

THE EFFECT OF ONE STAY THREE STRAY METHOD ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 PANGKALAN KURAS IN COMPREHENDING RECOUNT TEXT

Nadya Putri Anggina, Rumiri Aruan, M Syarfi.

Email: nadyaputrianggi@gmail.com, rumiri.aruan@lecturer.unri.ac.id, mhd_syarfi@yahoo.co.id

Contact: 085272927029

*Students of English Study Program
Language and Arts Department
Faculty of Teacher Training and Education
Universitas Riau*

Abstract: This research is aimed to find out if there is a significant effect of One Stay Three Stray method on the ability of the second year students of SMPN 1 Pangkalan Kuras in comprehending recount text. The research design was a pre-experimental research with one group pre-test and post-test design. The sample was selected by cluster random sampling. The mean score of post-test (76.30) was higher than mean score of the pre-test (53.50). Therefore, alternative hypothesis was accepted and null hypothesis was rejected. It means that there is a significant effect of One Stay Three Stray method on the ability of the second year students of SMPN 1 Pangkalan Kuras in comprehending recount text.

Key Words: Reading, Reading Comprehension, One Stay Three Stray, Recount Texts

DAMPAK PENGGUNAAN METODE *ONE STAY THREE STRAY* TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DUA DI SMPN 1 PANGKALAN KURAS DALAM MEMAHAMI TEKS *RECOUNT*

Nadya Putri Anggina, Rumiri Aruan, M Syarfi.

Email: nadyaputrianggi@gmail.com, rumiri.aruan@lecturer.unri.ac.id, mhd_syarfi@yahoo.co.id
NO HP : 085272927029

Program Studi Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan penggunaan metode One Stay Three Stray terhadap kemampuan siswa kelas dua SMPN 1 Pangkalan Kuras dalam memahami teks recount. Desain penelitian adalah penelitian pra-eksperimental dengan desain satu kelompok pre-test dan post-test. Sampel dipilih dengan cluster random sampling. Skor rata-rata post-test (76,30) lebih tinggi dari skor rata-rata pre-test (53,50). Oleh karena itu, hipotesis alternatif diterima dan hipotesis nol ditolak. Maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari metode One Stay Three Stray terhadap kemampuan siswa kelas dua SMPN 1 Pangkalan Kuras dalam memahami teks recount.

Kata Kunci: Membaca, Pemahaman Membaca, *One Stay Three Stray*, Teks Recount.

INTRODUCTION

In learning English, reading is one of English skills besides speaking, listening and writing that should be mastered by the students. It plays an important role for the success of the students. According to Harmer (2007:99), reading is useful for language acquisition. Through reading, students can widen their knowledge, develop critical thinking and enables them to expand their knowledge.

Based on 2013 curriculum for Junior High School, there are some text types that should be taught to the second year students, one of text types is recount text. In the basic competencies of 2013 curriculum, the second year students are expected to understand and be able to comprehend the text effectively. Pardiyono (2007:2) states that recount text is the text telling readers what happened in the past or retell a past event. Moreover, Djuharie (2007:44) states that recount text is the text that contents of which reports an event or activity of someone in the past.

In relation to this, One Stay Three Stray method can be used in reading activity. The researcher is interested to conduct a research intended to increase the students' comprehension of recount text by using One Stay Three Stray method. One Stay Three Stray method is a 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. The method prioritizes students-centered learning process. The implementation of One Stay Three Stray method in the teaching learning process can make students more responsible. In this way, students have opportunities to speak in front of their friends. They actively take a part in comprehending the text in group. The method can also be fun for the students because it gets them up, move around, interviewed and tell their table mates what they have learned from the other groups. Jacobs, et al (1996) as cited in Surjosuseno (2011:135) state that using collaborative learning technique will enable students to continue using good strategies of answering questions, making questions, and summarizing when the students read alone later on, after they graduate.

RESEARCH METHODOLOGY

The research was classified into pre-experimental research with one group pretest-posttest design. The participants of the research were the second year students of SMPN 1 Pangkalan Kuras that consist of 33 students. The data of this research were collected from the result of the reading test in the pre-test and post-test. In this research, the researcher had 6 meetings through 3 activities to collect the data ; 1 meeting for pre-test , 4 meetings for apply the treatment and 1 meeting for post-test. The population of the second year students of SMP Negeri1 Pangkalan Kuras is shown in Table 1 below:

Table 1. The Total Population of the Second Year Students of SMPN 1 Pangkalan Kuras

NO	Class	The number of student
1	VIII A	34
2	VIII B	34
3	VIII C	34
4	VIII D	33
5	VIII E	34
6	VIII F	34
7	VIII G	34
8	VIII H	34
9	VIII I	33
10	VIII J	33
11	VIII K	34
Total		371

Based on the Table 1 above, the total of population of the second year students of SMPN 1 Pangkalan Kuras was 371 students in nine classes. Cluster Random Sampling technique was used to get the sample. The researcher provided 11 pieces of paper into a bottle, one of the papers was written the word “sample” and the other papers are blank. The chairperson of each class chose one of the papers and who get the “sample” paper became the sample of the research. As the result, class VIII I was chosen as the sample which the total number was 33 students.

RESEARCH FINDINGS

In this research, T-Test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students or not.

The finding of this research shows that One Stay Three Stray method gives significant effect to students in comprehending recount text through the pre-test and post-test result. The comparison of the pre-test and post-test score in each aspect of writing can be seen in Table 2.

