lack of vocabulary, need too long time to understand the text, and do not know how to make conclusion from the text. Besides, They got it difficult in understanding the sentences, because the students could not find the meaning of the sentences and only understood the broad outline of the content.

Based on the problem above it was necessary to implement One stay three stray method to improve students' reading comprehension.

According to Crawford (2005: 63) there are some steps to implement One stay three stray method :

1. The students are assigned to home groups of four.
2. Making a clockwise around the room, the teacher number the tables.
3. The students are assigned a question to discuss, or a task perform.
4. After they have worked on the task for an interval perhaps 15 minutes, the teacher asks everyone with the number one to stand up, move one table to the next numbered table (from table one to table two, from table two to table three, and soon).
5. Once the students with number one have moved, the teacher asks those with number two to stand. They should move from table one to table three, from table two to table four, and so on. Those with number three move three tables: from table one to table four, and so on. Those with number four should stay at their original table.
6. The teacher asks the students who are visiting each table to interview the

remaining member from the original group to find out how that group answered the question. They should take notes and prepare to take them back to their own table.

7. After five to eight minutes, have everyone go back to their original group and report on what they learned from the other tables. Each student should take three minutes to report on what they learned.

There are 32 students in the class, so each group consist of 4 students mean in the class there are 8 groups to be participated in the teaching and learning process by using one stay three stray method.

Method

This research is a classroom action research (CAR).The design of this research is Kemmis and Mc Taggarat's design. The

research subjects are tenth grade students of SMA Muhammadiyah 3 Jember in the 2017/2018 academic year, especially class X IPA 5 which has 32 students. Based on the research design, the actions of the research are implemented in four stages. According to Lewin in Arikunto (2010: 131), Classroom Action Research (CAR) consists of four stages in each cycle. Those are planning, implementing, observing and reflecting. The planning stage is where the researcher prepares the lesson plan and the instructional material. The second stage is implementing of the action. The researcher implements or conducts the plan in teaching learning process. The next stage is observing. The researcher analyzes the key issues related to the problems identified in observing stage. Observing is done during teaching and learning process. Finally, reflecting is last activity to identify the data based on the problem.

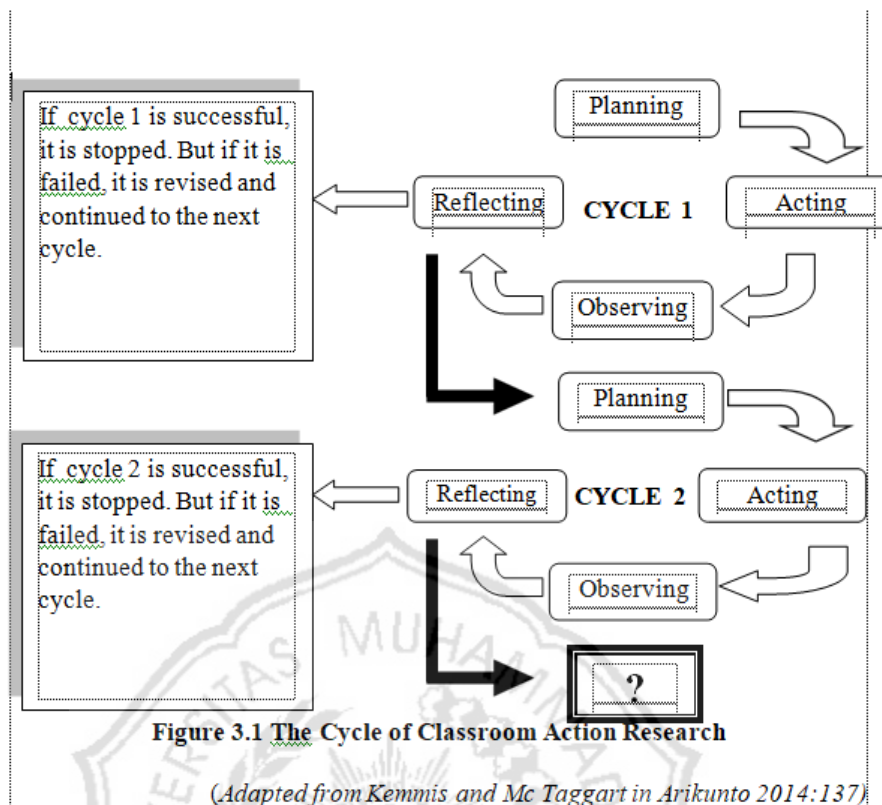


Figure 3.1 The Cycle of Classroom Action Research

(Adapted from Kemmis and Mc Taggart in Arikunto 2014:137)

In this research the instrument used Reading test and observation checklist. The researcher uses content validity to get the primary data. In this case, the validity of the test is made by constructing the test item based on the indicators of the curriculum.