Table 2. The Comparison between Pre-test and Post-test Score

NO	Component of Reading	Mean Score	
		Pre-test	Post-test
1	Main Idea	55.56	83.84
2	Factual Information	52.53	77.27
3	Vocabulary	51.01	78.79
4	Inference	52.02	71.21
5	Reference	56.57	74.24

Based on the data, there were some improvements of the students' ability in comprehending the recount text after being taught by using One Stay Three Stray method. It shows that the highest mean score in pre-test was reference (56.57) and the highest mean score in post-test was main idea (83.84). While the lowest mean score in pre-test was vocabulary (51.01) and in the post-test was inference (71.21). Furthermore, the improvement of main idea was 28.28, factual information was 24.74, vocabulary was 27.78, inference was 19.19 and reference was 17.67.

Table 3. The Result of T-test
Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair POST_TEST 1 - PRE TEST	23,3000	8,99740	1,56625	20,10966	26,49034	14,876	32	,000

Table 4 shows that the result of t-test was 14.876. Meanwhile, t-table on the df (degree of freedom) 32 was 2.036 with the level significant (α) = 5%. According to the result, the t-test was larger than t-table on significant level 5%. The level significant was $14.876 > 2.036$. It means that the alternative hypothesis "There is a significant effect of One Stay Three Stray on the Ability of the Second Year Students of SMPN 1 Pangkalan Kuras in Comprehending Recount Text" is accepted and null hypothesis is rejected.

Discussion

The result of the research shows that the mean score of post-test was higher than pre-test ($76.30 > 53.54$). It means that the student's score after receiving the treatment have significantly improved. The data analysis shows that t-test and t-table was $14.876 > 2.036$. It means that the alternative hypothesis of the research could be accepted, "There is a Significant Effect of One Stay Three Stray Method on the Ability of the Second Year Students of SMPN 1 Pangkalan Kuras in Comprehending Recount Text".

The lowest score of the six components of reading in pre-test was vocabulary (51.01). It because the students were not familiar with the words, it made them got difficulties in finding the meaning of the words. The lowest score in post-test was inference (71.21). It because the students were not able to look carefully the facts that coming into conclusion and finding out the meaning beyond the text. The highest score of six components of reading in pre-test reference (56.57). It because the answer stated in the text that the students could point it easily. The highest score in post-test was main idea (83.84). It because the students were able to understand the main topic each paragraph. The improvement of main idea was 28.28, factual information was 24.74, vocabulary was 27.78, inference was 19.19 and reference was 17.67. In addition, the aspect has a significant increase in post-test by using One Stay Three Stray method because in team work the students have opportunity to adjust their language output to make sure they understand each other. In line with, Crawford et al. (2005:63-64) state that One Stay Three Stray method cooperative learning activity is for sharing ideas within a classroom that very useful method for quickly sharing ideas within a large class.

Moreover, Surjosuseno (2011:26) states that One Stay Three Stray method exploits instructional process actively that involves movement activity of students so that the students have an opportunity to develop, collect ideas, discuss, and figure out a text by building team work. By using this method, students can easily catch the main idea, factual information, vocabulary, inference and reference because they have to share to each other from what they have got. The students were interested and enjoyed learning the recount text by using this method. Hence, there is a significant effect of One Stay Three Stray method on the ability of the second year students of SMPN 1 Pangkalan Kuras in comprehending recount text.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the discussion of data findings and discussion in the previous chapters, the researcher concludes that One Stay Three Stray method gives significant effect to students in comprehending recount text. The result of the research has answered the research question ("Is there any significant effect of One Stay Three Stray method on the ability of the second year students of SMPN 1 Pangkalan Kuras in comprehending recount text?").

Based on the data analysis, it shows that One Stay Three Stray method is effective to improve the students' reading ability especially in recount text. It can be seen from the mean score of the post-test (76.30) which was higher than the mean score of the pre-test (53.54).

Recomendation

In addition, the teachers are suggested to use One Stay Three Stray as teaching method in comprehending recount texts since the method gives positive effect to the students' reading comprehension. Then, the variety of innovation of making both media and teaching method can be applied to help the students understand recount text effectively. Teachers also need to make good atmosphere in the classroom that will make the students feel comfortable and enjoyable in learning process. Furthermore, in order to make the method more effective in teaching-learning process, the time that would be spend during using the method should be controlled.

The students have to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend texts especially recount text. Therefore, their ability in finding main idea, factual information, language feature, inference, reference and social function can be increase.

Furthermore, the further researchers need to try the method to other levels of students in various contexts in order to discover the effectiveness in developing the students' ability. The further researchers can also use controlling class to get the comparison when the treatment result is evaluated.

BIBLIOGRAPHY

Crawford, Alan,E.Wendy Saul & Samuel R.Mathews,Jim Makinster.(2005). *Teaching and Learning Strategies for the Thinking Classroom*. NewYork: The International Debate Education Association.

Djuhari,O.S. (2007). *Genre* . Bandung : Yrama Widya.

Hamer, Jeremy.(2007). *How to Teach English*.Cambridge: Longman.

Publishing. Pardiyono.(2007). *Pasti Bisa Teaching Genre Based Writing*. Yogyakarta: Andi. Offset.

Surjosuseno, T. T.(2011). *The Effects of One Stays the Rest Stray and Lockstep Techniques on the Enhancement of Students' Reading Achievements*. Conaplin Journal. 1(1). 129- 146.