Result And Discussion

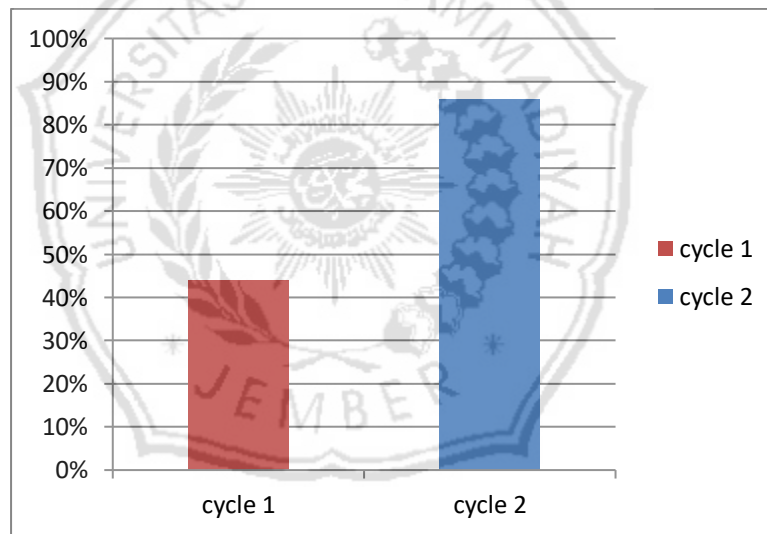
The reading test in cycle I was held on 27th April, 2018 to know how far students improvement in reading comprehension after implementing the action using One stay three stray

method. The reading test was conducted to measure the students' word comprehension, sentence comprehension, paragraph comprehension, and text comprehension in text. The material was narrative text. From the test result of cycle I, the mean score of the students reading comprehension by One stay three stray was 44% and students who got ≥ 75 was 14 students. As mentioned before, the action is regarded successful if 75% of students can achieve the minimum standard

score requirement that is ≥ 75 . It means that the test was not successful. The researcher planned some activities in the second cycle in order to get success such as giving vocabulary list and making two clockwise around the room. Also, grouping the students with the balance partner it means in each group has different capability of the members.

From the result of reading test in cycle II, the mean score was 79.06 and the percentage of students who got the standard mean score was 86%. It means that the minimum standard mean score ≥ 75 and the percentage requirement of reading comprehension it was 86% of the students in this research has been achieved. The different percentage could be seen in **figure 1**.

Figure 1. Percentage of Students' Reading Test Result



The reading test result of cycle 2 showed that the students' reading score had a better improvement than in cycle 1. It can be seen from figure 1. There was the improvement between cycle 1 and cycle 2. By Grouping students with different capability could cover

the cycle 1 which was failed to improve reading comprehension using one stay three stray method.

According to Dotson (2004) stated that heterogeneous grouping of students is essential to the use of cooperative learning structures and the groupings

involved consisted of students with varying abilities. So, grouping students with varying abilities can help them to have a group of sharing each other to find the information of the text and by this modification one stay three stray can improve students reading comprehension. It is also proven by previous research, Destyawarni (2015) stated that One Stay Three Stray can give group opportunity to exchange ideas to comprehend sharing ideas. Thus, this technique can help students in learning material easily, in this case comprehending the narrative text. Also, it is in line with Intan (2014) stated that One stay three stray become one of the most valuable tools educators have to develop students' activeness in academic and in this case reading comprehension

Conclusion

The general conclusion is One stay three stray can improve students' reading comprehension by creating cooperative learning environment such as sharing information about the text from group to another group at SMA Muhammadiyah 3 Jember in the

2017/2018 academic year. Considering the result some suggestions are given to the future researchers who use of one stay three stray should always control the time when the time for sharing information from group to another group in order will not waste to much time and make sure 90 minutes is enough for teaching and learning process.

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